

ISSN 1911-2017 (print)
ISSN 1911-2025 (online)

ASIAN SOCIAL SCIENCE

Vol. 5, No. 9
September 2009



Canadian Center of Science and Education

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Quality of Life Indicators: The Objective-Subjective Interrelationship That Exists within One's 'Place of Residence' in Old Age

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Abstract

Using a largely qualitative research design, this study originally explored how a small cohort of aged clients and human service workers assessed and measured Quality of Life (QOL) amongst older people. A literature review was undertaken and interviews were conducted with participants from Community Vision Incorporated (CVI) and other key informants from separate human service agencies. The findings suggested that there was a dichotomous relationship between the perceived affects that in-home care and aged care facilities had on the QOL of older people. A number of participants suggested that in-home care and aged care facilities were disempowering and overall, impacted negatively on the Objective QOL (O-QOL) and Subjective QOL (S-QOL) of older people. This paper will outline these complexities and further discuss related themes, issues and new insights into the relationship between an older person's 'place of residence' and other O & S-QOL indicators.

Keywords: Qualitative research design, Quality of life indicators, Older people, Community vision incorporated, In home care, Residential Aged care facilities, Subjective and objective quality of life, Place of residence

1. Introduction

This research paper is based on the greater findings of a Post Graduate Honours Research Degree, conducted in the School of Psychology and Social Science (SPSS), at Edith Cowan University (ECU) (see Georgiou, 2008). The study focused on the qualitative responses of a small cohort of aged clients, staff members and managers from CVI, as well as number of key informants from three other large, Western Australian aged care service providers. CVI is a peak Non-Government Organisation (NGO) operating throughout the northern suburbs of Perth, the capital city of Western Australia. The agency provides various community, care and support services to older people and people with disabilities. The original study had three main components of inquiry, each exploring issues related to QOL amongst older people; particularly within an Australian context.

The research was designed to qualitatively study the ways in which participants perceived and understood QOL and thereby identify new insights or measures that could be used to inform future research into QOL amongst older people. This involved the collection of primary data, as well as a review of relevant academic literature and Australian

Government documents. This created an understanding of existing QOL indicators or frameworks and also explored the ways they are generally utilised by aged care service providers.

The secondary aim of the research was to find possible weaknesses in existing QOL measures or instruments and suggest new ways to understand and assess the QOL of older people. Although not an evaluation of the agency per se, *CVI's Referral and Assessment Form* (this form being a standardised instrument adopted from Department of Health *pro formas*) was used as the theoretical foundation of this analysis (Aged Care Team Leader, 2007). The concept of an ageing society was also explored through primary and secondary inquiry. The phenomenon's potential impact on the Australian aged care industry and the future QOL of older people was considered to be a significant issue that warranted further investigation (See Table 1 for a list of the five fundamental research questions used to shape the original study).

The research concluded that home care and aged care facilities, should be a critical component in the assessment and referral process of aged clients. However, it would appear that to date, they are not. Regardless of whether the clients live in private residences and received in-home care, or reside in dedicated aged care homes, the data was constant. 'Residential'-based indicators of QOL were extremely important in understanding how participants perceived and understood their QOL.

These same 'Residential' themes and sub-themes also suggested new ways in which QOL indicators should be developed in the future. For example, the theme 'Residential' was found to be a multi-faceted QOL indicator that needed to be further broken down into smaller measures. These areas included 'place of residence', 'in-home care' and 'age-friendly design' and each was identified with having a significant bearing on the QOL experiences of older people. However, an older person's subjective 'Perception' of their place of residence appeared to impact on QOL more than the purported physical benefits of their residential environment. This led the Researcher to conclude that referral and assessment protocols (which tend to be closed ended in Australian contexts) need to be far more subjective and qualitative in nature to ensure QOL indicators (based on subjective perceptions) and others mentioned below, are captured and implemented.

2. Background to the Original Study - QOL Paradigms and CVI's Referral and Assessment Form

The original study found that QOL paradigms can be narrow or broad. The vast number of QOL indicators identified in the literature review, were multi-dimensional and tended to employ, to varying degrees, a combination of both O-QOL and S-QOL indicators. There were considerable similarities in the frameworks studied *vis-à-vis* O & S-QOL indicators. Furthermore, an O-S QOL interrelationship was evident even in the primary data.

However, the literature review also suggested that many of the existing referral and assessment instruments (utilised by aged care providers and related government agencies) used 'closed' instruments when assessing aged clients. 'Closed' refers to the fact that the instruments did not allow the older people (and indeed staff and management) to 'speak for themselves'. CVI's *Referral and Assessment Form*, did not accommodate for a O-S overlap, tending to be 'closed' and focusing on four broad O-QOL indicators; 'physical', 'intellectual', 'sensory' and 'social' QOL indicators (Aged Care Team Leader, 2007).

The literature showed that there has been a strong momentum in the QOL debate for the individuation of QOL Frameworks (see Bowling, 2005). As a result, the original research focused on this issue; transferred 'individualised' dimensions into the methodology; and encouraged respondents to identify themes they perceived as personally significant to the measurement of QOL. Ultimately, the original Honours Research suggested that CVI could further amend and improve their *Referral and Assessment Form* to better accommodate S-QOL indicators and include open ended questions.

3. Literature Review -QOL Frameworks

As previously stated, QOL Frameworks have generally been constructed with either a narrow focus or based on a broader understanding of an individual's well-being (Gerritsen, Steverink, Ooms & Ribbe, 2004). According to Gerritsen *et al.* (2004), models based on health-related QOL fall into the first category (narrow). Hunt (1999) stipulated that health-related QOL can be regarded as synonymous with one's 'physical functioning'. Opponents of such a view have argued that although a person with physical debility may be limited in their mobility, it does not necessarily demonstrate that they have a poorer QOL than a physically healthy individual (Hunt, 1999). It was suggested that such a "narrow" correlation discriminated against older people, people with disabilities and those with long term diseases (Hunt, 1999, p. 229). Therefore, this narrow approach to measuring QOL was not applied in this Honours study.

Health-related QOL indicators and frameworks can also be separated into "holistic" measures (such as 'social, emotional and physical well-being') or more limited definitions that focus on a person's life in general (Carr, Gibson and Robinson, 2001, p. 1240). Hunt (1999) posited that QOL should not be evaluated purely on an individual's health. In order to maximise one's life status, societal, monetary and cultural dimensions of wellbeing need to be addressed in conjunction with a person's physical state. Coming from a health-related background, Lacasse, Wong and Guyatt (1999) stipulated that QOL is commonly comprised of four recurring themes. These included 'bodily functioning',

'psychological wellbeing', 'socialisation' and 'physical sensation'. Although not ideal, this approach more closely related to the QOL measurement paradigms ultimately utilised as part of the original Honours study.

Community indicators of QOL have also been divided into narrow and broad categories, ranging from countrywide measures to local service delivery and individual QOL instruments (Zagon & Shookner, 2002). Bowling (2005) argued that there are fundamental QOL indicators that permeate the greater population. These included 'mental', 'physiological' and 'emotional' health (Bowling, 2005). Also important were social and familial networks, civic participation, as well as maintaining physical and financial security (Bowling, 2005). However Bowling (2005) also discussed various subjective dimensions of QOL, further suggesting that 'autonomy' was a distinct measure of one's QOL.

In Bowling's (2005) review of Individual QOL Frameworks she discussed the *Schedule for the Evaluation of Individual QOL*. The schedule requires older people to describe five issues that are personally significant to their own wellbeing (Bowling, 2005). The *Quality of Life Index* is a tool for self-assessment (Browne, 1999). As in the schedule discussed above, individuals using this index elect QOL indicators that they feel are significant to their personal wellbeing. They then relay whether they have positive life experiences in each of these indicators (Browne, 1999). A similar procedure was used in this research methodology, where participants were asked to define what QOL meant to them, as well as describe any issues or advantages that they or older people in general experienced in relation to QOL.

According to Browne's (1999) *Goal Attainment Measures*, QOL is determined by comparing one's actual state of being, with what they desire for themselves. Aiming for desired outcomes and actually attaining these goals are related to positive experiences of QOL (Browne, 1999). Such measures are subjectively individualised and not subject to standardisation – desires being highly personal in nature.

Another Individualised Framework discussed by Browne (1999), was the *Subjective QOL Profile*. This model encompassed four indicators of QOL. The first indicator includes physical, physiological, psychological and sexual ability under the banner of 'functional life'. The next objective indicator, 'social life', is comprised of 'networks, social engagement and participation'. Monetary and housing concerns come under the objective indicator 'material life'. The last is the subjective indicator 'spiritual life' which involves religious views, faith and personal activities such as "reflection" 'reading' or "meditation" (Browne, 1999, p. 165). These QOL frameworks discussed above provides a realistic insight into the subjective QOL needs of the aged, however, these discussions are only available in academic literature and only a handful of QOL frameworks can be said to have adopted the most positive aspects of these frameworks.

Although CVI's multi-dimensional *Referral and Assessment Form* focused on four broad categories - 'physical', 'intellectual', 'sensory' and 'social' - the ways in which their clients were asked and their QOL assessed, denied their 'subjective' input. Despite this, the *Referral and Assessment Form* still closely related an eclectic approach to measuring QOL and was used as the theoretical foundation of the original research. To add a subjective dimension to the study, the researchers asked more general, open-ended questions that queried the perceptions participants held regarding QOL issues. For a discussion about the methodology employed in this research please refer to section 4.2 below (for an outline of the question guide please see Table 2).

3.1 Literature Review - Objective and Subjective Dimensions of QOL

According to Lebowitz (2000) QOL is an extensive topic. There is little agreement as to its theoretical foundations, what indicators exist or how QOL frameworks should be utilised (Lebowitz, 2000). Although there appears to be no universal definition of the concept of QOL, it is usually measured in terms of 'objective' and 'subjective' indicators (O-QOL and S-QOL indicators). "Quality of Life is both objective and subjective, so its measurement should include how people think about their lives" (Eckersley, 1999, p. ix).

O-QOL indicators involve tangible objects such as finances, employment, place of residence (home ownership), education levels and one's social or physical environment (Bowling, 2005). S-QOL indicators include one's contextual understanding of QOL based on personal history, future prospects and attitudes, life history and emotional and physical well-being, as well as 'depression', 'anxiety', 'bereavement', 'adaptability' and 'reminiscence' (Bowling, 2005). According to Roche (1990), QOL is subjectively measured by personal opinion and objectively defined in terms of standardised measures. Objective and subjective indicators appear to be interlinked, but a contradiction arises in the assessment process when subjective indicators are assessed using a closed instrument (see Roche, 1990).

As outlined by Bowling (2005, p. 148) conventional QOL measurement devices have been "*ad hoc*", with no uniform structure. Again, although QOL itself appears to have no agreed upon classification (Bowling, 2005), the importance of perception and one's outlook on life have been recognised and there has been a recent trend to add subjective dimensions to pre-existing, traditional O-QOL frameworks to enhance the scope of QOL inquiry (Bowling, 2005). However, it would seem that widespread acceptance of these trends has not occurred.

Subjective wellbeing, as defined by Glicksman (2000), is related to positive feelings and mental states. According to Bowling (2005) S-QOL is synonymous with how positive one's life is. Subjective wellbeing is an assessment of an individual's mental, physical, economic and social status (Glicksman, 2000). It involves a comparison between one's current life and their prior experiences (Glicksman, 2000). Subjective wellbeing is further influenced by events in one's life and how one reacts to 'life's events'.

A further S-QOL indicator identified in the literature was depression. Universally, the largest sources of depression amongst older people are consequences of physical disorders, pain, loss and diminished social support (Richardson & Barusch, 2006). Another important S-QOL indicator discovered in this research and related literature is 'Reminiscence'. Reminiscing is not solely about remembering events, but portraying one's life experiences from a highly subjective perspective (Tilki, 2000). According to Tilki (2000), older people should have the opportunity to reminisce in both formal and informal environments. "*Reminiscence affords a rich seam of information which has the potential to enhance the quality of life for older people by enabling professionals to listen to the real needs of clients*" (Tilki, 2000 p. 107).

S-QOL indicators are wide-reaching and influenced by many intrinsic, cognitive, emotional and contextual factors. In addition to the substantive themes discussed here, it was found that subjective dimensions are closely interrelated with objective indicators of QOL. The indicators identified in the literature correlated with those recognised in the primary data of this research study. These O-QOL and S-QOL are listed in Table 1 below, and whilst they are not the major focus of this paper, they form the basis upon which its arguments are based. The indicators listed in Table 3 come from the analysis of primary data and many have been supported by the relevant QOL literature.

4. Research Design – Ethical Considerations

Initially, a brief proposal outlining the purpose and ethical considerations of this research was submitted to CVI's Board of Executives early in 2008. The original study was completed under the auspices of ECU research guidelines and data collection commenced after National Health and Medical Research Committee (NHMRC) ethics approval was obtained from ECU in June 2008. Ultimately, CVI accepted the research proposal, upon receiving said ECU ethics approval. Informal discussions about the study took place with prospective clients, staff and key informants prior to the formal face-to-face interviews taking place. *Information Letters* and *Ethics Consent Forms* (based on ECU and NHMRC guidelines) were presented or sent to all participants. Due to ECU's ethical guidelines, the *Information Letter* and *Ethics Consent* forms were disseminated as hard copy documents with the University's Banner included in the letter head. However, in some cases these were read to clients with poor vision.

In 2007 the researcher was completing a Bachelor of Social Science at Edith Cowan University with a Double Major in Community Studies and Welfare and Community Work. Practicum's were an essential part of this degree. As part of a Third Year Practicum Unit, the researcher completed two hundred hours of a student work placement at CVI. As a result, the researcher worked closely with clients and staff at the *Adult Day Care Centre* as well as CVI's Administrative Offices in Joondalup, in late 2007. This created a pre-existing relationship of trust between the researcher and participants, thereby unintentionally aiding the data collection process undertaken in June 2008.

The face-to-face interviews with client and staff participants from CVI took place at the Woodvale Community Centre in the northern suburbs of Perth. As it was the location of the *Adult Day Care Program*, it was a secure setting that both the researcher and participants were familiar and comfortable with. Interviews with key informants were undertaken at their own place of work. All interviews were conducted individually and in a private room; ensuring full confidentiality. At the end of each interview, participants were asked to choose a fictitious name. Participants selected their own pseudonyms to protect their anonymity and to further secure their confidentiality. By including them in part of the decision-making process it also ensured that the research design was collaborative. These pseudonyms have also been used in this paper and have been combined with their status as an aged client, day care staff worker, manager or key informant (so as to easily identify them as belonging to a specific demographic group).

4.1 Research Design – Sampling Frame

The total number of participants recruited for this study was sixteen. A small group of six aged clients from the *Adult Day Centre* were the central focus of this study. A further five staff members from the *Adult Day Centre* were interviewed and two managers from the CVI's Administrative Offices undertook the electronic survey. In addition to this, three key informants from three separate Western Australian aged service delivery organisations were also recruited.

The process of recruitment was non-random and true generalisation to the greater population of older people outside the Day Centre was not feasible (Walliman, 2004). A combination of Theoretical Sampling, Convenience Sampling, the Snowball Sampling technique and Opportunity Sampling was employed to recruit participants (see Bell, 2005; see Walliman, 2004). Limitations of the research could be related to the small sample size, however the study was able to draw indicative and valid conclusions that could inform policy and research. Although not based on empirical fact, due

to the in-depth nature of the study (using both primary and secondary resources to support any data), the findings might be useful to health care workers, researchers and policy-makers concerned with the maintenance of positive QOL experiences among older people.

4.2 Research Design – The Data Collection Process

Unlike the quantification of interview responses that takes place in traditional experimental research designs, the questions used as part of this research focused on the respondents' personal and professional views on QOL amongst older people. In quantitative research designs, set answers are assigned a pre-determined value and the "meaning" behind what is said is only considered after an analysis of the content (Rubinstein, 2002, p. 137). Conversely, interviews used as part of qualitative research design (such as in this study) encourage respondents to provide an in-depth account of their personal experiences; thereby establishing the meaning behind one's responses (Rubinstein, 2002).

The research design was made up of a series of semi-structured interviews and survey interviews. By using a semi-structured instrument, the researcher was in a position to ask respondents to expand on matters of interest or concern to the study; according to Bell (2005) this is a strength of qualitative research. At the beginning of each interview, respondents were asked probing questions relating to their personal and conceptual understanding of QOL. The question guide also included questions that were based on the four fundamental themes in *CVI's Referral and Assessment Form*; 'physical', 'intellectual', 'sensory' and 'social' QOL indicators (Aged Care Team Leader, 2007). Further information was gathered concerning 'service delivery' and the QOL of older people in an 'ageing society' and how Australian aged care services could meet the demands of an ageing society. All interviews closed with an open-ended question that allowed respondents to discuss matters personally significant to them.

The majority of questions relating to the four main QOL themes were asked of all participants but these universal questions were modified to suit the separate sample groups and individuals therein. As stipulated by DETWA (2005) the questions were shaped to cater to the individual participant giving their response. For example -

"In your opinion, do older people..." – for staff

"In your experience, do you ever..." – for clients

A number of questions were relevant only to clients, staff, managers or key informants; they were specific to these respondent groups' Subjective opinions or expertise (for the questions list posed to staff members see Table 2). Overall, the question guide was not prescriptive and conversations were flexible. Even in the survey interviews, respondents were encouraged to provide in-depth accounts of their personal experiences; thereby allowing the researcher to establish the meaning behind their responses (Rubinstein, 2002).

4.3 Research Design – Analytical Framework and Data Analysis

In the original study, the Analytical Framework involved identifying QOL indicators through the literature review and interview processes; data analysis had three phases. The first phase, the literature review, listed several existing QOL Frameworks and QOL indicators, as well information regarding ageing populations. One of the aims of this review was to establish whether the *CVI Referral and Assessment Form* required amendments (Aged Care Leader, 2007). Another aim was to establish what changes might occur as part of an ageing society and how this could impact on the QOL of older people in Australia.

The interview process was the second phase of the Analytical Framework. As previously stated, the question guide developed for the interviews and survey interviews was based on the four themes of the Referral and Assessment Form (Aged Team Leader, 2007). As in the literature review, a purpose of the interviews was to assess whether these themes were adequate measures of QOL amongst older people or if the instrument should be further developed to include new or alternative QOL indicators. The interviews also aimed to ascertain other pertinent information about the QOL of older people in an ageing society and how aged service delivery may evolve to meet the demands of an ageing population. These qualitatively based interviews were transcribed; the content analysed; and then reviewed, using thematic analysis techniques whereby verbatim quotes were grouped into themed categories. Historically, 'themes' have been described as recurrent subject areas that are identified by participants as areas of great significance to their lives. As purported by Rubinstein (2002), in the original study themes were interpreted during interview's (detailed in the field notes) and again as part of the analysis process.

NVivo Version 7, a post-positivist software tool for qualitative analysis, was used for content analysis purposes. The researcher input verbatim quotes from field notes and survey interview data into *NVivo*, which was then used to develop substantive codes and nodes; from this it was determined what initial themes appeared to be emerging from the primary data relating to old age and QOL indicators. Using these substantive codes as a foundation, further data analysis involved the categorisation of full interview and survey content by constructing themed tables on *Microsoft Word*. These themes and quotes were then used as part of the thesis findings and were used to explore and discuss any new or alternative QOL indicators.

In the third analytical process, comparisons were made between select QOL Frameworks that were analysed in the literature review (see section 3.1 above); the QOL indicators identified through an analysis of the participant data; and the QOL themes that emerged from further analysis of the CVI QOL indicator, the *Referral and Assessment Form*. The data analysis was based on a triangulation of data from these three separate, qualitative sources. Ultimately, the themes and quotes identified in the primary data were used to add context to the secondary data (see Table 4). Furthermore, responses concerning QOL were used to explore, develop and discuss any new or alternative QOL indicators (as outlined in Table 3). The original research was able to identify strengths and weaknesses in the current CVI and other QOL indicators. This further contributed to the discussion of QOL issues experienced by older people - within an Australian context.

4.4 Research Design - Limitations and Strengths of this Research

Mirrored in this study, Rubinstein (2002) suggested that in most research designs, participants are encouraged to provide responses based on their subjective experiences. As in this study, the analyst then investigates all responses as a group and recurring themes are identified. Despite this, Rubinstein (2002) argued that although shared experiences may become apparent to the researcher, the history of individuals is highly personal and the experiences of 'one' cannot be directly generalised to other people. He further stipulated that analysts usually present an individual response as indicative of the sample population's experiences (Rubinstein, 2002). In this study, verbatim responses were analysed, compared and quotes deemed the best examples of a particular theme, were used to represent recurrent themes. As the format described by Rubinstein (2002) is similar to the data collection and analysis phases of this study (see section 4.3 above), the original research's Methodology and Analytical Framework could be viewed as limited.

Conversely, Rubinstein (2002) discussed an interview where a proxy informant (a carer or support worker answering on behalf of their client) not only described her own interpretation of events, but how her aging mother felt and her own perception of her mother's later life. This phenomenon was apparent in this study. Members of the staff, manager and key informant participant groups all drew from their own experiences with older family members, clients and dealings with older people in the community. It was important to the service providers that they be able to empathise with older people and particularly in conversations about QOL, hypothetically view situations from the perspective of older people. Although responses were grouped into broad thematic categories, it seems that the opinions of human service workers may have been shaped by empathy; thereby closely reflecting the views expressed by aged clients. Thus, it could be argued that generalisations made about the findings were warranted and in fact, not a weakness of this study.

Rubinstein (2002) described power relationships that can exist between the interviewer and the participant. He identified a correlation between the length of an interview and the nature of the interviewer-participant relationship. Short, structured interviews afford greater authority to the interviewer due to the narrow, pre-determined content. Therefore, brief interviews may be limited as tools for data collection because the items may not be personally relevant to the participant. As such, a strength of this study was that the majority of semi-structured interviews were conducted between 15 and 50 minutes in length. The purpose of this research was to collect participants' qualitative responses and establish meaning. Therefore, using Rubinstein's reasoning, this study was successful. Participants were encouraged to talk freely (about matters significant to them) and without a perception of time constraint.

According to Rubinstein (2002) a 'child-parent' power relationship may develop in the course of interviews conducted with a younger interviewer and an older participant. Although there was a 'child parent' power relationship between the researcher and respondents, it did not impact negatively on the data collection process. Again, due to the length of interviews, familiarity was fostered between the researcher and participants. This prompted the older respondents to divulge more information; in fact members from all participant populations elected to provide information about ageing and growing older in the form of advice – as a parent would to a child.

In this study a small sample was utilised for interviews and surveys. In most research designs, questionnaires are usually applied to small cross-sections of a population and results are not easily generalised to the greater global community. As such, a small sample group might be a possible limitation of such research designs. However, the findings of this study were never intended to be generalised to the greater population and therefore sample size was not a weakness of this research design. The purpose of the study was to convey the interview data as indicative of other aged clients in similar NGO settings. Hunt (1999) stipulated that data acquired through research using a cross-section of a population is generally presented as indicative of other populations and situations. However, a possible limitation of this study was that conclusions derived from such data can be erroneous. Hunt (1999) stated that there are extreme variations between separate demographic populations based on culture, ethnicity, gender, social status and nationality.

5. Findings - General QOL Indicators and Sub-Themes

Respondents interpreted the concept of QOL using similar Objective-Subjective parameters identified in the literature review (see section 3.1 above). This prominent interrelationship was best encapsulated in the following quote -

QOL is both subjective and objective. There are things "out there" such as housing, getting food, the weather, all sorts of quite objective things, which of course, affect how I feel, but how I choose to respond is up to me (Eddie, Key Informant from a Peak WA Aged Service Delivery Organisation, Personal Communication, July 24th, 2008).

Certain tangible indicators were identified to be universally important in predicting whether an older person's QOL was adequate. However, it was widely posited that the intrinsic nature of older people (or being aged) also influenced an individual's level of QOL. In addition to this, Objective and Subjective indicators were found to be intrinsically linked.

The Objective indicator 'physical wellbeing' was further subdivided into one's ability to carry out 'daily tasks and routines' as well as maintaining their 'personal hygiene'. The Objective indicator 'sensory' referred to 'hearing' and 'sight'. Participants measured older people's 'intellectual' QOL in terms of their 'cognitive functioning' and the Subjective measure of one's mental 'attitude'. Although largely Objective in nature 'technological aids and human support' were highly influenced by the Subjective QOL indicators of 'resistance' and 'adaptability'. That is, learning how to cope with an age-related impairment and thereby changing their lifestyle accordingly.

The Objective QOL measure, 'service delivery' was subdivided into 'care and support services', as well as 'medical services'. 'Residential' indicators of QOL were subdivided into 'place', 'in-home care' and 'age-friendly cities' (all primarily Objective in nature). Participants measured the Objective indicator 'financial' QOL, in terms of 'government pension' and how they perceived '3rd party assistance'. That is, whether they were willing to give up their financial independence or if this constituted a decline in their QOL. The broad area of 'social' was related to the areas of 'service delivery', one's Objective ability to 'communicate' and how this impacted on them personally. 'Social' was further subdivided into feelings of 'isolation', 'depression' and 'one's autonomy of choice' and how this influenced their QOL.

The Subjective indicator 'anxiety' was strongly related with experiences of 'bereavement' and feelings of 'loss'. Similarly, the Subjective theme of 'reminiscence' was also related to participants' feelings of 'loss'. Particularly when comparing one's past accomplishments or position in society to their current life style. For a full list of these Objective and Subjective QOL indicators (as well as their sub-themes) please see Table 1.

To summarise, Roche (1990) portrayed QOL as a multi-dimensional concept that is viewed and measured in different ways. Roche (1990) identified many societal facets of QOL, including age, culture, ethnicity, politics, economy and the current trends in human service delivery. The latter facet is discussed further below in terms of quality of care (QOC), particularly in terms of residential aged care facilities. The main focus of the discussion below is the impact that one's 'place of residence' has on the QOL of older people; as identified in the primary and secondary data collated during the original Honours study. Please refer to Table 1 below, for an outline of the research questions and subsequent recommendations made in the original research.

6. Discussion - Defining Residential-Related QOL Indicators

In their discussion concerning 'old age' and 'environment', Weisman, Chaundhury and Moore (2000) described several places that older people live. These included private residences, day centres, retirement villages, nursing homes and special care units. It was their opinion that "place" was more appropriate a term than traditional titles such as "building" or "setting" that denoted only the physical dimensions of such old age environments (Weisman et al., 2000, p. 3). The authors felt 'place' better reflected the mental, societal, structural and physical dimensions of an older person's environments.

Generally speaking, there were three facets of 'place' as defined by Weisman *et al.*, (2000); 'subjective', 'objective' and 'consensual' indicators. 'Subjective' indicators of place are the personal interpretations individuals hold concerning their environments. 'Objective' indicators are the contextual influences that shape environment. 'Consensual' indicators involve societal limitations imposed by community values and expectations. Therefore the latter constitute options that are available or acceptable to an individual operating within an environment, thereby determining their actions or overall perception (Weisman et al., 2000). In fact, the primary data further suggested that autonomy of choice was a strong predictive factor in determining the level of QOL experienced by older people in any residence.

Respondents reported that generally, older people lived in two kinds of environments; private residences and residential care facilities (such as retirement villages or nursing homes). A major issue to arise in the primary data was the relationship between in home care and aged care residences, including the ways in which these impacted upon individual QOL. Furthermore, these factors were found to be related to both O & S-QOL and that they indeed overlapped; rather than being separate phenomena. For example, the broad O-QOL indicator of 'Residential' listed in Table 1, was closely interlinked to the S-QOL indicator identified as 'Autonomy' (also see Table 1) –

Depends on the individual. Many people prefer to live at home, even if it poses difficulties for them... If a person is living in a place where they do not wish to be, then this will have a negative impact of their QOL (Fay, manager, personal communication, July 28, 2005).

From the primary data, it would appear that an older person's subjective perception of their place of residence played a larger role in indicating their QOL than the actual objective physical benefits of the environment they were living in. Furthermore, there was a dichotomy between the types of responses provided by different participant groups in the study. This dichotomous relationship was apparent throughout the entire research project and was most likely shaped by each participant's subjective experiences. The various opinions related to 'residential' indicators of QOL identified in the primary data, will be discussed in greater detail below.

6.1 Discussion - Private Residences and In-Home Care

Most aged care respondents viewed private living as an indicator that an older person's subjective QOL was high – *"I think if you're living in your own home you've got all your memories around you, you've got everything you've built up throughout your life"* (Joan, day care staff member, personal communication, July 24, 2007). In the literature, "continuance of self" was thought to be a determinant of QOL in old age (Gitlin, 2000). Specifically, it was argued that remaining in one's own residence represented safety, familiarity and relative independence for an older person experiencing functional debility. In short, private homes are environments that foster adaptability in old age (Gitlin, 2000).

It was also opined by a member of staff that granny flats were advantageous to one's QOL (Dorothy, day care staff member, personal communication, July 16, 2008). One client resided in a granny-flat, attached to her son's private property. She considered herself to be *"lucky"* and described various in-home conveniences that allowed her to remain relatively independent (Mary-Jones, aged client, personal communication, July 24, 2008).

However, staff also tended to argue that living privately could have a potentially negative impact on both O & S-QOL – *"a lot of people might live in a private big old house, but they can be very lonely... We've had cases where they've actually fallen and nobody's found them"* (Dorothy, day care staff member, personal communication, July 16, 2008). Therefore, it was suggested that having support staff 'on call' was an objective benefit of residential accommodation.

These services are in place to keep them as independent as possible in their own home... Some require a little assistance and some a bit more. These people, without the assistance, would either be struggling terribly or end up in permanent care... QOL is improved

– Anne, Manager, personal communication, July 24, 2008

Both CVI managers believed that access to in-home care was essential to the QOL of older people. It was argued that older people required greater support to remain living independently in their own private residences. Maintaining one's autonomy has been described as a universal desire – as such, Australian community care services have been centred on sustaining older people's independence and remaining private residences (Australian Government Department of Health and Ageing, 2006).

Despite this, Anne suggested that West Australian *"personal care services only provide for a fraction of what is needed"* and that *"if the situation becomes unhygienic, it usually ends up with the client entering permanent care as in-home services won't assist due to OHS issues"* – thereby forcing that older person to relinquish their independence (Anne, Manager, personal communication, August 25, 2008). It was posited that in-home services needed to be individualised to meet client's needs and not based solely on governmental standards of care (Anne, Manager, personal communication, August 25, 2008).

There was a clear dichotomy between the positive and negative influences that private residences have on the QOL of older people. Although clients perceived their own homes as places of safety and independence, members of staff believed that some older people might benefit from constant care and supervision. Moreover, the managers suggested that the presence of support services should be decided on a contextual basis; whether an individual remains independent, receives in-home care or enters into residential care would depend on the individual QOL needs of that older person.

6.2 Discussion - Residential Care Facilities

Some respondents maintained that older people living in *"residences or retirement villages have got a very good QOL. They're kept warm, there's food, they do activities and that with them"* (Dorothy, day care staff member, personal communication, July 16, 2008). However, it was suggested by several respondents, and supported in the secondary data, that it was not enough to just have social contact, but that older people needed to value that contact in order for it to benefit one's QOL (see Gerritsen et al., 2004) –

I think that all depends on the person. I think you may find somebody who finds it incredibly lonely who would actually benefit from a hostel type of residence. Most of the population I feel, would think they are losing their freedom

– Regina, Staff Member from the Day Centre, July 31, 2008

One manager also suggested that moving into a retirement village meant older people lost their independence and were giving up a ‘place’ that held intrinsic value.

In fact, relocation to residential care was sometimes perceived as an indication that an older person’s QOL was depreciating –

Our client base has shown that remaining as independent as possible in their own home or retirement village has a positive effect on their quality of life.... In most of the circumstances we have seen, entering permanent care is usually a necessity due to the client becoming a danger to themselves by living in their own home (Anne, manager, personal communication, August 25, 2008).

In terms of maintaining an older person’s independence, Roche (1990) found that permanent care often resulted in a reduced freedom of choice for older people. This was despite the fact that aged-care facilities ‘theoretically’ maintained one’s O-QOL. Reduced freedom was perceived to be a result of a lack of collaboration between staff and clients in terms of decision-making (Roche, 1990). Privacy was thought to be best maintained by giving clients their own living spaces (including personal hygiene facilities); however, Roche (1990) argued that this was not feasible in all institutions (sometimes for the protection of clients). These QOL themes are reiterated in Table 1.

In respect to losing items of intrinsic value, Roche (1990) argued that facilities could be made more ‘homely’ by allowing aged clients to keep their material possessions (Roche, 1990). In addition, that by modifying the structure and shape of residential care buildings to appear more like a house and allowing clients to have opportunities to prepare meals, also fostered feelings likened to a continuance of self amongst older people (see Gitlin, 2000). Similarly, Roche (1990) found that an older person’s perception of social independence was sustained if one’s social connections outside the care facility were maintained – thereby enhancing the overall QOL of older people. Client Jane-Davies suggested that when she entered care, she experienced social marginalisation and therefore, her QOL had depreciated – *“we do have a hall in our village, which I don’t go to because I feel shut out”* (aged client, personal communication, July 31, 2008).

Staff and managers also suggested that social advantages and disadvantages of residential care are influenced by the subjective nature and experiences of individuals – *“Everybody’s different, a lot of people go and live in these places because it’s company for them and they want to interact with other people and they’ve got the time because they’re retired”* (Margo, day care staff member, personal communication, July 15, 2008). Conversely, one manager suggested that on the whole – *“from the many clients we have seen enter permanent care, it is rarely a positive experience for either the client or their family”* (Anne, manager, personal communication, July 25, 2008). Furthermore, the key informants stipulated that individuals evaluated their lives along a continuum that consisted of positive, negative, objective and subjective dimensions. This implies that simply assessing an aged client when they enter a service is insufficient, and multiple assessments are needed to address this ‘continuum’.

Some day care staff members claimed that aged care facilities led to negative QOL outcomes, stating that the QOL of older people living in old age homes was poor. Participants from the staff population suggested that individuals can become totally dependent on support workers, because in some residential care facilities, such services are available at all times (Joan, day care staff, personal communication, July 24, 2008). This was seen as detrimental to older people’s QOL because it indicated that the older person had developed a high degree of dependence on support services. In addition to this, it was stipulated that the quality of care (QOC) in many institutions was inadequate and therefore identified as an undesirable places to live in now or in the future (Andy, day care staff member, personal communication, July 16, 2008).

At the time of Roche’s study, the Australian government focused on only eight paradigms which centred on maximising the effectiveness of services for older people (Roche, 1990). The quality measures were used to evaluate care standards across various departments and community agencies (Roche, 1990). These included ‘health care’, ‘social independence’, ‘freedom of choice’, ‘individual rights’, ‘provision of a home-like environment’, ‘variety of experience’, ‘privacy and dignity’ and ‘safety’ (Roche, 1990). These indicators were seen as universal needs and designed to be individualised for clients based on their care requirements (Roche, 1990). At the time, it was Roche’s opinion that aged individuals in nursing homes, hostels and residential care may not be receiving optimum services, with many of these measures not being recognised as relevant to older people.

A 2008 news article supported much of the fears expressed by the participants in this study; it outlined recent negative events surrounding a residential care facility in Australia (ABC, 2008). According to the source, a great number of older residents were adversely affected by a stomach virus in a short period of time. A representative from *Aged and Community Services Australia* was quoted as saying – *“things that would make a younger, fitter person unwell for a couple of days can be terminal for older people in residential care”* (ABC, 2008, p. 1). At the time of the article, the facility was being investigated and there was a proposal that all aged care settings be evaluated for poor QOC. When

compared to the issues raised by Roche (1990), it would appear that sub-standard QOC in residential care facilities has been a constant concern for the maintenance of QOL amongst aged clients for the past twenty years.

Based on the primary data, although clearly divided, many members of the Day Care staff tended to view residential aged care homes as a positive intervention, whilst most managers and aged care clients held the opposite opinion. Similarly, key informants viewed aged care homes as being potentially negative living environments for older people. Staff who viewed residential aged homes as being beneficial may have been influenced by their own personal concerns about aged clients. Having worked closely with older people on a daily basis, they would have observed the struggles of clients trying to live independently first hand. Conversely, based on their experiences in the administrative side of the Aged Care Sector, managers may have had a broader understanding of the limitations of such services and therefore, this shaped their negative perception of residential facilities.

6.3 Discussion - Adult Day Care Services

Despite the negative aspects of residential aged care facilities identified above, day care staff argued that there were significant benefits to specific aged care programs. It was found that in old age, QOL meant having access to emotional support and services delivered by centre-based care organisations where social participation was facilitated (Jane-Davies, aged client, personal communication, July 31, 2008). In the primary data, the QOL benefits of Centre-based care were recognised as being largely subjective in nature. Although 'Social' contact was perceived as a universal indicator of O-QOL (see Table 1) it had a strong subjective dimension. The individual personalities of older people not only determined whether they chose to enter the social environment of centre-based care, but whether it was a positive experience. For example, Dorothy stipulated that the older people from the *Adult Day Care Centre* were "all go- getter types" and that certain individuals felt it was "their right to have" assistance.

Acceptance of one's circumstances as an older person, who may be in need of support, was thought to play a large part in an individual's decision to enter centre-based day care (Dorothy, day care staff member, personal communication, July 16, 2008) –

they're not prepared to just sit back and let life pass them by, they want to be part of life. They want to be part of the society and they're still interested in politics and sport and they don't care that they're recipients (Dorothy, day care staff member, personal communication, July 16, 2008).

In fact, a benefit of Day Centre services was to older people's social independence – "they're still making a life for themselves. So they're not as reliant on contact with their family" (Regina, day care staff member, personal communication, July 31, 2008).

Many staff believed that the services offered by the *Adult Day Care Centre* maintained older people's engagement in society and thereby enhanced their QOL. Similarly, there was a strong belief that the subjective natures of individual older people determined whether *Adult Day Care Centres* would be beneficial to their QOL. It must be said however, that the participants' perceptions of such services may have been biased by their connection to CVI's own Day Centre program.

6.4 Discussion - Age-Friendly Designs

In light of the possible benefits of staying at home (rather than entering into poor quality care facilities) the concept of 'Universal Design or Age Friendly Design' was considered by key informants. In both the primary and secondary data it was found that older people's QOL would objectively benefit from more age-friendly residential designs (WHO, 2007). These included; doorways being made accessible to people with wheelchairs or walking frames; whether the bathroom or toilet was easily accessible; the inclusion of floor surfaces or hand rails that limited one's propensity to fall; and whether the garden was modifiable to suit the changing needs or limitations of an older person.

The WHO's (2007, p. 32) global study into age-friendly cities found that in Melbourne, Australia - "assistance equipment for the aged is not used because it does not fit into the home and many care-givers are unable to afford the necessary renovations". Giltin (2000) discussed the concept of designing an age-friendly residence through home modification.

We must be able to identify characteristics of homes that are desirable, or that maximise independence, individual choice, and autonomy. Also, we must develop a measurement approach that is reliable and ecologically valid, e.g., one that accounts for the person as a contextual factor. These represent difficult methodological tasks, given the extreme variation in the physical arrangements of homes, the differentiated relationship between persons and household characteristics, and the highly individualized needs and task preferences demonstrated by older adults. (Giltin, 2000, p. 48).

Key informant Eddie (personal communication, August 28, 2008), argued that if it became normal practice to include settings for hand rails, or if door frames were made larger, modifications could be completed quickly and inexpensively and stigma would be reduced. Eddie suggested that there was a subjective dimension to the concept of age-friendly

design – “people are very short-sighted about their future needs” (Eddie, key informant, personal communication, August 28, 2008). He stipulated that many retirement villages do not include such technology as standard when marketing to buyers, as older people do not believe they are warranted.

It would appear that ‘Autonomy of Choice’ was viewed as an important aspect of ‘Residential’ indicators of QOL. Further, the subjective indicator of ‘Independence’ was an important facet of QOL for older people. As supported in the primary data, older people may be able to maintain their independence by remaining at home. However, if inadequate in-home services take this control (independence and choice) out of their hands, older people may be forced to relocate to a poor quality residential care facility and become increasingly dependent on aged services. Age-friendly designs were believed to enhance the level of control experienced by older people in both the home and in residential care; and thereby, improve their overall QOL.

6.5 Discussion - Aged Care in an Ageing Society

One of the major issues raised about human service delivery in the future, concerned recruitment rates. In order to keep up with the growing number of aged clients and maintain their QOL, it was opined that – “they’re going to have to have an awful lot more volunteers and community centres” (Margo, day care staff member, personal communication, July 15, 2008). It was further stated that a “lack of future generations entering this industry will affect QOL”, it was further conveyed that “the work is not valued or recognized” and that “the younger generations lean towards greater earning potential industries” (Anne, personal communication, August 25, 2008). Similarly, Tilki (2000) opined that the free market economy under values the aged care sector and this in turn adversely affects the wellbeing of older people.

Manager Anne also suggested that a lack of skilled and committed aged care workers would lead to the structure of aged services changing – “the time support workers spend with clients will decrease with just the most essential tasks being provided” (Anne, personal communication, August 25, 2008). It was also suggested that “services in the future will be reduced, not only by lack of appropriate workers but also due to inadequate funding” (Anne, personal communication, August 25, 2008). Similarly, staff member Dorothy (personal communication, July 16, 2008) feared that a withdrawal of funds in the human service sector and a lack of workers would severely limit the services available to older people in the future and change the dynamic of existing health services.

CVI Manager Anne also posited that a lack in trained human service workers would mean that the QOL of older people would decline without additional family support (personal communication, August 28, 2008). However, day care staff member Andy believed that the financial stresses of the future would lead to younger generations focusing on maintaining their own QOL and thus be unable to provide care or support to older people (personal communication, July 16, 2008). Andy further suggested that relatively independent and healthy older people would need to look after the needs of other frailer older people. This can be evidenced by the case of the 70 year old woman who worked as a carer at a retirement village looking “after people the same age” (Gibson, 2008, p. 18). As such, inter-dependence already appears to be a reality for current older people living in Western Australia. However, one possible problem with this solution was identified by key informant Danni (personal communication, September 4, 2008). She suggested that despite meaning well, aged volunteers might actually reduce other older people’s independence by taking responsibility away from clients who could be encouraged to function for themselves.

Overall, members from all participant groups agreed that the aged service delivery sector may be adversely affected by poor recruitment rates, universally high costs and a greater demand for services. In turn, this may limit the number of services available to older people and impinge on the QOC aged clients receive; therefore diminishing their overall QOL. Furthermore, the negative effects identified as being synonymous with an ageing society, appear to be a reality in Australian society at the present.

7. Conclusion

‘Residential’ indicators of QOL were originally included as a singular component of the methodology, based on the ‘physical’ or objective component of the *Referral and Assessment Form* (Aged Care Team Leader, 2007). However, due to the large amount of significant data that ‘Residential’ and in-home care generated, combined with its apparent subjective importance to QOL, it was discussed in isolation from physical wellbeing. There appeared to be a strong correlation between O-QOL indicators and how these personally impacted on the individual, thus indicating a subjective dimension to all QOL paradigms.

In the primary and secondary data, the objective indicator of QOL, ‘Residential’, was presented as a multi-faceted indicator that needed to be further broken down into the smaller objective themes; ‘place of residence’, ‘in-home care’ and ‘age-friendly design’. However, it would appear that an older person’s subjective ‘perception’ of their place of residence and their level of ‘autonomy of choice’, had a greater impact on QOL than the physical benefits of one’s environment. This was conclusion was compounded by the fact that clients, staff, key informants and managers were at times, ‘divided’ on issues regarding ‘Residential’ indicators of QOL. Based on the area’s objective and subjective

implications on older people's QOL, 'Residential' issues warrant further attention by researchers and aged-care stakeholders.

Complexity is an essential component of the human condition. As humans age these complexities appear to become interwoven, increasingly complex and difficult to master. QOL is a condition that is different for each individual and requires deeper qualitative inquiry; particularly as it relates to referral and assessment instruments for the aged, which based on our research, tend to be closed-ended and based predominantly on O-QOL or physical indicators. The 'one size fits all' approach to understanding S & O-QOL needs to be unravelled and pulled apart. This can only be achieved through the individualization of instruments and using a continuum of assessments (rather than one at entry and one at exit). We suggest that the concept of QOL amongst older people be viewed as a multi-dimensional construct composed of both objective and subjective indicators. However, overall subjective indicators appear to be more significant and can have the ability to negate any improvements in O-QOL. 'Perception' is a powerful force and one that is dynamic, ever-changing and warrants greater research.

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Table 1. Research Questions and Recommendations

1) *How does a small cohort of aged clients, staff members and managers from CVI and key informants representing peak WA aged services, perceive QOL amongst older people?*

- That the concept of QOL amongst older people be viewed as a multi-dimensional construct composed of both Objective and Subjective indicators.
- That the existing interrelationship between Objective and Subjective dimensions be recognised by academics, service providers and policy makers when evaluating the QOL of aged clients, aged care services and facilities and older people in Australia.
- That older people in Australia be viewed as a heterogeneous population with individual needs and QOL requirements.
- That older people in Australia be viewed as cognisant individuals and active participants in decisions relating to aged care interventions.

2) *To what extent is the current QOL indicator used by CVI, the Referral and Assessment Form, applicable to the group being studied?*

- That the *Referral and Assessment Form* retain part of its original thematic structure and therefore ensure that the Objective indicators of QOL are applied to the aged client group under study.
- That it be recognised the *Referral and Assessment Form* is missing a crucial Subjective dimension to its composition and therefore not fully applicable to the aged client group under study.

3) *Does the QOL indicator used by CVI need to be refined and further developed to incorporate additional QOL indicators?*

- Refine and further develop the *Referral and Assessment Form* to include further Subjective and Objective QOL indicators that provide a holistic view of QOL. Refer above for discussion about these additional QOL indicators. This would be necessary for assessors to accommodate the level of individuality amongst older people in Australia.
- Refine and further develop the *Referral and Assessment Form* to include open-ended questions thereby allow aged client to describe issues significant to their QOL or discuss interrelationships between Objective and Subjective indicators of QOL.
- In light of the strong Objective-Subjective relationship that exists within the concept of QOL, refine and further develop the *Referral and Assessment Form* to include dimensions from *Individualised QOL Frameworks*, the *Wellness Approach* and the Subjective concept of reminiscence.

4) *How can the results of this project be used to better inform policy-makers and service delivery practices related to aged care?*

- That older people, academics, aged service providers and policy-makers work collaboratively to produce new approaches to practice in order to meet the demands of an ageing society and provide individualised interventions.
- To consider implementing the Wellness Approach which would help to ensure the independence of aged clients and provide care, based on an ongoing assessment of older people's level of need.
- To implement reminiscence wherever possible which would help to account for aged clients' physical and social histories during the assessment phase; thereby allowing assessors to have a full account of aged clients' individual needs and indicating that the assessors have an interest in their clients. This in turn could potentially maximise the feelings of worth amongst older people.

5) *In light of Australia's rapidly 'ageing society', will older people require greater input from policy-makers and service providers to ensure their QOL is considered, debated and maintained?*

- Increased input from Australian policy-makers and service providers to ensure the QOL of older people is considered, debated and maintained in an ageing society.
- Greater government funding to policy-makers and service providers in order to attract more human service workers, thus ensuring that the level of QOC is maintained in Australian service delivery.
- An increase in the future services available to older people in order to cope with an increase in demand as part of an ageing society in Australia; centre-based care and in-home-care were identified as strong predictors of a positive QOL amongst older people.

Source: Georgiou (2008) Research Questions and Recommendations

Table 2. Interview Questions for Staff (FIELD NOTES)

SECTION A: PRELIMINARY

- 1) What do you feel are the most significant issues that affect older people in Australia today?
- 2) What are the advantages of being an older person in Australia today?
- 3) Australia has been described as a rapidly ageing population.
What implications do you believe an ageing society will have on older people's QOL in the future?
Do you believe older people's QOL will change as a result of a rapidly ageing population?

SECTION B: PHYSICAL INDICATORS OF QOL

- 4) How is type of residence an indicator of an older person's QOL? (private residence, hostel, retirement village)
- 5) In what specific circumstances does an older person require a care or support worker and what does this indicate about an older person's QOL?
- 6) What does reliance upon a medical professional or medication indicate about an older person's QOL?
- 7) How would physical issues (mobility) affect an older person's ability to complete daily tasks or routines? (housework or catching public transport) Would this impact on a person's QOL?
- 8) How would physical issues (mobility) affect an older person's ability to care for themselves? (personal hygiene) Would this impact on a person's QOL?

SECTION C: INTELLECTUAL / SENSORY INDICATORS OF QOL

- 9) What impact does getting older have on older people's mental abilities and subsequent QOL?
- 10) How important is vision and hearing to an older person's QOL? In what way?
- 11) If an older person requires technological aids or human assistance to perform tasks (routine or otherwise), how would this impact on their QOL?
- 12) Is the ability to communicate well with others an indication of an older person's QOL? In what way?
- 13) Would outside control of finances affect an older person's QOL? (bank, lawyer, family)

SECTION D: SOCIAL INDICATORS OF QOL

- 14) How important is social contact in terms of an older person's QOL?
- 15) Can isolation or feelings of depression have an impact on an older person's QOL? In what way?

SECTION E: QUESTIONS RELATED TO SERVICE DELIVERY

- 16) What can be inferred about an older person's QOL if they are a recipient of services provided by a community service agency or Government body?
- 17) In light of Australia's Ageing population, how do you believe your role as a HSW will change? Particularly in terms of ensuring that QOL issues for the elderly are met?

SECTION F: FINAL

- 18) Is there anything further you would like to add or discuss?
(old age, growing older, an ageing society or QOL amongst older people)

Source: Georgiou (2008) Semi Structured and Survey Interview Question Guide

Table 3. Main QOL Indicators and their Sub-Themes	
<i>Objective QOL Indicators (Main)</i>	<i>Interconnected Sub-Themes of QOL</i>
Physical Wellbeing	Mobility (Objective) Daily Tasks (Objective) Personal Hygiene (Objective) Intrinsic Importance (Subjective) Autonomy of Choice (Subjective) Attitude (Subjective) Contextual Situation (Subjective)
Sensory	Hearing (Objective) Vision (Objective) Intrinsic Importance (Subjective)
Intellectual	Cognitive Functioning (Objective) Attitude (Subjective)
Technological Aids and Human Support	Resistance (Subjective) Adaptability (Subjective)
Service Delivery	Care and Support (Objective) Medical (Objective) Autonomy of Choice (Subjective) Adaptability (Subjective) Intrinsic Beliefs (Subjective) Resistance (Subjective) Feelings of Loss (Subjective)
Residential	Private Residences (Objective) Villages (Objective) In-Home Care (Objective) Age Friendly Cities (Objective) Perception (Subjective) Autonomy of Choice (Subjective)
Financial	Government Pension Rates (Objective) Third Party Assistance (Objective) Attitude (Subjective) Autonomy of Choice (Subjective)
Social	Contact (Objective) Service Delivery (Objective) The Ability to Communicate (Objective) Isolation (Objective) Depression (Subjective) Autonomy of Choice (Subjective) Access to Transport (Objective) Age Friendly Cities (Objective) Value and Worth (Subjective) Intrinsic Importance (Subjective) Personality (Subjective)

Geographical Location and Climate	
<i>Subjective QOL Indicators (Main)</i>	<i>Interconnected Sub-Themes of QOL</i>
Anxiety	Bereavement (Subjective) Feelings of Loss (Subjective)
Reminiscence	Growing Older (Objective) Life Review (Subjective)
Autonomy of Choice	(See above)
Attitude	(See above)
Resistance	(See above)
Adaptability	(See above)
Depression	(See above)
Bereavement	(See above)
Feelings of Loss	(See above)
Resilience	
Wisdom	

Source: Georgiou (2008) Semi Structured and Survey Interview Data

Table 4. Research Questions and Analytical Framework			
Research Question	Literature. Review	Interviews and Surveys	CVI QOL Indicator
1) How does a small cohort of aged clients, staff members and managers from CVI and key informants representing peak WA aged services, perceive QOL amongst older people?	Use the Literature Review Data (QOL Paradigms, Gerontological and Sociological Perspectives, Government Practices and Ageing Society Issues) as supporting evidence for findings extrapolated from the Primary Data.	Conduct Interviews and Survey Interviews with Participants – exploring how they view QOL amongst Older People. Determine how important the four major QOL themes; QOL indicators relating to service delivery and an ageing society; and other QOL indicators - are to the participants.	Utilise the CVI Referral and Assessment Form as a Theoretical Framework for the Question Guide. Determine how important the four major themes are to the participants.
2) To what extent is the current QOL indicator used by CVI, the Referral and Assessment Form, applicable to the group being studied?	Use the Literature Review Data (QOL Paradigms, Gerontological and Sociological Perspectives, Government Practices and Ageing Society Issues) as supporting evidence for the findings extrapolated from the Primary Data.	Conduct Interviews and Survey Interviews with Participants – exploring how they view QOL amongst Older People. Determine how important the four major QOL themes are to the participants.	Utilise the CVI Referral and Assessment Form as a Theoretical Framework for the Question Guide. Determine how important the four major themes are to the participants.
3) Does the QOL indicator used by CVI need to be refined and further developed to incorporate additional QOL indicators?	Compare new and alternative QOL indicators (including other existing QOL Frameworks) identified in the Literature Review to CVI's QOL Indicator and suggest amendments to the CVI Indicator accordingly.	Compare new and alternative QOL indicators identified in the interviews to CVI's Indicator and suggest amendments to the CVI Indicator accordingly.	Using the QOL Paradigms, Gerontological and Sociological Perspectives identified in the Literature Review as a comparative baseline, outline the CVI Indicator as a tool by itself and then compare it to further primary and secondary data. Suggest

			amendments to the CVI Indicator accordingly.
4) How can the results of this project be used to better inform policy-makers and service delivery practices related to aged care?	Identify Literature Review Data (QOL Paradigms, Gerontological, Sociological Perspectives, Government Practices and Ageing Society Issues). Discuss how these findings could be used as indicative data and applied to the Australian Aged Care Industry.	Identify themes in the Primary Data (QOL Indicators, Old Age, Service Delivery and an Ageing Society). Discuss how these findings could be used as indicative data and applied to the Australian Aged Care Industry.	Compare existing QOL Indicators Paradigms and new or alternative QOL indicators (from the Secondary Data); the new or alternative QOL Indicators identified in the Primary Data; and QOL themes from CVI's Referral and Assessment Form. Discuss how findings relating to QOL Indicators, Old Age and Service Delivery could be used as indicative data and applied to the Australian Aged Care Industry.
5) In light of Australia's rapidly 'ageing society', will older people require greater input from policy-makers and service providers to ensure their QOL is considered, debated and maintained?	Identify significant themes in the Secondary Data relating to the phenomenon of an Ageing Society (Sociological and Political) and its relationship to QOL in old age. Discuss how these findings could be used as indicative data and applied to Australian Policy Development and Service Provision (thus sustaining QOL amongst older people in the future).	Identify significant themes in the Primary Data relating to the phenomenon of an Ageing Society and its relationship to QOL in old age. Discuss how these findings could be used as indicative data and applied to Australian Policy Development and Service Provision (thus sustaining QOL amongst older people in the future).	Identify recurring themes in the Primary and Secondary data (in regards to an Ageing Society and its subsequent impact on QOL). Compare the new or alternative QOL indicators from these findings with the existing themes in CVI's QOL Indicator. Suggest amendments to the CVI QOL Indicator accordingly.

Source: Georgiou (2008) Research Questions and Analytical Framework



Technological Analysis of the Upper Paleolithic Microblade Industry in the Eastern Portion of Northeast, China

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The research is financed by State Key Development Program of Basic Research of China (grant no. 2006CB806400), the Key Project of Chinese Ministry of Education (grant no. 06JJD780003), National Science Fund for fostering talents in basic science (grant no. J0630965), State key Laboratory of Palaeobiology and Stratigraphy (Nanjing Institute of Geology and Palaeontology, CAS) (No. 09311) and Knowledge Innovation Project of The Chinese Academy of Sciences.

Abstract

Many new Paleolithic sites or localities have been found in eastern portion of Northeast China during 2000—2007. All of them are open-air sites. This paper summarizes major Paleolithic archaeological discoveries and research achievements made in the region, and it also analyses and concludes existent problems and future working direction. According to these cultural characteristics of sites, this paper analyses cultural characteristics and industry types, points out some problems such as chronology and stratigraphy. From behavioral and adaptive perspectives and through analyzing typological, morphological and technological features of the stone assemblage, this paper addresses several theoretical issues regarding this industry, such as the nature of typological and stylistic variability, the capability and strategies of hominids in exploiting raw materials and modifying stone tools, the influence of raw materials placed on lithic technology and artifact stylistic features, and behavioral options exercised by hominids at the sites. This study thinks that these new Paleolithic sites belong to microblade-based micro-tool industry in final Upper Paleolithic period, lithic assemblages have close cultural relationships with many sites from Korean peninsula, Mongolia, Far East, Trans-Baikal, Baikal and Primorskiy in Russia.

Keywords: Northeast, The Upper Paleolithic, The Micro-tool Industry, Technological analysis

1. Introduction

Humanity is a special species in all living things on the earth. Its particularity lies in, humanity can manufacture and use simple and complicated stone tools (Gao, 2001, pp.183-196). For many sites, stone tools constitute our only source of information. But this is not enough. Stone artifacts have the potential to answer questions well beyond just manufacture technique or simple subsistence practices; they can also be employed to account for issues of behavior, lifestyle, social

and economic structures, and organizational principles. The resolution of these currently identified problems will be of paramount importance in developing analytical techniques during the next few years.

The eastern portion of Northeast in China encompasses the Bu'erhatong River, the Hailanjiang River, the Tumenjiang River and the Nangangling Mountain, part of the geomorphologically diverse Changbaishan Mountainous region (Zhao, 2003, pp.55). In this region, the Tumenjiang River is one of the major water arteries. A high concentration of Upper Paleolithic sites has been recorded in a short section of the river valley. We have found 16 Upper Paleolithic sites or localities since last century (Wang & Chen, 2005, pp.26-35). We have also found 6 Upper Paleolithic sites during recent years. They include Shirengou (Helong City), Liudong (Helong City), Qingtou (Helong City), Beishan (Hunchun City), Xishan (Fusong City), Shajingou (Antu City) and Xianrendong (Huadian City) in Jilin Province, China (Table 1) (Chen & Wang, 2008, pp.183-204). All the sites are associated with the surface layer of the second terrace and the third terrace of the Tumenjiang River and its tributary, Hailan River. This layer can be correlated with the regional stratigraphic scheme of Holocene-Pleistocene sediments in Tumenjiang River and The Changbai Mountainous region. The sediments are a light, yellowish-gray loess-like loam, in some places including one or two horizons. They have yielded numerous stone artifacts. The present article mainly focuses on lithics from six sites above, which yielded the most representative samples of stone artifacts (about 2000 specimens) reflecting various characteristics. Previously, based on data generated through typological and statistical analyses, the Upper Paleolithic sites in the Northeast in China were divided into three industrial types: the Flake-based Small Tool Industry, the Peddle Tool Industry and the Microblade-based Micro-tool Industry (Zhang & Wei, 1998, pp. 171-197). These sites are integrated into a complicated chronological local culture.

In this work, a series of technological and attributes analyses are applied to explain a chain of operations associated with the processing and exploitation of lithics by prehistoric people. These analyses include at least aspects:

(1) raw materials selection and exploitation (evaluating the raw materials sources; assessing general technological strategies related to specific raw materials, reconstructing the relations between primary reduction techniques and these raw materials, etc.); (2) reduction strategy (analyzing and elaborating the technological system; regulating the sequence of techniques at different stages of Microblade reduction); (3) manufacture and utilization of tools (analyzing primary and second modification, retouch technology and morphology of stone tools); (4) developmental trends of Upper Paleolithic industries in the Northeast in China and cultural comparison with Korean peninsula, Mongolia, Far East, Trans-Baikal, Baikal and Primorskiy in Russia.

Since excavations and investigations began in 2002 stratigraphy and geochronology have been major concerns of archaeological research at Paleolithic sites in Northeast China. However, we do not achieve available some dating samples (such as animal bones, wood carbon and ashes) from cultural stratum in sites. According to available chronological estimates and stratigraphic evidence (the Pleistocene sequences of soft sediments at these sites), these new finds belong to the Late Upper Paleolithic.

From behavioral and adaptive perspectives and through analyzing typological, morphological and technological features of the stone assemblage, this paper addresses several theoretical issues regarding this industry, such as the nature of typological and stylistic variability, the capability and strategies of hominids in exploiting raw materials (obsidian) and modifying stone tools, the influence of raw materials placed on lithic technology and artifact stylistic features, and behavioral options exercised by hominids at the sites.

2. The Final Upper Paleolithic Industry

From behavioral and adaptive perspectives and through analyzing typological, morphological and technological features of assemblage, these sites belong to the Microblade-based Micro-tool Industry in final Upper Paleolithic. Stone assemblage (n=1942) include retouched tools, cores (flake cores and microblade cores), flakes, blades, microblades, chips and chunks. Flakes, cores, blades, microblades, chunks and chips occupy 81.47% of artifacts assemblage. Retouch tools (n=204) constitute 10.5% of assemblage. The raw materials used for the stone assemblage are wealthy. Obsidian is the predominant raw material used for producing stone artifacts at the site, followed by quartz. Primary reduction is characterized by percussion with a hard hammer, bipolar flaking and pressure technique. Retouched tools include used flakes, scrapers, burins, backed knife, borer; scrapers are the dominative tool type. Major blanks for tools fabrication are flakes. Modified tools appear to be retouched by hammer percussion and pressure technique. Tools are mainly retouched on the dorsal surface. Most of tools are finely retouched. Tool types are standardized. Tools are mainly small, followed by middle and large in size. The extent of raw material consumption in general is quite high, evidenced by the prominence of chips and debris producing by manufacturing and sufficient modification of the retouched tools.

3. Core reduction technology

At least two major core reduction technologies are recognized in cores and flakes from these sites. One is direct hard or soft hammer percussion, percussion flake and core are the most prominent character in stone tools assemblage, and the other is indirect percussion, microblade core, blade core, microblade and blade are the most prominent character in stone tools assemblage. Furthermore, according to physical characteristics of obsidian (high rigidity, high quality and

fragile), we can not really distinguish bipolar fragments from all the flakes. As a result, we consider that human may probably use the bipolar flaking in sites.

The characteristics of platform of microblade cores and flaking scars on the working face have direct relationships with core reduction technology and raw material economy. Primary reduction was mostly accomplished by flat parallel flaking. The process probably started with the partial removal of the cortex through the detachment of short spalls. Judging by the character and morphology of microblade core, all such microblades were struck from a selected and prepared platform, so the cores acquired the stable shape, such as wedge-shape, boat-shape, conical and cylindrical core. Microblade cores were exploited after the removal of one or two primary spalls aimed at shaping a crest, a character needed for the detachment of a blade blank. This is evidenced by products of flaking varying in size and proportions. According to the analyzing results, we can recognize microblade cores in the prepared stage and flaking stage, and there are some flaking scars ($n=2-5$) on the working surface of cores, platform angles of cores range from 62° to 97° . It indicates that hominids at sites have high cognitive ability on selecting raw materials and retouching tools.

The overwhelming majority of flakes are broken flakes (74.13%), complete flakes are rare. Observing it from flake types, major platforms of flakes are striking-platform, followed by cortex-platform, it indicates that hominids at the sites often prepare platform of cores. Systematic striking-platform preparation can be recognized either on cores or on flakes. The dorsal surface of flakes exhibit well-controlled fine detaching, evidenced by regular and parallel scars. Flakes with scars bestrewed on the dorsal surface occupy 25.11% of all flakes. I2-2 and I2-3 (Wei, 2001, pp.85-96) are predominant types; it indicates that these flakes are secondary flake removals. Direction of most flakes scars on the dorsal surface is consistent with core reduction. According to analyze the characteristics of edges of flakes, the edges of flakes are variety; mainly parallel and triangular, flakes with irregular edges are rare. Moreover, we can also recognize few bipolar fragments.

The overwhelming majority of microblades and blades are middle parts, followed by proximal and distal part, complete microblades and blades are rare. The ridges of microblades and blades are variety, mainly single and double ridges, followed by crotched ridge. Pleistocene hominids are proficient in mastering truncation technique of microblades and blades; they choose straight middle part as the edge of composite tools. Debitage is defined as a detached piece that is discarded during the reduction process. It has recently become one of the most controversial and apparently least understood artifacts types. After being neglecting by researchers for decades as prehistoric trash or debris,debitage has gradually gained importance as an artifact that can help interpret aspects of prehistoric human technology, economy and organization. Debitage and chunks are by-products of retouching process or core reduction, they have a very important significance to study retouch technology and analyze human behaviors. As obsidian is the predominant raw material used for producing stone artifacts at these sites, we can have some replicative experiments of core reduction and retouching process about obsidian, experiments are designed to determination which variables best distinguish between different techniques or technologies. We may apply principal components of experiments to archaeological assemblage, and analyze function (such as quarry, workshop or campsite) of sites through calculating percentage relationships between tools anddebitage.

4. Retouch technology

Pleistocene hominids often chose flake with sharp edge as used flakes at Upper Paleolithic micro-tool industry in Northeast China. Most of used flakes were mainly middle part of flakes, blades or micro-blades; some ones were used as edge of composite tools. The overwhelming majority of edge angle is sharp, followed by blunt angle. We can recognize that some specimens do exhibit obvious, continuous and tiny scars. Indeed, we must check the inferences about used flakes by use-wear analysis in the future.

Generally speaking, modified tools appear to be retouched by direct hard hammer percussion, followed by pressure technique. Most of tools were mainly retouched unifacially. Pieces made on flakes were modified overwhelmingly on the dorsal surfaces (56.28%), followed by the ventral surface (17.96%), multiple direction, alternating retouch and opposite retouch. Most of tools are small and regular. Most modification scars are parallel, sharp, shallow, regular, smooth or denticulate cutting edges and similar in size, indicating that modification of these pieces was normally well-controlled. Major blanks for tools fabrication are flakes (78.54%), followed by some microblades, blade, chunks and pebble.

The overwhelming majority of retouched tools are sidescrapers, followed by endscrapers. Sidescrapers are varied, such as concave, convex, round, straight scraper. They were retouched by direct hard hammer percussion, followed by pressure technique. Scrapers were mainly retouched unifacially. Pieces made on flakes were modified overwhelmingly on the dorsal surfaces, retouched part concentrate on a certain side of blank, not proximal or distal part. This indicates that such consistent edge can necessarily represent discrete functional types.

5. The utilization of raw materials

Lithic raw material is the most important means of production for Pleistocene hominids. The availability and quality of

raw material, the ability to exploit the raw material, and the rate at which raw material were consumed all represent substantial limiting factors for hominid adaptations and the nature of lithic technology. Raw materials are inherent in each artifact and are useful in characterizing the lithic assemblage. Knowledge gained from sourcing lithic artifacts can be employed on several different levels (George H. Odell, 2004, pp.89-91). Eleven types of rock were used; they include obsidian, jasper, quartz, andesite, alterative shale, quartzite, vein quartz, rhyolite, hornfels, volcanic tuff and agate. The raw material most often exploited at sites was locally available obsidian (97.21%). The obsidian resource is abundant in Northeast China. Obsidian combines high abundance and high quality. Therefore, Pleistocene hominids are apt to choose obsidian for making stone tools.

The quality and quantity of available raw material for chipping affects the choices made regarding material selection and conservation. Raw materials can be acquired by several means, including planned collection trips to quarries, opportunistic collecting, or trade. Raw materials collection strategies will condition the reduction strategies used to produce finished tools. Obsidian is a kind of dark glassy volcanic rock formed by the rapid solidification of lava without crystallization. It has conchoidal fracture and glassy luster, with striped structure. Its specific gravity is very light (about 2.13-2.42), and its water capacity is under 2% (Liang, 2003, pp. 63). According to the physical property of obsidian, hominids prefer to choose it for making tools. The main sources of raw materials used by Paleolithic inhabitants of sites are exposed in the lower portion of the terrace and peddle beaches located in close proximity to the sites. There are about 510 Cenozoic volcanoes, which are located in the Changbaishan mountain area. They include Longgang volcanic cluster in Jilin Province, Wudalianchi volcanic cluster, Erkeshan volcanic cluster and Keluo volcanic cluster in Heilongjiang Province. Eruptive activity of volcanic cluster gives birth to a lot of clastic sediment, which the half of sediment is made up of pyroclastic rock. Distributing area of lava and pyroclastic rock exceeds 50000 km² (Liu & Xiang, 1997, pp. 7). It makes hominids understand the advantage of obsidian and obtain obsidian of high quality very easily during exercises.

Raw material most often exploited at these sites is locally available obsidian (97.21%). According to stone artifacts assemblage and the exploitation of raw materials, we know that hominids prefer to select obsidian as the main raw material for core reduction and retouching tools. In addition, we also have recognized some used flakes with sharp edge, occupying considerable percentage. We believe that hominids employ a special strategy of “adjusting measures to local conditions” and “obtaining raw material from local sources”.

6. Conclusion and discussion

The structure of a stone tool assemblage and the nature of artifact variability on a regional scale are closely related to several factors, including the availability and quality of raw material, the strategy by which it was procured, the particular activities in which stone tools were made and used, and the role of the sites within a settlement or mobility system (William Andrefsky Jr., 2001, pp. 75). Most of The final Upper Paleolithic sites are located on the piedmont alluvial plain and the second terrace in eastern portion of Northeast China. Pleistocene hominids exploit water and biological resources around the Tumenjiang River and its tributary. These sites consist mainly of blade and microblade cores, flakes, chips, chunks, tools. Most of tools are finely retouched. Such characteristics are shared by many other Paleolithic sites in North China. They have been termed generally as microblade-based micro-tool industry. Some scholars think that lithic assemblages have been divided into three industry types: flake-based small tool industry, peddle tool industry and microblade-based micro-tool industry in Northeast China, these sites in eastern portion of Northeast China belong to the third industry. Microblade-based micro-tool industry derived from small tool industry during the Upper Paleolithic period, it is a distinctive industry type. However, it didn't replace small tool industry; developed trends of two industry types are two parallel technological traditions. Such characteristics are shared by many other Upper Paleolithic sites in North China and neighborhoods, such as Shibazhan at Huma County and Daxingtun at Qiqiha'er in Heilongjiang Province, Hutouliang, Youfang, Jijitan, Xiachuan and Zhiyu in Nihewan Basin (Zhao, 2003, pp. 1-155); Hahwagyeri site in the Kangwon-Do region, Sukjangri site in the Chungcheong-Namdo region and Suyanggae site in the Chungcheong-Bukdo of Korean Peninsula (Lee & Yun, 1992, pp.135-146); many sites in Hokkaido Island and Kyushu Island of Japan (Derevianko A.P. 2005, pp. 2-29); Shorokhovo I, Ilyinka II, Shumikhha I and Bedarevo II in the Southeastern portion of Western Siberia (Markin S.V., 2005, pp.372-379), Karakol culture in Southwestern Siberia and Seledmdja culture in the southern Far East (Derevianko A.P., 2001, pp. 70-103). Multidisciplinary research at cave and open-air sites has provided data illustrating the formation of microblade-based micro-tool industry during the final Upper Paleolithic period. It is expected that we will reveal similarities among these sites through analyzing technological models. Present, most scholars agree that the abrupt appearance of blade-microblade artifacts in North China is the result of the immigration of or influence from populations to the north, namely Mongolia and South Siberia (Gao, 2000, pp. 156-165).

However, the present inferences can in no way be regarded as conclusive. It is impossible to resolve the issues of reconstruction of microblade-based micro-tool industry of Upper Paleolithic population of the North China without analyses of faunal remains from sites and without consideration of a wider range of dating data. In future, we should

carry through comprehensive archaeological investigation and excavation, at the same time, we put up particular researches in virtue of many subjects' methods and means so that search out new and possible points of breakthrough, this paper expects that we will obtain more information about behavioral potions adopted by hominids in the region.

Acknowledgment

Collaborative interdisciplinary investigations and excavations of some Upper Paleolithic sites have been carried out with the deeply appreciated assistance of our colleagues, Wang Fagang, Hu Yu, Li Xia, Yang Chun & Wei Mingjiang from Research Center of Chinese Frontier Archaeology of Jilin University.

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Table 1. The Upper Paleolithic sites or localities in the Eastern Portion of Northeast, China

Site	Geographical coordinate	Time	Date, years BP	Topographic feature	Unearthed area	Stone artifacts	
						Collection	Excavation
Shirengou	42°11'20" N 128°48'45" E	2004	15000 [•]	piedmont belt	52m ²	24	1307
Liudong	42°19'11" N 129°6'23" E	2002	UP [•]	2 nd terrace	—	227	4
Beishan	49°8'3" N 130°15'8" E	2002	20000 [•]	2 nd terrace	—	51	1
Xintunzi Xishan	42°33' N 127°16'11" E	2002	UP [•]	valley	70m ²	0	30
Shajingou	42°36'05.4" N 128°16'02.9"E	2006	UP [•]	3 rd terrace	2 m ²	77	5
Qingtou	42°48'51.9" N 128°58'20.7" E	2006	UP [•]	2 nd terrace	—	197	19

Remarks: "—" refers to indistinct unearthed area; "UP" refers to the Upper Paleolithic; "•" refers to speculated date.



Self-awareness in *Sangetsuki*

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Abstract

The story of *Li Zheng*, in which he transforms into a tiger, has many adaptations in both Chinese and Japanese literature. Similarities are common in those adaptations, but in Japanese writer Nakajima Atsushi's version, there lies distinctiveness. He adds "self-awareness" into his adaptation *Sangetsuki*, and achieves his own literary accomplishments. This paper will give an analysis of this "self-awareness" in *Sangetsuki*.

Keywords: Nakajima Atsushi, Japanese and Chinese literature, Self-awareness

Adapted from *Li Zheng* written in the T'ang dynasty, *Sangetsuki*, Japanese writer Nakajima Atsushi's first work, was published on *Literature World*, in February of 1942. Most analyses towards this adaptation focus on contextual differences between the two versions. However, actually, the most significant alternation Nakajima Atsushi makes in his version is in the thematic expression rather than simple contextual refreshing, and the instillation of self-awareness into the new version plays a critic role in the adaptation. This paper will analyze this self-awareness through the perspective of comparative literature.

1. *Sangetsuki*'s Prototype and Other Adaptations

The story of *Li Zheng*, actually, has also experienced a series of adaptation in Chinese literature history. *Li Zheng*, originally from a novel selection *Xuan Shi Zhi* made by Zhang Du in the Tang dynasty, later was included into *Records of the Taiping Era*. In following periods, many writers had made their own adaptations and revisions of this novel, which could be found in selections as Lu Ji's *Gu Jin Shuo Hai* in the Ming dynasty, Tang *Ren Shuo Hui* in Qian Long's period of the Qing dynasty and *Jiu Xiao Shuo*, edited by Wu Zengqi in the Republic periods, etc. It is generally acknowledged that based on its plots' inference, as the original version *Li Zheng*, *Sangetsuki* also bears a reference of *Ren Hu Zhuan* in *Tang Ren Shuo Hui* of the Qing dynasty (Sun, 2000, p.281). Compared with the original version, following plots are added in *Sangetsuki*: firstly, before *Li Zheng*'s transformation, there is some voice calling on him outside the room; secondly, there are descriptions about his embarrassment and anger, and his hunting after the transformation; thirdly, the tiger recites a poem in one scene; fourthly, the explanation that the reason for the transformation is his burning down the widow's house after their adultery; fifthly, in the conversation between *Li Zheng* and Yuan Shen there are contents about the mutton-presenting and showing his tiger body to Yuan Shen. Through a careful comparison of these two adaptations, it can be found that Nakajima Atsushi, excepts several small deletions, has nearly made no revision towards the original version's plots, but there is a dramatic change in the story's connotation.

Features of Chinese classic novel are obvious in the whole series of adaptations of *Li Zheng*, and there are three main points of them. Firstly, the story itself is a typical mystery story, i.e. recording mysterious events and anecdotes to amuse readers. Secondly, with the adding of moralization in the development of the story, those adaptations use the comeuppance as a main clue in plots' construction. Thirdly, in concrete contexts, those stories "focus on the narration of plots and simplify psychological and scenery description, especially avoid lengthy descriptions that are irrelevant to main plots" (Yuan, 2006, p.356). In general, they emphasized on story-telling rather than the expression of thematic meaning, and appear to be short of the characterization of individual subjective thinking, in particular.

Faced with those distinct features in previous adaptations, Nakajima Atsushi takes a lot of efforts to change them and help to contribute the creation of self-awareness. In the first level, he uses many psychological descriptions in his version, which constructs the expression of subjective feeling, and achieves natural advantages in humanity's presentation. In order to enhance its mysteriousness, the original story contains lots of miraculous imaginations, such as in *Records of the Taiping Era* the description about the feeling after his transformation into a tiger that "I have a feeling

that the more ruthless I become, the more powerful I am. Then I notice that short hairs grow on my arms and legs. All those people passing by, horses with burden, flying birds and beasts with short hair, appear in my vision, provoke my desire for eating". However, *Sangetsuki* just presents a brief depiction of these imaginations, instead of which, a long paragraph with philosophical and subtle self-thinking is added:

"At first, I can't believe my eyes. In my opinion, it must be a dream, because I've once dreamed about a dreaming situation that I was aware of. I get lost in dismay when I have to admit the fact that it isn't a dream. Then, fear comes with it. I know nothing, but just passively accept what fate imposes on me, and keep my meaningless life. This is the destiny of all livings" (Nakajima, 1993, p.30).

This paragraph enfeebls the process of the transformation, which only takes one sentence, but shows, with subtlety, the protagonist's psychological changing from surprise to sorrow and then to fear, after the transformation. The more profound part is that the author treats the transformation as the fate of the "self", controlled by unknown others, in which process an awareness of "self", contrasting "others", is produced. Many other psychological descriptions in the story can be analyzed similarly: because of the existence of "self", there are paradoxes about self-existence and self-value, as well as self-mourning. To sum up, Nakajima Atsushi's adaptation, with amble, subtle inner description, contrasts sharply with the original version, and establishes the basic preparation for the tragedy of the protagonist Li Zheng.

For the second part, Li Zheng's character is obviously changed in Nakajima's adaptation. In Chinese adaptations, Li Cheng is a typical literati and being a high rank official is his final ideal, which can be seen from his conversation with Yuan Shen. And his inner lamentation can also be categorized as the traditional literati's "unrecognizing depression". Possessing the common arrogance of literati, Li Zheng, is not created as an individual figure, but as a representative of the whole group of Chinese literati.

Differently in *Sangetsuki*, the author pays much attention on accentuating Li Zheng's ideal of "writing to live", a strong desire to perpetuate his works and obtain wide acknowledgement. For instance, Li Zheng's reclusion from the society is driven by his devotion into poem-writing, rather than the unwillingness in affiliating with the vulgar. After the transformation, keeping thinking of his unfulfilled dream, Li Zheng primarily entrusts Yuan Shen to spread his works rather than originally asking him to take care of his wife and children. It's worthy of being noticed that, this idea is against the moral principles of that time. This over-obsession with writing results in his exclusive character, which even could be a sick paradox, a struggle between the cowardly pride and haughty diffidence. This kind of figure, as Li Zheng in *Sangetsuki*, has never appeared before. Assimilating many personal experiences of the author Nakajima himself, it demonstrates strong individuality and distinctiveness, greatly different from any figure in other Chinese adaptations.

Lastly, Nakajima Atsushi deletes many contents about moralization in his version. As mentioned above, moralization is considered a significant part in other Chinese adaptations, especially in chronically later ones. In the version from *Tang Ren Shuo Hui*, features of comeuppance and asking for benevolence are apparent, such as Li Zheng's adultery and murder cause his transformation, and Yuan Shen's helping Li Zheng's family results in his promotion. However, those parts are not reserved in Nakajima Atsushi's version. The author's deletion of moralization at one side, accentuates the tragedy of Li Zheng, because the transformation is arisen from the protagonist's self inner struggle, which promotes the "self" to the surface, rather than the moral comeuppance; on the other side, based on the proposition of the imaginary readers' changing from the common people to the literati, this deletion moves the theme to "self-expression" from the simple demonstration of "mystery" and "moralization". Mysterious experiences and lamentation can no longer be found in the tiger's confession, which becomes Li Zheng's analysis of his inner thinking. To this extent, all those changes clearly reveal the author's creativity, leading by his strong intention in self-expression.

2. "Self-awareness"

In this part, further consideration about *Sangetsuki*'s theme will be presented, through three distinct contrasts of the story.

2.1 The contrast between the inner mind and the outside world

After Li Zheng's transformation, a monologue is depicted in the story, as mentioned above, that "At first, I can't believe my eyes. In my opinion, it must be a dream, because I once dreamed about a dreaming situation that I was aware of. I get lost in upset when I have to admit the fact that it isn't a dream. Then, fear comes with it. I know nothing, but just passively accept what fate imposes on me, and keep my meaningless life. This is the destiny of all livings" (Nakajima, 1993, p.30).

The contrast between Li Zheng's inner mind and his "fate", or "subjectivity" and "objectivity", could be the ultimate cause for his transformation into a tiger. Being a talented writer at a young age, it is natural for Li Zheng to chase the ideal of "living for writing". However, his being unknown to the public is quite doubtful. According to Japanese scholar Sagi Tadao, the possession of talent could be necessary to create a tragedy (Sagi, 1990, p.289). If Li Zheng is only a third-rate writer, all those confession and lament would loss much power, and may result into a story of a clown. After

all, readers are not likely get moved by a complete loser. Compared with the uncontrollable fate, Li Zheng's achievements of standing out in the imperial examination, getting highly praised by Yuan Shen, and even his poem-recital after the transformation, are powerless and insignificant. The mere action he can take is "passively accept what fate imposes on me". This is his awareness that he has to make compromise with fate, but still, a strong desire of resistance is hidden behind.

2.2 The contrast between cowardly pride and haughty diffidence

The tiger illustrates his thinking about the transformation to Yuan Shen, after handing over his family to Yuan.

"I have said that, I'm not sure why my life could become like this. But after a careful consideration, I think, it may be reasonable... All those changes originate from my cowardly pride and haughty diffidence. I take efforts in learning, practicing because I'm afraid of my lack of talent; while still, I'm confident in my ability, to some extent, and then reluctant in dealing with the vulgar. Gradually, I drive myself away from the society. But for my resentment towards those injustices and misfortune on me, the sick confidence grows in my mind. So, I'm what I am now. Just appearing like my inner mind" (Nakajima, 1993, p.34).

This long monologue leads the story to its climax, in which the author's ideas are best illustrated. The protagonist's self-contradiction, represented by the "cowardly pride" and "haughty diffidence" is explicitly demonstrated here. In addition, the author even provides explanations towards these two terms. "Cowardly pride" implies Li Zheng's exclusiveness, caused by his proud talents, or, to be more accurate, his ineffable inferiority complex. "Haughty diffidence" means his reluctance in communicating with teachers and friends, which should be done to achieve improvements, caused by his cowardice or self-abasement. Being opposite to each other, these two sides, in fact, share the same prerequisite, that they are both based on the contrast between "self" and "others". This contradiction is produced in his incompatible communication with others. Without the cowardice for the possible being hurt, he won't suffer the fear and hesitation in social affairs with friends and teachers; without the strong inferiority complex, it is not necessary for him to reduce the sociality with the excuse of "arrogance". Li Zheng has sharp eyes on his "arrogance" in others' thinking, and his own "inferiority complex". Therefore, this struggle originates from the over-emphasis on "others", their comments and thinking towards Li Zheng. In the author's mind, this kind of "haughty diffidence" can be visualized by a tiger's appearance, that a diffident mind is hidden under the scary surface. Consequently, with the growth of Li Zheng's "self", a ferocious tiger, the uncontrollable "self", takes the place of Li Zheng's humanity.

2.3 Contrast between humanity and bestiality

To demonstrate the self-thinking of his character, the tiger makes the following speech:

"It's hard to speak out what I have done since my transformation. But I may turn back to humane for a few hours each day, during which I can speak, thinking and even recite poems, just like before. With this human mind, when reviewing my wrongdoings as a tiger, as well as my destiny, I always feel ashamed, fear, and resentful. However, even those a few human hours are shortening. I used to think the reason for my transformation, but recently, I found that I'm thinking about why I was a man in the past. It's horrible! Perhaps, sometime later, my humanity will be wholly covered by bestiality" (Nakajima, 1993, p.33).

Apparently, Li Zheng, in the continuous transformation between tiger and man, "stays in a fragmentary situation, suffering the metal inner fission" (Guo, 2004, p.104). In the story, Nakajima Atsushi, through the tiger's mouth, states his own thinking that human mind contains both humanity and bestiality, and everyone should make a good control of them through profound self-understanding. "Cowardly pride" and "haughty diffidence" in Li Zheng's mind can be a concrete characteristic presentation of this contrast between humanity and bestiality. If bestiality is well controlled, human form can be kept, otherwise beast form will take the place. Failed in keeping the balance, Li Zheng, after his transformation, still has human features. The author's calling for introspection becomes obvious in the protagonist's self-examination of his double-mentality. On one hand, Li Zheng feels the pain brought by those wrongdoings as a tiger, and fears the shortening time of his being human. On the other hand, he also expects to relieve himself from this unbearable suffering, through the complete transformation into a tiger. With the development of the story, this contrast becomes more universal to readers, that how people could maintain their bestiality, if everyone contains it; further, whether it is possible for everyone to be changed into a beast, under the pressure of the outside world.

3. The origin of Self-awareness

Compared with other adaptations, *Sangetsuki* contains more aspects of self-awareness. The following part will, through the consideration of both the author's background and social environment, analyze the origin and source of the usage of self-awareness in this story.

3.1 Nakajima Atsushi's personal background

Works written by Nakajima Atsushi usually have close relation with his own actual and mental experiences. For example, in *Sangetsuki*, Nakajima instills his thinking and beliefs in the identity of literati and artistic creation into the

protagonist Li Zheng, who is created as a tragic figure, who fails to achieve literary acknowledgements that he earnestly longs for. Nakajima Atsushi was born in a family with a tradition in learning Chinese studies (Li, Ono, 2002, p.84). Nakajima is a knower of both eastern and western cultures.

He tried to live as "a man of culture," attending musical and dramatic performances, reading widely in Eastern and Western literature, philosophy, and history, studying foreign languages such as French, German, Latin, and Greek, in addition to English and Chinese, translating from English into Japanese works by D. H. Lawrence, Aldous Huxley, and Franz Kafka, and writing short stories, an unfinished novel, other narratives, and poetry in Japanese and Chinese (Nobuko, 1987, p.38).

Although he was regarded as a whiz kid since very young, Nakajima didn't achieve widely acknowledgement from his graduation from college to the end of his life. It could be his destiny, just as Li Zheng's situation in *Sangetsuki*. Japanese scholar Yoshida Seiiti in commenting him says that "Nakajima inherited the weakness of traditional family, and was greatly influenced by his family and society, under which he formed his own characters within a dark youthhood. Probably because of this kind of personality, many of his works show literati's loneliness, desperateness and inner resistance, which construct the basic tone of those works" (Yoshida, 1994, p.728).

For another part, the contrast between "cowardly pride" and "haughty diffidence", to some extent, suggests Li Zheng's representative position of the author himself. With the association of Nakajima Atsushi's other works, *Sangetsuki* can be the most direct one in showing the author's self-confession. What readers can feel are not the mere protagonist's self-awareness and introspection, but more importantly, is the author's expression of his inner thinking. In *Sangetsuki*, Li Zheng takes efforts to avoid connection with others, and to write and create alone. For the over-emphasis on readers' commenting on his poems, Li Zheng is too cowardly to show his works to others. To this extent, Nakajima Atsushi, the author, shares the similarity with Li Zheng. Although he had been writing since high school, partly because he did not join any literary coterie and partly because he had high literary standards and therefore did not feel confident enough to submit his works to literary magazines, he was unable to get his works published (Nobuko 37-58). This experience seems to be correspondent to the tiger's saying that he at one side fears to communicate literature with friends or teachers, and on the other side, he also disdains to deal with the common people. Nakajima's wife once mentioned that "he never talks about his writings, but one day, he came to me in the kitchen, and said, 'I wrote a story of a man's transformation into a tiger.' At that time, I felt he looked sad, which I can't forget until now. Later I read *Sangetsuki*, and felt bad, because I seemed can hear his voice in the novel" (Hamakawa, 1976, p.117). The "cowardly pride" and "haughty diffidence" can be found not only in Li Zheng, but also in Nakajima, which explains his never talking to his wife or friends about his writings.

3.2 Social Background

The world in the novel should not be disconnected with the real world.

"Modernism novel in the 20th century has stepped into an obscure and elusive path. Therefore, reading and explaining those novels are imposed with the same difficulty. But, perhaps, this fact may indicate our life and living environment in the 20th century are even more complicated and difficult to be explained and mastered. Novel's complicity is correspondent to the intricacy of the reality" (Wu, 2002, p.5).

Goes with people's increasingly diversified thinking, the perception in viewing human goodness and vice becomes obscure. From Nakajima's view towards "humanity" and "bestiality" in *Sangetsuki*, it can be indicated that the dark side is ingrained in people's mind, and becomes a part of one's personality (Sun, 2000, p.288). With the emphasis on that self-encouragement and self-cultivation are helpful in the restrain of "bestiality", the author's revealing and criticism towards human mind's dark side appear more apparent.

In addition, *Sangetsuki* was published in the middle of the Second World War, a period of militarism in Japan, in which humanism and individualism were greatly suppressed. The almighty power of the unknown "others" vaguely appears in *Sangetsuki*, could be associated with the temporal social environment. During the wartime, Nakajima, for a period, had to be an official in a small island in the south Pacific, in order to sustain his family (Nobuko, 1987, p.38). This experience was never mentioned in his works, but still readers can found that Nakajima's being an official can be another correspondence to Li Zheng, who set foot in the officialdom for the same reason. The inner minds of both Nakajima and Li Zheng are contradictory with sadness and compliant to the "outside world", which is the resource of the "self-struggle" in the novel. Takeda Taijon says, "Nakajima Atsushi demonstrates the 'fear of the world's malevolence' in a modern way", and based on this, he predicts a new literary trend, especially a trend of post-war literature" (Takeda, 2001, p.26).

It can be said that, due to the instillation of the "self-awareness", *Sangetsuki* proves its uniqueness and distinctness among so many adaptations, from both China and Japan. As to its author, Nakajima Atsushi through the figure of Li Zheng, achieves his own purpose in self-expression.

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International Mindedness and ‘Social Control’

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Abstract

This research project explored effective ways of developing international mindedness. International mindedness is a term that now appears in the mission statement of many international schools yet there is a need for a clearer account of ways in which to develop internationally minded students. Many teachers and researchers leave the development of international mindedness to fate. However, external and internal forces such as planning, school practices and rituals, each teacher's own actions, attitudes and behaviours, can all work to inhibit or foster the development of international mindedness in students. This paper discusses some of the outcomes from this recent research project focusing in particular on the positive implications inquiry learning can have on the development of international mindedness in an International Baccalaureate school implementing the Primary Years Program. It is argued that through inquiry learning and other processes in the curriculum, assessment and pedagogy, international schools can achieve the goals of their mission statement in a way that allows each student to come to their own realisation of international mindedness.

Keywords: Social control, International mindedness, International Baccalaureate Organisation, Inquiry Learning, Case study

1. Setting the Context

This recent research project was inspired out of a conviction that the field of education needs to somehow respond to the complex changes and challenges arising from our interdependent globalised world. It was inspired out of a belief that the field of education needs to rethink what an educated person needs to be in order to live in a society dominated by knowledge workers with even ‘...newer and even more stringent demands for social performance and social responsibility’ (Drucker, 1989) where desire for change is perhaps one of the only consistent phenomena of the 21st Century (Drennen, 2002). It was a response to confronting the enormous challenges and demands teachers of the 21st Century are faced with when looking for an effective learning environment for students of today.

We hear about it in educational journals and conferences across the globe – the language of *international education* and with it, the term ‘international mindedness’ – either in reference to finding a solution to the uneasy assumption that there are more violent misfortunes between countries in our near future or perhaps in reference to schools that simply cater for the offspring of the burgeoning parents who work outside their home country (Hayden, 2007). Much has been written and debated about these terms as they seem to offer some degree of a form of counter-balance to nationalism, peace or difference (Gellar, 2002). Nevertheless, interest in the area of international education has definitely surged in recent years - with teaching practitioners, school leaders, education researchers and administrators in the Western World aroused by the terms to the extent that they are either:

- conducting formal research in the field of international education;
- implementing an international curriculum in their school such as one of the three programs from the International Baccalaureate Organization;
- contributing to the rich literature devoted to the subject through writing journal articles;
- working together as practitioners towards developing a deeper understanding of the subject (Hayden & Thompson, 2000);

- working towards overcoming confusions between the difference between the terms ‘international’, ‘internationalism’, ‘international education’, ‘international schools’ and ‘international mindedness’ that are now so frequently quoted in schools, literature and the media;
- researching how a changing world calls for different teaching preparations.

Although it may have felt as though some were raising unrealistic expectations when UNESCO originally introduced international education into national systems of education around the globe in Geneva, 1974, international education, or education for international mindedness is starting ‘...to offer the only practical hope for the future of human kind’ (Walker, 2002, p. 209) as it sets out to meet the demands our children of today may face in their changing world – a world where the nature of relationships between different cultures and nations are becoming increasingly challenged. Education for international mindedness or international education incorporates essential, relevant knowledge, skills, concepts and attributes that aim to help students prosper in an interdependent world and to live successfully amongst the complexities of the real world making it an attractive option for many schools wanting to prepare students of today for the challenges that the future may hold (Hill, 2002; Walker, 2002).

Though strange as it may seem, ‘...there is no single coherent picture of the “internationalism” or “international-mindedness” within the individual that, presumably, international education aims to develop’ (Gunesch, 2007, p. 90) even though these inquiries are essential inquiries to explore if we are to successfully educate our children of today to be prepared to live in the years beyond school. The debates have alerted the author who currently teaches in a school that is currently implementing the PYP (Primary Years Program) of the IBO (International Baccalaureate Organisation). Hence, this research project was also a response to the author’s own curiosity in this program and this paper represents the findings from the project that suggested relationships between the PYP of the IBO that can work to effectively prepare our students of today to live alongside the imperfect realities of our globalised, interdependent world.

2. Aims of the study

The main aim of this recent project was to gain a deeper understanding of international mindedness and to develop a deeper understanding of effective ways of developing international mindedness within the IB PYP. The main research question was *to find out the extent in which the Primary Years Program (PYP) of the International Baccalaureate Organisation (IBO) is effective in developing international mindedness in students.*

Researching the extent in which the PYP effectively develops internationally minded students involved examining:

- The effects social control has on the development of international mindedness;
- What is international mindedness?
- How ideology influences the development of international mindedness;
- The ways in which international mindedness can be modelled in a school community;
- How international mindedness can be developed through pedagogy, assessment and the curriculum;
- The 10 attributes of the IB learner profile which are claimed by the IBO to be fundamental in defining an internationally minded student;
- Effective ways of developing international mindedness;
- How the teacher’s own interpretation of international mindedness effects the development of international mindedness in students.

All of these smaller questions served to unpack the main research question which was to *understand the effectiveness of the IB PYP in developing internationally minded students.* To unpack the research question in the most informative way, looking at ways in which the curriculum, assessment and pedagogy of the IB school of research was arranged and implemented to try and develop international mindedness remained a focus of the study. After all, the framework of the IB PYP is normative - it is how the school interprets, implements and sustains the framework of the IB PYP that needed to be the focus of the study. To protect the identity of all participants the school of research, pseudonyms have been employed.

2.1 School of research

Cherry Primary School was chosen as the site of research because it was a candidate school for the IB PYP. Cherry Primary School was a Victorian State School well known in its district for its high level of academic achievement. The school had just over 900 students at the time of research, and was a well-resourced school with many newly developed buildings and a welcoming feel. At the time of research, there were a number of students on waiting lists to attend the school. However, its population growth was not only a result of its high academic achievement and high level of support for students with special needs – this was also a result from some external factors. Many students travelled from Asia to attend the local high school in the area, which is well sought after due to its high level of academic achievement. Moving

to Australia to attend this high achieving academic high school was an idealistic attempt from some families to give their children:

- economic advantage;
- an international education;
- an understanding of Western culture;
- experience in speaking and learning English;
- other long term economic privileges.

For local students Cherry Primary School and its local high school offered a relatively affordable option for families, compared to sending children to some of the surrounding elite private schools.

2.2 The IBO and the School of Research

At the time of research, Cherry Primary School was pursuing authorization as an IB World School. These are schools that share a common philosophy - a commitment to high quality, challenging and international education. The IBO is one of the main agencies involved in the surge of international schools across the globe. In fact, at the end of 2007, it was noted that 2641 IB schools have been accredited since 1971 – with 56% of these IB schools being established between 2001 and 2007 (IBO, 2002). The growth of IB schools is having a big impact on schools in the Western World, with over 95% of IB schools existing in developed countries (Drennen, 2002).

Rhetorically, the philosophy of the IBO - the driving force of the curriculum, assessment and pedagogy, is founded on a whole school philosophy of *developing and promoting international mindedness in students*. Cherry Primary School shared this vision – it also had the vision of developing international mindedness in *all* students and developing students who recognize and demonstrate shared guardianship and common humanity of the planet (IBO, 2007). Fundamentally, the IBO believes that their curriculum, assessment and pedagogy promotes international mindedness in students and ‘...develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect’ (IBO, 2007, p. 2).

In any IB school, the *IB learner profile* drives the curriculum, assessment and pedagogy. The IBO claims that the attributes of the IB learner profile define an internationally minded student - someone with intercultural understanding and someone capable of making rational, critical and responsible decisions in the 21st century (IBO, 2002). The attributes of the IB learner profile are: *inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, well-balanced, and reflective* (IBO, 2007, p. 2). In an IB school, these attributes are intended to be developed in *all* students within *any* school culture and the 10 attributes of the IB learner profile should be a vital component of the curriculum, assessment and pedagogy. They are to be accepted, taught and modelled by the entire school community and in doing so, are said to lead to students demonstrating behaviours that define an internationally minded student. In short, IB learners should strive to *live* and *be* the IB learner profile in order to be an internationally minded person.

The main focus of this research project was to analyse the ways in which Cherry Primary School tried to develop the attributes of the IB learner profile. This was analysed by looking closely at the assessment, pedagogy and curriculum of the school and searching for ways in which they work to cultivate international mindedness in students. Through this, suggestions as to whether or not the IB learner profile offers a clear account of what an internationally minded student is and whether it is an ideal model that offers pragmatic and empirical individual outcomes for students all around the world rather than ideological and theoretical outcomes could be proposed.

2.3 Theory Base

It is vital to the success of any project that the researcher is clear about what theory base they are going to work with. For this project, searching for effective ways of developing international mindedness essentially involved the researcher searching for ways in which students construct meaning and involved the researcher trying to understand and describe the subjective experiences and understandings of students. Therefore, constructionist theories were mainly reviewed for this project and therefore, they greatly influenced the methodology for this project. This is also appeared to be the theory base that many other researchers chose to use when researching topics of international education as most scholars in this field view knowledge as a social construction. That is, most view knowledge as being constructed through students actively participating in their own learning and through creating their own unique perception of reality (Valsiner & Van Der Veer, 1994).

2.4 The Case Study Research Approach

In the context of this project, the case study research approach addressed the purpose of the research because it meant that the researcher could:

- Look in *depth* at the *natural and interactive processes of the PYP curriculum, assessment and pedagogy through a small number of representative cases that were immersed in the happenings of the PYP*;
- Understand the extent in which the PYP of the IBO was effective in developing an internationally minded student in a *holistic and authentic way* – holistic as the researcher was immersed in the phenomena rather trying to describe and understand it from a distance;
- Study the inquiry *within a small time frame* (Bell, 1999);
- Understand complex processes *rather than a single phenomenon*:
‘If the case is produced from the repertoire of codes through which individuals make sense of their lives, by which interactions are managed and conflicts, social breakdowns and wars are understood and ‘sides’ taken, then for a researcher to produce a case study is to claim no less than to understand how the world works as a complex rather than as a singularity’ (Schostak, 2002, p. 23);
- Study the processes of assessment, pedagogy and curriculum *as they unfold naturally* in the school;
- Study the research question in a nonmanipulative and unobtrusive way so data was accurate and authentic (Lincoln & Guba, 1985);
- Understand the distribution of power in one IB school and its effect on the development of international mindedness;
- Define a *detailed, in depth and true* account of the extent in which the assessment, pedagogy and curriculum processes of the PYP are effective in developing international mindedness.

The case study was compiled using three individual ‘case’ subjects. Each case was a student from three different year six classrooms within Cherry Primary School. The three students (cases) were purposely selected from three *different* classrooms so that the analysis was richer and more meaningful (Stake, 1995). Analysing the results from *three* case subjects rather than one provided more data to interrogate and lead the researcher to explore smaller issues pertinent to the main question (Yin, 1994). Where appropriate and possible in the social sciences, the findings from several cases can be more compelling than the findings from only one case (Herriot & Firestone, 1993; Yin, 1994).

Each of the three case subjects (students) in the project were not understood as self contained spheres, which is indeed one of the main problems to be wary about in case study (Schostak, 2002; Stake, 1978, 1995; Yin, 1994). Rather, the three students in this case study were viewed as complex units of analysis or as Smith and Henry (Smith & Henry, 1999) and Stake (1995) so well defines, a ‘bounded system’ (p. 2). Each case (student) was recognized as a student that was interacting with their teacher and peers and more implicitly, symbols, language, structures, behaviours, values and relationships in their social surroundings. Each was understood as a construction of the relationships with these phenomena. ‘To study a complex (case) is to study the possibilities for structuring, the possibilities for interaction, for social meanings, for restructuring’ (Schostak, 2002, p. 23). It was in this way, that the researcher could better understand each of the three case subjects and the different complexities and unique interactions that each had with the curriculum, pedagogy and assessment processes in each of the different classrooms that they were immersed in.

The chosen methods of data collection for this project were interactive observations and semi-structured interviews. These methods all served to help the researcher understand each of the three case subjects deeply and most importantly, served to help the research in collecting data that lead to answers of my inquiry:

‘Observations work the research toward greater understanding of the case. Refining the plan of observation is directed by the issue. We need observations pertinent to our issues’ (Stake, 1995, p. 50).

Each of the three separate subjects was observed in each of their different classrooms for two hours each week over the course of three months. The main criteria used to choose each case subject was to ensure each participant maximized what the researcher could learn about effective ways of developing international mindedness. When observing, the natural setting in the classroom or area of observation was maintained. Although each of the three cases (students) in the study remained the primary units of analysis, relevant interactions between each case and their teacher, and pedagogical transactions between each of the three different students and each of their teachers provided a richer understanding of each case and provided rich data for answering my inquiry. The context of each case was viewed as an important aspect of each observation, so writing down any observations that occurred in the classroom environment (context) of each case was indeed an important part of every observation.

Each student’s own expression and development of international mindedness was measured against the attributes of the IB learner profile as this was a fair and consistent way that the researcher could measure the effectiveness of the IB PYP. Measuring each case’s development of international mindedness using the attributes of the IB learner profile in all observation notes over the period of three months essentially helped the researcher to develop quite a deep understanding

of the extent in which each case developed international mindedness through the assessment, pedagogy and curriculum processes of the PYP of the IBO.

Each case subject's teacher was interviewed towards the end of the project. Therefore, three teachers were interviewed. The interviews were semi-structured it was intended for the teachers involved to *be* and *feel like* collaborators in the research project. It allowed the voices and opinions of these teachers to be heard. Although this may have been a little more time consuming than structured interviews that usually contain specific, carefully considered and limited questions, it meant that the control could be passed onto the interviewee. The nature of semi-structured interviews also allowed more interesting information to be raised about ways in which the attributes of the IB learner profile are *taught and interpreted* by each student than what may typically have been found if the interview was a rigidly structured interview, where much of the control is on the interviewer (Connell & Campbell, 2007). All interviewees were enthusiastic and spoke openly throughout the interviews. As a result, the interviews served to unearth each teacher participant's insights into which pedagogical, assessment and curriculum processes worked effectively to develop international mindedness.

Each interview was transcribed, making the data easier and more accurate to interpret and then analyse. The transcripts of each interview, the data from the observation journal of all three student subjects alongside the literature from the researcher's literature review formed an essential component of the data analysed in this project.

3. Literature

Literature from Bernstein (1975) a well known social constructionist theorist, provided an important component of the literature reviewed in this project when trying to understand the ways in which each student developed international mindedness. Through his theory of 'social control', he proposes that education is nothing short of a 'social process' (Bernstein, 1973, 1975) and that it is through the social processes, structures and routines of school that difference is produced and reproduced. He proposes that education is the primary social classifier through the three common message systems that all schools around the globe have in common: curriculum, pedagogy and assessment. He claims that these three message systems work to make education '...an agency of socialization and allocation' (1975, p. 199). 'How society selects, classifies, distributes, transmits and evaluates the educational knowledge it considers to be public, reflects both the distribution of power and the principles of social control' (1975, p. 85).

Many followers of Bernstein such as Bourdeau, (Bernstein, 1973, 1975, 1990, 1992) Prosser, (1999) and Starratt (2003) also perceive education to play an important role in sustaining the inequities of society. They argue that knowledge is not an object that can be passed on from one person to another as a 'product' or series of isolated facts. Rather, these scholars view education to be central to producing and reproducing hierarchies and inequity in society. In short, these scholars have one theme in common – they all propose that knowledge is socially constructed.

Literature from these scholars alongside literature from the IBO was analysed extensively throughout this project to search for ways in which *international mindedness* is socially constructed through these three message systems. The literature formed a basis from which the researcher could draw links to in the analysing stage of the project so that an understanding of the social construction of international mindedness could be illuminated. Through understanding the social construction of international mindedness, effective ways of developing international mindedness in a school implementing the IB PYP could then proposed and these will be discussed later on in the paper.

3.1 A Brief History of International Mindedness

Recent interest in the term 'international mindedness' may have been instigated by the definite rise of interest in the topic of international education. The term is certainly one that many scholars and teachers struggle to define, and people courageous enough to explore the topic of 'international mindedness' are usually bold and upfront in admitting that defining it is not straightforward – some claim it's not even possible (Gunesch, 2004, 2007; Murphy, 2000).

The term 'international mindedness' is now starting to make more appearances in educational literature and curriculum models around the world such as the IBO, where it lies at the *heart* of their mission statement (Hill, 2001, 2002). In our current era, scholars such as Turnball (2002) emphasise that we must take action to develop internationally minded students if we expect our next generation to be able to cope with '...the enormity of global challenges, the rapid expansion of knowledge, and the complexity of issues in the contemporary world' (p. 4).

Sampatkumar (2007) supports this notion and states that we must incorporate the teaching of essential attitudes students will need when solving global issues in the near future. He proposes that education needs to ensure that students of today will be taught how to cope responsibly in the interdependent real world - learning how to promote harmony and peace among a world where national borders may appear to be crumbling, but difference only appears to continue to perpetuate.

Turnball (2002) also emphasises that in our globalised, interdependent world, it is also essential that the curriculum is internationalised, and it must create opportunities for students to participate, enquire and reflect on global issues. He proposes that in our chaotic world, an international curriculum *can* make the future look brighter if the teaching of international mindedness helps drives the curriculum, pedagogy and assessment – but just how international mindedness

can effectively be transmitted through the curriculum, pedagogy and assessment through to every student is the obscurity many educators in IB schools struggle with (Skelton, 2002, 2007).

3.1.1 Defining international mindedness

The purpose of this project was not solely to interpret current definitions of the term 'international mindedness'. Opening up current definitions of international mindedness including the IB learner profile for critical appraisal, scrutiny and analysis is an extremely worthy topic - but it would provide enough interest for another research project in itself. However, for the purpose of the project it was essential to clarify a clear understanding of the term, as it is now used liberally in a multiplicity of ways throughout educational literature and other discussions of education in the 21st century.

Ian Hill (Hill, 2002), deputy Director General of the International Baccalaureate Organisation (IBO) since 2000, states that an internationally minded person is a person who demonstrates the 10 attributes of the IB learner profile. The IBO hopes that each student will graduate from a PYP school as a student who demonstrates the attributes of the IB learner profile – someone who '...in the struggle to establish a personal set of values, will be laying the foundation upon which international-mindedness will develop and flourish' (IBO, 2007, p. 4).

The main goal of IB schools is to promote world peace and international understanding through the IB learner profile (Hill, 2002 & Sylvester, 2002). To this end, international mindedness lies at the heart of the philosophy of the IBO:

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right (IBO, 2007, p. 2).

The 'IB learner profile' explicitly defines the attributes of the IB learner profile – the attributes of a person that the IBO believes an internationally minded person would embrace or express. It states that an internationally minded person is someone who makes responsible decisions for life, is knowledgeable about global issues, is empathetic, is an inquirer, a thinker, a communicator, caring, open-minded, balanced, reflective and a risk-taker.

Although the success in developing the IB learner profile is dependent on many factors, for the educator in an IB school, the IB learner profile is believed to provide the outcomes for defining an internationally minded student (Hill, 2001). It is believed to provide a clear model for developing students who will make responsible decisions for life - students who will be open to the diverse problems of the interdependent world and students who are active in giving time to develop change:

'IB students give much time to world issues, to the environment, to poverty and other human problems. This is not only due to the general global approach of the curriculum, but above all to the requirement of ongoing social service among the community which is considered as important for the development of the students as academic studies. In short, it is an education for life, a responsible life, open to the problems of our world and encouraging students to give time and energy to bring about change' (Hill, 2001, p. 51).

However, because the success in developing the IB learner profile is dependent on so many factors, and because it cannot be measured through examinations and tests as would an understanding of world or global issues (Hicks & Townley, 1982) it makes the teaching of international mindedness difficult to understand. For example, if international mindedness cannot be measured through tradition tests and examinations, then how do we assess it? Many scholars also question the ability for students of primary school age to understand international mindedness (Gunesch, 2004, 2007; Haywood, 2007) These are challenging but relevant inquiries that need to be seriously looked at if we are to successfully develop internationally minded students.

Issac Quist (2006) suggests that in many curriculum models and educational literature, the teaching of international mindedness can often be described as a *profile or a process* oriented approach. He proposes that much literature in this area falls into the latter category. Gellar (2002) concurs with this notion, and emphasises that attention to both the *profile* and *processes* of international mindedness needs to be apparent in the culture, curriculum, assessment and pedagogy of a school for effective development of international mindedness. That is, not only does careful attention need to be paid to internationalising the curriculum but attention also needs to be paid to the school ethos, assessment and pedagogy. Although what we plan our children to engage within the learning process is important, carefully planning student learning is not enough to cultivate internationally minded students (Turnball, 2002). As Haywood (Haywood, 2002) proposes the culture of the school or as Hill puts it, the 'informal school experience' of the school as well as the decision making at the school needs to *be* international, *think* internationally and *plan* internationally *through a profile and process oriented approach*.

'Clearly in the perceptions of a number of key protagonists in international education there is more to the concept than...a curriculum based in the cognitive domain' (Hayden & Thompson, 1995, p. 340). Schools need to consider exactly what

knowledge, skills and attitudes students will need in order to be prepared to live in an interdependent world. The school ethos, the curriculum, the teachers and the school community all need to model international mindedness through the pedagogy, curriculum, learning process and school culture. As the IBO proposes, teachers, administrators, policy planners and leaders need to *act* internationally, *plan* internationally, *think* internationally and *be* internationally minded.

Although the IB mission statement claims to be quite 'process oriented' in its development of international mindedness, it is also 'profile oriented' because it seeks to develop a balance between the '...acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes, and taking of responsible action' (IBO, 2007, p. 10) through its five essential elements: knowledge, skills, concepts, action and attitudes. In IB schools, the driving force of all five essential elements, is to develop internationally minded students and an understanding of globalisation, internationalism, cultural identities and socio-political contexts (Hill, 2007). In brief:

'the IBO seeks to develop citizens of the world who:

- are aware of global issues (such as world peace and environment concerns);
- appreciate, respect and understand other cultures; and
- have an understanding of and respect for the human condition in all its manifestations' (Hill, 2001, p. 50).

Gardner (Gardner, 1995) asserts that all people yearn for a strong and clear value system. The IB learner profile therefore needs to be a clear focus for students and teachers in IB schools in order for international mindedness to be cultivated effectively and clearer ways of teaching it need to be established as it is a gap in research to date. As Gardner proposes (Gardner, 1981, 1985, 1995), without an agreed understanding of a value system then a community will either stagnate, or survive in dissention and conflict. Without an agreed vision within a school, it is unlikely that a school will achieve its objectives, vision or goals. In short, through Gardner's view, in an IB school, without an agreed commitment from leaders, parents, students and teachers to work towards *living* the attitudes of the IB learner profile, then that IB school will not reach its vision of being internationally minded.

4. Findings

It would be difficult to argue against the belief that the now well established IB PYP is successful in developing international mindedness in students. How it is successful however, and the degree in which is successful was the sole purpose of the analysis of data in this project. The analysis focused on effective pedagogical, assessment and curriculum processes that the data, linked with literature from the literature review, suggested were effective in developing international mindedness in three classrooms of an IB school. I believe that the analysed data which explored the development of international mindedness in the three classrooms of one IB school portrayed a school of endeavour and aspiration with critically reflective and inspirational teachers.

4.1 Inquiry Learning and the Development of International Mindedness

Throughout all observations, inquiry learning could be seen to drive each student subject's learning. At the time of observations, students were following an inquiry unit that looked into 'the human body'. The data from all observation notes suggested that the inquiry approach to learning in each classroom allowed each student to be an active participant in their learning about the human body – they had choices in many aspects of their learning. This created a rather democratic learning environment. The data suggested that teachers did not 'teach' facts on the human body, but provided a range of resources and different perspectives on the human body so that students could find their own questions that they wanted to follow up. All student subjects were encouraged to draw meaning from their own learning experiences that allowed them to engage in efforts that focused on questions that were meaningful to them.

In this way, the inquiry learning observed reflected Bruce's (2002) definition of inquiry learning: 'Rather than thinking of knowledge as static and the learner as an empty vessel whose job it is to absorb as much as possible of that predefined material' (p. 84) data from the observations suggested that all student subjects were 'inquirers' in their learning, working through problems that were relevant to their own world. The data suggested that this had many positive implications for each student subject's development of international mindedness. The data from student observations suggested when each student subject made their own choices about their learning they were able to develop attributes of the learner profile by (attributes of the IB learner profile in bold):

- Being **caring** through respecting and tolerating each other's diverse choices in their learning and listening to each other's questions;
- Teachers creating a stimulating learning environment through allowing students to **inquire** their *own* relevant and meaningful real-life problems, developing their own natural curiosity;
- Teachers encouraging students to be **open-minded** when they approached solutions to their inquiries. Often when student subjects were asked questions, the teacher encouraged them to think about the question and

probed them to find answers themselves through interactive classroom discussions, small group discussions and research approaches that were scaffolded and guided by the teacher;

- Teachers developing **thinkers** through encouraging students to choose their own problems that they inquired whilst still keeping the students on the line of inquiry;
- Having to **take risks** by trying new problem solving techniques, inquiring topics unknown to them as well as a range of different summative and formative assessment tasks;
- Teachers setting up a classroom environment based on trust that encouraged students to develop integrity, as so be **principled**;
- Teachers allowing students to be **knowledgeable** through encouraging curiosity by exploring relevant, real life concepts, ideas and issues that have global and local significance;
- Allowing students to be **reflective** by planning the ways in which they engage with efforts to address the particular question they have chosen and through assessing their approach with their own strengths and limitations – usually at the closure of every lesson and in each student's reflective journal;
- Establishing a **balanced** classroom environment through giving thoughtful consideration to sensible deadlines for their assignments related to their own choice of questions, and juggling student participants' physical, intellectual and emotional needs;
- Encouraging all students to be **communicators** through expressing their thoughts, feelings and ideas confidently and effectively in their group as well as in front of their class. Teachers also encouraged all students to listen to each other's ideas and feelings in their group and class.

When linking the data about each student's ability to 'act' internationally minded to the attributes of the IB learner profile throughout a program of inquiry, the data proposed that inquiry learning engaged each student subject in all attributes of the learner profile through:

- Engaging each student in the process of asking questions;
- Engaging in open-ended questions through research approaches;
- Creating questions in collaboration with students;
- Allowing students to create their own chosen ways of engaging with the chosen question;
- Discussing solutions to questions as a whole class; and
- Regular reflections in their reflective journal through reflecting on their own learning and accuracy.

Throughout all observations, it was noted that all classrooms were noisy as many students were encouraged to ask questions and share ideas. These classrooms were much noisier than traditional classroom environments where the main road to learning:

- Was typically through the tool of repetition and memorization of facts;
- Was usually measured on the *exactness* of knowledge;
- Placed a large emphasis on 'neat work' in work books;
- Rewarded willing learners, and punished pupils that expressed a natural unwillingness to learn;
- Consisted of teachers providing the 'facts' and pupils passively receiving them;
- Perceived teachers as having full control over *what* and *how* pupils learnt;
- Viewed all minds as potentially equal, and differences in opinions had little place in school studies (Johnson, 2009).

Data from the transcribed interviews with all teacher participants suggested that allowing students to ask questions and share different points of view may create a noisy classroom, but it actually served to help students *act* attributes of the IB learner profile. After discussing the differences between traditional classroom environments and a modern inquiry based classroom with Jane (pseudonym), one of the teacher participants, she suggested that in programs of inquiry, it is very important to find a balance between these two different styles of learning – a balance between giving students autonomy over their own learning and the teacher having control of *what* and *how* they learn:

'The role of students in a program of inquiry is to drive the inquiry, but it's important that the teacher still has the overall control, or still directs the program of inquiry – this is really important. Finding the balance between the two is the key' (Jane)

4.2 Some implications for developing international mindedness

Despite the data suggesting that all student subjects demonstrated attributes of the IB learner profile, the data showed little evidence of any of the three message systems *in the classrooms* that I observed exposing student participants to *global* issues. Eric, one of the teacher participants, stated in his interview that internationalising the nature of the inquiry topic ‘the human body’ was quite difficult as “...it is quite a universal topic” (Eric). Consequently, although all student subjects were *being* all of the 10 attributes of the IB learner profile at times throughout the program of inquiry, they were not really *demonstrating a global understanding* of any of the attributes as is understood from the definition provided from the IB definition of international mindedness. This may suggest that the interdisciplinary focus of the IB was not really fully embraced by teachers, as they generally took this topic to refer to biology more than culture, history or geography for example, yet racism – a global issue, is all about the human body.

Another implication for the teaching of international mindedness that became apparent throughout the data analysis, was that each case embraced their own interpretation of all mindedness. This idea was also reflected in an interview with one of the teachers (Ella):

“I taught in Hong Kong, and I think when you do that, you actually see – get more of an understanding of what your cultural understandings are, because there are things that I think are normal, and then when I go and live in a different country, I realise that it may be completely unacceptable or valued more, like burping for example – kids burp in Hong Kong, and that’s acceptable in class, but here it’s not. Also, over there you are not allowed to touch people on the head – there it’s *really* bad” (Ella)

In this way, ‘the human body’ can be viewed as an enculturated body which is context dependent with mores and meanings that are context applicable. These two dilemmas lead the researcher to ask two main questions:

1. If students do not *only* learn international mindedness through the curriculum throughout programs of inquiry as the data suggests, how *do* they learn international mindedness or where else are they learning it so that it can be enhanced?
2. Why did all student participants develop their own interpretation of international mindedness, and is this acceptable?

These two dilemmas will now be discussed.

4.2.1 If students do not only learn international mindedness through the curriculum throughout programs of inquiry as the data suggests, how do they learn international mindedness or where else are they learning it so that it can be enhanced?

Although data from the observations suggested that all student subjects were demonstrating attributes of the IB learner profile, there is very little data suggesting that they were demonstrating attributes of the IB learner profile in a *global* sense throughout the learning of the program of inquiry, ‘the human body’. But like Quist (Quist, 2005, 2006) proposes, it is not just the learning in the topic of the inquiry that needs to be internationalised – these process oriented approaches of teaching international mindedness that focus only on internationalising the curriculum are not enough to develop a deep sense of international mindedness. Rather, *profile* oriented approaches to developing international mindedness, where focus on ‘...dispositions such as intellectual curiosity, being knowledgeable, active and compassionate are placed in the service of intercultural understanding, respect and the process of ‘re-membling’ our dismembered world’ (2006, p. 6) *is essential* if students are to learn how to think, act and be internationally minded.

The data suggested that even though all student subjects were not exposed to many global issues *through the curriculum in class*, they still demonstrated the 10 attributes of the IB learner profile suggesting that the curriculum must not have been the only opportunity for students to develop international mindedness. The question begging out of this point was, “How? How was it that students revealed all 10 attributes of the IB learner profile throughout an inquiry unit that was scientifically based...and how could they develop a more global perception of the term?”

This led the investigation to study school focused ‘cultural day’ activities, which the school participated in at least once per term. The purpose of the cultural days was to celebrate different cultures from within the school community. However, the data suggested that although all teacher participants believed that holding whole school events such as cultural days can often help to develop international mindedness to some extent, it suggested that these days can sometimes be quite superficial unless the cultural events that the school celebrates are *authentic*. That is, unless they really are authentic events in which that particular culture celebrates. Data from the interview with Ella summarises this notion nicely:

‘I think they are good and they’re fun and they can provide in some cases a really authentic experience like an example might be a Chinese festival – if you can experience that, it’s not like you’re creating a festival that is made up, but it is something that a country actually celebrates. Canada week – Japan week – they can be tokenistic, but a Chinese festival is something that is significant – it actually happens, so it’s real. It needs to be an authentic experience. Dressing up like something is tokenistic unless it is a real experience that actually

goes on. The experiences are important – it's just when you do things that are actually practised in some countries it's actually more authentic and fair. Also, it has to be supported by classroom learning otherwise it can be tokenistic' (Ella).

This is not to imply that cultural days that celebrate different cultures serve no purpose in schools. Cultural festivals and celebrations may in fact serve different and often very rational reasons. Rather, this point highlights how reflective teachers must be when contemplating celebrating cultural events as they can have potential to portray superficial understandings of international mindedness. These practices (Skelton, 2007) can then embrace notions of 'the other' and often difference can be further accentuated, with the 'other' culture becoming more 'exotic', polarising difference even further. Literature from Skelton supports this notion:

'...we need to see international-mindedness *lite* for what it is. Typified in many ways by the often quoted focus on the 4Fs of Food, Festivals, Fashion and Flags, the student experiences that result are often too superficial to enable children and students to develop a sense of the other from them. In fact, there is a real danger that they become opportunities for children and students to find the features of other cultures exotic but not as having deep meaning' (Skelton, 2007, p. 388).

Data from the interview transcripts with all teacher participants suggested that when organising these events, the events must not only be authentic, but they need to be well supported before and after the event in class and students need to sense some ownership of the day for them to be successful in developing intercultural sensitivity:

'These days can be a great part of the school, but only if there's a lot of inquiry in class before and after the event. If the students have a real sense of ownership of the day, then it can be a really successful event to have' (Ella).

The data suggested that all student subjects were not given many opportunities to explore global issues throughout the curriculum during their program of inquiry on 'the human body', and given that the data and literature suggested that cultural days are not believed to be overly effective in developing international mindedness (if at all), all student participants *must* have been developing international mindedness somewhere else.

Once the investigation analysed data pertinent to assessment and pedagogy within the program of inquiry, it could be seen that all student participants were given ample opportunities to develop international mindedness through the *assessment* and *pedagogical* processes which all teacher participants used throughout the program of inquiry, suggesting that all three of Bernstein's three message systems were equally important in developing international mindedness. Bernstein's (Bernstein, 1975, 1990, 1992) theory of 'social control' proposes that knowledge, values and behaviours are socially produced and re-produced at school through power relations, beliefs and values that manipulate decision making in the three message systems. The data from the transcribed interviews and observation journal suggested that international mindedness was developed particularly through the two message systems of pedagogy and assessment (as there were limited opportunities through the inquiry unit) and so, is developed through forms of social control. This notion was supported with literature that proposes students construct their *own meaning or understanding of international mindedness* from information and experiences extracted through:

- Life experiences - through the messy stages of life when moving from one stage of life to the next (Skelton, 2007);
- Their values, beliefs and experiences at school (2003);
- Diversity articulated through the curriculum, assessment and pedagogy of a school (Hayden, Thompson, & Levy, 2007);
- Cultural commitments, beliefs and practices (Hayden, et al., 2007)
- Teacher coaching and modelling of international mindedness (Hayden, et al., 2007; Skelton, 2007).

Rather than just focusing on globalising issues in the curriculum, data suggested that all teacher participants effectively developed international mindedness through viewing assessment and pedagogy as inescapably interdependent and as equally critical in developing international mindedness. Eric stated that 'exposing them (students) to different ideas and different cultures and value systems, questioning them, and questioning why they believe things, rather than just letting them accept their opinions' is just one vital component of developing internationally minded students – it is not just not just the processes in the curriculum but it's the classroom teacher's ability to *act, plan* and *be* internationally minded when planning the curriculum assessment and pedagogy that plays an essential role in students developing international mindedness. Jane put this notion nicely, and her idea was reflected through my interview with the other two teacher participants:

'...the teacher always keeping international mindedness in mind and when you do and plan things, you need to put a filter on and ask "is that my focus, am I *being* international?" As a year level, when we plan, we always ask ourselves if what we are going to teach could be taught to any school in any country' (Jane).

In summary, literature from Bernstein (Bernstein, 1973, 1975, 1990, 1992) proposes that the development of knowledge is a social process controlled by the three message systems of the school; pedagogy, curriculum and assessment. The data suggests that international mindedness can also be developed through the three message systems of the school making the learning of international mindedness a *social process*:

- Through **pedagogy**: even in programs of inquiry that did not allow scope for global issues to be raised, all three teacher participants modelled international mindedness and *acted* with international mindedness through their own pedagogy, decision making, values and behaviour in class and beliefs;
- Through **assessment**: teacher participants included useful and informative assessment approaches that constructed a social context for internationally minded behaviour rather than neutral systematic assessment approaches. Furthermore, they used diverse assessment approaches that focused on outcomes rather than performance and a balance of summative and formative assessment tasks were closely related to real life problems. Students following up their assessment and then reflecting on the 'how's' and 'why's' of assessment was also regarded an important component of the assessment process;
- Through planning the **curriculum**: teacher participants constantly planned with international mindedness and where appropriate, issues were explored locally as well as globally as '...the skills students develop through exploring local issues set students up with skills for them to explore global issues' (Eric).

4.2.2 Why did student participants develop their own interpretation of international mindedness and is this acceptable?

The data from all student observations suggested that all student participants expressed attributes of the IB learner profile *differently*. For example, whilst the data suggested that all student subjects demonstrated the 'caring' attribute in group situations, one student participant tended to help students solve problems related to their work by telling them the answer, whereas one of the other student participants was usually the student in the group who gave out encouragement to other people's ideas and kept some of his rather distracted peers 'on task'. The following quote is a direct quote demonstrating this notion from the observation journal. When this comment was made, the student subject was working with three other students to create a square meter cube out of wire: "Come on guys, we've got to be finished this soon! Start holding this..." Data from the interviews with all teacher participants supported this idea, as it suggested that differences exist from culture to culture making the expression of international mindedness vary from culture to culture. The example mentioned earlier that discussed the acceptability of 'burping' in class in Hong Kong supports this notion.

Literature from Haywood (2007) also supports this notion. He proposes that it is inevitable that students will express international mindedness differently as different cultures can be distinguishable from each other in terms of the strength of commitment to beliefs and practices people within that culture generally embrace. Furthermore, each student will relate differently to their own culture's practices and beliefs making cultural beliefs and practices vary internally. Although this may make it difficult to define international mindedness, he proposes that it is the teacher's responsibility to encourage people in the school community (students and parents) to express and develop their own response of international mindedness, as different opinions will inevitably exist on debates central to expressions of international mindedness.

Data from the research suggested that all teacher participants understood some of these complexities in developing international mindedness and saw the complexities of developing international mindedness in a multicultural school. They saw it as the teacher's role to help students create their own meaning of international mindedness through the relationships, mistakes and experiences that students have at school as different cultures have different 'norms'. The previous teacher quote on the different cultural norms she experienced when teaching in Hong Kong illuminates this point – what may be acceptable in one culture may be considered rude in another.

To this end, data suggested that all teacher participants aimed to cultivate a learning environment that encouraged people in the school community (students and parents) to express and develop their own response of international mindedness as they all believed that different opinions exist on debates central to expressions of international mindedness. Interview transcripts also suggested that all teacher participants believed that giving student participants choices in aspects of their learning supported them in finding their own expression of international mindedness. Furthermore, data suggested that student participants were not expected to passively modify their behaviours, beliefs and values to accommodate a set definition of international mindedness – student mistakes were seen as opportunities for students to develop international mindedness, rather than an opportunity to punish and teacher mistakes were seen as an opportunity to model reflective behaviour and honesty:

'If a teacher makes mistakes, I think that that's important. We need to show children how to reflect, how to be a good reflector in front of the children. To be honest, it would take quite a bit of strength for some teachers' (Jane).

In summary, all teacher participants articulated the importance of promoting a self-corrective, reflective and critical community of inquirers and the importance of cultivating a nurturing and democratic teaching and learning environment so that students could create their own expression of international mindedness. All student participants were encouraged

to open up and discuss deeper senses of the term through looking closely at their own and each other's *real life* experiences, rather than simply viewing other cultures as 'exotic'. They were not expected to reach an ideological expression of international mindedness but were encouraged to hold multiple perspectives of each attribute of the IB learner profile so they could view different cultural issues from more than one viewpoint and each develop their own expression of international mindedness.

If students are not coached and guided to find their own understanding of international mindedness, then the opposite of tolerance can result. Helping students find their own expression of international mindedness will not happen where planning focuses only on internationalising aspects of the curriculum. Rather, when cultivating international mindedness, educators must focus on all three message systems: pedagogy, assessment and curriculum and view all three as vital and inescapably intertwined.

5. Conclusion

In IB schools, where there is a shared and unified vision of international mindedness, Bernstein's social re-production theory has potential to re-produce a value system that transcends national boundaries and different cultures when:

- Universal values are modelled through a strong school culture that promotes peace and international mindedness rather than a hierarchy of values maintained by the dominant culture or class;
- The pedagogy, curriculum and assessment strategies transcend cultural boundaries;
- Teachers, leaders and parents think, plan and act with international mindedness;
- International mindedness drives all decision making.

However, this won't happen effortlessly. Teachers, teacher leaders and planners need to examine and strategically plan ways in which *all* classes and cultures within the school can develop international mindedness. This means explicating a clear understanding of international mindedness that speaks for the fundamental values of all cultures in the school and to all people in the school community. Furthermore, the vision of the school, where the school is going, the rituals and the structures of the school need to illustrate themes that speak from global cultures rather than only speaking for the culture of the home country of the school.

In a multicultural school, these themes need to speak of the fundamental values of cultures representative of the school context whilst also relating strongly to global intercultural values and the international opportunities and challenges that lie ahead. If values are developed at school as Bernstein (1975) and Starratt (2003) and the data from this project propose then it is vital that leaders continually critically reflect on the ways in which external forces as well as internal forces such as planning, school practices and rituals, their own actions, attitudes and behaviour, work to inhibit the development of an internationally minded school and the development of international mindedness in students.

In an IB school, although the IB learner profile offers a common understanding for international mindedness, educators need to understand that there is no one set way to act internationally minded. Students respond differently when displaying actions prompted by the development of international mindedness and interpretations of attributes of the IB learner profile may vary slightly amongst cultures making the expression of international mindedness vary in the way students or teachers demonstrate international mindedness. As Haywood states:

'The educator's role is not to direct students towards a particular style of IM (international mindedness), but is instead to encourage a predisposition towards international-mindedness in general that will allow students to develop their own responses and channels of expression' (Haywood, 2007, p. 85).

That is, international mindedness can be articulated or expressed slightly differently and different priorities may be given to different attributes of international mindedness that may affect the ways in which different people demonstrate international mindedness. Therefore, it is not the teacher's role to indoctrinate the teacher's own understanding of international mindedness. Rather, educators need to be open-minded to variations of the interpretation of international mindedness and must not promote their own interpretation of the attributes or values of international mindedness as the only acceptable way of being internationally minded.

This is not to imply that a school needs to avoid defining the term 'international mindedness'. There still needs to be a clear common understanding of international mindedness in the culture of any internationally minded school and in an IB school, the IB learner profile offers a broad common ground for teachers to gain some form of clear understanding from and it is essential that the school strategically ensures that students are immersed in learning experiences that expose students to all aspects of the learner profile. As Haywood argues, simply ticking them off throughout the term or expecting opportunities to arise by themselves is not enough:

'Any school that holds international-mindedness as one of its professed outcomes must ensure that strategies are firmly in place to ensure that the learning experience provides for all these areas. None of them can be taken for granted as part of a student's natural development nor as features that can be learned by osmosis from the scholastic

environment without an explicit statement of aims, objectives and expectations for what this learning will imply for students of different ages. The list includes specific content and knowledge in areas such as geography and science. It calls on the need to address the concept of interrelatedness in direct terms' (Haywood, 2007, p. 87).

Developing internationally minded students is vital in maintaining world peace and that can only truly be achieved in a school that thinks, acts and plans with international mindedness. As such, many teachers working in IB schools or other internationally minded schools need to write a new script and include the development of universal values and attitudes that prepare students for living now and in the future. These scripts need to be adaptable to ongoing changes that are inevitable in our globalised world as well as other new emerging alignments of work, power and communication (Bruce, 2002) and students of today need to learn the appropriate knowledge, concepts, skills and attributes that will prepare them to work through complex global, international and intercultural challenges that lie waiting in the future.

The framework of the PYP of the IBO: the knowledge, skills, concepts, attitudes and action, offers a foundational approach to the learning of international mindedness. This provides a sense of direction for the internationally minded teacher to cultivate a rich community of global learners. The IB learner profile offers a broad common ground from which to understand international mindedness, so that the internationally minded teacher can then help students cultivate meaning, responsibility and a global sense of community (Starratt, R. 2003) through each student's own intercultural experiences, understandings that they may encounter through their own learning experiences, other school experiences, their own mistakes and their relationships with others at school.

Developing internationally minded students has potential to narrow the gap between the rich and the poor and the advantaged and disadvantaged. In an IB school, through merging an internationalised curriculum with useful and informative assessment approaches that construct a social context for internationally minded behaviour rather than neutral systematic assessment approaches focused on performance rather than outcomes, driven by an internationally minded school with internationally minded teachers, the teaching of international mindedness has potential to be the vehicle for empowering students of today to be responsible decision-makers of this century.

However, those contemplating a career in an internationally minded school need to realise that it is not a prospect for the faint-hearted educator and not for the teacher lacking enthusiasm for confronting the challenges in education in the 21st century. Rather, for the teacher in an IB school or the teacher simply wishing to deeply cultivate internationally minded students, they need to *be* truly internationally minded themselves. Teaching in an IB school or another internationally minded school is for teachers that have the courage to teach in an era of radical transition. It is a satisfying and exciting career path for teachers that want to pursue educating students alongside the imperfect realities of our globalised, interdependent world. For these teachers, the idea of students being able to take on what we have started starts to become an exciting possibility and hopefully, students will be the beneficiaries, with the capacity and capabilities to make a better world.

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Air Pollution Prevention Alliance between Japan and China: The Possibility and Problems

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Abstract

The air environmental pollutants exhausted by China have attracted the attention from the world, especially the neighboring countries including Japan. Japan has put forward a conceived model named *Air Pollution Prevention Alliance between Japan and China*. This article analyzes the background and causations of air environmental pollution problems in China, and the efforts that Chinese government has made in energy conservation and lessening the pollutants exhaust of car. On this basis, we analyze the mutual interests and stance of the governments and car manufacturers in the aspect of establishing *Air Pollution Prevention Alliance between Japan and China*, and consider that there will be further cooperation between Japan and China on air pollution problems in the governmental levels, and the operation can be expanded to be a multilateral frame which is among Korea, Japan, China and other East Asian countries. But at this stage, as for the aspect of car manufacturers in Japan and China, the bifurcation between these two countries decides that there is just a little possibility of establishing an alliance which focuses on solving the air pollution problems in China.

Keywords: Air pollution, Automobile, Japan and China

1. Introduction

In the process of rapid developing economy in China, the total amount of air pollution exhaust is increasing continually; moreover, because of the liquidity character of air, the air environmental pollutants have spanned national boundaries and become a problem affecting both domestic and its neighboring countries' environments simultaneously. Therefore, the air pollution problem in China is now becoming a subject cared by its neighboring countries, especially Japan.

Air environmental pollution problems include two aspects: green house gas emission such as CO₂ in majority and harmful gas emission such as SO₂, NO_x, CO, HC and PM10. Air pollution caused by harmful gas can be mainly reflected in the atmosphere aspect, acid rain having been caused by SO₂ and NO₂, and reflected in the city air aspect, pollution problems in cities having been caused by pollutants which mainly contain NO_x, CO, HC and PM10. This article is emphasized on harmful gas emission, especially the problems of automobile exhaust emission and the green house gas emission is not involved.

There have been many researches paying more attention to air pollution problems and automobile exhaust emission in China, many of which are making effort to research in policy-oriented perspective for lessening air pollution exhaust and automobile exhaust emission. Wu (2005) has achieved a qualitative analysis to the automobile exhaust problems in Chinese traffic field, and pointed out the importance of multi-barrel policy method of implementing the laws and regulations, limitation, tax system and so on. There are also many researches carried on quantitative study using econometric model by Zhang et al. (2007), Zhang (2007), Xi and Chen (2006) and so on. These researches mainly analyze the related policies that can accelerate the replacement between of traffic tools, and achieve energy saving and

lessen pollution exhaust emission. Sun et al. (2006), Sun (2007), with a CGE model, analyzes the tax policies and technologic limitation policies of promoting energy conservation, widespread lower exhaust automobile, then achieves a beneficial conclusion, that is, under the premise of gradually enhancing fuel consumption limitation and technical standard of emission limit, increasing automobile running cost is the efficient approach to carry out energy conservation and exhaust reduction for automobile.

Different from researches mentioned above, this article is a qualitative discussion on pollution problems caused by automobile traffic fuel consumption in the aerosphere and city air from the aspect of automobile exhaust emission, and exploration of the possibility to establish *Air Pollution Prevention Alliance between Japan and China*, which offered by Japan, in Chinese and Japanese government and car manufacturer level. This article is composed of several parts as follows: Firstly, it analyzes the background and the causations of air pollution exhaust problems in China, especially the more and more serious automobile exhaust problem; secondly, it introduces governmental efforts having been taken in the aspects of laws and regulations, technical policies, technical standards, financial and tax encouragement and punishment policies for car energy conservation and lessening the car exhaust emission in China; thirdly, it analyzes where the mutual interests and stance of Chinese, Japanese government and car manufacturers is laid for air pollution exhaust and city air pollution problem; fourthly, on the basis of above-mentioned analysis, it discusses the possibility and other problems of establishing *Air Pollution Prevention Alliance between Japan and China*.

2. The background of air pollution problems and continuously worsening causations in China

2.1 The background of air pollution problems in China

Since the 1980s, it is common to use the production modes of high devotion, high exhaust and low output in the economic transformation and industrialization process, which is the main causation bringing about the environment worsening problems in China nowadays. Simultaneously, the environmental problems are also related with the globalization and the Chinese manufacturing's position in the international division of labor.

Although the progress of environmental related technology is the main factor to achieve the decrease of domestic energy consumption and total exhaust amount in developed countries including Japan, we mustn't forget the factor that the manufacturing of developed countries have moved into other countries. Most of them have been transferred into China, especially the manufacturing of Japan. That is to say, in the process of globalization, China and other developing countries provide cheap commodities which need great number of resources and energy sources and produce a great deal of exhaust. Accordingly, the air pollution problems in China and other East Asian countries is not an isolated problem, and to improve this problem should not be the obligation and responsibility only for China

Naturally, China, as a rapid economic growth and developing country, is inevitable to bear the obligation and responsibility for improving global or regional atmospheric environment. At one time, China is also the biggest victim of the atmospheric environmental pollution. Presently, nearly half of cities' air qualities in China are lower than the National Environment Standard II, and 30 per cent of the country has been attacked by acid rain which does greatly harm to the agriculture, forestry, buildings and ecological situation of China. Automobile exhaust emission causes photochemical smog and other pollution in cities which can directly endanger urban inhabitants' health. Therefore, Chinese government has began to fully consider the environmental cost for developing economy and gradually amends the stratagem of the past excess pursuit for economic gross expansion, and gropes and implements the sustainable development strategies in recent years.

2.2 The causations for continuously worsening atmospheric environmental problems in China

The history of developed countries has proven that relying on vast fossil fuel will inevitably lead to a mass of harmful gas exhaust in the process of industrialization. China, in recent two or three decades, can not avoid the same old disastrous road that first polluting and then governing, which the developed countries have experienced in their economic development. Moreover, in China, there are also many objective and man-made factors that could further exacerbated environmental problems which are always hard to avoid.

In the aspect of objective factors, one is structural factor, and the other is technical factor. Structural factor is a fact that coal accounts for more than 70 per cent of China's primary energy. Moreover, the sulfur content of coal in China is higher. In addition, in recent years, the proportion of high-sulfur crude oil in the increasingly expanding amount of imported crude oil is higher. Technical factor is reflected in the level of desulfurization technology of enterprises, and the total amount of SO₂ exhaust emission is further affected by the rather behindhand desulfurization technology level of power generation factories and oil refining enterprises in China. Thus, if they produce equal scale of power and consume the same amount of fuel, there will be more SO₂ and other harmful gases exhausting in China than that of the developed countries.

Man-made factor mainly refers to the action that the local governments, which have right to supply and dominate production factors, unilaterally seek for high GDP and increase the environment costs factitiously. Besides, in the aspect of enterprise, illegal exhaust emission actions can be detected from time to time. And some enterprises not only take no

efforts to improve desulfurization technology immediately, but also violate the exhaust limitation laws and regulations established by governments, evading the surveillance of state environmental protection departments, even turning off desulfurization equipment and making bold to exhaust air pollutants with the purpose of cutting down the costs.

In the Chinese cities, especially the big cities, besides the SO₂, dusts from coal-fired industries, and dusts from urban construction, air pollution also include the automobile exhaust emission which is increasing year by year because the increase in automobile ownership. In big cities, automobile exhaust emissions with CO, NO_x, HC and others harmful gases have become the No.1 air pollution sources and the share rate of automobile exhaust emissions in urban air pollution trends to increase rapidly. The continuously increasing amount of automobile exhaust emissions can not only cause photochemical smog pollution, but also lead to structural change of the urban air pollution. At present, most cities have transformed pollution caused by coal combustion in the past into mixed pollution caused by coal combustion and automobile emission.

The rapid increase of the urban air pollution in China is related with the features of Chinese automobile market and the fuel consumption. Firstly, the automobile industry develops rapidly in recent years, and the automobile ownership increases year by year. From the year 1990 to 2006, the car ownership has risen from 5.514 million to 35.86 million, not including 13.99 million low-speed diesel automobiles using in the country. Estimated by researches (Zhang, 2007) that the car sales will be more than ten million and the ownership will reach 54.5 million by 2010, and by the year 2020, the car sales volume will exceed 20 million and the ownership will reach 120 million. The great increase in car ownership will be substantially more obvious in the city. By June 2007, the car ownership in Beijing has exceeded three million, and with a 14 per cent annual increase rate. According to the forecast of *Outline for the Development of the Beijing Municipal Traffic*, the civil car ownership in Beijing will reach 3.8 million or so by 2010, and five to six million by 2020.

Secondly, the great increase of car ownership lead to a rapid increase of fuel consumption in China year after year, and the fuel consumption has increased from 24.3 million tons in 1990 into 60.5 million tons in 2003 (Li, 2005). If the consumption of gasoline has 6.8 per cent average growth rate annually and diesel oil has 6 per cent average growth rate annually, it is estimated that the fuel consumption of car will exceed 200 million tons, and the gasoline and diesel oil consumption can respectively exceed 134.3 million and 66 million tons (Zhang, 2007).

Thirdly, the automotive fuel consumption and exhaust emission technology level is rather behindhand in China, and the fuel consumption of single car is higher than that of developed countries. For the fuel consumption, the annual average fuel consumption of single car is 2.5 tons in China, and respectively 31.6 per cent, 108.3 per cent and 133.6 per cent higher than that of America's 1.9 tons, Germany's 1.2 tons and Japan's 1.07. According to the automobile ownership in 2005, comparing with American, German and Japanese annual fuel consumption, Chinese consumption is 14.47 million tons, 31.36 million tons and 34.49 million tons more than that of these three countries respectively (Li, 2005). In the aspect of car exhaust emission, the standard of car exhaust emission in China is about six to eight years behind the developed countries of Europe, Japan and so on. The passenger cars' average emission level of CO, NO_x and HC in Beijing and Guangzhou is respectively about four times, two times and three times more than that in America (Zhang, 2007).

2.3 The present situation of urban air pollution in China

It's said by the European Space Agency (ESA, 2005) that the data displayed by environmental monitoring satellite images have shown that during the past ten years, the amount of pollutants emitted by factories, power plants and automobiles in the air space of China has risen by about 50 per cent. In addition, the images have also shown that NO₂ pollution in Beijing and the northeast region are the most serious, and the NO₂ is almost from the unfiltered automobile exhaust.

In China, automobile exhaust emission has become the main reason for air quality's exacerbation in large cities; moreover, the urban environment is getting worse because the total amount of exhaust emission trends to increase year by year. In recent years, among the main air pollutants in Beijing, Shanghai, Guangzhou and other large cities, the number of CO, HC, PM10 and other pollutants which are from automobile exhaust emission is yearly increasing. At present, automobile exhaust emission has become one of the main sources of air pollution exhaust in Beijing, and the share of HC, NO_x, CO, PM₁₀ are emitted by automobiles, is 51 per cent, 64 per cent, 92 per cent and 23.3 per cent respectively in the emission sources (*Beijing Evening News*, 12 August 2007).

Most of the cities in China are in early stage of family motorization, if we do not take some powerful measures, with the rapid increase of automobiles in urban areas, the air pollution problem caused by automobile exhaust emission will become more and more serious. How to reduce unit energy consumption and emission of air pollutants, and improve the emission technology of single car, and how to contain the share rate which has yearly increased of automobile emissions in the atmosphere and urban air pollution, has become the keystone of governmental work. In recent years, the Chinese government has taken actions to strengthen the policies of restricting automobile exhaust emission and

promoting development of clean automobiles in order to restrain exacerbation of urban air pollution.

3. Policies that the Chinese government has made to promote automobile energy saving and reduce exhaust emission

In the aspect of technology policy, in order to reduce automobile fuel consumption and exhaust emission from a middle-term and long-term point view, it is a efficient measure to accelerate hybrid power cars, electric cars, fuel cell cars, and bio-fuel cars, that is, to promote and popularize the clean automobiles. But at this stage, in order to achieve fuel-saving and reduce the restrictions on automobile fuel and exhaust emission, improving the quality of fuel, and enhancing the engine performance of existing fuel automobiles and the efficiency of exhaust purifier are also extremely important measures. At the same time, to facilitate technology development for automobiles manufacture, and to encourage the consumer purchasing low consumption and low emission automobiles, and to introduce financial and tax policy of tax break are the significant means to popularize the low consumption and low emission automobiles. Accelerating the scrapping of old automobiles and restricting the high-emission automobiles' running range and time are also efficient measures. In order to promote the development of energy-saving and less-emission automobile technology, the government can take actions in law and regulation, technology policy, finance and taxation policy.

3.1 Main policies of promoting energy saving automobiles

In 1997, China has established the *Law of the People's Republic of China on Conserving Energy* which is not involved in the energy saving car, it's expected that the 2007 revised edition will add some items about energy saving cars technology. The *Automobile Industry Tenth Five-Year Plan* which published in March 2001 gave a clear data goal for automobile fuel consumption improvement and referred that the consumption of a car driving 100 km in 2005 should be improved 10 per cent than that in 2000, with a detail that light automobiles will be improved 5 to 10 per cent and heavy automobiles is 10 to 15 per cent, but with no specific restriction on single automobile fuel consumption.

The *Automobile Industry Development Policy* published in May 2004 encourages the development of low-emission cars, hybrid cars, diesel engines and cars with new energy technologies, and put forward the goal that the average fuel consumption of automobiles would be improved 15 per cent better by 2010 on the basis of 2003. In order to achieve this goal, in October 2004, limitation standard for the fuel consumption of one automobile with weight categories is established and published for the first time, which requires that the new type approval automobiles should reach the first stage standards of fuel consumption restrictions from 1 July 2005 (former type approval automobiles could be delayed a year later to achieve the goal). From January 2008, the type of new type approval automobiles shall reach the second stage of limit standard (former type approval automobiles could be delayed a year later to achieve the goal). In 2007, limit standard of fuel consumption for light commercial automobile has been established and published, and will be implemented from 2008.

As the bad average level of automobile fuel consumption at the present stage of China, it's very important to urge the automobile manufacturers to improve fuel consumption level of one automobile. The technology policy of restrictions on automobile fuel consumption reflects the government's determination that spurs automobile enterprises improve fuel consumption technologies. In the aspect of finance and taxation policy, in April 2006, the government adjusted the automobile consumption tax rate, and raised the tax rates of large-size automobiles. In addition, in energy saving technology policies, the finance and taxation policies which can guide consumers to buy low fuel consumption automobiles still lack.

3.2 Main policies of restricting automobile exhaust emission

The laws and regulations which are used to restrict car exhaust emission in China beginning with the *Law on the Prevention and Control of Atmospheric Pollution* published and implemented in 1987, and revised respectively in 1995 and 2000. In the aspect of technology policy, technology policies about the pollution emissions of cars, motorcycles and diesel automobile have been made and implemented successively after the year 1999. In March 2001, the *Automobile Industry Tenth Five-Year Plan* has explicitly encouraged to achieve many goals including producing and popularizing clean automobiles, implementing much stricter automobile inspection system, improving car fuel quality, introducing exhaust emission standard and system from Europe, and so on.

In the aspect of technical standards, the automobile exhaust standard has been established since 1983, but all of those are not perfect enough. Until 1999, China began to introduce automobile exhaust standards and systems from Europe, and make and publish a standard which came into effect from 1 January 2000 in order to limit the exhaust emissions of light automobile. In 2001, China made the National Standard System which based on the automobile emission standards of Europe for light automobile exhaust. The standard of exhaust emission limit is required to reach its first stage (equivalent to the Euro 1 Emission Standard) on 1 January 2000, and put its second stage (equivalent to the Euro 2) and third stage (equivalent to the Euro 3) into practice respectively on 1 July 2004 and on 1 July 2007, and is expected to implement the forth stage (equivalent to the Euro 4) by 2010. In big cities such as Beijing, Shanghai, Guangzhou, the corresponding stage of emission standard have been put into practice in advance. In the aspect of fuel quality, on 1 July

1999, the main cities have achieved unleaded petrol for automobiles, and the whole country have achieved on 1 July 2000. Thereafter, in order to meet each stage of the emission standards, the fuel quality standards have been gradually increased at the same time.

In the aspect of fiscal policy, the automobile manufactures which have reached the national emission standards in advance will be rewarded tax cut. In 2001, the government began to give an excise cut of 30 per cent to those light cars which had reached the second stage of emission standards in advance, until the end of 2003, the total amount of tax cut had reached eight billion, which has made a part of the light automobiles reaching the third stage of the exhaust emission standards ahead of schedule.

The Chinese government has taken great effort to control automobile exhaust emission, such as making relevant laws and regulations, technology policies and technical standards, and trying to implement preferential taxation policies, which has achieved important progress in controlling the automobile exhaust emission. However, we must realize that just like the policies of technology for energy-saving automobiles, the majority of work is still at the beginning, especially the aspect of rewards and punishment policy for finance and taxation; China should learn the experiences from developed countries and seek an international cooperation on energy-saving cars and technology for reducing exhaust emission.

4. Basic stance and mutual interests between Japan and China in preventing air pollution

4.1 China's basic stance in preventing air pollution

Firstly, as the urban air pollution problem is very serious, more and more attention has been paid to the environmental problems in China, and the awareness of environmental protection is getting stronger and stronger. The government and the people eagerly expect to improve the serious urban air pollution situations, and also look forward to great improvement of the environment quality in China, East Asian region and even the whole world.

Secondly, the Chinese government eagerly expects to enhance the government departments' capability of making environmental relative policies and protecting environment, and hopes to cultivate a large number of human resources. And the Chinese government is very willing to improve the management capability in this field and cultivate talents in the environmental protection field through an international cooperation. When the Chinese government studies, makes and implements the policies of preventing air pollution, reducing automobile emission and saving energy, we can find the participator of the international relative organizations and people from the concerned countries.

Thirdly, the Chinese government and enterprises eagerly expect to enhance the technology level of energy saving and less-emission automobiles. Except enhancing industrial technology level by its own efforts, China has many successful cases and experiences to enhance industrial technology through an international cooperation.

Finally, in the aspect of air pollution prevention, especially the less-emission and energy-saving cars, as China has just entered the initial stage of automobile's popularity, the demand for cars will increase rapidly in a long period of time, and the automobile's production, sales, and ownership scale are ever-expanding, it's sure that there will be a promising future for the advanced technology of less-emission and energy-saving car.

4.2 Japanese basic stance in preventing air pollution

Since the Japan experienced the extremely serious and painful environmental pollution from 1960s to 1970s, its social value or cost contributed to the quite great progress in technology level. Today, as a developed country, the advancement of Japan is including energy-saving automobiles and exhaust emission reduction and other environmental protection aspects, details as follow: Firstly, Japanese government and its people have a higher level awareness of environmental protection and are willing to devote themselves to improving the air quality of East Asian region even the whole world.

Secondly, since Japan has experienced serious environmental pollutions in a long period of time when the economy grows very fast, the government has accumulated much more experiences for making policy and technical standard and supervision of implementation for environmental control, therefore, the governmental management capability is very strong.

Thirdly, Japanese enterprises have the most advanced environmental technologies in the world and the further development capability of new technologies. In the aspect of energy saving and exhaust emission reduction technology, Japanese automobile manufacturers master the most advanced technology recognized by the whole world and have made actual achievements.

Fourthly, as Japanese domestic automobile market tends to be saturated, Japanese automobile manufacturers have very strong motivation to export technologies into international market, and win a larger share of the international market. As for the energy saving and exhaust emission reduction technology, the Japan has a very obvious superiority to those emerging markets, which have a low technical level, including China.

4.3 Mutual interests between Japan and China in improving atmospheric environment

Two factors of mutual interests will possibly facilitate both Japanese and Chinese governments and enterprises reaching a consensus and working together to solve the air pollution problems in China.

One factor is that the air pollution is a transnational problem, and it is necessary for Japan to consider the further development trend in future. Although there is insufficient evidence to prove the air pollution in China may have started to affect other countries, especially the neighboring countries such as Japan and other East Asian countries, it's a fact that the liquidity character of air can cause the possibility of transnational atmospheric pollution, which makes the pollution problem internationalized, and the East Asian region will be the first victim. Therefore, it's necessary for relevant countries and regions to join together to face the problem, and in the East Asian region, it's undoubtedly that the most necessary thing is to unite the China and Japan firstly.

The other one is technical aspect. Japanese environmental technology for building country strategy and enterprise strategy both need to search market for the accumulation of environmental technologies. As for the automobile industry, the automobile market of developed countries and domestic Japan is gradually becoming saturated; meanwhile, the emerging market is gradually enlarged, while the Chinese market is the largest and active emerging market. Japanese automobile manufacturers obviously will not give up the Chinese market. And the use of advanced energy-saving and exhaust emission reduction technologies is just what China need to improve atmospheric pollution and urban air quality situations. Apart from self-development, seeking international cooperation and introducing advanced technology are also good choices. Therefore, the cooperation between Japan and China in exhaust emission reduction and energy-saving automobile technologies are in line with the mutual interests of the two countries.

5. The possibility and problems of air pollution prevention alliance between Japan and China

For years, China has cooperated with Japan in many ways of environmental protection. Especially at the governmental level, the *Sino-Japanese Friendly Environmental Protection Center* found by both Japan and China, which implements the Sino-Japanese expert technology partnership projects. China and Japan have started the environmental cooperation in many fields through the ways that Japanese experts were sent to the Center for work, Chinese research students were sent to Japan for further study, aid for equipments were offered by Japan and so on, all of the cooperation can reflect Japanese government's support to Chinese environmental protection. The relative enterprises have made a lot of efforts, such as the Toyota Motor Corp have offered an investment to build *Research Center for Industrial Development and Environmental Governance* in Tsinghua University in China, and conduct policy research, academic exchange, graduate education, in-service personnel training and other activities. The Sino-Japanese environmental cooperation is most important of China's international cooperation. At present, under the bilateral and China, Japan, Korea and East Asian region framework, the environmental cooperation between Chinese and Japanese government have made some progress (Qu, 2006). For the future, cooperation on atmospheric pollution problems will be further developed between Japan and China, and the cooperation scope will cover governmental management capacity, making policy and standard, technical cooperation, training for human resources, and so on. Therefore, the *Air Pollution Prevention Alliance between Japan and China* at governmental level will be possibly achieved, and the achievement can be extended to the entire East Asian region.

However, the deep technical cooperation between the automobile manufacturers of the two countries is not ideal because there are some differences in the awareness of technical cooperation. The core issue of improving atmospheric environmental pollution situation by any possible means is to improve the environmental technologies level in automobile industry, and it's also a possible option to obtain technology through cooperation or independently develop technology. Under the background of globalization at present, international cooperation is a more effective way, and the Chinese government tends to encourage the enterprises to gain technology through international cooperation. The three main international advanced technologies of United States, Europe and Japan are all optional collaborators for Chinese enterprises. However, after implementing the unsuccessful *market exchanging technology* strategy for more than ten years, the Chinese government begins to emphasize that the enterprises should choose international cooperation on the premise of establishing *independent brand* and possess of *core technology* strategies, and should attach great importance to the introduction of core technologies and participation in further technology development when taking the cost of introducing technologies into account, rather than accept as the *no core technologies* and *no intellectual property* collaborators.

Both Japanese government and enterprises are willing to enlarge the market share in China, but at the same time, they worry they will lose the core technologies or not receive corresponding market return. In many public occasions, we can hear many remarks that Japanese government and business people worry about the loss of technologies, especially aiming at China. Therefore, Japanese seem to be very cautious to start cooperation with Chinese enterprises, they hope to expand the application market for their own advanced technology, and on the other hand, they don't want their collaborators to contact their core technologies, not to mention participating in the further development of subsequent technology.

China will seek collaborators which are willing to offer lower cost technologies, offer core technology and admit Chinese people to participate in the further development of technology, or directly purchase the international advanced technology, and then further develop the completely independent knowledge proprietary technology which based on the bought technologies. Judging from the current situation, Japanese automobile manufacturers will possibly keep the traditional stand, and they will not change their stand to open the core technology to China and develop a new generation of technology with China together to solve the air pollution problems which are caused by automobile exhaust in China. Therefore, under such circumstance, there is a little possibility that the automobile manufacturers in Japan and China will establish an alliance which focuses on solving the atmospheric pollution and urban air pollution problems in China together. The relationship among enterprises is a competitive relationship in essence, and we haven't seen any precedents that the enterprises cooperate for solving the air pollution problem together except the symbolic *friendly cooperation*. Moreover, there are many automobile manufactures which come from different countries in the Chinese market, but on the point of solving the air pollution problem together, we fail to see what the cooperation or alliance between the two enterprises can do, and how long can it work.

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A Political Economic Introspection of the National Development of Mainland China

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Abstract

Adopting Marx's "Historical Materialism Theory", I will discuss the interaction between the Market Economic System and the Ideology of Mainland China, treating the former as the bottom structure and the latter as the upper structure. I used the concept of "a double head structure of ideology" by Seliger and split Mainland China's official ideology into a "core" concept and a "perimeter" concept, in order to analyze the changes in the PRC's ideology. In addition to this research approach, I developed four introspections on Mainland China's political economy, namely from the perspectives of (1) the institutional economic school, (2) the Marxist political economy, (3) the classical liberal political economic school (Hayek as a representative), and (4) the modern liberal school (Dahl and Rawls as representatives).

I will conclude, first, because the Chinese Communist Party adopted a Stalinist type of economic central planning during the Mao's ruling time, the trade cost of the central economic planning system was then bigger than the market economic system. As a result, a transformation was inevitable. Second, from the perspective of Dahl's and Rawls' works, the Chinese Communist Party's ideology or policy of social justice, in its recent stage, was still far from the authorized definition of distributional justice. Third, while the Chinese Communist Party claimed it represented the proletariat and owned the true democratic system, it did not even achieve the basic voting fairness target. Thus, how can it claim that it owns the true democratic system?

Keywords: Market economic system, An official ideology, Classical liberal political economic school, Marxist political economy, Modern liberal school

1. Introduction

From our observation of the mutative path of Chinese Communist Party towards political power, and this ideology, we will find that it is a very close union with authoritarian rule. Therefore, this ideology has become the tool of a persons who have the policy-making power over politics in the country. According to the view of a domestic scholar, Professor Zhao Chienmin, the character of the Chinese Communist Party regime in the Mao Zedong era, can be simplified and understood as "a totalitarian political system", but in the times of the regimes of Deng and Jian and even Hu, they may be simplified and understood as "post totalitarian or as a developing authoritarian political system". Since the former one is more than "a totalitarian political system", therefore, its two part ideology of a country, which is combined with a civil society that can be viewed as one. On the other hand, "the authoritarian political system", with its double head ideology of a country and a civil society, has been gradually separated. Concerning this point of view, Professor Yin Paoyun, who belongs to the Beijing University institute for society's development, holds the same idea.

American scholar Harry Harding also expressed that, the fires of the revolution, which the Chinese Communist Party used to gain political power are impossible to keep burning forever, because Mao's real politics altered the nature of the materialism of Marxism into a form of idealism, and then he attempted to use the nature of idealism for a method in the transformation of human nature; and as Mao separated from the material goals of communism, which he revealed in the revolutionary period, then another wave of dissimilation could be expected quite naturally.

And this other wave of dissimilation was the reform and open policy route of direction in Deng, Jian and Hu's time. To

view the reform and open policy route from another angle, this route shows that the regime of the communists yields inevitably to a period of reality and adjustment, and then makes a transformation in ideology and policy. Because, in this adjusting period, the Chinese Communist Party faced a condition of lower economic competitive strength, then knowledge individuals could ask for power to participate in politics, and because of the limited legal system and lower productive forces; besides, it also faced some pressure from the emergence of a civil society, and a growing clique in its ruling party, plus the specialization of the bureaucracy and the marketization of the economy.

When Deng Xiaoping's economic ideology came to direct mainland China, (It is actually "removing Mao's ideology" from Mainland China) directs mainland China, and then has gradually established a market economic system, the system has come to effect several fields in mainland China. Such as politics, economy, social culture and education etc... Now its development cannot be controlled completely by the director of the Chinese Communist Party.

The research method which is used in this article is mainly to take Marx's "historical materialism" as a research methodology. This methodology means that, economic conditions restrict the upper structure. When productive forces change, then many kinds of systems such as politics, law, economy, social culture, education and the corresponding ideology, will change. This article simply follows a political economic discussion about how the official ideology was influenced and restricted by economic conditions that are the productive forces.

As for the time of discussion covered in this paper, I take the years 1979~1992 as the main period. Since the area of mainland China study is broad then the area of political economics and ideology are also broad. The reason that we choose the years 1979~1992 as the time range when Deng Xiaoping lead the new reforming and opening policy, is because we can reduce our research scope, and also because the peak is in the year 1992. In that year, Deng Xiaoping published his famous speech, when he made his round trip to southern China. This speech was given as a directing policy document in the 14th Plenary Congress of the Chinese Communist Party in October 1992. With this document, the Chinese Communist Party proposed that "the socialist market economy system adopt a public ownership system as the main economic system" in its slogan. Therefore, this paper adopts 1992 as a special demarcation line.

The point of this paper is to study the effect of the Chinese Communist Party official ideology, which is created by the market economic system and was a result of their reforming policy. Afterwards, I used four aspects of the political economy as introspection tools to analyze the above mentioned contents. The four aspects are, "the school of new institutionalism", "the school of classical liberalism", "and the school of radical Marxism", and "the school of modern liberalism".

2. A study on the establishment of market economic systems and their affects on the changes of the official ideology of Mainland China

If we take the definition of the "core" of ideology, which was made by the American scholar Martin Seliger in his book "Then the Marxist Conception of "core "Ideology ", is, "The ideology which has the power to mold moral judgment systems and to tell humanity about the real, the good and the beautiful." The core "of Marxist ideology, Mao Zedong practiced more closely. And its corresponding economic system was a part of the socialist economic central planning economic system. However, during Deng's, Jian's and Hu's directing period, " the core" of Chinese Communist Party official ideology has no longer closely practiced the ideal of communism as a goal. "This core" has been transformed into realism. The goal is now for "the promotion of production, common enrichment... and... the elimination of exploitation "As well as that" the judgment standard for their policy should mainly consider whether it is advantageous to the development of productive forces in a socialist society or not, and whether it is advantageous to the enhancement of comprehensive national power in socialist countries or not, and whether it is advantageous in increasing the people's living standard or not." In this period, its corresponding economic system was "the socialist market economic system".

In the following content, we will discuss the establishment of a market economic system and how it has affected change of in the official ideology in Mainland China.

During Deng's, Jian's and Hu's period of leadership, they obviously discarded parts of Mao Zedong's ideology. This process of historical evolution is as follows:

- 1). Other countries that were outside of mainland China were richer than the Chinese people, because they followed the market economic system. As a result, they were wealthier than the Mainland Chinese people. This is an originated point which shows that the market economic system has the formation of "the core" of the ideology in Deng's, Jian's and Hu's affected period of leadership.
- 2). The economic reformation in the first stage of the Chinese Communist Party has had as, its basic statement that "The adjustment plan is primary, while the adjustment of the market is auxiliary ".The establishment of a market economy has affected changes in "the core" of the official ideology, including(1) gradually giving up on Mao Zedong's " tradition of ideology ", as well as on populism, and the thoughts of the former revolution, and the thoughts of the guerrilla warfare; (2) revised Mao Zedong's opinion on the primary contradictions of society, Transformed "this ideology regarding the proletariat and the bourgeoisie's contradiction, as the primary contradiction in society "into one concerned

with" the construction problem of the modernization-namely the problem of releasing productive forces as the primary contradiction of the society"; (3) revised Mao Zedong's "the proletarian dictatorship" into "the people's democratic dictatorship", denied "the Great Cultural Revolution" and that there is "any class struggle"; (4) gave up on Mao Zedong's motive of romanticism and removed the ideology of fighting for communism; (5) the core of ideology in this later stage has established a content which corresponds with the market economic system, including, A. They broke through the taboo that would allow commodities and their currency to exist independently in a socialistic society, and let them could flow with the "market". While no longer using the overall planning method to control production as well as, the distribution of "products"; According to the view of the new economic school, the market economy must exist in a perfect legal environment in order to operate freely; therefore, the Chinese Communist Party has already taken steps towards building a modern legal system, and then this has created an environment for much better market economic operation; C. The Chinese Communist Party has also established the condition for an economic market system, for example (A) expanding an autonomous enterprise independence, developing "a creative spirit" (namely "an enterprise spirit ") (B) to abide to economic law; (C) to respect the function of the law of value; (D) to solve the phenomenon of official intervention in enterprise.

3). The Chinese Communist Party changed their slogan into, "establishing and planning for a commodity economy with the foundation based upon a public ownership system", in the second stage. As they approached the market economic system more closely, this had some effect on their core ideology; (1) It caused them to revise the theory taken from "the Great Cultural Revolution", "of class struggle" more deeply; (2) to deepen the core content so that their ideology would correspond with the economic market system, including a. allowing for commodities, and for their currency to circulate in an open "market", b. developing the perfect environment for a legal system and so on; (3) gradually establishing a core theory for their new ideology, namely, the basic road of, " socialistic initial stage theory" and "a center with, two fundamental points".

4). The slogan of the Chinese Communist Party for the third stage of their reforming policy is "the country adjusting to markets, markets guiding enterprise." The process of establishing the market economy affected changes in official ideology and was:(1) formally proposed as the basic road of " the socialistic initial stage theory" and "a center, with two fundamental points"; (2) the transformation of transform two opposite concepts, such as planing and markets, into one intrinsic united system.

5). The slogan of the Chinese Communist Party in the fourth stage of reforming their policy is "the socialistic economic market system with a public ownership system is as its foundation", The process of establishing the economic market system affected the changes of official ideology was (1) formally agree that the market economic system would be used in China. They boldly recommend the use of foreign capital, and technology and a capitalistic fine system which is advantageous in the development of productive forces coming into China; (2) They advocated many new kinds of systems of ownership in this economy which may coexist, together as well as the principle that the "individual may get rich first,".

In short, after the Chinese Communist Party leader's introspection of Mao's route, Deng, and the other leaders have recognized the great merits of a market economy, such as: 1. capital formation is quicker; 2. The development of power is stronger, and the method of encouragement is more exuberant; 3. Developing risks can be more easily dispersed, and the government can have more freedom to operate; 4. economic efficiency is higher. This is why Deng used the concept of "the ideological liberation" to turn Chinese economic change into " de-ideologization ". He views " ideological liberation" as a rational "instrument".

An understanding of the above mentioned information on the upper leadership, was formed very obviously, by their cultivation of economic market principles. such as efficiency, the economic motivation of pursuing maximum profit, competition, private ownership and so on.

In the core part of Deng Xiaoping's ideology, there exists a contradiction in his principles of unification and the contents of it are:

- 1). Although he has made some degree of change through "developments", "supplements" and " revilements" in the practice of Marx-Leninism; nevertheless he has still emphasized the universal truth of Marx-Leninism.
- 2). Although he has made a substantive critique and a partial denial to Mao's thought; he still continued to emphasize and to persist in the principle of Mao's thought.
- 3). Although he advocated that socialism is superior; at the same time, when he was borrowing the capitalist method, he also denied the view of socialistic superiority.
- 4). When he was using the capitalistic method, he was also criticizing the spiritual pollution produced by the capitalistic method, and that pollution from it will cause "a peaceful evolution". In this way, it caused question of accuracy and continuity since he was "denying Mao's ideology".

As for Deng Xiaoping's basic task of forming "Ideology," in this new age (after 1979), there are two views; (1) to criticize different tendencies and thoughts which do not conform to the Four Fundamental Principles and will not be advantageous to the four principles of modern construction; (2) to construct a socialist spiritual civilization. These two aspects complement each other and are indispensable. Deng Xiaoping's opinion of this "basic task" is very obvious. When he developed the ideology in which a market economy controls China, the policy of rebellion against older views was made because a market economy produces negative influences in mainland China.

3. Four reflections on a political economy

In the field of political economics, according to U.S. scholar Barry Clark's book, "A Political Economy—A Comparative Approach", there are four schools: 1. liberalism 2. Radicalism 3. Conservatism 4. New liberalism. (Barry Clark, 2001, pp.49-131) In this paragraph, classical liberalism and new liberalism will be the main method of analysis in our approach, and the reasons are: 1). to narrow down the range of our discussion because the four major schools have many branches; 2. conservatism is against modern civilization in its egalitarianism and its individualism (because these two social values are deeply rooted in modern society, especially in western culture). Conservatism is certainly and widely restrained by the attempts at emphasizing the authority of the class system. Besides, with local values and local culture, conservatism seems trite and ruin. (Barry Clark, *ibid*). Therefore, the viewpoint of this school is not discussed.

If we look at the topic of this article from the viewpoint of a Political Economy, there are a few things we can discuss, which are: 1. the reasons for the P.R.C. to change its economic system from the viewpoint of institutional economics

2). introspection of China's theory according to Marxism 3. the classical liberal political economic school's introspection on China's political and economical system—let us take Friedrich A. Hayek as an example. 4. the modern liberal school's introspection of China's political economic system and ideology—let us take Robert A. Dahl and John Rawls as examples.

3.1 A Review on what caused China to change its political economic system's structure—from an institutional economic viewpoint

In 1960, Professor R.H. Coase published the article, "The Problem of Social Cost", (Wu-chang Zhang, 1989, p.120) which brought up the "Law of Coase". The Law says that with no transaction costs, (Wu-chang Zhang, p.208) (Note 1) and regardless of property rights, once the property is clearly defined as private, it will certainly lead to the highest efficiency in the application of resources.

Take farm land for example, Professor R.H. Coase proved that if the property right are not clearly marked as private land or private land right does not exist, then disputes will occur because of violations of the property rights of the owners. Therefore, from this operation system, the need for transaction cost is incurred. If the land is private property, then a market transaction would be developed naturally to solve the problem and lower the transaction cost of the operation system. Professor R.H. Coase pointed out that if the transaction cost were zero, under the system of private property rights, no matter how lands are distributed, lands will certainly be used for the biggest economic interest. (Wu-chang Zhang, p.210)

The changes to China's economic system, after applying Gauss' law are stated below. From Mao's era up until Deng's reformed private ownership system, the reason for the changes is due to the much larger transaction cost of communism compared to privatization. There are two reasons for this: (Wu-chang Zhang, p.216)

(1). Only through a private property rights system can we save transaction costs by applying many different operating methods.

(2). Only through a private property right system can we save transaction costs by the transfer or sale of ownership to encourage more competition.

Let us analyze the two reasons that are mentioned above. The first reason brings into existence more choices for skills and available techniques, and lowers cost such as production costs, which is a commonly known law by people. Also, when the available production form is formed, the more choices there are, the lower the transaction costs arranged in this system will be. However, under the system of communism, while they are making production decision, the choices for skills and techniques are very limited compared to privatization, which causes much bigger transaction costs than a private rights system would. Similarly, for communism, the choices for forming of a production system are limited with only one plan formed by the central government, which causes transaction costs undoubtedly to be much larger. Then they would be with private property right. For instance, if a people's commune would bring in a higher income, then the farmers in the U.S. would want it also; nevertheless, a people's commune does not bring such benefits. The U.S. farmers choose a system that is in their own best interest; also, with the passage of time, techniques and systems advanced, more and more making interaction costs continuously lower for the U.S. farmers. (Wu-chang Zhang, p.218)

Secondly, if reason two which is mentioned above is true, it would be the result of rising competition among private

property owners who hold the options for sales, causing transaction costs. Furthermore, make over rights can also increase market competition and encourage individuals to use information they have access to, which would also save on transaction costs. However, in the system of communism, transaction costs can not be lowered because resources are not allowed to be sold freely and competition does not exist. (Wu-chang Zhang, pp.218-219) As the idiom says “water flows downwards”, naturally, then, the transaction costs of communism are higher than that of privatization, it is no surprise that it has become a system of essential private property rights during the Deng Xiaoping, Jiang Zemin and Hu Jintao’s eras.

Still, there is one thing we need to look into. Before Deng’s reform and his opening-up policy became the consensus for China’s top leaders a good question to ask is, have they received any information which revealed rough number noting that the reform would increase their people’s fortune by lowering transaction costs? In my opinion, even before China’s top leaders’ formed this consensus, China’s reform was merely the result of Deng’s struggling act to keep communism from collapsing, and was not the result of any careful calculation. Even so, the structural factor for China’s reform was caused by the much lower operating transaction cost of private property rights.

3.2 Some reflections from Marx’s political economy towards Chinese communism

3.2.1 If we see Marx’s historical materialism as the methodology of this paper, then from what we have already discussed, we found disagreement in the Marxism in China.

From the viewpoint of Marx’s historical materialism, the momentum of history comes from the dialectics of productive force and productive relation, and also comes from the class struggle, which is caused by the distribution of products within a class society. (Robert Gilpin, 1987, p.35) Mao followed Marxism’s principles of class struggle and sent the Chinese people into great poverty, and proved Marx was wrong. However, according to the principles of historical materialism, the economic foundation had been changing, from the time of Mao up until to Deng and then to Deng’s later period, along with changes in their ideology as well. The discussion above has proven this to be correct.

3.2.2 When we look at Marxism as a school of political economics, then R.H.Coase’s “The Problem of Social Cost” must be mentioned and also that “Due to ambiguity, errors can not be easily seen.” (Wu-chang Zhang, p.191)

In the theory of a neo-classical economy, people are motivated by personal interest which causes them to seek after their own individual preference where in they desire the maximum possession of personal wealth. As for an economic sociology, this process will not only be maximized, but also, from an ideal point of view, be produced to create bigger fortunes for the whole society. Then the relationship between the cause and effect which comes from personal interests and (we assume this to be subjective) has been transformed into a bigger part of the economic structure. Yet, as far as Marx is concerned, who was originally a philosopher, and not like a political economist’s focusing simply on power and interests, but he analyzed human beings from the angle of human society and history. Therefore, in this simple discussion of personal interests, he can also discuss it in a more complex form.

Also, unlike in a neo-classical economy, Marx chose the opposite way to discuss the consequences which occur when personal interests conflict with economic structure. On the one hand, when Marx’s phrase, “personal interests”, is explained in a more complicated way, it can also refer to the individual. Since Marx didn’t tell the individuals as a whole what they should want, and what they should do in order to achieve their goal, then the mobility lies with the individuals. So, to sum it up, economic order comes from unplanned and uncontrollable personal behavior. (James A. Caporaso, David P. Levine, 1995, p.83) That is to say, it’s hard for us to understand in a clear way about the real meaning of Marx’s personal interests and economic structure. On the other hand, if it’s the economic structure on the country that decided the personal interests, then the consequences of economy structure should be explained first, and thus the control and power do not lie in the hands of the individual, but in the hands of an objective economic structure. Marx didn’t give to us a concrete policy that would show us how to change or to function with this kind of objective economic structure or how to improve and maximize our personal interests. This caused Den to embrace capitalism while still promoting the thoughts of Marxism. We can see this clearly in the following situation:

- (1) A fascination with merchandizing Fetish of merchandize (As the saying goes in China: 9 out of 10 people are businessmen, and the rest are learning how to become one.)
- (2) Anarchy in the market economy
- (3) The gap between the rich and the poor is getting bigger rapidly.

Does that means China should go through another proletarian revolution?

3.3 Some reflections from classical liberalism toward the CCP government economic system that mainly comes from Friedrich A. Hayek

Based on the U.S. scholar Barry Clark’s classification, the Austrian scholar, Friedrich A. Hayek, belongs to the Classical Theory of Economics. He supported the “laissez-faire” capitalistic market function and was opposed to any governments’ interference on markets. We have decided to use Friedrich A. Hayek’s viewpoint as our approach in

observing China's economic system and reforms. This is due to the problems of communistic practice which he often mentioned. Also, he was a Nobel Laureate in Economics, and therefore, his publishings are of a good reference value. Hence, Friedrich A. Hayek's important discussions are referred here.

In the book, *"The Road to Serfdom"*, Friedrich A. Hayek denied that there was any grey area between capitalism and socialism. He considered that such a "mixed economy" simply cannot function. When the government interfered in the regulation and functioning of free market economy, it would only increase the need for more mandatory interference. Such problems that are caused by governments, will only lead to vicious cycles of interference and ultimately propel societies into socialism. The only way to curb this process is to stop these governments' from attempting to reform their societies in the first place. (Hayek Friedrich A, 1979; Barry Clark, 2001, p.56.)

Friedrich A. Hayek criticized socialism's planned economy as false, because he supported capitalism's market function. His defense of the market is not because of his belief in the power of personal rationality but it comes from his doubts about human ability in the area of knowledge acquisition. Every individual could only understand a little part of the society, because people lack sufficient knowledge for planning and advising a full economy. Here, Hayek Friedrich A. tried to reestablish a society with more humanity and sensible values, which is called "resolutionism's rationalism". (Hayek Friedrich A, 1960; Barry Clark, 2001, p.56) Furthermore, from methodology's viewpoint, he criticized the holism of socialism, and agreed with Karl Popper's, "piecemeal tinkering method" considering holism to be wrong.

If democratic countries apply interference policy in an unlimited way and with most people's consent, then democratic countries will ultimately end up like socialistic countries and become a totalitarian system (such as happened in Stalinism's social countries before the 70s).

Furthermore, he criticized a few aspects of socialistic countries' labor policies. 1. criticism on moral grounds 2. criticism of socialistic countries' depriving people's production tools 3. criticism of people losing their freedom under the rule of socialism 4. criticism of people having no justice. The above, are the reasons why he was strongly opposed to governments' interference on markets since ultimately interference leads to totalitarian governments which would certainly bring hardships on their people. (G.R. Steel, 1993, pp.31-38, p.59) (Note 2)

If we look at China's, "right route of economics and left route of politics", policy from Friedrich A. Hayek's viewpoint, then this present policy would be absolutely unacceptable. On account of the fact that China is still a one-party dictatorship, then slavery is a fact of life and might not end any time soon. Interference in economics should not be attempted.

3.4 The modern liberal political economic school's introspection of China's political and economic system and ideology is based on Robert A. Dahl's and John Rawls' discussions as in their representations.

Regarding the Chinese government's ideology, an introspection of a few items such as socialism's democracy, fairness, justice, and freedom will be brought up.

The U.S. Scholar Robert A. Dahl's publishing of the article, *"Democracy Liberty and Equality,"* will be given here as reference.

Based on Robert A. Dahl's concept, he believed that only when all members of a group or a country have complete and equal right will a group or a country reach true democracy. He also considered that qualification for group membership should conform to a Procedural Democracy. In order to explain such a concept, Robert A. Dahl made "The Argument for a procedural democracy in a Schematic outline" shown as figure 1 below: (Robert A. Dahl, 1986, p222)

The explanations of figure 1 are also given below. Robert A. Dahl has fully developed the concept of Procedural Democracy, starting from the 6 presumptions which are given on the left column of figure 1 (included is the additional presumption A5.1). Then in order to make any binding decisions, there are 5 procedures which must be followed and they are given in the middle column. Finally, if the procedures in the middle column are satisfied to the maximum level, then a full procedural democracy will be achieved as shown on the right column.

In Figure 1, the Enlightened Understanding of C.3 and the Inclusiveness of C.5 need further explanations.

Enlightened Understanding means:

In order to fully express his or her preference, every citizen is entitled to equal opportunity and time for his or her opinions to be heard and evaluated before decisions are made. (Robert A. Dahl, 1986, p199)

As for C.5, "Inclusiveness", Robert A. Dahl's definition is: The demos must include all adult members of the association except transients and persons proved to be mentally defective. (Robert A. Dahl, 1986, p.221)

In Figure 1, if we exclude A.5.1 from A1 to A5, then only C.1. (Voting equality), C.2.(Effective participation) and C.3. (Enlightened Understanding) are satisfied; if A.5.1 (The full condition of equal qualification exists.) is also included into consideration, C.4 (Final control of the Agenda) will also be achieved; furthermore, if A.6 is also included into consideration, C.5. will be reached, too.

In Figure 1, once C.1.(Voting equality), C.2.(Effective participation) and A.1 and A.2 **co-exist**, procedural democracy in a narrow sense will be reached.

If A.1. to A.3 can **co-exist** with C.1. to C.3., then a part of the agenda within the system and a full procedural democracy in relation to a demos would be achieved. When assumption A.1. to A.5.1 and index C.1 to C.4 can **co-exist**, a full procedural democracy in relation to a demos would be reached. If A.1. to A.6. and C.1. to C.5. can all **co-exist**, then a full procedural democracy in relation to a demos would be achieved in a most complete level.

From Robert A. Dahl's "full procedural democracy" and "Inclusiveness", we have acknowledged that Chinese government claimed their socialism democracy is more democratic than capitalism because they make decisions for the larger population of the proletariat than the smaller population of the bourgeoisie. However, in fact, China is servitude under CCP's one party dictatorship. CCP would not be satisfied with presumptions A.1. to A.6 and index C.1. to C.5., or even with Jiang's "The Concept of Three", which tried to include all people into the scope of communism. For instance, A.5. (The preferences of a significant number of members, as to the decision, are equally valid and no member's preferences are of overriding validity.). However, CCP's one party dictatorship apparently requires a minority's preference valid over all the 1.3 billion peoples as for C.1.(Voting equality), it is an undebatable fact that CCP still controls the voting of the National People's Congress and all types of elections throughout China; if China could not achieved this one basic index, not to mention achieving other index. Therefore, CCP's one party dictatorship is immeasurably far from full procedural democracy! Besides, when the people cannot make binding decisions, which are valid to themselves, then the decisions for the country's resources must fall into the hands of a small group of people, causing corruption rampant with no fairness or justice at all. This is one of the political realities detested by the ordinary Chinese people since "Tiananmen Square protests" in 1989.

Furthermore, based on a renowned book called "A theory of Justice", Philosophy Professor John Rawls of Harvard University made some criticism, saying that, after establishing market economy system, the Chinese government is operating with no principle, and is in lack of the sense of common interest and justice. Therefore; the Chinese government is easily influenced by interest groups.

According to John Rawls's viewpoint, modern liberalists cannot respond to two questions: 1. Definition to what property right should be restricted. 2. Re-distribution to what extent should be defined. He considered that theoretically an equal distribution of wealth, which can be accepted by all members of society, can be achieved. He also considered people's selfishness would hinder the effort of attaining fairness. Therefore, the people who has the power of wealth should be last to make decisions. He gave an example saying that if a group of people wanted some pie, then the one who cuts the pie should be the last to receive his piece. In this way, it assures that selfishness does not influence the size of every pie. (Barry Clark, 2001, pp.122~123)

The selfishness that hindered the effort for society to achieve fairness, according to John Rawls, theoretically can be avoided by people not knowing their interests. Within the above context, two principles of fairness were obtained. First, to guarantee that everyone has the same basic freedom; Second, making the poorest of the society the most beneficial ones through redistribution of wealth. The second principle is controversial, but he believed that the poorest would be the most benefited ones if people do not know their positions in the society, because anyone has the possibility to belong to the poorest group. John Rawls did not mean to condemn selfishness, whereas people can be fair in decision-making when interests of their own are not considered.

Rawls believes that it doesn't require a perfect equal to maximize the welfare of the most unprivileged group in the society. He admitted that unfairness is the motivation that encouraged people to fight for their own benefit and to accumulate the capital. However, the re-distribution of the wealth should be carried on till the point that further distribution not only will stop the encouragement and growth, but also prove to be harmful to the unprivileged group. Rawls admitted that he doesn't know where that certain point for the re-distribution to stop is, and some countries may be on, or exceed that point of the best equality.

John Rawls was the first modern liberalist who brought up the idea of distributive justice. Many political upheavals that destroy social coherence might be avoided if his principles were accepted. The claims that were brought up by Deng, which are still enforced are: "Allow some people to be rich first" and the result of that is far beyond Deng's imagination then. (Note 3) According to John Rawls's redistribution theory mentioned before, the Chinese government should self-examine on this problem whether or not China has fallen into the trap of lack of public interest and justice theory, causing no-principle operation. The Chinese government should no longer focus only on making a fortune while neglecting justice distribution in the society. After all, efficiency is only one of the standards for a good society, which might also mildly decrease the doubts about the Chinese regime's legitimacy. Nevertheless, a good society should also possess other good values such as freedom, fairness and justice. John Rawls' principle of distribution happened to make up for China's embarrassment on lacking public interest and justice theory.

4. Conclusion

The focus of this study is the combined form of the mindset of its authority and the thought of its leadership lever, after the market economy system has been adopted as the economy system of China in the 14th Central Committee. As stated above, this study adopted Marx's "historical materialism" as an attempt of a methodology that after the market economy system is set; it will form a conditioning to the change of the mindset of its authorities. This theory has been proven in this study, and our conclusion is as followed.

After China gradually accepted the market economy system, the core of China's mindset has also been affected by the conditioning. First, China announced the "primary stage of socialism" which allowed them to further adopt the system, technology, and thoughts from the western countries. And the main idea of their productivity liberation "One center, two basic points" is also a reflection to show how they follow the trend of humanity and morality in order to maximize its effectiveness in productivity. Second, their allegation of the ownership structure also followed the essence of market economy; "everything based on private ownership".

Deng has two statements on the new period of "ideology period"(since 1979): 1. To criticize on the thoughts and trends that is harmful to the four basic principles or the four modernizations. 2. To establish the spiritual culture of socialism (It is clear that this statement is a counter action toward the negative impact of market economy when it was first introduced to China.)

After Hu seized the leadership, the fundamental mindset of the whole leadership level hasn't change much from Deng's thought, but only emphasizes more on the development of market economy, and to get on track with the global countries. Jian suggested the "Three representatives" may have the following contents: 1. Chinese communist party (CCP) represents the modern productivity of China, 2. The CCP represents the way of China's modernization, 3. The CCP represents the fundamental benefit of the Chinese people, and will fight for it by setting the correct route and policy. Therefore, Jian ask the member of the CCP to insist in "Care about study, care about politics, and care about justice". (Ze-ming Jian, 2001, pp.2~4)

We can see from his statement that Jian was lecturing the members of the CCP about their corruption, and further strengthens the "Insist the leadership of communist party" in the four insists in order to increase the legitimacy of their governance. Those statements didn't exceed the ideas of Deng.

After reviewing all the important statements of political economy in paragraph four, we can see the main ideas behind the changing of economy system and ideology of China. 1. China adopted Starling's command economy, which gave them higher trading cost. Ultimately, China is not going to stand it any longer, therefore change is inevitable. 2. From the viewpoint of political economy, we can see that Marxism includes many ambiguous statements, so their flaws were not exposed under the sun. For example, Marxism talks about personal benefits in a rather complicated philosophical way, but never clearly tells the majorities what they should want, or what they should do to achieve their goal.

According to Hayek, the reason why he was opposed to socialism to such extent is because the government interferes economy activities to enslave its people. So he suggested strongly that the government should set rules for economy, but leave the market to decide other factors freely. From reviewing the work of the modern liberalists; such as Robert Dahl and Rawls John, it's not hard to tell that the ideology and policy of the current CCP is still far from what people think democracy or justice are. Though the CCP claimed to be proletarian and is a true democracy in socialism, but after examining them? with several indicators, the CCP didn't even reach the basic standard of equal voting, not to mention democracy. The CCP emphasized on seemly equal justice, but the fact is that they are in lack of public interest theory, which left their society no equality and justice. As a result, the CCP really shouldn't resist the ideology of market economy, or they might face the consequences of system breakdown.

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Notes

Note 1. The “transaction costs” are the operating cost within any economic system. In private sectors, there are many items of cost, for example: partition, property protection, negotiation and contract inspection, searching for suitable partners, anti-deceiving, and coordinating production activities. Changing a system also is expensive: first, we must search out and collect information from other systems; second, costs are required for negotiation or mandatory transformation. These costs need to be well classified, yet this is extremely difficult or even unachievable. Therefore, we classify all these costs under the name of transaction costs. Had the name “transaction costs” not been widely used, it should be called “Institutional costs”.

Note 2. Karl R. Popper’s “piecemeal tinkering method” is based on his critics on the fallacy of “dialectics” and “holism”. He considered human as incompetent to see things in detail let alone as a whole such as affairs concerning history and society. Therefore, the true scientific method is “piecemeal tinkering method”. Cited from: Popper, Karl, Raymond Sir. 1981, *The poverty of historicism*, trans. by Li Fang-pin. Taipei: Union Press.

Note 3. Based on Chinese government’s official statistics of 2002, the average annual per capita income of Shanghai residents was USD 4,000-5,000. By comparison, people in most rural areas earned an average of less than USD300 (around USD280-290/year). The gap is more than 10-fold. It explains the appearance of millions of blind influx in China’s major cities (include Guangzhou, Shanghai and Beijing).

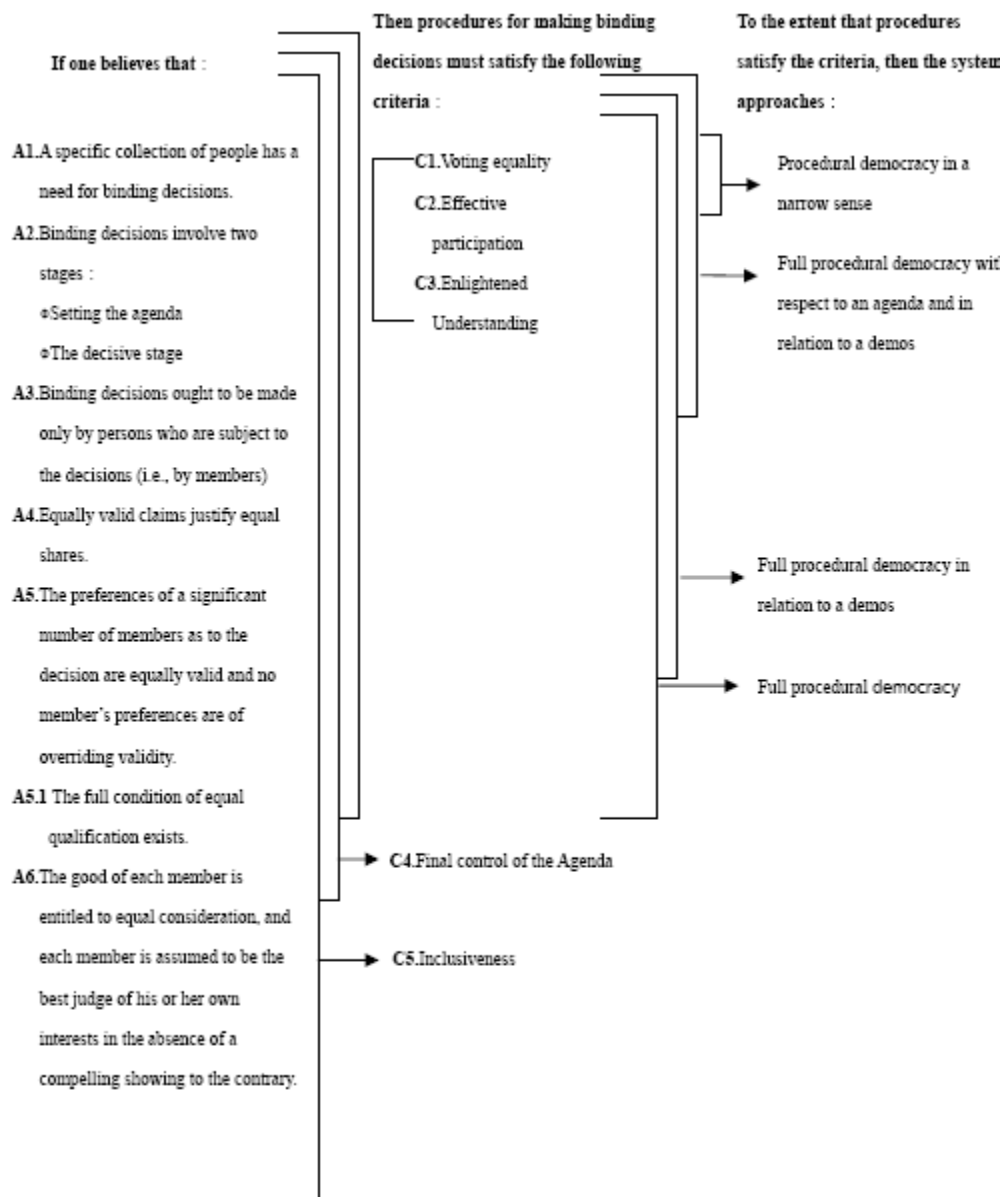


Figure 1. The argument for procedural democracy in schematic outline



The Stylistic Analysis of the Magazine Advertisement

----Atkins Chocolate Chip Granola Bar

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Abstract

This paper gives an overall analysis of the advertisement of “Atkins Chocolate Chip Granola Bar” from the aspects of linguistic description (graphological style markers, lexical style markers, syntactic style markers, grammatical style markers, and semantic style markers), textual analysis (the layout and the paragraph development, cohesive devices) and contextual analysis (medium of communication and role-relationship) by the application of modern linguistic theory and stylistic analysis pattern in order to find out the general stylistic characteristics of commercial advertisements. This paper can help readers better understand and appreciate the language of English advertisements.

Keywords: Stylistics advertisement, Linguistic description, Textual analysis, Contextual analysis

1. Introduction

Since this is a Stylistic Analysis of the Magazine Advertisement, two respects should be made clear: stylistic analysis and advertisement.

Stylistic analysis is a normal part of both linguistic and literary studies. Stylistic analysis in linguistics refers to the identification of patterns of usage in speech and writing. In linguistics the purpose of a close analysis is to identify and classify the elements of language being used. In literary studies the purpose is usually an adjunct to understanding, exegesis, and interpretation. In both cases, an extremely detailed and scrupulous attention is paid to the text. It is practiced as a part of understanding the possible meanings in a text. Stylistic analysis is generally concerned with the uniqueness of a text; that is, what it is that is peculiar to the uses of language in a literary text for delivering the message. This naturally involves comparisons of the language of the text with that used in conventional types of discourse. (Qian, 2006 & Wang, 2001)

It is also generally assumed that the process of stylistic analysis will reveal the good qualities of the writing. In stylistic analysis, the numerical recurrence of certain stylistic features is used to make judgments about the nature and the quality of the writing. Stylistic analysis purports to be fairly scientific. A hypothesis is stated and then proved. It is a useful discipline, which encourages logical thought and can be transferred to many other areas of academic studies (Wang, 2001).

With the development of globalization and industrialization, more and more goods are produced in the world day by day; as a result, advertisement plays an important role in selling products. It is an art of language using various kinds of devices. The advertisements have achieved amazing effects on persuading consumers to buy the products. At the same time, it has also formed its special style and the language used in the advertisements is different from other styles. Its function is to “attract attention, arouse interest, stimulate desire, create conviction and get action.” It is a kind of loaded language with persuasive power. Magazines and newspapers are the daily materials for people to read. No matter where people are----on the buses or subways or during the break time or after meal----, they can get whatever information they want in the magazines and newspapers. So magazines and newspapers have become one of the most effective ways of providing information, and the advertisements in magazines and newspapers can achieve good effects, they are novel-designed, concise and colorful which are full of aesthetics and can be fast read in order to attract people’s attention as much as possible, and arouse readers’ strong purchasing desire and persuade them to buy the products. This paper intends to analysis one of the magazine advertisements from the aspects of Linguistic Description, textual Analysis and Contextual Analysis, aiming at finding out its stylistic characters.

2. Linguistic Description

Linguistic Description refers to the exploration and classification of linguistic features of a given text and the linguistic features are reflected by style markers which are linguistic items that only appear, or most or least frequent in a text, representing a particular variety or literary genre (Dong, 2006). The analysis of stylistics in this level aims at providing a methodology of analysis which includes four aspects: graphology, lexicology, syntax, grammar and semantics. The detailed analysis will lead to more accurate understandings of the language in order to let the readers better understand this variety.

2.1 Graphological Style Markers

Graphological arrangement in advertisements plays a very important role in drawing people's attention, making it outstanding among other product advertisements. In this advertisement of "Atkins Chocolate Chip Granola Bar", it uses larger, capital and bold letters in the headline in order to draw people's attention and make them curious about what this advertisement mainly says and thus leads the readers to go on reading unconsciously and arouse their curiosity and desire to know more about this product and finally reaches its goal to persuade the readers to buy it. And at the same time, there is an italic word "*your*" in the headline, which makes it more conspicuous among those big words and be distinguished from other words. This italic word contains its special meaning. It makes the headline more like the face-to-face conversation and the advertiser speaks to the readers in a tender tone, making the advertisement more reliable and the readers are more likely to go on reading in a happy and curious mood.

At the same time, the advertisement uses smaller-than-headline-and- larger-than-body-copy letters for the subtitle. This subtitle is well-designed and attractive. It provides more information about the product and furthermore shows the advantages of the products and makes the headline more believable. Compared with the headline and the subtitle, the letters in the body are the smallest. It shows sharp graphological contrast, making this advertisement eye-catching, clear and in good order.

There are four paragraphs in this advertisement, differentiating from other advertisements which have one paragraph or even one sentence. The sentences in each paragraph are no more than two. The paragraphs are very short.

Insert Table 1 Here

Short sentences in short paragraphs make it easy for readers to understand and remember.

2.2 Lexical Style Markers

Most words used in this advertisement are of Anglo-Saxon origin. There are 85 words in all (the website is calculated as three words divided by the dots) and seven of them are hard words (words which have at least three syllables, not including inflections or compounding (Qian, 2006)), occupying 8.2% of the total words.

Example: Hard words

satisfy, chocolate, Granola, vitamins, minerals, varieties, advantage

(The percentage of hard words in the passage (Qian, 2006) = (C (total number of hard words) ÷ A (total number of words) × 100)

Since "Atkins Chocolate Chip Granola Bar" is a brand of chocolate bar, these hard words such as "satisfy, chocolate, Granola, vitamins, minerals" make this kind of chocolate bar more attractive and nutritious without the fear of getting fat.

Another feature at the lexical level is that this advertisement widely uses the affirmative and commendatory words such as "high", "hunger-satisfying", "great", "great-tasting" and "best". The purpose of showing these words is to impress the potential customer the quality of the product and make them form a positive image of the product in their mind and win their trust to the product and finally arouse their desire to buy it.

Thirdly, personal pronouns "we", "our", "you", "yourself" and "you" are repeatedly used.

Examples:

"Achieving *your* goal is easier with the excellent nutrition and delicious taste of Atkins.

"Ready to improve *your* figure?"

"Start with *our* figures."

"*We* know that losing weight is never easy, but there is no need to deprive *yourself* or feel hungry."

"*You* can enjoy an Atkins Chocolate Chip Granola Bar"

This use of personal pronouns obviously sounds like face-to-face talk, making the conversation warmer, more friendly and trustable in tone, and finally strengthens the appeal to the readers. Reading the advertisement, the readers may probably be persuaded and stimulated and finally agree with what the advertisement says with strong desire for

purchasing.

Finally, in order to achieve the aim of “soft sell”, frequent use of adjectives is also one of the lexical features of the advertisements. Some of them are even evaluative adjectives of comparative or superlative degrees and premodification are also frequently used in this advertisement, which are also the features of most advertisements, giving the readers the feeling of exaggeration.

Insert Table 2 Here

Insert Table 3 Here

2.3 Syntactic Style Markers

In this advertisement, there are only five sentences in all. Among the five sentences, one of them is compound and complex sentence; one is complex sentence; one is compound sentence and the other two are simple sentences. Different from other advertisements which mainly contain simple sentences, the use of complex sentence and compound sentence have its special function. The complex sentence and compound sentence can better show the logical relationship in this advertisement, which gives detail of the product and provides more information as much as possible for the limitation of the space.

The longest sentence that contains 29 words appears in the second paragraph which also forms the whole paragraph. The function of this longest sentence is to give detailed information of the product with the use of exact figures of the ingredients in the chocolate bar, making the chocolate bar more trustable and attractive with little sugar and without the fear of getting fat. This echoes with the headline “Ready to improve your figure? Start with our figures.” The other sentences serve as convincing sentences, providing related information of the product. The shortest sentence occurs in the last paragraph, which also forms the whole paragraph that contains the website of the company. Its function is to conclude the advertisement and provides more information on its website.

The average sentence length in a passage = A (total number of words) \div B (total number of sentences). So in this advertisement the average sentence length is 17, which is 0.6 point lower than the average sentence length in English 17.6 words per sentence (Leech & Short, 1981). Sentence length is usually regarded as one of the linguistic markers measuring the degree of formality: the greater the sentence length, the more formal the language. So comparatively speaking, from the respect of sentence length, the language used in the advertisement is a little bit less formal.

Insert Table 4 Here

Furthermore, commanding sentence, interrogative sentence and elliptical sentence are also used in this advertisement. The first sentence in the headline is an elliptical and interrogative sentence. The subject of the sentence is understood. The complete sentence is “Are you ready to improve your figure?” The ellipsis in the headline sounds more cordial, easy-going and friendly, just like an intimate friend or mother asks tenderly, and at the same time, the interrogation arouses people’s attention and makes them think more. The other sentence in the headline and the last sentence in the advertisement are commanding sentences. It is a kind of persuasion and makes it easier for others to accept. It is novel, concise, outstanding, eye-catching and distinct; at the same time, it has achieved its function of inspiration and persuasion. So the special structure of the headline attracts more consumers’ attention and makes it easier for the readers to focus their attention and arouse their curiosity and desire.

Generally speaking, the negative sentences are seldom used in the advertisements; however, in this advertisement, the negative words occur twice.

Example: sentence containing negative words

“We know that losing weight is *never* easy, but there is *no* need to deprive yourself or feel hungry.”

These negative words are not used to deny the product but to show a contrast with the product. It shows how hard it is to lose weight and how horrible to go on a diet and feel hunger. So by comparing with this, it illustrates how good the chocolate bar is without the need to go on a diet, and at the same time, it can provide nutrition instead of fat and calorie; as a result, it highlights the uniqueness of the chocolate bar and its outstanding quality.

2.4 Grammatical Style Markers

The present tense is commonly used in the advertisements. The use of present tense tends to indicate the good quality of the products and its long-lasting and ever-lasting effect. At the same time, it makes the advertisement easier to understand without transferring from other kinds of tenses.

The fog index, which is a way used to measure the degree of accessibility, can better illustrate the accessibility of this advertisement. According to Qian Yuan (2006), the formula is as follows: Fog Index = $0.4(L+H)$

Here, L represents the average sentence length in a passage. H represents the percentage of “hard” words in the passage. The fog index of this advertisement is 10.08. According to Qian Yuan (2006), “An easily accessible text will have a fog

index of about 10". The fog index of this advertisement is a little bit higher than 10, which indicates that it is easy to understand.

2.5 Semantic Style Markers

Rhetorical devices are part of semantic style markers. The use of rhetorical devices is quite common, for the rhetorical devices make the advertisement more vivid and the language more beautiful and finally add aesthetic appreciation to the advertisement.

In this advertisement, pun is used as the rhetorical device. In the headline, there occur two words of "figure". From the form, it makes the headline neat and more attractive, though the two "figure" have their different meaning, but the clever use of "figure" is novel and arouses people's attention to go on reading.

At the bottom of the advertisement, there is a big trade mark of the chocolate bar with a big bold capital letter "A". The letter here has two meanings. On the one hand, it stands for the first letter of the name of the chocolate bar "Atkins"; on the other hand, it also contains the meaning of "number one", indicating Atkins is the best one among other chocolate bars and it is the consumers' best choice to choose Atkins.

3. The Textual Analysis of the Advertisement

A text is any passage, spoken or written, of whatever length that forms a unified whole. The analysis of the text is to analyze the textual factors which present the meaning of the whole passage and how the passage is combined by the use of cohesive devices. In the analysis of the advertisement, we mainly focus on the textual analysis of the layout, the paragraph development and the use of the cohesive devices.

3.1 The Layout and the Paragraph Development

Atkins is a brand of chocolate bar and this advertisement belongs to the consumer advertisement category. This advertisement not only aims to give detailed information of the special chocolate bar, but also aims to attract readers' attention and arouse their desire for purchase, so it involves two basic advertisement methods "hard sell" and "soft sell".

The headline contains two sentences. The first sentence uses an interrogative sentence, just like a face-to-face talk and indirectly tells the readers that the product deals with some "figure" problem, so it achieves amazing effect on persuading the consumers to go on reading, for the "figure" problem may be commonly concerned by people, especially the ladies who want to lose weight and have beautiful figures without going on a diet. The italic word "*your*" is also a good hint for them to believe that this product is especially for them and can really deal with their problems. So the second sentence in the headline, which is in a commanding tone, really helps persuade the consumers to trust the product and find more information in the following paragraphs. The subtitle further gives more information about the product which contains "the excellent nutrition and delicious taste" and also provide a hint that "achieving your goal is easier", so these words make the product more trustable by forming an image in the consumers' mind: a nutritious and delicious chocolate bar with the possible realization of slim figure and it is easy to achieve by eating "Atkins Chocolate Chip Granola Bar".

The visual symbols are used in this advertisement. The big picture of the product occupies one third of the space and gives a clear image of the product. The authentic color makes the chocolate bar inviting and delicious, and the tin of the shake with the remarks on the surface "Chocolate Delight Shake" attracts the chocolate lovers to have a try.

The body consists of four paragraphs. The first paragraph tells the truth that losing weight is not an easy task which needs painstaking effort to "deprive yourself or feel hunger" and the reason why Atkins adds "hunger-satisfy protein". The second and third paragraph mainly tell the reason why people can safely enjoy the chocolate bar without the fear of getting fat, for it contains many nutrition and low sugar. It gives detailed information and the exact figures to support its idea. By the exact figures, people can be easily persuaded by the low calorie and high nutrition chocolate and finally purchase it. The last paragraph contains only one sentence which is a commanding sentence. It provides the website of Atkins company, which makes the chocolate bar more trustable with the guarantee of a legal company as well as detailed information about this product to make them feel safer by having this product and provides more choices for consumers to choose other products which fit them.

Supplementary items are often widely used in advertisements. At the bottom of the advertisement, there is a trade mark of the product, which occupies almost one fifth space of the advertisement. That makes it more obvious and attractive and gives impression to the readers to remember the trade mark and get familiar with it in latter days. The trade mark is specially designed, which contains a big letter A, meaning the first letter of the trade mark as well as the meaning of number one, meaning that Atkins is the consumers' best choice.

3.2 Cohesive Devices

The coherence of the text can be achieved by the use of cohesive devices. There are quite a lot use of additive logical connector "and", "but", and "or". Some of them are used in the middle part of the sentences, but some of them are used

at the beginning of the sentences.

Example: logical connectors

And there are 21 great-tasting varieties of Atkins Advantage bars and shakes--- *and* that's the best figure of all.

Although it is not common or even wrong from the grammatical aspect to use logical connector at the beginning of the sentences, it makes the sentences connect to each other and the structure more logical, and as a result, makes the advertisement more persuasive and trustable.

4. Contextual Factors Analysis

In order to get a thorough understanding of the text, the contextual analysis is necessary, for the context is the place where the text occurs. And the contextual factors can determine the style. The contextual factors involving in this advertisement include following factors:

4.1 Medium of Communication

The advertisement of Atkins transmits messages not only from the written language but also from the visual medium. It uses graphological devices to provide information; the picture and the trade mark of the product also provide visual information to the readers. At the same time, enlarged, capital and bold letters are also developed in this advertisement to form an attractive and vivid image of the product.

4.2 Role-relationship

The role-relationship between the addresser and the addressee in this advertisement is "producer to consumer". It uses loaded and persuasive language to arouse people's desire and curiosity to the product and the informative and hortatory language with exact figures as well as use of affirmative adjectives gives the consumers a positive and clear image of the product. The interrogative tone in the headline sounds warm and friendly, which closely connects the producer with the consumers. It achieves good effects on persuading them to buy the product in a friendly tone.

5. Conclusion

This advertisement "Atkins Chocolate Chip Granola Bar" adopts many devices in linguistic, textual and contextual aspects. It uses well-organized language, exact figures, eye-catching and bright pictures and affirmative adjectives to describe the good quality of the product. By the use of these devices, the producer can better communicate with the consumers and make the product more popular among the consumers in order to achieve the goal of ever-lasting purchase and popularity among the consumers.

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Table 1. Sentence Number in Paragraphs

Paragraph number	Sentences number
No.1	2
No. 2	1
No. 3	1
No. 4	1

Table 2. Comparative and Superlative Degrees of Adjectives

Comparative degree	Achieving your goal is <i>easier</i> with the excellent nutrition and delicious taste of Atkins.
Superlative degree	-and that's the <i>best</i> figure of all.

Table 3. Premodifications in the Advertisement

1.	Achieving your goal is easier with the <i>excellent</i> nutrition and <i>delicious</i> taste of Atkins.
2.	That's why Atkins products are high in <i>hunger-satisfying</i> protein and taste great.
3.	And there are 21 <i>great-tasting</i> varieties of Atkins Advantage bars and shakes.

Table 4. Average Sentence Length

Total words	85
Total sentence	5
average sentence length	17

Appendix. The Advertisement of Atkins Chocolate Chip Granola Bar

Ready to improve *your* figure? Start with our figures.

Achieving your goals is easier
with the excellent nutrition and delicious taste of Atkins.



We know that losing weight is never easy, but there's no need to deprive yourself or feel hungry. That's why Atkins products are high in hunger-satisfying protein and taste great.

You can enjoy an Atkins Chocolate Chip Granola Bar, featuring 6 grams of fiber, 17 grams of protein, 19 vitamins and minerals – and with only 1 gram of sugars.

And there are 21 great-tasting varieties of Atkins Advantage bars and shakes – and that's the best figure of all.

Find out more at www.Atkins.com

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Internationalisation of Indonesian Higher Education: A Study from the Periphery

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Abstract

Globalisation as a global phenomenon has been influencing Indonesian Higher Education like other education systems in the world. Internationalisation in response to globalisation is a common feature in majority universities. It is also a feature of Indonesian Higher Education institutions, yet so far it seems that the way in which Indonesian higher education is responding to globalisation with internationalisation of its universities is not well reported.

This paper aims to address this gap by examining relevant government papers, policies, research, reports and other documents available on line as well as at web sites of universities and other related web sites depicting how internationalisation has been conducted in Indonesian higher education. The paper attempts to reveal the perceived challenges of globalisation for Indonesian higher education and to what extent and in what form internationalisation has been achieved. Particularly, it will analyse the relation between policies and practices and identify barriers to internationalisation. However, it should be noted that this article is selective rather than comprehensive in reflecting on the internationalisation process in Indonesian higher education.

Findings show that globalisation is perceived as a challenge requiring a response rather than as a threat to be dealt with. Many sources reflect that the government has been initiating and facilitating various programs to support internationalisation within the system. It appears that lack of capability at the institution level slows down the process. Under-representation of institutions reflected in the under-developed websites results in opacity of the real capacity of institutions. It seems that improving the basic factors shaping internationalisation such as capacities in English and ICT (Marginson, 2007) would trigger further the development of internationalisation in Indonesian higher education.

Keywords: Internationalisation, Higher Education, Globalisation, English, Indonesia

1. Introduction

Since the early 80s, increasing attention has been paid to internationalisation in higher education (Knight, 2003). It is a form of response from university toward the impact of globalisation, which is seen as “the widening, deepening and speeding up of worldwide interconnectedness” (Held et al., 1999, as cited in Marginson & Wende, 2007, p. 5).

According to Marginson and Wende (2007), in the global knowledge economy, universities are the medium for relationships and global movement of people, information, knowledge, technologies, products and financial capital. This results in “international mobility; global comparison, bench-marking and ranking; and the internationalisation of institutions and system” becoming important issues in government and universities around the world (Marginson & Wende, 2007) including Indonesia. However, ‘not all universities are (particularly) international, but all are subjects to the same processes of globalisation- partly as objects, victims even, of these processes, but partly as subjects, or key agents, of globalisation’ (Scott, 1998, as cited in Marginson & Wende, 2007, p.5). In the case of the Indonesian higher education system, although they are all subject to globalisation, it seems to be not clear how they respond in terms of internationalisation. This paper attempts to answer several questions regarding internationalisation, particularly in Indonesian higher education system. Firstly, what is the position of government in relation to internationalisation and how is globalisation perceived? Next, what are the practices of internationalisation in Indonesian higher education institutions? Further, if internationalisation is imposed by the government, what are the barriers for internationalisation?

2. Literature review

Internationalisation in higher education is a result of globalisation of the 21st century (Albatch & Teichler, 2001). The term internationalisation often is used to replace the term globalisation, while in fact they have two different meaning (Albatch, 2004). According to Knight (2003, p. 2), 'internationalisation at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education'. Practically, the Australian Vice-Chancellors' Committee described that internationalisation of Australian universities includes a range of activities such as formal agreements with other countries, participation in international organisations, offshore activities, student exchange, international research collaboration, internationalisation of staff, internationalisation of curricula and recruitment of international students (AVCC, 2001). Moreover, the OECD (Henry et al., 2001, p. 148) defined a set of characteristics for international curricula as the following:

- curricula with international content such as international relations;
- curricula that add comparative dimension to traditional content;
- career-oriented curricula;
- curricula that address cross-cultural skills;
- interdisciplinary programs such as region and area studies covering more than one country;
- curricula leading to internationally recognised professions;
- curricula leading to joint or double degrees;
- curricula whose parts are offered at off-shore institutions by local faculty;
- curricula designed exclusively for foreign students.

On the other side, globalisation is defined as the economic, political and societal forces pushing universities toward greater international involvement (Albatch & Knight, 2007, p.291). Marginson (2007) explained further that globalisation results in 'the interconnected of universities around the world, world-wide research, cross borders education and share of the ideals of intellectual freedom and student security among academic around the world'.

There are various motivations for internationalisation including commercial advantage, knowledge and language acquisition, enhancing the curriculum with international content and it is represented with specific initiatives such as branch campuses, cross-border collaboration, programs for international students (Albatch & Knight, 2007).

3. Indonesian higher education

Indonesia is a country with population of 220 million, 81 public and 2.514 private higher education institutions; and 3.5 million students (Puruhito, 2006). Provision of higher education in Indonesia is managed by the Ministry of National Education (MONE) through the Directorate General of Higher Education (DGHE) and other ministries such as the Ministry of Religious Affairs and the Ministry of Finance.

Government has been reforming its public universities by giving a State-owned Legal Entity status (BHMN), which gives more independence in the management of financial, human resources, physical plant, organisation, decision making and new accountability (DGHE, 1999). A Law of Education Legal Entity covering issues on legal entity and status of higher education institution has recently been passed which aims to empower public universities with autonomy, transparency and accountability (DGHE, 2008).

Other important issues in Indonesian higher education involve unmet increasing demand on high quality of higher education, equity and participation, funding, internal efficiency, relevancy and governance (Tadjudin, 2005, p.30). Currently, there are about 5 000 international students in the country, while around 20 000 Indonesian students study overseas annually.

4. Internationalisation of Indonesia Higher Education

Perceptions on the impact of globalisation on higher education and how to response are varied. The impact of globalisation on Indonesian higher education may be seen in the use of international ranking of universities around the world by organisations such as The Times Higher Education Supplement (THES) and Shanghai Jiao Tong University, as an orientation to evaluate performance (Djanali, 2007). Moreover, cross border education as one form of globalisation seems to become a thread to local universities in attracting local students (Tadjudin, 2005, Nizam, 2006). It is argued by some that globalisation might also endanger national education in term of the intrusion of foreign values on national characters and identity; and global competition between local and overseas graduates to enter the local workforce (Tadjudin, 2005). However, the government's response to globalisation with the need to move toward international standard of quality, for example accreditation from international professional bodies seems to be the rationale for internationalisation.

4.1 Government Position

Perceiving globalisation as a challenge, the government asserts the necessity of internationalisation for universities. Internationalisation is grounded in the National Education Strategic Plan and the Higher Education Long Term Strategic (HELTS) 2003 – 2010 (Mohandas, 2007). The first document mentions about the importance of national competitiveness in its vision, mission and the goal for national education. Whilst in the latter document, internationalisation of higher education is seen as a means to increase national competitiveness. In this context, every university is expected to play a role with the support of the DGHE to improve national competitiveness as well as to counter the possibility of negative effects from globalisation. Moreover, the DGHE has used international collaboration as a criterion to rank institution positions within the system (Djanali, 2007). However, with regard to individual institutions' capacity, continuous quality improvement is much more appreciated than global engagement.

Governments support internationalisation through various programs including seminars/ workshops on internationalisation, network establishment such as Indonesia Higher Education Network and Global Development Learning Network (Irwandi, 2008), the production of a book titled *The-50 Promising Universities* and scholarships.

4.2 Current practice of internationalisation by universities

Indonesia covers a vast range of higher education institutions in terms of type, size and quality with total of 2684 higher education institutions. Investigation for this paper focuses only on the internationalisation movement within the-50 promising universities selected by the DGHE which are classified as having academic credibility and eagerness to collaborate with overseas institution (DGHE, 2006). The selection is based on consideration on awards, student life, facility, research and community service and international collaboration (Indonesian market introduction, n.d.). To capture the dynamic within this group, the analysis will consider the types of institutions, which consists of 28 public and 22 private institutions. As mentioned before, this study is conducted by analysing information/ data on internationalisation which is available on the website of individual institution (Attachment no.1). Since internationalisation in Indonesia is still in early stage, the indicators such as English and ICT are selected to investigate the capability for internationalisation (Marginson, 2006). Moreover, other indicator - commitment toward internationalisation -- is chosen to investigate the attitude toward internationalisation. In addition, this study examines common typology for internationalisation including international academic / research collaboration, internationalisation of staff, student body and curricula (AVCC, 2001). Other indicator such as international engagement with international organisations was not covered in this study. Therefore this study is much about internationalisation of higher education as reflected in universities' websites. Attachment 4 presents summary of the finding.

4.2.1 Web-site in English

Since English is needed to engage globally, existence of a website in English is the key criterion for this study. The graph below shows that among the 50 promising universities, most of the institution do not have website in English; the institution's website with almost fully in English is less than 50%. In detail, there is around 54% public institutions using English wholly or partially, while in private group only 41% of institutions fall under this category. These data might suggest that the English usage for website requires serious attention. Attachment 2 provides clearer picture of the result.

4.2.2 Information and Communication Technology (ICT)

Apart from English, ICT (as global interconnectivity) is another basic need for internationalisation, particularly for the system in the early stage of internationalisation. The development of ICT in an institution could be reflected virtually in the website with the presence of various products including digital library, e-learning/paper and forum/network. This study focuses the investigation into the availability of digital library to represent the establishment of ICT. The finding shows similar picture between public and private institutions where there are about 68 % institutions with a digital library.

4.2.3 Acknowledgement of internationalisation

Since internationalisation is initiated and facilitated by the government, it is necessary to investigate how institutions' responses to the government opt toward internationalisation. This could be inferred from the policy statements such as vision, mission, objective and strategic planning which might reflect how an institution frames internationalisation. Approximately 58% institutions appear to show intention and awareness of internationalisation with the use of phrases such "addressing global challenge", "to be world class University" or to "collaborate globally". In contrast around 42% of institutions did not indicate global awareness at all in their policy statements. There is not much different between public and private institutions, with only half of them seeming to be aware about the importance to acknowledge internationalisation as part of their policy.

4.2.4 Website for International matters.

This indicator also aims to capture the level of commitment of universities to recognising the importance of internationalisation. It might reflect a higher level of commitment to internationalisation. Around 50% of private universities have a particular segment online describing their international engagement, while only around 30% of public institutions have a particular site for internationalisation.

4.2.5 Internationalisation of the student body

To promote internationalisation of student body, the government provides several scholarship programs for foreign students such as *Darmasiswa* (MONE, n.d.) and *Kemitraan Negara Berkembang* (MONE, n.d.). Apart from this, there are also international students who study on a private tuition basis to attend programs such as twinning or double degrees as well as regular degrees (International class at UGM, n.d.). Furthermore, some universities have collaborations on student exchanges.

The following represents the national data on international students. The top five of preferred study areas includes medical, social sciences, engineering, Indonesian language, and pharmaceutical. The main countries of origin are Malaysia, East Timor, South Korea and Japan (Rembuk nasional, n.d.). Attachment 3 shows the distribution of international student among public and private institutions during 2005 to 2007. From the 50 group, around 70% of institutions have international students, in which more public institutions have international students than private institutions.

4.2.6 Internationalisation of academic/staff collaboration

This indicator refers to the international activity conducted by academic and management staff both to enhance quality and global perspective including conference/seminar, exchange/ visiting, research and further study. This initiative is supported with program called Program Academic Recharging (PAR) A, B and C (Antara, n.d.). PAR A involves management staff of postgraduate programs to increase collaboration on management aspect of the postgraduate program. PAR B aims to re-invigorate academic skills of senior academic/ professor by completing activity such as academic writing for book or international journal. PAR C is intended for academics with doctoral degree to enhance research collaboration.

Other scholarships- sandwich and twinning programs are available for academics both at public and private institutions since 2008. Sandwich program allows the doctoral students to do some activities at overseas university such as lab analysis, literature studies and short course to enhance research quality for about four months. While twinning programs provide master degree students with the opportunity to do half of their studies at an overseas university. At the national level, the top five destination countries for these scholarships are Australia, Malaysia, Japan, UK and Netherland.

This study shows that more public institutions have international collaboration involving academic and management staff than private ones. In total about 70% of the 50 Group has engaged in this form of collaboration.

4.2.7 Internationalisation of the curriculum

Internationalisation of the curriculum includes curriculum preparation in the light of international collaboration consisting for inbound and outbound student mobility. This initiative is heavily involved with curriculum arrangement for sending students abroad under various programs such as sandwich, twinning and double degrees. However, these terms have been applied interchangeably. A twinning program also means double programs, for example professional chemist/pharmacist and magister program in pharmaceutical (Note 1). Double degree could also mean double bachelor degrees offered by the local institutions (Note 2). International class refers to collaboration on twinning or double degree programs with overseas institutions (Note 3). It might also mean the delivery of class in English for international student (Note 4).

Collaboration on internationalisation of curriculum has been supported through the government scholarships such as sandwich, twinning and double degree programs for academics and *beasiswa unggulan* (MONE, n.d.) for prospective academics to continue their study overseas.

Internationalisation of curriculum also refers to curriculum prepared for international students who come under various means such as scholarships, exchange or private. Indeed, it is hardly to find English as the medium for international students (International program in Indonesia, n.d.). All international students are required to learn Indonesian as Indonesian is the medium of instruction in Indonesia.

Data for this indicator reveal that many institutions have collaborated on curriculum arrangement with overseas institutions both to send and receive students. About 70% of institutions have a curriculum arrangement with overseas partners. Further, the data suggest that public institutions have more collaborations than private institutions.

5. Discussion

Indicators such as internationalisation of student body, academic/ staff and curriculum show a positive image that around 70% of the institutions in the 50 Group have collaborated with overseas universities. However, it should be noted that these data did not represent the volume of collaboration. The data appear to indicate that international collaboration has been increasing.

Obviously, the government has been promoting and supporting through various programs. It appears that the initial motive for internationalisation is to improve quality and to solve the problem of unmet demand on quality education. Internationalisation through partnership programs such as twinning and double degree with overseas prestigious universities might meet this expectation. This type of collaboration appears to be able to give opportunities on quality and image enhancement for local education.

Among the seven indicators the usage of English for the website needs attention. It seems that improvement on the usage of English in website is crucial since it reflects the performance of an institution including institutional capacity for global engagement. Underrepresentation in the website might give a poor image for the national system in the global network. As for this study, the institutions' website seems does not contain enough required information since it did not represent the real situation. Some of the data were collected from overseas institutions to reveal the internationalisation initiatives such as research/ academic collaboration (AVCC, 2003).

The 'website for international collaborations' indicator shows only around 40% of the institutions has a separate segment for international collaboration. It might mean that most of the institutions have a small volume of collaboration which does not require a special space on the website.

The 'acknowledgement of internationalisation' indicator which is around 60% might suggest the need for further socialisation on internationalisation efforts although the DGHE has been conducting several avenues for this purpose. It could also indicate that the institutions did not intend to engage globally but rather to focus on national commitment.

To sum up, the government effort in facilitating internationalisation appears to be flourishing, as the majority of institutions do have collaboration globally. The improvement of a website presence and the use of English in public documents (including websites) might improve capacity, reputation and competitiveness of individual institutions.

6. Conclusion & implication

As internationalisation requires communication in English, the presence of well developed websites including a version in English is paramount. As it might reflect the capacity of an institution, under-performance of websites might present a poor image on the quality of university. Although universities have other roles apart from internationalisation, not to engage in global market does not mean that universities should ignore the importance of ICT and English. Being informed and highly visible internationally is imperative for local universities to develop their capacity to fulfil their roles in contributing to the national development.

Internationalisation in Indonesian higher education is an important agenda that the government suggest for all institutions to participate. As improving quality of education seemed to be the goal for internationalisation, the use of international student numbers as a criterion to evaluate institution performance by the DGHE (Djanali, 2006) might need to be reconsidered.

This study did not reveal the depth or how far the internationalisations have been conducted by the 50 promising universities; instead it offers fundamental information on the readiness and attitudes toward internationalisation. Further study might be useful to investigate the motives and identify the strength for internationalisation. Finally, evaluation and monitoring of internationalisation process is suggested to keep it on the track as intended (Knight, 2001), particularly for the government as the main supporter.

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Notes

Note 1. <http://www.ffup.org/latest/twinning-program-2.html>

Note 2. http://pmb.ums.ac.id/index.php?option=com_content&task=view&id=14&Itemid=28

Note 3. http://muara.ui.edu/ui/indonesia/menu_statistis.php?id=e4&hal=e_3

Note 4. <http://www.nesoindonesia.com/dutch-students/study-in-indonesia/international-programmes-in-indonesia>

Note 5. http://www.dikti.go.id/index.php?option=com_content&task=view&id=140&Itemid=61

Attachments

Attachment 1. List of Universities in the 50 Promising Universities

Public institutions:

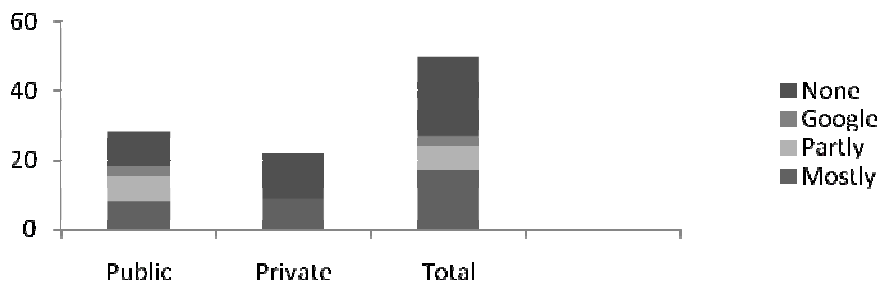
- 1) Airlangga University: www.unair.ac.id
- 2) Bandung Polytechnic for Manufacturing: www.polman-bandung.ac.id
- 3) Bandung State Polytechnic: www.polban.ac.id
- 4) Bogor Agricultural University: www.ipb.ac.id
- 5) Diponegoro University: www.undip.ac.id
- 6) Gadjah Mada University: www.ugm.ac.id
- 7) Indonesian Institute of the Arts, Jogja: www.isi.ac.id
- 8) Indonesian Institute of the Arts , Denpasar: www.isi-dps.ac.id
- 9) Indonesian Institute of the Arts , Surakarta: www.stsi-ska.ac.id
- 10) Institut Teknologi Bandung: www.itb.ac.id
- 11) Institute Teknologi Sepuluh November: www.its.ac.id
- 12) Jakarta Institute of the Arts, The: www.ikj.ac.id
- 13) Jember University: www.unej.ac.id
- 14) Jenderal Soedirman University: www.unsoed.ac.id
- 15) Padang State Polytechnic: www.polinpdg.ac.id
- 16) Padang State University: www.unp.ac.id
- 17) Palangkaraya University: www.upr.ac.id
- 18) Sebelas Maret University: www.uns.ac.id
- 19) Sriwijaya University: www.unsri.ac.id
- 20) State University of Malang: www.malang.ac.id
- 21) State University of Medan: www.unimed.ac.id
- 22) Tadulako University: www.untad.ac.id
- 23) Udayana University: www.unud.ac.id
- 24) University of Bengkulu: www.unib.ac.id
- 25) University of Indonesia: www.ui.ac.id
- 26) University of Mataram: www.unram.ac.id
- 27) Yogyakarta State University: www.uny.ac.id
- 28) Padjadjaran University: www.unpad.ac.id

Private institutions:

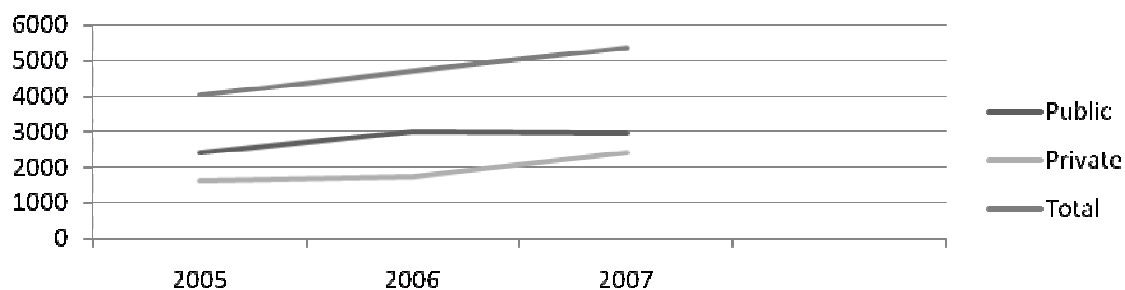
- 29) Achmad Dahlan University: www.uad.ac.id
- 30) Atma Jaya Catholic University Jakarta: www.atmajaya.ac.id

- 31) Atma Jaya University Yogyakarta: www.uajy.ac.id
- 32) Bina Nusantara University: www.binus.ac.id
- 33) Bunda Mulia University: www.bundamulia.ac.id
- 34) Maranatha Christian University: www.maranatha.edu
- 35) Merdeka University – Malang: www.unmer.ac.id
- 36) Muhammadiyah University of Malang: www.umm.ac.id
- 37) Muhammadiyah University of Surakarta: www.ums.ac.id
- 38) Pancasila University: www.univpancasila.ac.id
- 39) Parahyangan Catholic University: www.unpar.ac.id
- 40) Pasundan University: www.unpar.ac.id
- 41) Pelita Harapan University: www.uph.ac.id
- 42) Sanata Dharma University: www.usd.ac.id
- 43) Satya Wacana Christian University: www.uksw.edu
- 44) Soegijopranata Catholic University: www.unika.ac.id
- 45) Supra School of Bussiness and Computer: www.supra.ac.id
- 46) Telkom School of Engineering: www.stttelkom.ac.id
- 47) University of 17 Agustus 1945, The: www.untag-sb.ac.id
- 48) University of Surabaya: www.ubaya.ac.id
- 49) Widyagama University of Malang: www.widyagama.ac.id
- 50) Widya Mandala Catholic University Surabaya: www.wima.ac.id

Attachment 2. Distribution of the usage of English in the Website among Institutions



Attachment 3. Number of International students 2005 – 2007



Attachment 4. Picture of internationalisation of universities in the 50 promising universities (Note 5)

No	Initiative	Public (28)	Private (22)	Total (50)
		(%)	(%)	(%)
1.	Website in English	54	41	52
2.	ICT : digital library	68	68	68
3.	Acknowledgement of internationalisation (in vision, mission, objective and strategic planning)	64	59	62
4.	Website for international collaborations	36	55	44
5.	Internationalisation of student body	86	68	78
6.	International academic/ staff collaboration	86	68	78
7.	Internationalisation of curriculum	68	77	72



Study on Mechanism in the Use of Resources of Regional Economic Development

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Abstract

Resources competitiveness is the basis of regional economic competitiveness. With the development of world economic integration, the mobility of resources strengthens, aggravate the scarcity of resources. Regional economy would achieve sustainable development, it is necessary to use the resources which they have possessed fully, scientifically and reasonably. In this paper, we are in four areas including optimize the allocation of resources, recycling of resources, comprehensive utilization of resources, as well as value-added use of resources to conduct in-depth study of the mechanism in the use of resources of regional economic development.

Keywords: Regional economy, Resources, Use

1. Introduction

The 21st century, accompanied by the development of world economic integration, international markets become domestic one, operation of enterprises becomes internationalization, and result in a country's resources as part of the world's resources, a country's market becomes part of the global market, the mobility of resources is strengthened. To enhance the Resource's mobility, the scarcity of resources is exacerbated. Accordingly, the basic problem of economics - the issue of resource allocation is more prominent, and the competition is very fierce scramble for resources.

Resources competitiveness is the basis of regional economic competitiveness. Porter in his 1990 publication of "The Competitive Advantage of Nations," put forward the famous theory "The Competitive Advantage of Nations theory", to say that a country's competitive advantages in the elements promotion stage depends largely on the advantages of production factors they owned, namely have cheap labor and rich resources. In fact, if we extend the connotation of resources, regardless of the economy in any period, a country's resource endowment situation will be the basis of its economic development. Therefore, region need to use the resources which they have possessed fully, scientifically, and reasonably, optimize the allocation of resources, enhance the level of the development and utilization of resources and units conversion rate of resources, increase sustainable supply of resources and replacement, and improve the status of resources recycling, to further enhance the regional resources competitiveness.

2. The Mechanism of Optimize Allocation for Resources

2.1 Allocations of Resources and Optimization

Allocation of resources refers to the distribution in all directions for limited resources (including human, financial, and material, etc.) in a variety of economic systems, and through the degree of systematic goals to inspect efficiency of allocation, its basic meaning including two aspects: static input distribution and dynamic transfer flow or adjusted. From the micro perspective, the allocation of resources is that producer distributes and uses their raw materials for production reasonably, and its goal is to maximize economic benefits, namely achieve the maximum output or minimum input; from a macro perspective, the allocation of resources is dynamic optimization of resources, control, and layout, and its aim is to obtain maximum economic, social and ecological benefits. In conclusion, the allocation of resources is based on a target, according to a certain way, to distribute resources reasonably to various departments of social production as far as possible, expect to achieve the greatest economic, social and ecological benefits, raise the level of welfare of human society.

Optimization distribution of resources mainly includes two aspects: First, optimal configuration of resources in space or among different departments, including the allocation within the region or sector and between the region or sector; Second, the best distribution of resources at different times, that is dynamic optimization problem of resources.

Therefore, the objective of the allocation of resources is to use and configure optimal of resources, that is, to achieve Pareto optimal state. Further, from the point of view of investment and producers, optimize the allocation of resources is to use minimal input for maximum output, to maximize economic interests; from the consumer's point of view, the purpose of optimizing the allocation of resources to achieve maximum avail, bring the highest welfare; from the Government and the community's point, the purpose of rational distribution of resources is to social justice, the stability of the ecological environment, socio-economic balance and sustainable development.

2.2 The Necessity to optimize the allocation of resources

2.2.1 To optimize allocation of regional resources is the inevitable demand for scarcity of resources

A region want to develop economy, improve people's living standards, upgrade the economic structure, polish up the living environment, get ahead spiritual and material civilization and so on, the demand of development is infinite, but the resources required to support the development is always limited. Any regional government, whether it is well-off areas or poverty-stricken areas, was always feeling decline in natural resources, hard up of funds, personnel shortages, lack of technology, information incompleteness, in a word, whatever is absent.

Because of the existence of scarcity of resources precisely, it requires that we have to make use of existing resources fully and effectively, that is, optimize the allocation of regional resources to improve the rate of resources conversion and utilization, in order to reap the maximum economic benefits and utility.

2.2.2 Optimize allocation of resources is a prerequisite for sustainable development of regional economy

Sustainable supply of regional resources is the premise for regional sustainable development, because resources are the material basis for regional economic development. Regional Sustainable Development consider comprehensively population, environment, resources, economy and social factors, to pursue a sustained, healthy and harmonious development, in order to ensure society, economy, population, resources and environment achieving mutual coordination, health continuing, follow the road which not also meeting the needs of contemporary people, but only meeting the needs of future generations development. This requires that we handle the relationship between resource use and economic development correctly, follow the path of sustainable development, that is, optimize the allocation of resources to achieve sustainable supply of resources.

3. Mechanism of Resources Recycling

3.1 The Meaning of Resources Recycling

Due to lack of elasticity of supply and demand of resources in the short run, it is necessary to vigorously promote the recycling of resources. Recycling of resources is the core connotation of Circular Economy. In March 2005 the United Arab Emirates capital of Abu Dhabi at the World "Thought Forum" conference, put forward a "5R" which is the new economic thinking of circular economy, that is, "Rethink, Reduce, Reuse, Recycle, Repair ". This expands areas of recycling of resources to the whole regional resource systems from natural resources to human resources, technology resources, social resources and organizational resources.

Starting from the entire resources system, the recycling of resources means: rational development of natural resources; in the production process, through appropriate advanced technology processing energy and raw material into environmentally friendly products as far as possible and realize site reuse (reuse constant); a rational consumption of the final product in the process of circulation and consumption, and finally returned to the production process and reuse of resources; social network maintenance and repair as well as re-use of organizational resources, technology and human resources.

3.2 Impact of Recycling Resources for Regional Economy

3.2.1 Via "5R" recycling resources improve the efficiency of resources utilization, to provide sustainable resource supply for regional economic development.

The principle of reduction belongs to input methods are designed to reduce resources access to the process of production and consumption, aim at reducing the use of resources and pollutant emissions from source; the principle of re-use belonging to the process of approach, aims to improve the using efficiency of resource products and services, require resource products and packaging container to use time after time take the initial form and reduce environmental pollution; principle of recycling attribute to output method, requiring resources products to complete the function into a renewable resource after recycling; the principle of rethinking is for human resources and scientific and technological resources, require repeated use of its knowledge and technology; the principle of re-repair is mainly for the social and organizational resources, require to maintain the relationship between social networks and organizations to obtain more

social resources to strengthen the economic body's organization and coordination capacity. In short, through the implementation of the principle 5R can be improved the recycling situation of resources, to provide the economic base and inexhaustible power for regional economic development.

3.2.2 Change the regional values; establish the concept of scientific development.

Publicize and promote recycling of resources, be enabling to change the traditional thinking and mode of development, erect a new concept of recycling-oriented society which is for scientific development, and actively advocate green consumption and waste separation, and establish the concept of sustainable consumption and life cultural approach which protest resource conservation, environmental protection. Ideas of resources recycling so as to increase and unity to view of uphold the people-oriented, comprehensive, coordinated and sustainable scientific development, and truly become idiographic embodiment for establishment and implementation of concept of scientific development, integrating the process of economic and social development, and effectively promote the regional economic sustainable development.

3.2.3 Recycling of resources is to develop an effective way of recycling economy.

The core meaning of circular economy is recycling of resources. In 2000, Professor of the NPC Environmental and Resources Committee Qu Geping clearly pointed out: "The so-called circular economy, in essence, is an eco-economy, it requires using the law of ecology rather than law of machinery to guide the economic activities of human society; recycling economy advocated an economic development model harmony with the environment, which requires organizing economic activity as the feedback process of 'resources - products - further resources', characterized by low mining, high-use, low-emission; all material and energy to be reasonable and sustainable used during this ongoing economic cycle, to reduce the impact on the natural environment by economic activities to the extent as small as possible. " in the article "development of circular economy is the general trend of the 21st century." This is a more complete summary for circular economy, and can be seen from this the core substance of circular economy is recycling of resources.

4. Mechanism of Comprehensive Utilization of Resources

4.1 The Proposition of Comprehensive Utilization of Resources

< CPC Central Committee on the development of national economic and social development of the 10th Five-Year Plan Proposal > suggests, considering saving resources as a basic national policy, speeding up the construction of resource-saving and environment-friendly society, promoting economic development and population, resources and the environment coordination. This is the CPC Central Committee and State Council in the new situation made the major decision-making with strategic significance. Building a conservation-minded society must adhere to both development and conservation of resources, give priority to the principle of conservation in order to improve the efficiency of resource, and promote efficient utilization of resources and recycling. Comprehensive utilization of resources is a long-term strategic direction of a country's economic and social development also is a significant technical and economic policy, be of great significance to improve the efficiency of resource utilization, environmental protection, the promotion of economic growth mode from extensive to intensive changes in resource optimization allocation and sustainable development.

Comprehensive utilization of resources include: in the process of resource exploitation, make mineral symbiosis comprehensive development associated with rational use; recycling and rational use waste residue, waste liquid (water), emissions, heat, pressure, etc. which generated from the production process; recovery and recycling various waste materials for the social production and consumption process; establishing personnel and technology platform for the comprehensive utilization of resources, that is, create a dynamic collection and reserves high professional level of expertise or special talent in all areas as well as the information platform for advanced technology or scientific and technological achievements emerging in all fields, screening platform of the market to connect the main docking, the industries and markets multi-service platform for incubators, to achieve comprehensive utilization of technology and human resources.

4.2 Contribution of Comprehensive Utilization of Resources to Enhance the Competitiveness of Regional Economy

4.2.1 Comprehensive Utilization of Resources is an important measure to achieve sustainable use of resources, help to resolve the problem of resource shortage. Reducing the exploitation of primary resources, to enhance the level of comprehensive utilization of resources, not only to save a lot of resources, but also promoted the economic growth mode change from extensive to intensive. Therefore, efforts to raise the level of comprehensive utilization of resources are an important measure to promote the sustainable use of resources, help to protect resources and ease effectively the domestic resources shortage contradictions.

4.2.2 Comprehensive utilization of resources to protect effectively environment, reduce production costs, reduce even no emission of pollutants, able to protect an increasingly scarce natural resources and fragile ecological environment. At

present, the volume of garbage has piled up more than 60 million tons, occupy land 500 million cubic meters, causing actual and potential pollution of soil, groundwater and atmosphere is quite serious. Therefore, actively promote the recycling of renewable resources is an important measure to control pollution.

4.2.3 Comprehensive utilization of resources can optimize energy structure; slow the depletion of non-renewable resources. Our energy resources structure are: petroleum, natural gas each accounted for 2.12%, 30% water, coal accounted for 65.16%; and the current energy production and energy consumption structure are quite disproportionate resources, in general, coal accounted for 75 %, 18% of crude oil, natural gas accounted for 2%, 5% for hydropower, nuclear power is a little number. Moreover, coal, oil and gas are non-renewable resources, and emissions from coal, slag is much higher than other fuels; water is a kind of renewable resources and no pollution, the question of resources for nuclear energy is relatively small. Weighing the pros and cons, it should be vigorously developed of water and electricity, proper construction of nuclear power, and as far as possible to reduce the coal, the proportion of oil consumption. For comprehensive utilization of resources, not only extended mining life of coal, oil and gas, but also reduce the pollution to a large extent, is conducive to economic growth.

4.2.4 Comprehensive utilization of resources but also expand the area of employment, help the people rich. From recycling to dismantling of waste and used materials are labor-intensive industries, so can effectively expanding employment channels for surplus labor in urban and rural area. In Taizhou Zhejiang dismantling base of scrap metal, direct employees up to more than 30,000, if add its services together with trade, transportation and other industries, the relevant employment for more than 10 million people. Therefore, upgrading the rate of resource utilization, it is especially important for manpower our current urban and rural economy and speeding up the process of building a new socialist countryside.

5. Mechanism of Value-added Use of Resources

5.1 The Meaning of Value-added Use of Resources

Value-added use of resources is defined as the process of resource utilization, the use of resources by increasing the link depth to improve the use of resources to develop new markets or find new uses for resources, etc., in order to increase the value of resources and their products. In this paper, it referred as value-added use of resources.

From the entire resources system, value-added use of resources specifically including: extending the industrial chain and increase the depth of processing resources, add additional value of resources and their products; to develop new markets and find new uses, to make innovative use of resources to obtain excessive profits; through advanced institutional arrangements, stimulate human resources and technology resources to continued innovation; for organizational resources and social resources, it means that play a multifaceted, multi-angle organization, coordination and cohesion capacity and social network as "information bridge" role, enhance the value of resources.

5.2 The value-added use of resources in the region to enhance the competitiveness of the economy's performance

5.2.1 Extending the industrial chain can increase the depth of resource products. Industry chain is essentially a value chain, each link of a production increase, it will increase the amount of abstract work in the pool of products, at the same time increase the technological content of products, improve product profit, thus increasing the value and additional value of products; then, this part of the increased value realized through market transactions, as money flows in the region, increase the region's currency inflows, improved regional terms of trade so that the region is in a good position in the market exchange, boost substantially the competitiveness of regional resources.

5.2.2 Develop new markets and find new uses for resources. Based on the original purpose of resources, to develop new markets, find new uses for the resources (including international business), which is also a kind of innovation. And innovation will bring excess profits for the region, and the length of its duration depends on the main barriers to entry and imitation behavior, that is, the higher the barriers to entry, the more difficult to imitate, the longer to reap excessive profits; or the more short. This excess of currency in order to increase inflows into the region, is bound to become economic support of regional economic competitiveness upgrading.

5.2.3 Using advanced institutional arrangements stimulate the sustainable innovation ability of human resources and science and technology resources. Regional governments and enterprises build advanced regional scientific and technological innovation system, create a strong atmosphere of scientific and technological innovation; At the same time, using the advanced institutional arrangements, mainly using the property rights system, clear property rights vested in human capital, effectively protect intellectual property rights, such as taking "Dry share," "technology stocks" such as re-allocation of resources to "obtain the remaining right" to stimulate the continued ability to innovate of human resources, technology resources, to provide the "inexhaustible" power for regional economic development.

5.2.4 Play fully the coordination and cohesion capacity of organizational resources and "information bridge" role of social relations network. In market, if economic activity regulated by the mainstay of the economy depends entirely on the market mechanism, if there is external effects, public goods, monopolies and asymmetric information phenomenon,

the market will expire, that is market failure. Therefore, we must in many ways and at regional level and give full play to the capacity of organization and coordination, to form cohesion of the main body of the regional economy; at the same time make full use of the "Information Bridge" role of social relations, resolve asymmetric information problems, to make up the negative economic effects brought about market failure, so that regional economy can develop stably and sustainable.

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Living Conditions and the Path to Healing Victim's Families after Violence in Southern Thailand: A Case Study in Pattani Province

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Abstract

This study aimed to investigate the living conditions of victims' families from the unrest in Pattani, Thailand, and to evaluate the success of the "healing victims' project". A total of 284 victim families in Pattani province were interviewed during January to October 2007. The informants were most commonly the victims' wife (73%), were on average 42.2 ± 12.8 years of age. The majority of victims were male (95.8%), were the head of the family (84.5%), of working age (45.9 ± 12.4). 51.4% were Muslim. Most were married (85.9%) and 88.5% of the victims had children. The most common educational level was primary (48.8%) and the most common occupation was agriculture (19%). Most were shot (88%) and 65.1% died. Of all victims, 19.4% incurred asset damage. There were a median of 3 (0 - 9) dependents per family. Aspects of family life that deteriorated most severely after the assault were their sense of personal security and total value of their assets (70.4%) followed by stress (66.6%) and financial problems (65.9%). Aid was received from either government or private sectors by 96.5% of families but 64.1% reported that it fell short of needs. The most urgent need for aid was financial (40.6%), scholarship for children (22.6%) and personal security and assets (16.6%). In practice the most frequent aid received was financial (92.7%). There were 732 children from 284 victim families. The average age was 17.1 ± 10.4 years and 54.2 % were female. Although most of victims' families received some aid, there is a need to monitor system and comprehensive and swift assistance for those affected.

Keywords: Victims' families compensation, Southern border provinces of Thailand, Southern Thailand relief

1. Introduction

Social unrest has led to violence in southernmost of Thailand: Pattani, Yala and Narathiwat province for a long time. This serious problem is the rift between the majority Muslim and minority Buddhist populations in the area. However, the violence problem has more than one cause - poverty, politics, illicit drugs trafficking, smuggling and nationalist separatists, not only religion or cultural reasons (Moawad, 2005). In the past these events were not numerous and most of the victims were policemen, soldiers or government officers (Yusuf, 2006). The violence has spread ever since the January 4th, 2004 raid by suspected insurgents on an Army base in Narathiwat, that made off rifles and other ammunition (Melvin, 2007). This incident quickly escalated into large scale violence both in number and continued to cover all areas in the three provinces and some districts in Songkhla province (Wikipedia, 2007). Over time violent events have increased in complexity, frequency and severity. Deaths occur daily, the victims include government officers, ordinary persons and terrorists. A majority of deaths are of males and they tend to be the heads of their family. Not only are the widows and their children faced with emotional distress from their loss but they are also faced with the difficulty of providing for themselves and their families. Most of women who lost their husbands, son(s) or parent(s) are responsible for caring for family members, including those who were disabled in the event. Some families have chosen to move to living in other areas, due to fears for their personal safety and/or mistrust of their neighbors (Sakee, 2006). The emotional distress of the victims and victims' families is significant and complex. Fortunately there are many organizations able to provide a variety of forms of aid to the victims such as Mental Health Centre 15, Prince of Songkhla University, Family Network Foundation, Youth Volunteer, Healing Fund, Reconciliation Fund, Government organization, and the private sector (Department of Mental Health, 2007).

Currently, the aid system from many organizations covers almost all of the victims' families. However there are gaps in the aid available, for example the discontinuation of the system in which aid workers visited affected families resulted in a lack of information on the condition of victims' families and a lack of follow-up and evaluation of the aid system. Therefore, the question of performance of aid organizations in term of duration, satisfaction and adequacy of aid needs to be investigated and feedback from victims' families needs to be obtained. This information will be useful for developing the effectiveness of the healing system in both short and long term. In addition this it is hoped that the project findings will encourages the public to perceive the living conditions of victims' families. The objective of this study was to investigate the living conditions of victims' families from the unrest in Pattani, one of three southernmost provinces of Thailand, and to evaluate the performance of the "healing victims' project".

2. Material and methods

A cross-sectional study was conducted in Pattani province. A total of 284 victims' families were visited by the researchers and health volunteers during January to October 2007 from all 12 districts in Pattani province (Figure 1). The numbers of victims' families assaulted; 48, 79, 125 and 32 from January 2004, 2005, 2006 to April 2007, respectively, were investigated in this study. Structured questionnaires were used in informant interviews. Data on the victims' and their spouses' demographics, living conditions, their children, and aid from various organizations were collected in a standardized format. The data entry was undertaken using EpiData. Results are reported as percentages, mean \pm standard deviation or median (range). All statistical analysis, graphs and maps were performed using the R software (R Development Core Team, 2007).

3. Results

284 respondents from victim families in Pattani province were interviewed during January to October 2007. Of these, 55 (19.4%) were the victims themselves and 229 (80.6%) were the victims' relatives. In this study, excluding the victims the informants were most commonly the victims' wife, average 42.2 ± 12.8 years of age. 54% were Muslim. 76.4%, 16.2% and 7.4% were widowed, married and single, respectively. 49.8% of the informants had a primary educational level followed by secondary educational level (27.7%) and illiterate (8.7%). The most common occupation was working in government sector (25.8%), agriculture (21.4%), laborer (14.9%) and unemployed (12.7%). Among widowed wives whose husband passed away from the assault, 4.1% were re-married within an average of 23.6 ± 11.9 months.

Table 1 provides the information on the victims' demographic characteristics and the nature of the violent event. The age range of victims was from 8 to 80 years old. The majority were male, the head of the family and of working age. 51.4% were Muslim. Most were married and had children. About 50% of victims were working for the government: government officers and government employees. The remainders were farmers (19%), laborers (14.8%) and merchants or business persons (7%). Most were shot, 65.1% died and 2.8% were left with a physical disability. Of all victims, 19.4% incurred asset damage and 26.8% were accompanied by a family member during the assault.

Table 2 shows the living conditions of the victims' families. Most of them owned their own house. After the assault, 57% had a family income of 3,000-5,000 Baht per month. This study found that the debt of family before assaulting was

62.3% and decreased to 56% after the assault. There were a median of 3 (0 - 9) dependents per family. After the assault there were 13.4% of the family members who moved to live in other places. Concerning the livelihood in the living area, decline of family security and their assets (70.4%) was the most deteriorated after the assault, followed by mental stress (66.6%) and financial problems (65.9%) (Figure 2).

Aid was received from both government and private sectors together by 96.5% of the families, but 64.1% complained that the aid was inadequate. The most urgent need for aid was financial support (40.6%), scholarship for their children (22.6%) and family security and assets (16.6%). More than half (57.4%) had relatives to support them. In practice, the most common aid was financial (92.7%) followed by mental health (62.6 %) and support from neighbors (55.7 %). In addition, among 184 families with their children currently in school, 74 families (40.2%) reported receiving aid of scholarships for their children (Figure 3).

As a whole, there were 732 children from 284 victim families. The average age was 17.1 ± 10.4 years, 54.2 % were female. Victims' children were most commonly studying (61.3%), working (21.7%) and only 2.3% were unemployed.

4. Discussion

For five years, Thailand's predominantly local Muslim southern border provinces of Pattani, Yala, Narathiwat and some parts of Songkhla have been the scene of unprecedented violence and brutality. The sudden return of violence took many observers by surprise. Although there had been a gradual increase in the number of violent incidents in the region from 2001, the January 4th raid was the major turning point. Social unrest in southern Thailand has lead to increasing levels and severity of violence against members of the public (Melvin, 2007). The impact of this violence on communities is tremendous. Schools have often been shut down in entire provinces and districts after teachers were killed or schools set ablaze. Attacks on public health centers and medical personnel have had a dramatic impact on health service availability. Public transportation has occasionally been halted, and communications and electricity supplies have been disrupted when separatist militants attacked mobile phone networks and the power supply infrastructure, causing communication and power blackouts over wide areas. Fear is rampant (Human Rights Watch, 2007).

From the finding of our study, it indicated that the majority of victims were male, married, had the burden to look after their children and 53% of the total worked in the low level position of the government sector. As we already known some assaults also appear to be primarily intended to spread panic among the civilian population. Separatist militants see civilian employees of the Thai authorities, both Buddhist and Muslim, as legitimate targets because they represent the occupation of Patani Darulsalam by infidels (Human Right Watch, 2007). However, our discussion to evaluate the success of the healing victims' family of violence situations in Pattani province can be stated as below:

Economics: The results of this study showed that 57% of the victims have average earnings of 3,000 to 5,000 Baht per month (approximately 86 to 143 US Dollar per month) and 21.2% less than 3,000 Baht. Even though, there are many organizations providing aid to the victims' families and aid coverage was 96.5%, the most urgent need for aid remains financial. The inadequate level of financial aid is impacting negatively on their living conditions and the aid was generally short term aid. This may have been exacerbated by many of the widows and their children being unemployed. This result agrees with the finding by Punnara and Petcharat (2006) who reported that most widows had financial problems due to low income as they have to take care of their children and extended family (average 3 persons). Earnings in that income range are insufficient to lift a single-parent family of three above the poverty line. Whereas the aid from the government authority and publics was concentrated in short term, only day by day subsistence. As above reasons, all victims' families complained that most of aids that they received were inadequate. This study suggests that sustainable aid must be given to widowed wives to have a permanent affect so they can support their families.

Education: The second need for aid is for the education of victims' children. This is supported by the finding that 77% of victims' children were of school age. Therefore aid for supporting scholarships for victims' children should be easily and promptly available. This aid will provide for the children's long term future and will benefit the country as a whole. This also indicates that the victims' families perceive education to be important for their children. The finding supports the finding by Pitakkumpol (2006) who found that educated family members in this area tend to move to or work in other places.

Sense of personal security and the value of personal assets: The unrest has had a profound effect on the people of the area. In this area people had been mutually supportive. An obvious consequence of violence to oneself or to a loved one is emotional distress and possible effects on mental health. Guaranteeing a sense of personal security and to protect personal assets is one path to recover their mental health and their normal living condition. This result supports the suggestion by Mahorabout et al. (2007) who reported that the unrest had spread to a nearby district. Strategies to solve the social problem(s) should be implemented promptly together with healing strategies for the victims' families.

Social: Aid from relatives and neighbors appears to be important in supporting victims' and their families' mental health. After the assaults most relationships between their siblings (80.3%) and neighbors (83.1%) were the same as

beforehand. Aid from friends and neighbors was the third most common source of assistance. This indicates that supporting each other by relatives and neighbors is a sustainable form of assistance and the government should do what it can to facilitate citizens providing mutual support, such as the creation of volunteer agencies.

In conclusion, although most of victims' families received some aid, there is a need to monitor system and comprehensive and swift assistance for those affected. Compensation claims for victims and their families must be handled promptly in terms of both financial aid and mental health in both the short and long term. This research was limited by security concerns for the families of the victims and eyewitnesses in what is a dangerous and hot-blooded region. This study clearly shows that the Thai government should establish necessary measures, such as an emergency fund, to ensure that those affected by insurgent attacks may safely continue to have access to education, healthcare, and other public services. Local participations must be included.

Acknowledgements

We would like to thank the Institute of Research and Development for Health of Southern Thailand for funding this study, Prof. Virasakdi Chonsuvivatwong for his valuable suggestion and guidance. Thanks also to Assoc. Prof. Michael P. Jone for his valuable comments.

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Table 1. Summary of the victims' demographic characteristics and the nature of the violent event

Demographic factors	No. (n=284)	Percent
Age (mean \pm SD)	45.9 \pm 12.4	
Gender		
Male	272	95.8
Female	12	4.2
Religion		
Buddhist	138	48.6
Muslim	146	51.4
Marital status		
Single	31	10.9
Married	244	85.9
Widowed	8	2.8
Separated	1	0.4
Family status		
Head of family	239	84.5
Family member	44	15.6
Educational level		
Illiterate	8	2.8
Primary school	138	48.8
Secondary school	97	34.3
Vocation	23	8.13
Bachelor's degree	16	5.65
Postgraduate/Graduate degree	1	0.35
Occupation		
Agriculture	54	19.0
Government employee	49	17.3
Laborer	42	14.8
Village security volunteer	24	8.5
Government officer	21	7.4
Merchant/business person	20	7.0
Village head	19	6.7
Policeman	15	5.3
Business person	11	3.9
Soldier	5	1.8
District administrative member	5	1.8
Teacher	4	1.4
Student	4	1.4
Health volunteer	4	1.4
Unemployed	3	1.1
Not specified	4	1.4
Having children		
No	33	11.6
Yes (≥ 1)	239	84.2
Not specified	12	4.3
Children in school		
Yes	184	77.0
No	55	23.0

Type of event		
Shooting	245	88.1
Explosion	16	5.8
Stabbing	6	2.2
Other	11	4.0
Outcome		
No injury	7	2.5
Injured	84	29.6
Died	185	65.1
Disability	8	2.8
Personal assets damaged		
Yes	55	19.4
No	229	80.6
Accompanied by a family member during the assault		
Yes	76	26.8
No	208	73.2

Table 2. Living conditions

Living conditions	No. (n=284)	Percent
House ownership		
Own house	258	90.9
Rent	26	9.2
Income		
≤ 3000 Baht/month	60	21.2
3001 – 5000 Baht/month	162	57.2
>5000 Baht/month	61	21.6
Number of family members: Median (min-max)	4 (1 - 16)	
Number of unemployed family members: Median (min-max)	2 (0 - 9)	
Number of children: Median (min-max)	2 (0 - 10)	
Number of dependants: Median (min-max)	3 (0 - 9)	
Debt before event		
Yes	177	62.3
No	107	37.7
Amount of debt in Baht: Median (min-max)	60,000 (4,000 - 2,000,000)	
Debt after event		
Yes	159	56.0
No	125	44.0
Amount of debt in Baht: Median (min-max)	60,000 (2,000 - 5,000,000)	
Member in family moved out of area		
Yes	38	13.4
No	246	86.6

Table 3. Aid from government and private organizations

Aid	No. (n=284)	Percent
Received aid		
Yes	273	96.5
No	10	3.5
The most urgent need for aid		
Financial	115	40.6
Scholarship	64	22.6
Personal security and asset	47	16.6
Occupation	37	13.1
House/move to other place	11	3.9
Mental health	4	1.4
Other	5	1.8
Was the aid received adequate?		
Yes	102	35.9
No	182	64.1
Relative provided aid?		
Yes	163	57.4
No	121	42.6

Table 4. Children of victims' information

Demographic factors	No. (n = 732)	Percent
Age: mean \pm SD	17.1 \pm 10.4	
0 – 5 years	80	10.9
6 – 10 years	135	18.4
11 – 15 years	127	17.4
16 – 25 years	201	27.5
26 – 35 years	96	13.1
> 36 years	40	5.5
Not specified	53	7.2
Gender		
Male	332	45.7
Female	395	54.3
Victims children status		
Studying	449	61.3
Pre-school	37	8.2
Kindergarten	65	14.5
Primary school	144	32.1
Secondary school	110	24.5
Vocation	24	5.3
Bachelor or higher	35	7.8
Not specified	34	15.7
Working	159	21.7
Government officer	26	16.4
Government employee	37	23.3
Agriculture	16	10.1
Merchant/business person	10	6.3

Laborer	53	33.3
Housewife	11	6.9
Other	6	3.8
Unemployed	17	2.3
Other/unknown	107	14.6

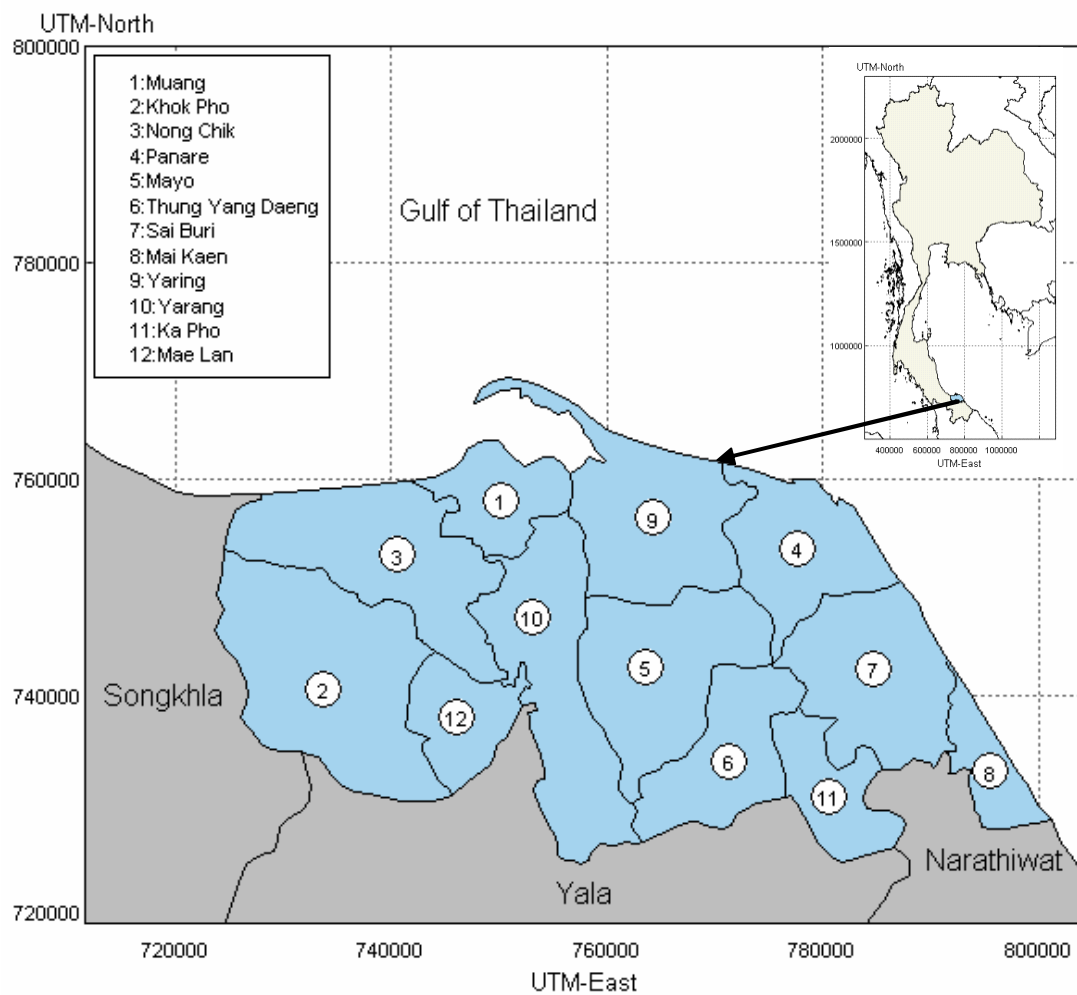


Figure 1. Map of Pattani province with 12 districts

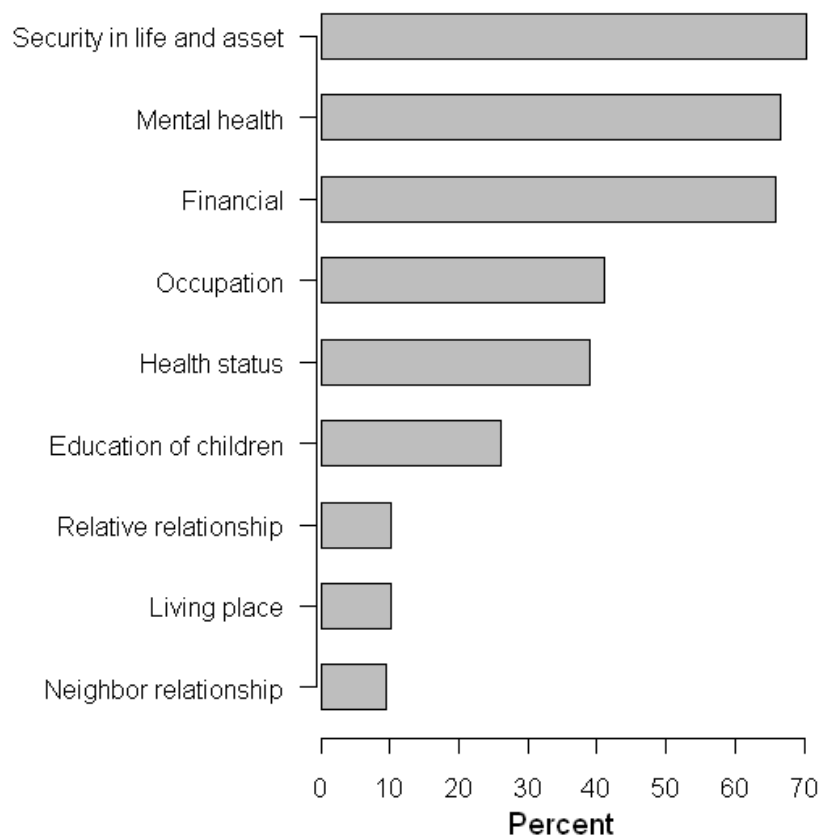
Deteriorating living conditions

Figure 2. Percent of deteriorating living conditions of the victims' families

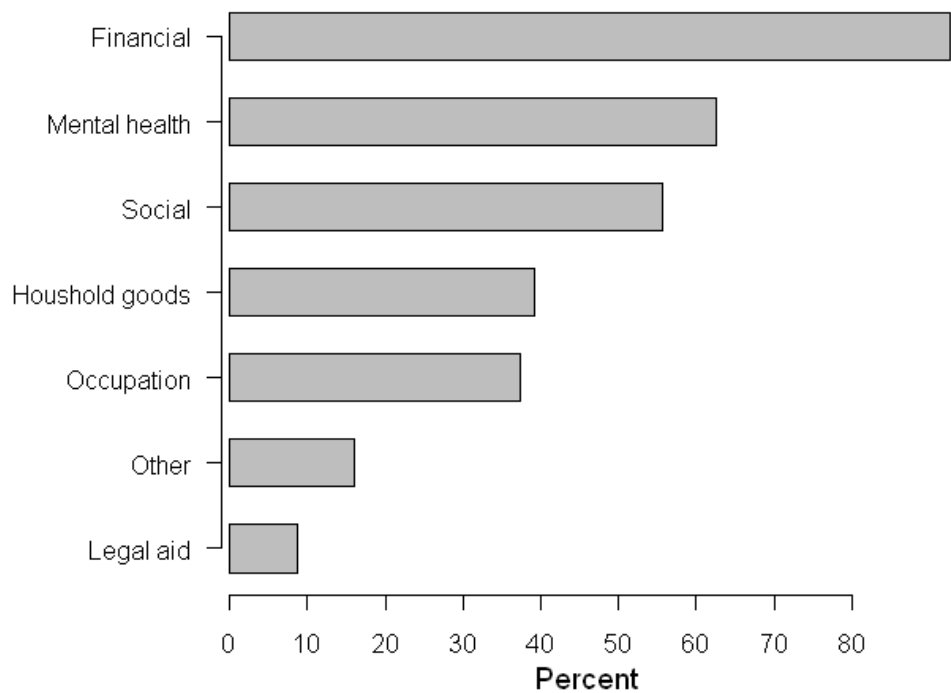
Receiving aid

Figure 3. Percent of aid received by the victims' families



The Evolution of International Competence of Chinese Hotel Corporations and Its Implications

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Abstract

Under the backgrounds of special situation of international development in Chinese hotel corporations, this paper analyzed the development path in the context of macroeconomic reform and explored the evolution processes of the Chinese international competence. In order to enter the higher level of the international competence, establishing the international strategy and carrying through the learning and innovation plan are absolutely necessarily steps.

Keywords: China's hotel corporations, International competence, The path of the evolvement

1. Introduction

There are two obvious characters of the internationalization in Chinese hotels compared with the other international hotels. First, China is a transition economy system and the government and the corporations are both faced with some problems to transform function and adapt market economy. While the Chinese hotel corporations seem to be confronted with more severe test. On one hand, it is the same for the Chinese hotel corporations to deepen the reformation, on the other hand, with the pouring of the international hotels of other countries, its market share increased quickly, and then it is difficulty for the Chinese hotel corporations to compete with them. Second, our country is a developing country, we could not entirely use the hotel operation experience of the developed countries, such as the entry mode of the international market, the inner predominant construction of the hotel corporations, and we need to establish the development strategy according to our situation. Today, the competition of the tourism economy is the drastic international market competition, with the distinct characteristics of long-term, arduous and antagonism nature. The transnational tourism corporations need pay attention to the diversification of the supply and need in the international market and try to develop in the dynamic game with the other oversea tourism corporations. So, it is another deeper thinking about our hotel corporations from the pure competitive resource to the international tourism competitive advantages.

Along with its progress in reform and opening up, hotel corporations has formed competition track of the whole industry in the constant innovation. In order to put forward to the international operation strategy of the Chinese hotels, we should be on the premise of understanding the competence of our hotel corporations from the strategic perspective and doing some scientific forecast to the evolution of international competence of China's Hotel Corporations. The system administrative level of the hotel corporations is the point of view to analyze hotel competition. With the in-depth development of the tourism economy of China, the system administrative level will supply good background for the hotel corporations to improve its competition with macroeconomic policies. The organization of the hotel corporations is another point of view to analyze hotel competition. According to the organization construction of the hotels in different period, we could form a systematic understanding on how to become the main body of the tourism market

economy. So, from the two above perspectives, this article synthetically analyzed the evolution of international competence of China's hotel corporations.

2. System evolution of the Chinese hotel corporations

The behavior choice of the corporations is restricted to the environment and arrangement. To much extent, system determines what to do to realize the corporation goals and how to do it. The Chinese international corporations are faced with system environment different from other countries, which determine that its international operation behaviors are different from other countries too.

The Chinese hotel's system format gave birth to the fact that hotel is taken as a dictated department to exert external affairs. Before 1978, one part of our hotel corporations is the old hotels left behind before the liberation. Others are state guesthouse, overseas Chinese hotels, which to receiver the officials from other countries, overseas Chinese and foreign experts.

Though these corporations are called hotels, yet the nature of the management belongs to rest house. With the open-up policy, Chinese tourism industry gradually entered the right path, the true commerce hotels came into being. All kinds of modern management ways were applied in the hotels and the management level of the hotels improved greatly. After 90s, hotels started to carry out the Star Assess System, which is the symbol that our hotel corporations began to make for the mature steady stage in way of scale, management level, service quality and the operation thinking. Our country holds the most concentrated star-rated hotels according with the international standard and these hotels have become the important energetic productivity of the Chinese tourism industry. By the end of 2006, there are 12,751 star-rated hotels in China, and among them there are 302 five-star hotels which represent the regional economic level. Recent years, in particular, the introduction of the advanced experience of the international hotel corporations made our hotel industry stride forward to the internationalization and modern direction. The situation of the whole industry is promising: the decrease of the industry barriers, the increase of the professional staff, many veteran hotel management corporations and more and more thinking and practice about the internationalization.

According to the above analysis, the system evolution of the China's hotel corporations can be grouped into three stages:

On the first stage, hotels catering to overseas customers changed from the administrative unit to enterprise unit, and the hotels became the independent enterprise entity. From 1950s to 1970s, our hotel industry operated in the administrative or state-owned mode. The hotels at that time were the subordinates of the government by the influence of the planned economy. Because the material of the hotels was unified assigned, price was unified price, we could not called them "corporations", and these hotels were only implement the administrative reception role. Since the implementation of reforms and the opening of doors to the international community in 1978, in order to fit the market economics, hotels first changed the nature of the rest house and operated independently in term of the responsibility, right, profit principle. On that basis, separating proprietary rights from management rights and breaking away from the daily management of the government, hotels carried out the commercialized, socialization and marketization policy. The government upheld the function of economics and state assets management, while the hotel corporations upheld the function of daily operation management, which made the hotels developed quickly. According to statistic bulletin of the 2006 Chinese star-rated hotels, there were 5832 state-owned hotels accounting for 45.7% of the total, 902 collective economy hotels accounting for 7.1%, 256 foreign-funded enterprises accounting for 2.0% as well as 329 hotels from Hong Kong, Macao and Taiwan accounting for 2.6%. These four types of the hotels stood 57.4%. Besides that, affiliated companies, joint -stock companies and private companies were totally 5452, according to 42.6% of the whole hotels. Multi-ownership types developed together, not only provide the agility operation modes for our hotel corporations, but increase the level of management as well. Chinese hotels became the important industry to contact the international business frontier.

On the second stage, in order to deepen reform and opening up and lay the foundation of the modern enterprise system, the management of the hotels changed from the experimental management to scientific management. With the increasing of the decision making power in operation and management of the enterprise, hotels began to think about the service quality and management mode. From 1982, beginning with the studying Jianguo Hotel, our hotels were making waves on learning from international hotels. At the end of 2006, there were totally 37 international hotel groups including 60 hotel brands in China, and 502 hotels were managed by them. By way of joint-ventured, cooperate, commit to overseas hotels and join in the international hotel group, the service of our hotels gradually became standardization, and did positive effect on the institutionalization of the hotel management. From then on, the management of our hotel was striding forward to the high level.

On the third stage, in the implementing modern enterprise system stage, our hotels became the main body of the tourism market economics. With the deep of the modern enterprise system cognition, tourism corporations began to do joint -stock system transformation and list in the tourism sector. Nowadays, government led social money into capital input

according with macro-industrial policy. By setting up modern enterprise system, our hotels seize this opportunity and strive to form diversification property structure. According to absorb corporate shares, staff shares, float loan and issue stocks, our hotels could receive foreign capital, recruit capital and increase capital accumulation. The corporate champion of our hotel—Jinjiang hotel, took hotel and catering as its main primary business by recapitalization. It developed Budget Hotel in some regions, meanwhile it improved production line and business chain, which not only brought prosperity of the ShangHai hotel industry, but also achieved double retained profits continuously as the outstanding achievement.

Hotels belong to competitive corporations, and our country encourage hotels to be diversified ownership corporations. For the future, our hotels should absorb capital to become shareholders, do equity joint venture and keep the participation position of the country, even in the end withdraw from the hotel capitals. These years, hotels gradually become privatization by reorganization, association, contraction, lease, joint venture, entrust management, merger and acquisition, alienation with pay, vendue and other ways like those. Large-scale hotel enterprises which ahead of others frequently adopt shareholding reform to realize diversified ownership and create opportunity to further developments.

All above is the system evolvement path of our hotels, getting across more than 20 years to reform. Recently there are a lot of large-scale hotel groups in the hotel industry. These groups having strong competitive strength begin to explore the international market and hope to gain leading position. With the development of the Chinese tourism market, the competition will more severe, which will place a premium on the system construction and system evolution of the Chinese hotel corporations potentially.

3. Organization development of the Chinese hotel corporations

After the last twenty years, the market scale and organization form have changed ultimately, among which hotel group is the more important one.

From 1984 to 1985, Huating, Jinjiang, Xinya, Donghu hotel groups were established successively in Shanghai. In 1987, Lianyi, Hualong and Frindship hotel groups were established. Jinjiang international holdings Co. established in 1993, and became the biggest hotel management corporation. Since the 1990s, there were more and more hotel groups established, the principal part of which were departments and local authorities. Some corporations in other industry invested in tourism, like COFCO, CITIC, and formed some large-scale hotel groups. For example, Gloria Hotels and Resorts was the second national hotel group, which was invested by COFCO. Besides that, some regional governments were individually established their tourism groups, such as Shaanxi Tourism Corporation Group, Beijing Tourism Group, Yunnan Tourism Corporation Group, Guilin Tourism Corporation Group etc. These tourism groups included large numbers of hotels, which formed some small hotel groups. According to the 2006statistical data of the National Tourism Administration of The People's Republic of China, there were 180 national hotel management Co. in our country, which supervised 1299 hotels, having an average of 7.2 hotels. There were more than 7 hotel groups managing 10000 rooms, including four Budget Hotel brands: Jinjiang inns, Home inn, Merrylin and Motel 168. On the hotel quantity, the proportion of our hotel groups was 9.7%, while this ratio was 80% and 50% in USA and Europe, which showed that our hotel group had a long way to go.

At the beginning of our hotel groups establishment, they attach importance to the scale. Compared with the core capability and predominant resource, these groups pay more attention to the capital amount. Guiding with this thought, many hotel groups are "shape meet, spirit part", and the organizational structure cannot improve the market competition. So, in the course of our economics reform, the increase of the organizational efficiency depends on the market and transforming internal operation mechanism, not only the accumulation of the capital.

Joint-equity enterprises are a comparatively perfect modern organizational system, which is a product of the market economics and large-scale, socialized production. Now in our tourism sector, there are many corporations taking hotels as their primary business, such as Jinjiang Tower, Dongfang Hotel, Century plaza Hotel, Grand Hotel, Huatian hotel, International hotel, Bohai Pearl Hotel etc. After getting listed on the stock market, these hotels take general stockholders' meeting as the greatest power, director board as permanent executive department, supervisory board as watchdog agency, which stating explicitly who is responsible for each aspect of the work and forming a power triangle. In the course of exploring the international market, according to the powerful brand advantage and specialization management, the large-scale joint-equity hotels will play an exemplary role and lead the domestic enterprises to the high strategic goals.

4. The evolution of international competence of Chinese hotel corporations

From the above, we know that our hotels go through a series stages: the resource capability, the management mode, market analysis, operational system, which is a sequence process that break the occluded economics system. In the open market condition, China entered WTO and add new variable for the development of the hotels. Therefore, gaining international competition and innovation capability are the current objects of our hotels.

There are different characteristic industrial stages in different countries. Prof. Porter thinks that the process that one

industry participated in the international market of some country has four stages: firstly it is driven by the factors, secondly by the investment, thirdly by the innovation, fourthly by the wealth. In the different stage, the determinant factors of some industry have change distinctly. The evolution of the industrial international competition will not only put up in the given industry, but also reflect in the cluster of the industries.

Combined with the analysis above, we deem that the hotel corporations participated in the international competition will go through four stages too: factor-driven stage, management-driven stage, integration-driven stage, innovation-driven stage. From the status quo of the internationalization, our hotels is on the interim between the second stage and the third stage and we need take all kinds of favorable measures to make the progress fast. In the factor-driven stage, the hotel corporations make use of the comparative advantage or the monopoly advantage to do the international operation. Restaurant is the primary way to solicit trade. The Chinese food culture has the inimitable advantage and the hotels could give prominence to this characteristic, assorted with the western style. In addition, the mysterious eastern cultures and the landscape eastern construction with carved beams are also the special advantage of our hotels. We could make good use of the resource and explore the international market. In the first stage, the international experience of our hotels is not systematic and the marketing theory is not profound. We mainly depend on the price to compete with the other hotels. The factor-driven stage is the primitive stage of international operation, and the hotels in this stage feel about the way. Only depending on the resource factor to drive the competition make our hotels passive, and we need to explore the support competition advantage to step higher stage.

In the management-driven stage, the headspring of the competition is not the comparative advantage or the monopoly advantage. We have already abstracted some rules to suit the Chinese hotels from the practice of the overseas experience, and we can use these rules to help the hotels to establish strategy. Some hotels will produce the strong control in the market using the “pass away behavior” and begin to do the prophase investment and special plan to form the hotel groups. They cultivate the good reputation, demonstrate the designer-label hotel, gain the human resource and the marketing channel and strive to establish the mature brands standard according to the specialization management

The integration-driven stage is the landmark of the hotels. This goal of the stage is not simply form the hotel groups with the capital accumulation, is to use the mature hotel groups to exercise the Modern Enterprise Management System and in the end to consummate the international layout of our hotels. For the hotels in this stage, there are comprehensive brands, having the integrated brand family; the international layout is reasonable, according to the different object markets and the product traits, different chains were expaned; liquidizing remnant assets, flexibility and efficiency of using the merger, acquisition, joint venture etc property transactions; making good use of the opportunity to list overseas, allocating funds and widen the force of the hotels; combining the franchise with contract administration effectively, carefully weighing of risks and rewards; having the advanced basic network, bearing the strength to participate in the international competition.

The innovation stage is the highest stage of all. In this stage, international hotels fully understand the politics, economics of the host country, fully appreciate the culture and diversity, and go along the cultural blending. The managers of the international hotels may be the cosmopolites, not only boost the economics of the home country and host country, but also make a contribution for the world. The international competitive advantages begin to deepen and diffuse from external and internal industry. In the innovation-driven stage, international hotels practice in the production, organization, market and other aspects, pushing to the continuous development.

5. The implications of international operation of Chinese hotel corporations

The international competitive model of the hotels point out the direction to establish the international strategy of our hotels and put forward long-term requirement of the pushing our hotels to the high stage. The deduction of the model is not the goal, we want to use it to direct the international operation present and for the future. Aiming at different stages, there are different emphases on the international strategy. For example, when in the resource-driven stage, the availability, the reproducibility and the cost of the resource will have the important effect on the international competition. In the management-driven stage, the management ability and the mature production standard of the hotels are critical. In the integrated-driven stage, hotel corporations will utilize the strong capital to operate flexile property rights and go out of the country with the strong brand power and the network strength. The innovation-driven stage is the highest and optimal

stage, in which our hotels do not concentrate on the ordinary competition, while on the basis of the innovation, they apply themselves to make contribution for the home country, host country even the whole world.

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Dissecting Behaviours Associated with Business Failure: A Qualitative Study of SME Owners in Malaysia and Australia

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Abstract

This paper presents the findings of the first phase of a larger research project on inter-country differences of business failure in entrepreneurial firms. This initial phase involves an exploratory comparative study into the perceptions of 20 Small and Medium Size Enterprise (SME) founder-owners in Australia and Malaysia on what they felt were ineffective behaviours and competencies that were strongly associated with their experiences of difficulties or failures in their own ventures. Drawing on real life lessons from the founder-owners on their actions or inactions, the research contributes to the understanding of behavioural differences in the context of business failure between founder-owners in two relatively different cultural settings.

Keywords: Business failure, SME owner, Malaysia, Australia

1. Introduction

The recent turbulent business landscape has called for greater scrutiny to identify survival toolkit for SME, given that SME is very much vulnerable to the dramatic economic changes. Against this backdrop, understanding practices that may hamper business success is deemed timely. An alternative approach to understand practices that lead to business success is by examining the inverse, that is, the behaviours associated with business failure. This is because factors citing reasons for failure may appear as factors affecting success (Gaskill, Van Auken, & Manning, 1993). This study therefore aims to understand the behaviours that are associated with business failure, as identified by SME business owners in Australia and Malaysia. As it is extremely difficult to obtain feedback from entrepreneurs who have experienced business failure, this approach is hardly utilised by researchers. Prior research indicates that two significant reasons for most SME failures are: (1) the lack of entrepreneurial competencies among the main founder-owners (Kiggundu, 2002); and (2) the lack of abilities and skills of those who hold key positions (Longenecker, Simonetti, & Sharkey, 1999). This results in poor actions taken (or not taken) by the firm resulting from 'non-rational' behaviour of the founder-owner(s) in managing the business (Beaver & Jennings, 2005), which is the focus of this study. More crucially, although the data shows that there are significant inter-country differences in SME failure rates (e.g. among SMEs, Australia's failure rate is reported to be 23% (Watson, 2003) while Malaysian figures are at least triple of that (Portal Komuniti KTAK, 2006), there is very limited research in terms of comparative research. The paper aims to draw real life lessons from the founder-owners on the actions or inactions that might lead to business failure, and hence in turn, present similar and contrasting insights into how to prevent failure and/or improve the likelihood of business success from the two different cultural contexts.

2. Literature Review

The importance of small and medium-sized enterprises (SMEs) for economic development among the major world economies has long been recognised. SMEs are more responsive to market demands and in particular, are perceived as an important means of job creation. However, irrespective of country, SMEs face common problems which impair both

their performance and survival rate. Some statistics suggest that the failure rate of small businesses in their first five years is more than 50% (Reiss, 2006).

In Australia, the SME failure rate is reported to be as high as 23% (Watson, 2003). In order to remedy this problem, the Australian government has organised various support mechanisms to increase SME success. These mechanisms include the formulation of policy related to innovation, new technology, managerial development, and business improvement and export skills for SMEs and their owners. Other forms of assistance include: access to information on government assistance programmes; encouraging firm innovation; encouraging networking amongst SMEs; and providing practical assistance and financial support to SMEs (Organisation for Economic Co-operation and Development, 2002).

In Malaysia, even though there have been no comprehensive studies or accurate figures published so far, the estimated failure rate for SMEs was 60% (Portal Komuniti KTAK, 2006). In an effort to curb the increasing number of SME failures, the Malaysian government has taken various measures, including the recent establishment of the SME Bank (in October 2005) to cater for the financial needs of SMEs. Other support programmes include: promoting and increasing production efficiency; enhancing quality and productivity through automation and modernisation of machinery; encouraging SMEs to undertake R&D, product development, and designing activities; and creating a more conducive business environment for SMEs (Central Bank of Malaysia, 2006).

Government assistance, while being useful, should not be seen as an absolute solution for reducing the rate of business failures. There are other important factors that a SME must invoke to ensure continued prosperity. Stokes and Blackburn (2002) suggest that focusing on the business owner as the unit of analysis will improve understanding of the experiences of entrepreneurs in managing the business to mitigate the likelihood of business failing. This is because more often than not, when an organisation fails to achieve the desired outcome, the reason is related to the actions of the top management and/or the founder-owner (Longenecker et al., 1999).

Clearly, it is important to identify the causes for these problems because the high business failure rate brings about various negative implications for the respective countries and to the individual entrepreneurs themselves. At a macro level, business failure could severely affect the national economy. It also has major effects on the employment rate and national income. Ripsas (1998) argues that despite the potential of adding jobs faster than bigger firms, smaller firms also eliminate them faster when there is a relatively high failure rate. In an analysis of the multiplicative effect of business failure to a national economy, Naples (1997, p. 521) argues that;

“Business failures are not just blips on the screen of economic activity that are instantaneously counteracted by business formation. They destroy jobs, and this independently contributes to economic decline. When a drop in autonomous spending leads to business failures, the appropriate expenditure multiplier is substantially larger than standard models suggest. Consequently, national income falls further, and unemployment increases more drastically.”

The most significant contributing factor to failure among SMEs is a shortage of resources (Chak, 1998). At a firm level, a history of business failure may hamper the entrepreneurs from obtaining loans/financial assistance the next time round because businesses need to have a good track record to qualify for credit. Besides weakening the confidence of creditors in the business, failure may also impair the confidence of the consumers. This makes efforts to rebuild the business even harder due to the bad image and reputation caused by business failure. At an individual level, business failure can be harmful to the psychological and physical health of the entrepreneurs and their family (Blackman, 2003) because the experience of failing can cause emotional hazards to those who are the closest to the event—the entrepreneurs and their family. Realising the severe effects of business failure to the stability and health of a country's economy and also to the individual entrepreneurs' themselves, it is crucial to identify behaviours that could be associated with business failure.

Scholars have indicated that the reason for many small business failures are due to the lack of competencies among business owners (Kiggundu, 2002) as well as the lack of abilities and skills of those who hold key positions in organisations (Longenecker et al., 1999). Others have also found evidence that ‘non-rational’ behaviours of the business owners or entrepreneurs themselves in managing the business contribute to entrepreneurial failure (Beaver & Jennings, 2005). Some have argued that if entrepreneurs are able to equip themselves with relevant abilities and skills, the negative impact of external factors on businesses could be minimised (Wasilczuk, 2000). It is therefore the intention of the present study to delve into the ineffective behaviours of SME owners so as to present insights into how to increase the chances of success among SMEs.

3. Research methodology

Beaver and Jennings (2005) note that in attempting to understand business failure, business owners are extremely unwilling to report on the true reasons for the problems, especially if they are personal limitations. They further argue that the use of surveys drives dissonant responses. As such, this study used a combination of in-depth and semi-structured interviews to collect data whereby founder-owners were asked to recall and discuss the challenging events they had experienced in managing their business that had affected their business negatively. A total of 20 founder-owners or 10 each from Australia and Malaysia were interviewed between 2006 and 2007. They were selected from the South Australian Department of Trade and Economic Development's and Malaysian National Productivity Council's database. Tables 1 and 2 below summarise the characteristics of the Australian and Malaysian participants.

Each interview lasted between 1½ to 3 hours and these were then transcribed, coded and analysed via content analysis using NVivo to derive key themes and behaviours perceived to be associated with business failure.

4. Results and discussion

From the interviews, behaviours that might impact negatively on business success were identified. The aim was to provide some validation of behaviours linked to success by observing the inverse i.e. behaviours associated with business failure. All participants reported incidents that had caused financial loss to their companies, ineffectiveness in their business operations, and also incidents that had led them to cease their previous business operations. From these incidents, behaviours that had led to the ineffectiveness in managing their business were extracted and labelled as “behaviours perceived to be associated with business failure”. Altogether, 23 behaviours perceived to be linked to business failure were revealed from the ten interviews, as presented in Table 3.

Ineffective behaviours extracted from the interviews included failure to formulate strategic plans resulting in lack of business direction and failure to conduct market research. These behaviours were the most frequently highlighted behaviours by participants in both countries. Entrepreneur A (the owner of a software development company, Australia) reported that his failure to create a strategic plan had resulted in the business losing focus and doing work he did not want to do. He mentioned,

You need to be able to change... as circumstance change you need to be able to change direction, but if you haven't got a clear idea of where you expect to be you won't get there, and you will end up wandering off in all sorts of different directions. And that's what we did for a period of a couple of years, a number of years actually, we didn't have a clear idea of where we were heading, we picked up and we started doing, working a number of different areas and we lost our focus on what we were really doing and we went nowhere for a number of years.

Another behaviour that could be associated with business failure was lack of research before making an investment. Conducting research is crucial to assist entrepreneurs in gauging market demand (Stokes and Blackburn, 2002). As highlighted by entrepreneur E (the owner of an electrical goods and furniture retail, Australia), he had suffered a financial loss previously because he misinterpreted the market demand by purchasing significantly more goods than was needed. It is also important for entrepreneurs to conduct market research before proceeding with any investment in order to avoid negative consequences such as financial loss. This was highlighted by entrepreneur I (the owner of a motor trading and insurance services company, Malaysia) who had to close down one of his branches because of the unsuitability of the business location. He said,

It is important to set a branch at the right location that could be easily access by customers. I have to close down my branch in Baling (a town in Northern Malaysia) because of the inappropriate location. The next time if I wanted to set a new branch, I'll do research on the suitability of the location (translation).

Other commonly reported ineffective behaviours were the inability to find suitable and trustworthy business partners, the inability to select reliable suppliers and the failure to employ competent staff. Finding suitable business partners was reported as crucial by entrepreneur A (the owner of a software development company, Australia). He discussed his experience of restarting the business because of the failure in his business partnership as follows:

The period I went through where I had a business partner involved with me was hard and that ended up with major issues between us and I got to the point where to be able to separate us as business partners, pretty much meant pulling down the company and restarting again. So it was tough because there were a couple of additional employees that we had at that stage who had to go... and virtually restructured and started from scratch.

Consistent with Stokes and Blackburn's (2002) findings in their research on UK small business owners (a sample of 306) is the importance of selecting reliable business partners. Twenty per cent of the participants reported that a particular experience they would like to avoid if they start another business was selecting unsuitable and non-trustworthy business partners.

Equally important is selecting reliable suppliers. It was reported that trusting the wrong supplier had major financial implication to the business. For example, failure to purchase stock from a reliable supplier had caused major financial loss to entrepreneur B (the owner of a computer and related services company, Australia) when he was provided with 30 poor quality laptops. To avoid disappointing his customers, he ended up using them for spare parts to recoup some money.

In another case, one of the entrepreneurs reported that the reason he failed in the first business was his lack of ability to manage a large number of employees. This limitation is illustrated in the following excerpt from entrepreneur C (the owner of an air-conditioning service company, Australia):

The first business got the point where it grew far and above what I expected to do. The firm was a fairly reasonable size where we had about 40 odd employees. It got to the point where it was out of control...I

have learnt since that I'm a useless administrator. I'm a very good tradesman but I'm a hopeless administrator. To manage such a big firm you really need to be good at managing your employees.

Similarly, entrepreneur D (owner of a public relations consulting firm, Australia) indicated that she sold her earlier business because of her inability to manage a large number of employees, and because of some financial problems associated with obtaining the latest technology.

According to entrepreneur H (owner of steel trading company, Malaysia), lack of financial management skills, particularly in terms of debt collection, would have a negative implication for the business. He said,

One of the most challenging areas in business is debt collection. I had that problem 3 years ago and it affected my business badly (translation).

Expressing similar views, entrepreneur F (owner of a cosmetics manufacturing company, Malaysia) claimed,

One of the toughest parts in business is debt collection. We have to do follow up and sometimes to the extent that we have to take legal action (translation).

In a study of entrepreneurship's requisite areas of development among CEOs of successful entrepreneurial firms in the US, it has been reported that financial management was ranked among the most important areas in managing business (Hood & Young, 1993).

Other ineffective behaviours extracted from the interviews included receiving poor advice (two Australians) and lacking of personal contacts (three Malaysians). Receiving poor or bad advice from unreliable people (experts) was also found to be one of the negative experiences that had led to business failure among small business owners in the UK (Stokes & Blackburn, 2002). Similarly in this study, participants, particularly from Australia, have indicated that listening to the wrong people for advice is a major reason for their failure in their previous businesses. Small businesses were viewed by respondents as particularly vulnerable and the ability to obtain advice from reliable experts was another significant competency identified by entrepreneurs. Entrepreneur C (the owner of an air-conditioning service company, Australia) mentioned he had to struggle with debt for several years due to his failure to obtain good advice from reliable experts.

"To make things worse, I've also received some incredibly poor advice from my accountant at that time...so it's important to actually pick the appropriate professional people to support you in making decision."

Failure to establish good personal contacts was mainly highlighted by Malaysian participants. For example, Entrepreneur L (the owner of a software development and computer service company, Malaysia) indicated that a lack of the required support networks meant that she failed in a bid to tender for a project that involved installing computer system in schools in the Northern Region of Malaysia. Closely related to this is the ability to maintain close personal relationships with customers. Although this may be less relevant for Australian entrepreneurs (none of whom made reference to this behaviour), it was seen as vital by Malaysian participants who argued that close personal relationships with customers encouraged customers to remain loyal. This belief is consistent with the emerging marketing focus on "customer relationship management" (Kotorov, 2003). The following comment by entrepreneur S (the owner of a printing service company, Malaysia) clearly illustrates the importance of such behaviour.

When I met my customers for debt collection, I'll make sure that I spend at least a half an hour talking with them, sometimes we went for a cup of coffee. I basically ask them about their business and some other things that are even unrelated to the business, just to maintain a close personal relationship with them. It's a must. I have experienced once when I did not see some of my customers for more than 3 months and later I found out that they dealt with a new supplier (translation).

The inability to recognise and respond to high quality opportunities was also reported to be harmful to a business. Entrepreneur J (the owner of a business consulting firm, Australia) indicated that, in her experience, many businesses failed because of a failure to read market opportunities, a failure to take quick action when opportunities were recognised, and being under-prepared. Entrepreneur T (the owner of an ice cube manufacturing company, Malaysia) added that too much analysing could result in the loss of opportunities.

Other ineffective behaviours extracted from the interviews were a failure to make timely business decisions and making poor business judgments. Participants reported that lacking the ability to make sound and timely business decisions when required has proven to be harmful to their business. These results are consistent with those reported in a study by Gaskill et al. (1993) in which poor decision making was identified as the cause of failure. The authors regarded the poor decisions as arising from inadequate skills, leading to financial problems. Another study conducted by Stokes and Blackburn (2002) found that the inability to make difficult decisions in a timely manner was a significant reason for the failure in 14% of their sample of 306 failed businesses. In addition, interviewees in the current study made reference to problems associated with a lack of good business acumen, specifically a lack of knowledge about the business, a lack of business experience, and being unaware of changes occurring in the industry (2 Malaysians).

In general, themes that appeared to be common in both countries that could be associated with business failure are failing to have clear business direction, failing to conduct research, lacking the organising and relationship skills, failing

to recognise opportunities, and lacking the ability to make good business judgment. Besides these commonalities, some reasons for business failure were given more emphasis in one country than in the other. For example, Australian participants attributed their failure to reasons such as the inability to manage large number of employees, the inability to manage the fast growing firm, and the inability to administer large firm. This may perhaps provide an insight into why the participants prefer to 'stay small' in business. Malaysian participants, by contrast, highlighted 'softer' issues such as the lack of personal contacts and the failure to maintain close personal relationships with customers, providing evidence of the importance of maintaining good personal relationships with others. This is in line with the findings of Abdullah and Lim (2001) that Malaysians are relationship-oriented.

5. Implications and conclusion

The research has enabled development of a behavioural survey instrument that attempts to map business failure in different cultural contexts, the second phase of the larger research project. For the founder-owners who participated in this initial phase, there have also been some practical benefits for themselves as they have indicated that exploring their 'ineffective' behaviours has alerted them to the kind of training that may be necessary to overcome their skill gaps and to improve their business performance. Given that the sample for this study is small, further research into this area is highly recommended. Understanding the possible reasons for failure could infer insights into success factors in SMEs. The difficulty, however, lies in the unwillingness of the participants to disclose negative experiences for various reasons. Nevertheless, exploring ineffective behaviours may be useful to entrepreneurs insofar as alerting them to the kind of training that may be necessary to improve their business performance. This line of inquiry may also be relevant from a practical standpoint since it may provide some useful guidelines for policy-makers and educators as to ways in which educational programmes might be improved to support SME development and success. In particular, while there are many similarities, there are some important cultural differences in the two countries that should be considered when implementing these policies or programmes so as to make them relevant to the local contexts and thereby hopefully reducing the odds of business failure among SMEs in the future.

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Table 1. Characteristics of the Australian Participants

Participants	Gender	Current Age	Education Level	Start up Age	Previous occupation	Management / technical training prior to start up (Formal/ Informal)
A	Female	28	Bachelor degree	25	Solicitor	Management (Formal)
B	Male	63	Certificate	26	Involved in other business	Management (Informal)
C	Male	37	Certificate	25	Involved in other business	Technical (Informal)
D	Male	40	Halfway through university	32	Electronic Technician	Technical (Informal)
E	Male	42	High School	27	Electrician	Technical (Informal)
F	Female	45	Masters degree	42	Company Director	Management and technical (Formal)
G	Male	56	High school	36	Store Manager	Management and Technical (Informal)
H	Female	23	Masters degree	21	Human Resource Advisor	Management (Formal)
I	Female	32	Certificate	30	Retail	Technical (Formal)
J	Female	24	Bachelor degree	22	Working with government	Technical (Formal)
M		39		28.6		
SD		13.19		6.54		

Table 2. Characteristics of the Malaysian Participants

Participants	Gender	Race	Current Age	Education Level	Start up Age	Previous occupation	Management/ Technical training prior to start up (Formal/ Informal)
K	Female	Malay	45	High school	40	Involved in other business	Management (Formal)
L	Female	Malay	40	Diploma	38	Bank officer	Management (Formal)
M	Male	Malay	44	Masters degree	39	General Manager in a public listed company	Management and Technical (Formal and informal)
N	Male	Malay	50	High school	20	NIL	Technical (Formal)
O	Male	Indian	43	High school	27	Factory worker	NIL
P	Male	Chinese	42	High school	25	Involved in other business	Technical (Informal)
Q	Male	Malay	41	High school	38	Factory worker & doing part time business	Technical (Informal)
R	Male	Chinese	35	Bachelor degree	26	Employed in a private company	Technical (Formal)
S	Male	Chinese	36	High school	29	Employed in a private company	Technical (Informal)
T	Male	Chinese	45	High school	30	Salesperson	Technical (Informal)
M			42.1		31.2		
SD			4.43		7.04		

Table 3. Behaviours Perceived to be Associated with Business Failure

Clusters of ineffective behaviours associated with business failure	Examples of behaviours
(1) Failure to have clear business direction	<ul style="list-style-type: none"> Do not have specific plans and direction which have led the business to losing focus
(2) Failure to conduct research	<ul style="list-style-type: none"> Failure to gauge the market demand Failure to conduct research before proceeding with any investments Failure to identify a strategic business location
(3) Failure to select reliable business partner	<ul style="list-style-type: none"> Failure to select a business partner that is trustworthy and reliable
(4) Failure to select reliable supplier	<ul style="list-style-type: none"> Purchase stock from unreliable supplier that does not meet the standard required
(5) Failure to select competent staff	<ul style="list-style-type: none"> Failure to select competent people
(6) Lack organisational skills	<ul style="list-style-type: none"> Inability to manage large number of employees Inability to manage spending (inefficient financial management) Failing to lead employees effectively
(7) Lack financial management skills	<ul style="list-style-type: none"> Inability to manage debt collection
(8) Poor selection of advisers	<ul style="list-style-type: none"> Listening to 'wrong' people for advice Getting poor advice from people Failure to pick appropriate professionals to support in decision-making
(9) Lack of personal contacts	<ul style="list-style-type: none"> Failure to establish good contact with the right people which resulted in loss of opportunity Failure to secure a big project due to lack of contacts
(10) Failure to maintain close personal relationships with customers	<ul style="list-style-type: none"> Failure to maintain close relationship with customers
(11) Failure to recognise and respond to opportunity	<ul style="list-style-type: none"> Misread opportunity due to lack of awareness of the industry Failure to grab high quality opportunities Failure to take action on opportunity Spending too much time on analysis which results in loss of opportunity
(12) Lack of ability to make good business judgment	<ul style="list-style-type: none"> Failure to make timely decisions Being unprepared that resulted in poor decision making



New Institutionalism Politics: Integration of Old Institutionalism and Other Methodologies

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Abstract

In the process of transition from old institutionalism to new institutionalism, theoretical foundation of old institutionalism was gradually enlarged and more research approaches were integrated. Firstly, rational aspects of behavioristic politics as borrowed. Then, its epistemology, its research target and research level are expanded. Finally, relevant theories of economics, sociology and history are absorbed. At last, a new school in political science is formed on the basis of integration with several methodologies, namely, new institutionalism politics.

Keywords: Institutionalism, New institutionalism, Methodology, Integration

With continual development of politics theory, its methodology is also being improved incessantly. More theoretical hypothesis and research tools bring into existence a flourishing sight. Transition from old institutionalism into new institutionalism politics is more an outcome of integration of institutionalism with other research methods on the basis of criticizing its own defects than improvement of research methods of institutionalism. The article of <<New Institutionalism: Organizational Factors in Political Life>> by March & Olsen symbolizes formal birth of new institutionalism politics. In this article, they point out, "In classical theories of earlier politics, the old institutionalism did exist". However, old institutionalism and new institutionalism differed from each other, so it would be much accurate to describe the latest thought as integration of old institutionalism factors with non-institutionalism features in the latest politics." That is to say, new institutionalism is an outcome of integration of old institutionalism with various research methods in politics.

1. Major viewpoints of new institutionalism methodology

Since March & Olsen formally applied the phrase of "new institutionalism", different understanding of new institutionalism in institutionalism has largely enhanced our understanding in the political world. Major viewpoints of new institutionalism methodology include the following. (1) Emphasis on importance of institutionalism, and understanding of political life from the perspective of institutionalism, which makes political life the center of politics research again. (2) At the time of emphasizing importance of institutionalism, analysis on personal preference and behavior is added. (3) It revises negligence of behaviorism on political value, attaches importance to substantive justice of institutionalism and procedure itself, and focuses on analysis and judgment on "positive" institutionalism. (4) It determines the core status of institutionalism analysis method, but has neglected neither interests and strategies of political behaviors, nor distribution of power among them. On the contrary, it places these factors into a specific context, and reveals relations between these factors by observing ways of establishment of a political context. Therefore, by placing structured factors into the central position of analysis, institutionalism analytical method can enable theoretical practitioners to grasp the complexity of an actual political situation, but not at the cost of sacrificing clarification of a theory. (5) According to new institutionalism politics, not only history affects institutionalism, but what's more, institutionalism affects history, and it is institutionalism, but not an individual, that is the primary target of political science research. That, to a great extent, facilitates our understanding in institutionalism and the historical progress of institutionalism development.

2. Feasibility and necessity analysis on integration of institutionalism methodology with other methodologies

2.1 *Institutionalism is the fundamental method of politics research*

It ought to be said that, before institutionalism became the fundamental method of politics research, politics couldn't be

seen as an independent discipline, but at most a subdiscipline of philosophy. Just as we learn from Russell's <<A History of Western Philosophy>>, those who are called great politicians all occupy an important position in this masterpiece of exposition on philosophers. Therefore, as Fritz Eckstein said, if politics was to become an independent discipline, it had to differentiate itself from philosophy, plutonomy and even sociology, and then it should emphasize study on formal institution of law. That is to say, determination of institutionalism research method has enabled politics to break away from entanglement of philosophy (or political philosophy), plutonomy and even sociology, and to become an independent discipline. However, the reason plutonomy can become a method or can separate politics from philosophy is that it satisfies the following three conditions. Firstly, it has a definite research subject or issue field, which is a formal legal institutional framework, including constitution, public law, and formal institutional structure, etc. Secondly, it has its own research route and method system, and its methodology characteristics is a historical, comparative, textuary, descriptive and inductive logic and method. Thirdly, it has its own academic school, and before the birth of behaviorism politics, what political researchers believe in is mainly politics of this institution analysis. Therefore, research method of institutionalism can be regarded as the fundamental method of political research. So far, institutional orientation has always been proving perfect service for political science. And institutionalism methodology has the realistic foundation to be integrated with other methods.

2.2 Perfect compatibility of institutionalism methodology

Perfect compatibility also contributes to the fact that institutionalism has become the fundamental method of political research. Institutional research not only illustrate mechanically mandatory rules of constitutional government system, but precisely analyzes the following issues: what kind of institution it is, what kind of institution it should be, why such an institution is chosen or formulated, which experiences are obtained in practical operation, which disadvantages and what to be improved, what's the relation between these legal institutions and institutions out of the law, and how to conduct the reform. As a matter of fact, institutional research is far from the above mentioned. For example, we can study which institutions are carried out or implemented in practice, and which are not, and then do further research on reasons underlying. Also, because political institution has the feature of periodic transformation, and institutional patterns at different historical periods are different, when we elaborate criteria of institution, we can make a comprehensive study on criteria of institution at different periods and their actual functioning conditions by means of historical comparison, and explore underlying changing rules. That is to say, institutional study does not exclude historical study, process study, empirical study and behavioral study, etc. Actual functioning of institution is behavior or fact. Without this dynamic or process study, a factual and realistic resolution to issues in institutional study is unlikely. Therefore, it is believed that there exists great compatibility between institutional study and process & empirical study, which makes it possible to integrate institutionalism with other research methods.

However, due to various reasons, there lack profound feelings towards this compatibility among scholars who are engaged in political research, which makes it more difficult to carry out the compatibility in practice. Most achievements are limited to citations of or explanation about laws or regulations, and are not combined with empirical study and other research methods. Therefore, there exist a great many problems in the practical operation of research methods of institutionalism.

2.3 Limitations of institutionalism methodology

Methodology of traditional institutionalism also has certain limitations in its analysis on practical issues in political operation. First of all, description of institution study and orientation of inductive logic results in possibility of negligence of the formation of a policy and operation process of the authority. Then, institutionalism overemphasizes formal institution of law and its historical background, but neglects influence of informal institution on decision-making and exercise of a power. Finally, it is the state that institutionalism is centered with, but not the society, and it is the static politics of descriptive orientation, but not problem analysis orientation.

Defect of research method of old institutionalism results in the realistic requirement of institutionalism to be changed and causes the inevitability of integration of institutionalism with other research methods. Besides, institutionalism has perfect compatibility, so new institutionalism in politics finally emerged again after institutionalism methodology absorbed the newly developed behaviorism politics in 1970s, and this renaissance was exactly an outcome of integration of institutionalism with several other methodologies. Of course, in the process of integration, behaviorism became an important theoretical source of new institutionalism methodology.

3. Significant theoretical source of integration from old to new institutionalism: behaviorism

In the transition from old institutionalism to new institutionalism, institutionalism and many methodologies of politics penetrate and affect each other, but it is behaviorism methodology that has the greatest effect upon institutionalism, and behaviorism is an important theoretical source of new institutionalism methodology. Behaviorism revolution in 1940s changed institutional tradition in politics study, in which significance of political institution became increasingly lessened and was nothing more than "the stage for occurrence of a political behavior". According to Dahl. Waldo and

Easton etc, behaviorism in politics is a political thought and movement which explains a political phenomenon by means of observed behavior and which attempts to turn politics into an actual science. Its central credendum is to mould politics according to methodology and model of natural science. Behaviorism politics has its success and rationality, which is as follows. (1) Centered with political behavior of human being, behaviorism politics brings into study scope of politics psychological, social, economic and cultural factors, which widens study object of politics. (2) Under the slogan of "science", behaviorism politics studies political behavior by means of various theories and methods, and afterwards, analysis methods of the following technical levels are extensively applied: case analysis, experimental analysis, simulation analysis, investigation and study, factor analysis, statistical analysis and system analysis, etc. (3) Comprehensive application of theories and methods of natural science and other social sciences brings new conclusions to behaviorism politics which traditional politics doesn't have, such as Systems Approach, structure-function theory and Decision Theory, etc, which are achievements of behaviorism politics. The research method of behaviorism politics which is centered with behavior of human being enable people to further re-consider shortcomings of old institutionalism politics and enlarge field of view of politics study. Therefore, it is believed that, in the transition from old institutionalism to new institutionalism, behaviorism acts as the important theoretical source. After absorbing advantages of behaviorism, institutionalism emerges in the form of new institutionalism at last.

4. Concrete process of integration

4.1 Expansion of epistemology

In the process of integration, epistemology of institutionalism is gradually expanded, more comprehensive and with more inclusivity. Specific analysis is as follows: according to old institutionalism, institution brings about behavioral and individual preference. Behavioral pattern of individuals and collectives can be presupposed, while law and institution are presupposition forms of the behavioral pattern, and institution changes this presupposition into an organizational structure and power relation. Therefore, analysis on institution of law can presuppose behavioral pattern of individuals or collectives. On the contrary, according to new institutionalism, institution and behavior of human being are interactional and interactive. That is to say, "behavior and institution" are attached equal importance. Under such a theoretical hypothesis, there emerge two significant theoretical schools in new institutionalism. The first school is rational choice institutionalism, which supports the hypothesis of economic man in economics theory, and believes that, starting from the perspective of individualism, all social or collective phenomena, such as institution, etc, can be explained based on individual behavior. Hence, institution is an outcome of individual interaction, and whether from the perspective of strategic design or maximization of self interest, it is supposed that individual behavior is prior to institution. The second school is sociological institutionalism, which borrows research method of sociology and starts from organicism to concentrate on significance of social criterion and social value that have effects on individual behaviors, and which investigates how social power (institution and social customs, etc) affects individual behaviors. According to the latter school, institution is prior to individuals. Due to its more extensive understanding in the relation between institution and behavior of human being, new institutionalism has more comprehensive connotation. New institutionalism is established based on more clear-cut and complicated theoretical framework, which endows it with stronger vitality.

4.2 Enlargement of study object

New institutionalists believe that, major behaviors of modern political, economic and social life should be various formal organizations. However, institution is no longer equal to a political organization, and institution is also understood as such informal institutions as customs, habits, beliefs and conventions which are formed during people's long-term activities, and is even explained as a culture by the school of sociological institutionalism, so understanding of political institution is broadened and deepened. According to new institutionalists, informal institutionalism can strengthen formal institution, and sometimes, informal conventions may dominate formal institutions. Therefore, study object of new institutionalism not only includes formal institution, but includes informal institution.

4.3 Diversification of study level

During old institutionalism, scholars were mainly committed to study on formal institution of the government and on relevant constitutional documents or law. For example, they applied historical comparative method, descriptive and inductive method and formal law method to discuss the nation, sovereignty, constitutional government system and federal system, etc. On the contrary, new institutionalists borrow public choice theory, rational choice theory, organizational theory and social and capital theory in economics and sociology to explain organizational phenomena of intermediate level (such as department, secondary department and group decision-making, etc), and individual behavior of micro-level (such as rational calculation). Therefore, new institutionalism not only compares and describes political institution from the overall perspective, but more analyzes influences of institution on political behaviors of different levels from the perspective of intermediate level and micro-level, such as labor and capital structure, relations between governments and labour organizations etc. Therefore, combination of dynamic and static study is advocated in the process of study.

All in all, compared with old institutionalism, new institutionalism is indeed a brand-new institutional theory. Its epistemology with more inclusivity, more extensive study object and more diversified study level not only broaden connotation and denotation of institution, but also improve explanation power of institutional study by absorbing theoretical systems in economics and sociology, etc. In addition, it also enables institution to regress to the field of view of most politicians and promotes integration of politics methodology.

5. Conclusion: new institutionalism is an outcome of integration of old institutionalism with other methodologies

Interdisciplinary integration is the trend of contemporary social science development, and new institutionalism also embodies its attempt towards this trend. Therefore, appearance of new institutionalism politics is not only criticism for ignorance of behaviorism politics on institutional study, but response of social sciences to institution, such as economics. Then, on the basis of criticizing behaviorism and inheriting traditional institution study, and on the basis of absorbing and modifying economics, sociology and history, the institutional analysis paradigm by Aristotle was finally integrated with several methodologies to generate a new school in political science --- new institutionalism politics.

As a matter of fact, pure institutional study doesn't exist. Therefore, the research method of new institutionalism is generated by means of modifying research method of old institutionalism and successfully borrowing research methods of various relevant disciplines. That is to say, research method of new institutionalism is an outcome of integration of old institutionalism with several methodologies. In this meaning, it is no longer a unitary methodology. Just as Peters said, new institutionalism is seen as "broad, yet diversified direction of political study", and they are assembled together by the assertion that "institution is a variable to explain most political life and it is a factor which also needs to be explained".

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Great Influence of the Economic Factors to Innovative Technology Utilization: International Experiences for China Telephony

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Abstract

Over the last decades, experiences have indicated that innovative technology played the vital role in telephony development. The purpose of this paper is to analyze other influential factors related to new technology utilization in Telecommunication Industry, for instance, government policy, institution endowment and other economic factors. By observing and analyzing some advanced Asian country experiences, the conclusion of the essay has been drawn that, it is imperative to fundamentally reform the political institutional endowment in China in order to accelerate the new technology utilization.

Keywords: Technology utilization, Institutional endowment, Information and communications technology (ICT), Mobile commerce

A number of studies show that innovative technology application in telephony is a complex socio-technical system, not the new technology itself, but influential economic factors, especially Government Institutions also determine economic performance. The establishment and enforcement of an institution involves costs, which are defined as transaction costs, and the lower the transaction cost the higher the economic performance. In a given economy, transaction cost is dependent on legal, political, societal, and cultural institutions. Different institutional arrangements may result in different levels of transaction costs. In an extreme case, prohibitively high transaction costs can lead to economic breakdown in which the formal mechanisms of institutions collapse entirely. The following research provides some suggestions for China telephony innovative technology utilization.

1. Advanced international experiences

1.1 Singapore example

In late 1989, Singapore became the first country in the world to have a nationwide state-of-the-art Integrated Service Digital Network (ISDN). This was an important information infrastructure for the provision of convergent services because it possessed the capacity to carry voice, video and data communication. In addition, Singapore also formulated plans to develop a broadband ISDN service, a high power convergent network capable of providing a bundle of value-added services.

Interestingly, People like to compare Hong Kong with Singapore. Both are free-trade centers with 'pro-market' characteristics in their economic systems. Having similar size and population, both are former British colonies, sharing an English tradition of law and public administration but with a predominantly Chinese population. Without any natural resources to count on, both cities were hard hit by the Asian Financial Crises of 1997 and 1998, during which they faced similar pressures to join the global bandwagon of information technology development in order to 'revitalize' their economies.

In the case of Hong Kong, the development of telecommunications regulation represents a classic case of a government changing from a 'passive' approach to an active role. Up to 1990, the Hong Kong government adopted a 'strategy of having no strategy'. Its telecommunications policy at that time exhibited four characteristics: 'act after problems arise', 'look for reference from abroad', 'wait for suggestions from private sectors' and 'trust the work to ad-hoc working

parties'. Unlike the Hong Kong's minimal government intervention, Singapore prefers high-handed government involvement because of different governance styles and political traditions. Singapore is characterized by an authoritarian regime with a tight control of information flow, making it one of the earliest countries to turn information technologies into a national project.

1.2 Korea example

Korea emerged as the world's first nation to successfully commercialize both emerging CDMA-based digital mobile and ADSL broadband access services. Both cases focused on the commercialization of emerging technologies, which requires reducing inherent high level of uncertainties, and both cases have the characteristics of a system of innovation, which requires the management of interrelationships among several related actors, the different interests of various actors were successfully coordinated under the leadership of the government in a period of transformation from a centrally planned economy to a market economy.

It is clear that the successful penetration of ADSL and CDMA service in Korea may not have been possible were it based simply on a pure market mechanism. The private sector cannot be easily led without the government playing an appropriate role. The role of the government deserves special attention in explaining why Korea has become the leading Internet nation in such a short period of time. In both cases, the Korean government took initiatives in establishing emerging telecommunication services by providing a strong vision, making a concerted effort to build a coalition among various related parties, and supporting the creation of a new market.

1.3 Japan example

Obviously, Japan is the most successful country which commercialized the mobile commerce in the world. Fierce Competition is evolving in a Japanese mobile phone industry that consists of tens of thousands of firms. The high growth in the Japanese mobile Internet has involved the creation of a critical mass of users. At the beginning, Entertainment content such as screen savers and ringing tones played key roles in the creation of the first critical mass of mobile Internet users. NTT DoCoMo and a few content and technology providers initially made lots of the money. Recently A critical mass of two-dimensional (2D) bar code users has emerged in Japan. 2D bar codes can now be found in a wide variety of printed material such as newspapers, magazines, maps, posters, and even restaurant menus. Simply by using an internal bar code reader, software in the phone recognizes the URLs that are embedded in these codes and automatically connects the phone to the relevant Internet site.

Like the fixed telephony, network externalities also exist in the mobile commerce industry. The existence of these network externalities can require a critical mass of users before growth will occur. Creating a critical mass of users can be problematic. It is not just the number of users that constitute a critical mass; it is the relationships between the users that determine whether a critical mass of them has been created. The rapid growth requires a different form of standard setting, policy making, and management. Policy makers need to become involved with these issues. Economists have long recognized that economic growth requires policy makers to set the right rules in various industries.

2. Economic factors affecting innovative technology utilization

In the case of China ,compared with the those successful experiences mentioned above, there has been little promotion of the advanced deployment of digital technologies, for example, a slow development of ADSL broadband deployment and minimal development in FTTH or FTTN technology. Besides that, before the current telecommunication market restructuring, the China Unicom adopted the innovative standard CDMA technology which has been proved a big failure in China. All these led to a worse market disparity, and contributed negatively to the market competition.

Besides the digital technology and mobile technology, for the last decade, information and communications technology (ICT) has played a major role in national and international economic growth, ICT which including Internet Protocol TV (IPTV), Voice over Internet Protocol, WiMax, and Internet Protocol (IP) telephony represents a profound reshaping of the industry. For instance, The IP telephony market exhibits high growth rates all over the world. By the end of 2006, Skype had over 21.3 million users and the network had exhibited exponential growth.

Statistics have showed the fact that developed countries exhibit higher ICT investment than do the developing countries. For example, since 2005, Denmark has maintained the top ranking of e-readiness, and besides that, currently, the penetration of broadband is high in both Finland and Sweden; the figures for these two countries indicated a penetration of over 50% of households in 2006. The respective EU27 average was over 30% and EU15 average 34%—out of the EU27 countries only Denmark and the Netherlands have higher rates than Finland and Sweden. The availability of broadband has exceeded 95% of households both in Sweden and Finland. The figures above suggest that broadband internet connection is available for almost every household in these countries.

Apparently, telecommunication Infrastructure networks—both their construction and utilization—are typically characterized by scale economies, and innovative technology infrastructures make no exception. At the very beginning, factors such as ease of use, technical complexity, or affordable prices are perceived as the main limitations to

commercialize the innovative technology; however lots of studies have showed that the decisive barriers should move from the service's technical characteristics to the economic and institutional factors that affect the consumer's choice. The key economic factors are network effects and various parties' tight cooperation. This all requires the proper government institution and industry policy to support. The following analysis focuses on developing country, especially China telephony institutional environment, which provides profound reasons to the lagging situation of innovative technology utilization compared to other advanced Asian countries.

3. Unstable telephony environment in developing world

Although Mobile technology is seen as a solution for developing countries to catch up in telephony penetration rate, as we can witness in many African countries and Latin American world, statistics show that the mobile service in these developing countries still lags behind the western advanced market a lot, not only for the basic voice service, but also the value added services. Apparently the reasons may be the slow economic development, more poor people, lower salaries and so on; however in these developing regions, we can observe the fact that the telephony environment is rather unstable, and full of uncertainty. Generally speaking, the ambiguity and constant changes in the telephony marked deters the investors' confidences and stalls network expansion. This was evident in the early years of these counties's telecommunication industry.

Traditionally, telecommunication systems in Africa were run by the government. The existing telecommunications infrastructure of the colonial area was inherited by the state after countries became independent. Public ownership of the telecommunications sector also squared with the economic thinking of the 1970s, which favored large investments in key sectors that were expected to stimulate economic growth. Telecommunications in Africa were often under the control of a specifically created ministry or, for instance, in Gabon, due to their "particular strategic importance," they were part of the Ministry of Defense. The debt crisis of the 1980s exposed the poor management of many publicly owned enterprises. In recent years, the government in Africa has adopted series of institutional reform, including establishing independent regulator, to enact telecommunication law, and so on, however, the first round of privatization and liberalization initiatives in these regions were undertaken in the context of structural adjustment programs by the IMF and World Bank. It is obvious that the industry environment in Africa and Latin America still develops slowly in last two decades, which become a major barrier for the innovative technology utilizations.

An obvious observation is that common to both African and Latin American continents were a colonial heritage. Operators based in America, Italy, Portugal and Spain invested in Latin America while France and UK-based operators invested in Africa. Common to both continents was the presence of investors that were based outside of the continent yet heavily committed to developing markets.

In Latin America and Africa, The structure of the mobile telecommunications sector has recently been undergoing a rapid and unprecedented restructuring. Both Latin America and Africa spent the two-year period commencing at the beginning of 2004 undergoing an extensive process of restructuring. The liberalization of telecommunication markets in both continents initially created the opportunity for inward foreign direct investment. Operators, both from within and from outside the two continents, used this opportunity to enter new markets and thus expand their geographical footprint. Subsequent rounds of restructuring have seen some of these operators exit markets, whereas others have expanded into additional markets or consolidated control over their various operations. As the various rounds of restructuring have been played out, two broad categories of operators have emerged. On the one hand, there are those operators, based in Africa or Latin America, which have used the opportunity presented by liberalization to expand into other markets in the home continent. On the other hand, African and Latin American liberalization attracted foreign direct investment from operators based elsewhere.

In addition, the current high prices for stakes and licenses may lead to another round of African restructuring at the end of the decade with the major difference from the current round being that the resulting market structure will become stabilized around a smaller number of larger operators. It is evident that, in contrast, the Latin American market has largely passed through this phase and that its structure is already relatively stable. Hence, as noted, the crucial issue in Latin America is how to regulate markets that are increasingly turning into duopolies.

In the literature of public policy, liberal economic policies and stable industry market are considered as primary driving forces behind market growth. Particularly in the telecommunications industry, in the case of the African and Latin American continents, telecommunications industry highlights the fact that the governmental policy should be consistent and clear and stable in promoting market competition.

4. China telephony development requiring a better institutional environment

As a largest developing country with its own distinct institutional endowments, China's experience in telecommunications network development and its regulatory reform raise many interesting questions.

China adopted the deregulatory mechanism in the telecommunications sector in the early 1990s. Government clearly recognized the advantages that had been conferred by deregulation in such early mover countries as the UK and the US.

However, due to the divergences existing in the social and economic systems, initial deregulatory forays adopted by the Chinese Governments were self-evidently divergent. For instance, why can China finance its explosive network expansion without either liberalizing or privatizing the telecommunications sector, which is generally regarded as inevitable to resolve the capital shortage for most developing countries? Why does China insistently take a policy of banning foreign direct investment in telecommunications services while most developing countries fight earnestly to attract it? Why China dramatically restructures its telecommunications industry and reform regulatory body in the last 3 decades. Without clearly understanding China's telecommunications policymaking mechanism, it would be difficult to make out these questions and the ongoing reforms in China's telecommunications industry.

Although china telephony has experienced decade-long structural and regulatory reform, unfortunately, it has resulted in neither genuine competition nor government-business separation. Generally speaking, the current institutional environment in China telephony is an unstable, unpredictable, and dynamic. The fundamental causes for these deficiencies are rooted in China's political foundation, the socio-economic and legal system.

North categorizes institution into two forms, formal institution and informal institution. The former consists of formal rules and disciplines that should be enforced in a mandatory manner. However, the latter is much more relaxed comparatively. Levy and Spiller systematically apply North's institutional theory into the telecommunications regulation regime. In the telephony, the formal institutional endowments which concentrate on the political structure, administration, legislation and jurisdiction are believed to play a critical role of shaping the national telecommunications regulatory policy.

- With regard to China's legislative and judicial systems, traditionally they do not play an enough role as would be expected. In fact, China is one of the few countries without telecommunications legislation now in the world. Although china has already enacted the new anti-monopoly law (AML), it is unlikely to effectively foster competition in China's telecom industry. To achieve a healthy and sustainable growth, the PRC telecommunications market and industry has been in great need of a competition law.
- From the perspective of administration institution in China, the telecommunications policymaking always further overly resort to governmental intervention. The influence from the formal institutions is imposed through direct intervention in the forms of political decisions, decrees, and regulations. On 11th March 2008, The PRC State Council announced its Ministerial Reform Plan. The government initiated a significant telecommunications reform in May 2008 in both regulatory structuring and market place. A brand new regulator, Ministry of Industry and Information Technology (MIIT), was established to replace the previous MII; the number of major market players was also reduced from six to three. This reform creates a typical oligopoly market place and it was driven by the 'political will'. Obviously, the telecom business has never been truly separated from government, invisible ties between the regulator and the industry still exist, as a result, not only is regulatory independence undermined but government-business relations become even subtler.
- In regard to the informal institutions, interest parties and public opinion mainly impose their influences in the form of "bureaucratic bargaining" and public criticisms to demonstrate their attitudes, requirements, and arguments about telecommunications policy. Compared to the bargaining among interest parties, the public media in China is under the strict control of the government, therefore the public opinion is much more weak and sporadic. Typically there are two avenues to channel the public opinion, public media and non-official consumer organizations such as Consumer Rights Protection Association. In the telecommunications, formal institutions are dynamic and could change significantly in the short term, but the informal institutions tend to be slow in change. With the process of deepening political reform, it is expected that the informal institution will play more important role in China's policymaking

In conclusion, to achieve the transition toward pro-competitive telecommunications policy in China, it is necessary to dramatically reform its telecommunications policymaking mechanism. First of all, telecommunications legislation should be enacted to serve a legal ground on which the telecommunications policy rests. Second, the undue political and administrative interventions should be avoided. Third, the informal bargaining and lobbying should be replaced by transparent policymaking mechanisms. Therefore it is necessary to create a transparent, pro-competitive, and independent policymaking mechanism and regulatory institution.

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Discussing Mang Robe System of Ming and Qing Dynasties

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Abstract

There were systems of Mang robes both in Ming and Qing dynasties. However, they differ greatly in style although they have got the same name. A Mang robe in Ming Dynasty has big and wide body and sleeves, the same style as that of Han nationality. But the Mang robes of the Qing Dynasty bear the features of typical nomadic style with turtle neck, buttons on the right side, and horse-hoof sleeves. Although the Qing Mang robe system is from the Ming dynasty, only those external ornaments that can be accepted by the rulers remain. Rulers of Qing Dynasty believed that ornaments were only used to decorate the garments and there was no need to rigidly adhere to the external form.

Keywords: Ming Dynasty, Qing Dynasty, Mang robe

1. Introduction

There were systems of Mang robes in Ming Dynasty, which was established by Han nationality and Qing Dynasty, which was set up by the Manchu. In the early period of the Qing Dynasty, ethnic tradition in clothing was stressed. But system of Mang robe was borrowed from the Ming dynasty. In addition, the system of Bufu and use of the twelve ornaments were all from clothing of those dynasties established by the Han people. The rulers of the Qing Dynasty believed that clothing system was closely linked with the regime and the clothing style with Manchu national characteristics was fundamental for the clothing system. Patterns worked as decoration and never affected the nature of clothing.

Officials of Ming Dynasty took Mang robes as the court apparel. As for Qing Dynasty both the Princes and those officials who do not belong to the nine grades can wear them. Xu Ke of the Qing Dynasty wrote in his works of Qingbaileichao that wearing Mang robes, which have another name of motley, is a system of the Ming Dynasty. Shen Defu of the Ming Dynasty in his book of Yehuobian said that the python patterns in the Mang robe were similar with the dragon patterns with the only difference of absence of one paw. He proposed that Mang robe of Qing Dynasty was undoubtedly the motley of the Ming Dynasty. (Xu, 1986, p6176). Since Mang robe system follows that of the Ming Dynasty, are the styles of the Mang robe of the Ming and Qing Dynasties the same? Or are there any differences between them?

2. Mang robes of the Ming dynasty

2.1 The basic appearance of Mang robes

Mang robes get the mane for the embroidered python on them. In the Ming Dynasty, they are not listed in official costume. Many scholars believe that the Mang robes are a concept of rewarded articles. It is generally believed that Mang robes are at the beginning of Zhengtong (1436 - 1449) were given to the early leaders of other nations, which can be proved by what Shen Defu said in Yehuobian. (Shen, p830). Still there are other scholars who hold different views. It was recorded that right in the 15th year of Yongle (1405), more than 30 years earlier than the beginning of Zhengtong period, three kings of Sulu kingdom were presented with Mang robes. "They were rewarded respectively with a waist belt made of jade, a-hundred Liang gold, two-thousand-Liang platinum... and a piece of clothing of a python pattern embroidered with gold threads." From then on, in the first year of Hongzhi (1488), in the 13th year of Zhengde (1354), the 16th year of Zhengde (1357), the 3rd year of Jiajing (1524), the 42nd of Jiajing (1563), the 14th year of Wanli (1586), the 38th year of Wanli (1610), there were records about the rewarding of the Mang robes.(Song, 2001). Mang robes were

rewarded to such figures as Liu Jian, Li Dongyang, Xujie, Zhang Juzheng and others of the Ming Dynasty. (Zhang, 1997). It was of course a great honor to receive a piece of clothing from emperors.

In addition to the costume as a reward, the Mang robes function as sacrifice garments in the Ming Dynasty. Every time when the emperors presided over the sacrifice rites, all the civil and military officials should be present in the sacrifice garments. In the 8th year of Jiajing, the garments that officials should wear on sacrifice rites were determined and in those days or months when the emperors held the sacrifice rites, all the Jinyiwei were in red Mang robes.

From the text above it can be seen that Mang robes possess a high status in the Ming Dynasty and there is a rigid restrictions of the grade that people belong to. Those who disobey the regulations will receive a felony. In the second year of Tianshun (1458), it was prescribed that ordinary officials and civilians could not use python or flying fish as clothing patterns. The colors of yellow, purple, black, green, turmeric and bright yellow could not also be allowed to use. In the 13th year of Hongzhi (1500), it was provided that “if the dukes, marquises, earls, civil and military officials, occupation commissioners, and Shoubei do not obey the regulations but wear the garments with embroidered patterns of python and flying fish, they will receive a felony.” In the 16th year of Zhengde (1521), Shizong emperor ascended the throne and prescribed an edict that strictly prohibited officials to violate the rules to use the belt made of jade and use the garments with patterns of embroidered python and flying fish. It was still noted that it should be prohibited that a number of relatively low rank officials adopted the clothing color which should be used by dukes and marquises. Ming Dynasty strictly provided the use of python patterns on clothing. Even if similar patterns are not allowed. For example, there was a book of History of Ming Dynasty saying that in the 16th year of Jiajing (1537) an official named Zhang Zan wore a garment with a similar pattern of python. Shizong emperor got great furious and questioned that why Zhangzan could wear a Mang robe since he was only a second rank official. Another official named Xiayan answered that the garment Zhang Zan wore was rewarded by the emperor. It was embroidered with flying fish, only a little similar with a python. So Shizong emperor said how a flying fish could have two horns, as should be strictly prohibited. (Zhang, 1997).

2.2 Several forms of python patterns

Python patterns on Mang robes of the Ming dynasty are not single but display various manifestations, sometimes faced or profile and sometimes round or disk According to History of the Ming Dynasty, from the 10th year of Zhengde (1515) to the 15th year of Chongzhen (1642), Emperors of the Ming Dynasty, in various names, rewarded the garments embroidered python patterns to tens of officials such as Xia Yan, Xu Jie, Ma Fang, Zhang Juzheng, Li Liangcheng, Ye Xianggao, Fang Congzhe, Zhang Heming, Sun Chengzong, Wang Pu, Sun Yingyuan, and He Fengsheng, etc. These Mang robes were named as “red sitting python” (faced python), “circling python”, and “embroidered python”, etc. The python patterns were placed differently on robes. According to some documents, after Yongle, the eunuchs must wear Mang robes when standing by the emperors. Their python samples, generally speaking, were embroidered on the both sides of robe. There is another kind of garment decorated with mandarin squares with embroidered python patterns and python patterns on the knees. (Zhang, 1997). As what Liu Ruoyu said in ZhuoZhongzhi, Recorded Poems by Drinkers, some eunuchs of the Ming Dynasty who got favored did want they wanted to risk violating the regulations to have the Mang robes made. There was a garment named Tieli at that time. Since Wei Zhongxian got favored, python patterns were used on Tieli. There was another garment with embroidered python patterns inside and outside of both sleeves. From the time of visiting lanterns in lunar January until the winter solstice, the python patterns on the Mang robe have been changed with the seasons, for example, in Double Ninth festival in September, python patterns and chrysanthemum patterns are combined to decorate the apparel. Wei Zhongxian also created the apparel embroidered with tiger, rabbit and hyacinth patterns in gold thread to suit for the occasions of the emperors’ birthdays or national celebrations. (Liu, 1993, p263-264).

Insert Figure 1 and Figure 2 here

The above text displays that python patterns of the Ming Dynasty can be embroidered on both sides of the garment, on mandarin squares, on keens and on sleeves. With the different seasons, python patterns demonstrate different manifestations. In accordance with the provisions of the Ming Dynasty, python patterns stand for high or low ranks and the faced python patterns stand for the highest position. Python patterns are divided into five-paw and four-paw ones. The more the python have paws, the nobler the position it stands for. (Zhang, 1997). Although the Ming Dynasty has strict requirements for wearing the Mang robes, virtually, in the late Ming Dynasty, it is almost out of control about using Mang robes. The original faced sitting python stands for the noblest but it was abused by some officials later.

According to the different position of apparel that python patterns are on, it may be inferred that Mang robes of the Ming Dynasty can be divided into two styles.

The first is of turtle neck, surplice sleeves with the python patterns all over the body. This type of Mang robes can be seen more in the pictures of the officials of the Ming Dynasty. Figure 1 is the photo of Li Zhen of the Ming Dynasty in blue Mang robe. Figure 2 is the handed down collection in Chongqing Municipal Museum cherished by the official Qing Liangyu of the late Ming Dynasty. The blue Mang robe is made in silk and embroidered with golden clouds and

python patterns. The robe is of the standing collar, surplice sleeves with 75 centimeters wide. It is 171 centimeters long and the sleeve is 96.5 centimeters in length. The horizontal neckline is 14 centimeters wide and the vertical is 8 centimeters deep. The waist is 69 centimeters wide and the bottom is 140 centimeters wide. As can be seen from the picture, Figure 1 and Figure 2 are the same style of Mang robes. Both are of turtle collar and surplice sleeve, with buttons on the right, and the python patterns all over the body. The python patterns on the two pictures are not the faced sitting but the profile climbing pythons.

The second is of the python patterns embroidered on the mandarin squares. Such garments are of more diversified forms. According to History of the Ming Dynasty, in the late period of Yongle, the garments worn by eunuchs are decorated with mandarin squares of patterns on the chest and back, and on the knees there are woven with clouds and pythons horizontally. In addition, the garments mentioned above with woven python patterns on both sleeves also use python patterns on the mandarin squares on the chest and back.

3. Mang robe of the Qing Dynasty

Insert Figure 3 here

3.1 The basic appearance of Mang robe

Mang robes of the Qing Dynasty can be worn matching with the mandarin squares. Those who are qualified for wearing the mandarin squares are eligible to wear Mang robes.

Styles of Mang robes of the Qing Dynasty can be found in Illustrations of Imperial Ritual Paraphernalia. Figure 3 is the Mang robe of the princes and the seventh-class Mang robe of civil officials. Both are of the same style with the similar patterns. It is difficult to see the differences of the Mang robes worn by the people of different identities only from the pictures. More concrete details should be turned to the written records. For instance, in accordance with the provisions of the Qing Dynasty, "the golden yellow Mang robes used by the princes are embroidered with nine pythons all over the body. The color of blue can be used by the Mang robes worn by the infants. But they can use golden yellow if it is allowed by the emperors. While the Mang robes used by the baylors are not allowed to use golden yellow and they are embroidered with nine-paw python patterns. As for the Mang robes worn by forth-class civil officials, they can use blue or rock blue as they like and the whole body can be embroidered with eight-paw python patterns, so are the fifth-class, sixth-class military officials, fifth-class, sixth-class civil officials, and Fengen generals. Mang robes worn by the seventh-class civil officials can adopt blue or rock blue and the whole body can be embroidered with four-paw python patterns, so do the seventh-class, eighth-class, ninth-class military officials and eighth-class, ninth-class civil officials." (Yun, 2004, p126, p130, p138, p158, p180, p200). Guangxu of the Qing Dynasty had more detailed records about the differences of the Mang robes of various identities. Only the royal members have front and back, left and right split downswings while the others only have front and back split downswings. (Note 1).

As can be known from the written records and illustrations, the basic style of the Mang robes of the Qing Dynasty is of turtle collar, buttons on the right side, horse-hoof sleeves with embroidered python patterns all over the body. The differences of different ranks are embodied in color, the number of python patterns, and the number of paws. Mang robes are divided into four or two split downswings, and the former is of the noble one.

3.2 Occasions for wearing Mang robes

In the late Qing Dynasty, Mang robes and BUFU are often used to symbolize the official honors. In the 24th year of Qianlong when Illustrations of Qianlong Ritual Paraphernalia was edited, a system of Mang robes fitting for mandarin squares was supplemented. However, the matching wearing of Mang robes and mandarin squares does not begin from Qianlong, it exists long before that.

Take the 52nd year of Kangxi for instance, as every March 8 is the birthday of the emperor, all the officials except kings should wear Mang robes and mandarin squares in Changchun garden. However, it was right the 60th birthday of the emperor, which is not comparable to the normal days. From the first day to the last day of March, court dresses, Mang robes and Bufu should be worn. In the following years, for every ten years it should be taken as an example. (Note 2). Because the 6th year of Yongzheng was the queen's birthday, all the officials must wear the Mang robes and Bufu. (Note 2). And the 16th year of Qianlong was the birthday of the emperor's mother, the emperor was in dragon robe. All the maharajahs and ministers in Mang robe and Bufu, and noble ladies of Manchu and Han in colorful suits knelt down at the side of the street waiting for the coming of the emperor... It was prescribed in this year that the 25th of November was the sixth birthday of the emperor's mother and from the fourteenth day to the twenty-eighth day, all the maharajah and ministers should wear Mang robes and Bufu. (Note 2). Figure 4 is a part of the Qing Dynasty Palace painting of Rewarded Banquet in Wanshu Palace. It shows that in the 19th year of Qianlong Duerbote Mongolian tribe led by its leader Sancheling claimed their allegiance to the Qing Dynasty and the occasion on which emperor Qianlong gave a banquet to treat Sancheling and other people in Chengde Imperial Summer Resort. In the following year the picture was painted. What the officials wear in the picture is Bufu. More similar scenes can be seen in the whole picture. In some unearthed goods of Qing officials, Mang robes and Bufu can be found in matching one with another. For instance, in

2006, in Yuquan road, Shijing Hill of Beijing city, a corpse of a Qing official was unearthed. The body was dressed in Bufu. When it was taken off, there was inside a blue Mang robe with a five-paw golden dragon embroidered on the chest and back. At present the relevant cultural relics are stored in the Capital Museum.

In the Qing Dynasty, Mang robes are worn matching with Bufu. However, emperors of the Qing Dynasty rewarded the Mang robes to the officials in order to show their grace and favor. For example, in the 3rd year and the 13th year of Qianlong, the emperor gave Yansheng duke a Mang robe as a largess. (Note 3). In this sense, Mang robes of the Qing Dynasty get the same function as those of Ming Dynasty.

4. Conclusions

All the Mang robes of Ming and Qing Dynasties are decorated with python patterns. Although they have got the same name but they are different in style and in purpose.

4.1 In the Ming Dynasty, Mang robes belong to the clothing that was rewarded to the officials.

It is a great honor to win such a garment. In addition, when in the ritual of sacrifice, some officials of the special identities can also wear Mang robes. Mang robes stand for a higher status in the Ming Dynasty and only those who are of a certain rank can wear them.

Mang robes of the Qing Dynasty can be dressed in matching with the Bufu. Those who are qualified for wearing Bufu all can wear the Mang robes in line with their identities. Sometimes the emperors would present Mang robes to the officials. In this sense, Mang robes of the Qing Dynasty get the same function as those of the Ming Dynasty.

4.2 Mang robes of the Ming Dynasty were of the robe style, which can be roughly divided into two categories.

One is the robe of turtle collar, sleeves of ample dimensions with python patterns all over the body. The other is that python patterns are used on mandarin square. As for costumes of the Ming dynasty, the location of python patterns is not fixed. Either in both sides, or on mandarin square, or on knees, or inside or outside of the sleeves is suitable. Mang robes are of the high or low rank for different numbers of the python patterns and python paws.

Mang robes worn by different identities of the Qing Dynasty are of the same style, turtle collar, narrow horse-hoof sleeves and python patterns all over the body. The different social statuses were displayed mainly in color, the number of python patterns and the python claws. There are differences of the downswings of four-side split ends, which is noble, and two-side split ends.

Although the system of Mang robes of the Qing Dynasty inherited from the Ming Dynasty, what is reserved is the external ornamentation that can be accepted only by the rulers. Rulers of the Qing Dynasty emphasized that the characteristics of nomadic dress should be retained, style was basic for clothing, and such a superficial form as the patterns of the clothing did not need too much prohibiting.

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Notes

Note 1. Records of Laws and Systems of the Qing Dynasty in Guangxu Period: Crown Closing System. The Imperial Collections of Four. Shanghai: Shanghai Guji Publishing House.

Note 2. Cases of Record of Laws and Systems of the Qing Dynasty. Vol. 56

Note 3. Cases of Imperial records of Laws and Systems of the Qing Dynasty. Vol. 309. Part of History. Supplementary Imperial Collections of Four. Shanghai: Shanghai Guji Publishing House. Pp. 6,7.



Figure 1. Picture of Li Zhen of Ming Dynasty



Figure 2. A Handed-down article: the blue gold silk Mang robe embroidered with python patterns owned by Qin liangyu of the Ming Dynasty



Figure 3. Mang robes worn by Princes or seventh grade civil officials in Illustrations of Imperial Ritual Paraphernalia



Figure 4. Part of Rewarded Banquet in Wanshu Palace and officials in Mang robe and Bufu.



Sin, Punishment and Redemption in *King Lear*

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Financed by Qingdao University of Science and Technology. Project number: 08XA05

Abstract

Holy Bible is the classic of Christian, having a deep and far-reaching influence on the thought and the everyday life of western people. The elements in *Holy Bible* were shown everywhere in Shakespeare's tragedy: *King Lear*. This article aims to explore the essential propositions of Christian: sin, punishment and redemption as the clue, and analyzes the behaviors and fates of characters in *King Lear*.

First, human beings are born with sins. The characters can not escape the deep-rooted original sin in human's nature, committing different kinds of sins. Second, God is fair to everyone. The punishment follows their sins. The characters deserved their proper punishment accordingly. Owing to their different sins, some experienced kinds of sufferings; some lost their life; some will be tortured in the hell forever. Third, God punishes those who commit the sins, but he also saves those who die for justice, and forgives those who repent. Suffering is the road leading to being redeemed. After those sufferings, people were saved.

The religious ideas are widely used in *King Lear*, further heightening the feelings of Christians, and preaching the lessons of punishing the evil and advocating the good.

Keywords: Bible, Sin, Punishment, Redemption

1. Introduction

William Shakespeare lived during the time of English Renaissance featuring humanism. And he is regarded as one of the most prominent representatives of this time. And a lot of books and papers studying humanistic elements have been cropping up all the time. However, Shakespeare and his works are also influenced by Christianity notably. Superficially, these two points of views seem to be in contradiction with each other. Virtually, humanism and Christianity are not a completely opposite Cultural system. The movement of Renaissance denied many aspects of Christianity, but the fact that the movement of Renaissance is deeply rooted in the hotbed of Christian Culture can not be ignored either. Therefore many spirits and ideas of Renaissance are the extension and development of inherent elements of Christianity under the new historical circumstances. So now it should be not difficult for us to accept the certain influence of religion on Shakespeare and his works.

From 1601 to 1605, William Shakespeare created his four principal tragedies, *Hamlet*, *Othello*, *King Lear*, and *Macbeth*. For four hundred years, these tragedies have been sparkling with a peculiar beauty of their own, and have never failed to evoke pity or fear. How come they have achieved such everlasting effects? The reason is that Shakespeare endows them, especially *King Lear*, with some valuable religious qualities, which this thesis paper attempts to examine.

2. The influence of Christianity on Shakespeare and his works

2.1 The influence of Christianity on Shakespeare

Scholars and critics of all strips have long conceded the importance of religious belief in the production of art, literature and drama. Yet how Christian was Shakespeare? This remains a disputing question for a long time. And it is still very disputing till today. The eminent critic Harold Bloom, author of the best-selling *Shakespeare: The invention of the Human* (Riverhead Books, 1999), argues that "Shakespeare seems too wise to believe anything" political or religious. According to Bloom, Shakespeare could not have any religious convictions and still remain Shakespeare. And Rev. Paul Murry, O.P., notes: "It would not, I think, to be helpful to characterize Shakespeare formally as a religious dramatist.

The fact is that he chose, by and large, to leave religion alone.”[1] As to Bloom’s view, I myself am strongly opposed to it. Compared with the former, the latter sounds more reasonable. During the English Renaissance, Protestant reformers had recently put an end to the centuries-old tradition of religious drama. And strict laws regulating theater prohibited any explicit religious or current political events from being represented on stage. So no playwright writing for the public during this time could be formally considered a religious dramatist. Therefore, Shakespeare had to choose to address the religious issues in a strictly universal way, free of any clannish meaning or color.

Although all the above-mentioned, he is very Catholic in many respects. And it is not exaggerated to say that Shakespeare is a Catholic totally. And there is a lot of evidences demonstrating that Shakespeare is closely related to Catholic.

First, Shakespeare’s families are closely connected with Christian. Both of his parents appeared to have conformed to Christian despite the risks to personal wealth, freedom and life. His mother, Mary Arden, came from one of the most prominent and tenacious Catholic families in Warwickshire. The head of the clan, Edward Arden, for instance, kept his own Catholic priest, disguised as a gardener but known throughout the Avon valley as Father Hugh Hall. One of Arden’s sons-in-law, a hot-headed Catholic Fantastic named John Somerville, traveled to London on a personal mission to assassinate the Queen; apparently quite deranged, he betrayed his intentions to anyone who would listen to his ranting during his frequent tavern-hopping. Inevitably, he was arrested and, under torture, implicated Arden and Hall. The priest died in prison while his case was being adjudicated; but in 1583 the hapless Arden was hanged and quartered, and his head struck on a spike on London Bridge.

William Shakespeare was nineteen years old at the time of his cousin’s execution. Well before that traumatic date, from as far back as William’s thirteenth year, his father John had apparently begun to run into financial difficulties, at which time he tried to avoid town meetings and church attendance, allegedly to elude summons by subpoena (one could be served for debt in church). Presumably the debts were real (he defaulted on a mortgage in 1580), but the father’s financial woes seem to have been exacerbated by Crown revenge against the Ardens. In any event, John’s name was later entered on the recusant rolls of Stratford for failing to come to Anglican Church services on Sunday, as the law required. One often reads that John Shakespeare’s absence was due strictly to his fear of subpoena. But Catholic convictions must have played at least some role in the father’s recusancy. A document, supposed to have been found about 1750 under the tiles of a house in Stratford which had once been John Shakespeare’s, professes to be the spiritual testament of the said John Shakespeare, and assuming it to be authentic it would clearly prove him to have been a Catholic. The document, which was at first unhesitatingly accepted as genuine by Malone, is considered by most modern Shakespeare scholars to be a fabrication of J. Jordan who sent it to Malone. (Chuck Lee, 1908: 302)

And we know that William Shakespeare’s daughter was also fined for recusancy and that William and his fiancée Anne Hathway married not in his Stratford church but in Temple Grafton, five miles from his birthplace. Neither the Shakespeare nor the Hathways had connections there, but the vicar of the village, John Frith, was cited in contemporary records as “unsound in religion,” a code-term for Catholic priests. And finally, a seventeenth-century Anglican archdeacon from nearby Coventry reported that, according to Stratford oral tradition, Shakespeare “died a papist”.

Besides his family members, many of his teachers, classmates and friends maintained close connections with the Christian. Shakespeare’s teachers at the Stratford grammar school all had contacts with the “old faith”. Simon Hunt, his first schoolmaster, from 1571 to 1575, left Stratford to matriculate at the University of Douai in the summer of 1575 and later become a Jesuit. One of Shakespeare’s classmates from Stratford, Robert Dibdale, abruptly left with Hunt, was also ordained a priest, and was martyred in 1586. And while studying for the priesthood Debdale shared classes with Thomas Cottom (executed in 1582), whose brother John Cottom was a schoolmaster at Stratford and taught Shakespeare until, under mounting Anti-Catholic pressure from the Crown, he fled home to Lancashire, a Catholic stronghold. And just at the recommendation of Cottom Shakespeare took up a position as a tutor and a player in the Houghton household, a recusant noble Catholic family of Lancashire. (David Bradley, 1979: 28) All these go to show that the dramatist in his youth must have been brought up in a very Catholic atmosphere, and indeed the history of the Gunpowder Plot conspirators shows that the neighborhood was regarded as quite a hotbed of recusancy.

2.2 The influence of Holy Bible on Shakespeare’s Works

Due to Shakespeare’s close connection with Christianity, the classical work of Christianity, Holy Bible, deeply influenced all of Shakespeare’s works. We all know that Shakespeare knew Holy Bible thoroughly, not only a by-stander, but also a propagator. And there were a lot of pistils in the Bible he read. And especially when he read *The Divine Comedy*, he circled all the words and expressions related to Holy Bible, without any omission. His tragedies, comedies, historical plays, poems, etc. are full of the elements of Holy Bible. And among all of Shakespeare’s works, the religious ideas embodied more fully in his tragedies than his other works, especially in his four famous tragedies *Hamlet*, *Macbeth*, *King Lear* and *Othello*. The English contemporary critic, Helen Cardina, even deemed Shakespeare’s tragedies as “Christian tragedies”. (Helen Gardner, 1998: 72-74) And one of the famous English scholars has said that there will be no Shakespeare’s work without the Holy Bible. (Zhu Wei, 1992: 64)

As the essential Christian propositions: sin, punishment, and redemption are found everywhere in his four tragedies. And these are important themes which form the inherent plots and advocated the tragedies; or they become the main measures to realize the tragedies and enlarge the connotations of the tragedies. And here in this article I will mainly explore the exhibition of Sin, Punishment and Redemption in *King Lear*.

3. Sin, punishment and redemption embodied in *King Lear*

3.1 The sin

What is the sin? The ceaselessly swollen desires and lusts will result in the sin; too much free will result in the sin; harboring the evil idea will result in the sin; violating the law of any moral or ethical rules will result in the sin; and so on. The bible emphasizes the original sin of the man. Humans are born with sin. Man's original sin begins with our forefathers Adam and Eve. Before the original sin comes into our world, "Everyone who commits sin is a child of the evil; for the devil has been sinning from the beginning." (National TSPM&CCC, 2000: 422) And our forefathers Adam and Eve have the right to choose to be good or to be evil, but this depends on their attitudes. Under the seduction of the evil serpent, Eve ate the forbidden fruit in the Eden and gave some to her husband. So they committed the original sin and were driven out of Eden by God as the punishment. Therefore, from now on, every man is born with sin.

Sin can be found in every works of Shakespeare. The connotation of sin in four tragedies is deeper and more serious than his comedies. The four tragedies do not just take some kind of sinful behaviors as the plot frame, but go into the deep meaning of the sin such as the apprehension and the application of the original sin.

3.1.1 The sin in *King Lear*

"Everyone who commits sin is a child of the evil; for evil has been sinning from the beginning." (National TSPM&CCC, 2000: 422) Goneril, Regan and Edmund are devils if they were not human. Goneril and Regan persecuted their old father, drove him out of their house, and left him homeless in the wilderness. They would be willing to kill each other to be Edmund's queen. They are selfish. Their blood is cold. Edmund demands that all of his desires must be satisfied. His insatiable ambition extends past Cornwall to English Throne. He claimed, "All with me's meet that I can fashion fit." Besides, Edmund disrespected the God. He said, "My father compounded with my mother under the Dragon's tail and my nativity was under Ursa Major, so that it follows I am rough and lecherous. Fut, I should have been that I am, had the maidenliest star in the firmament twinkled on my bastardizing." (William Shakespeare, 1999: 435) And all these demonstrate the original sin in human.

Regarding Lear, he is an imperious, capricious, arrogant and self-centered king. In any case, he welcomes poisoned flattery but interprets well-intended criticism, whether from Cordelia or Kent, as treason. Lear's ego seems fully capable of demanding the sacrifice from his daughters, especially from his favorite, Cordelia; he has given them his whole kingdom, now let them care for him as befits, his royal rank and patriarchal role. Goneril and Regan are content to flatter and promise obedience knowing that they will turn him out once he has relinquished his authority. Cordelia senses that Lear is demanding love as payment for his parental kindness. Genuine love ought rather to be selfless. She refuses to lie like her sisters. So Lear misjudges his children and disinherits his loving daughter in favor of his duplicitous daughters.

And Gloucester is another Lear. Without any clear evidence he wronged his virtuous son and fell into prey to Edmund's deceptions and disinherits him.

There are too many subjective ideas in these two old man's mind. This is also one nature of human resulting from the original sin.

3.2 The Punishment

Since everyone is sinned from the beginning according to the Bible. The punishment must follow behind. Usually, there are three aspects of meaning in the punishment: the punishment in the present life, the punishment of the whole life and the punishment of conscience. Adam and Eve are driven out of Eden by God and have to suffer on the earth. And Cain is driven out of hometown. All these convey a meaning that one must responsible for what he is doing in his real life.

"Just as sin came into the world through one man, death came through sin and so death spread to all because all have sinned." (National TSPM&CCC, 2000: 270) And death is the most serious punishment. God has arranged for the man. There are also three kinds of death according to the Bible. The first one is the death of the body, or the departure of the body and the soul. To the pagans, this kind of death means that he will lost all the nice things in the earth and be tortured in the hell forever. To the well-behaved believers, this kind of death means free from the bitter life, entering a beautiful world and enjoying the happiness forever. The second one is the death of the soul, that is, the restorable departure of the soul and God. And just like the first kind of death, it is possible to resurrect from this kind of death. For example, the souls of two criminals who are crucified with Jesus have departed from God. Their souls are dead. But one of the criminals begins to have faith in Jesus before he dies. When the other criminals kept deriding Jesus, he said, "Do you not fear God, since you are under the same sentence of condemnation? And we indeed have been condemned justly,

for we are getting what we deserve for our deeds, but this man has done nothing wrong.” Jesus told him, “Truly I tell you, today you will be with me in the paradise.” (National TSPM&CCC, 2000: 157) The third kind of death is the eternal death, which means the complete departure with God and the torture in the hell forever. The death of the criminal who kept deriding Jesus when he was going to put to death belongs to this type. He will never have the chance to resurrect from his eternal death.

3.2.1 The punishment in King Lear

In *King Lear*, none of the people who sinned can avoid the punishment of God. Regan is poisoned to death by her sister Goneril. And Goneril commits suicide. Goneril and Regan have done too many evil things. But they have not repented and asked for pardon until their death. Just like the criminal who deriding Jesus even when he will put to death very soon, their deaths belong to the eternal death. They will be tortured in the hell forever. And they will never have any chance to resurrect from their death. Edmund, whose soul is dead before his body dies, have done numerous evil deeds. He is killed by his brother and deserved his punishment.

Regarding Lear and Gloucester, they experienced the hardship owing to their errors. Lear was turned out into the storm by his two daughters and went mad; Gloucester is made physically blinded because of his son Edmund's betrayal.

3.3 The Redemption

Man has sinned from the beginning. And man's original sin will no doubt lead to the punishment from the law on the earth, God and the conscience. But it does not mean that man can not find a way out. The Bible will lead the man to redemption. The God will pardon their sins if they believe God. And man can be rescued through the repentance of their sins and their conversion to God. And God loves all those who regret for guilt.

Besides, hardship is the symbol of purgatory. One can also be rescued through the hardship he experienced, and his soul will be purified. After the suffering, one may realize the truth thoroughly. And in Shakespeare's four tragedies, each hero finally realizes his misdeeds and obtains a deeper understanding of life.

Christian is a religion of love. The Christian spirit of benevolence, leniency and universal love goes through the Bible distinctively. So some people can be rescued by God because of their benevolence, leniency and universal love. These are the moral qualities the Bible advocates. Therefore the soul this kind of people will be rescued by god even their body is dead. They will live happily in the heaven with God. [21]

3.3.1 The redemption in King Lear

In *King Lear*, Lear and Gloucester are rescued through the suffering they have experienced. Lear's suffering is not without compensation. He learned the truth and discovered himself through his suffering. And through his suffering, he has understood what human's suffering and need are all about. He begins to pray for the poor, “Poor naked wretches, wheresoe'er you are,/ That bide the pelting of this pitiless storm,/ How shall your houseless heads and unfed sides,/ Your looped and windowed raggedness, defend you / From seasons such as these? O, I have ta'en/ Too little care of this! Take physic, pomp;/ Expose thyself to feel what wretches feel, / That thou mayest shake the superflux to them/ And show the heavens more just.”[22] And he begins to sympathize with the fool, “Come on, my boy. How dost, my boy? Art cold? / I am cold myself. — Where is the straw, my fellow? / The art of our necessities is strange, / And can make vile things precious. Come, your hovel.—/ Poor fool and knave, I have one part in my heart/ That's sorry yet for thee.”(William Shakespeare, 1999: 483) And when Lear recognized Cordelia after all of his suffering, he attempted to kneel down before her and said, “I am a very old foolish fond old man.” and “I fear I am not in my perfect mind.” To kneel down is a kind of true enlightenment, indicting the repentance in the bottom of his heart.

Gloucester learns a similar truth and expresses it in much the same way as Lear. Like Lear he has driven into exile a virtuous child and had placed in the power of the wicked. Enlightenment comes only through suffering. Just as Lear achieves spiritual wisdom when he goes mad, Gloucester achieves spiritual vision when he is physically blinded. His eyes having been ground out by the heel of Cornwall's boot, Gloucester asks for Edmund only to learn that Edmund has betrayed him in return for siding with Lear in the approaching civil war. Gloucester's response, however, is not to accuse Edmund of treachery but to beg forgiveness of the wronged Edgar.

Cordelia and Edgar are rescued by God because of their benevolence, leniency and universal love. They both have forgiven and cherished their sinned fathers. And their love is one of the elements that make their fathers grow spiritually. The power of their love, though learned too late to avert catastrophe is at last discovered in its very defeat. And the love embodied by Cordelia and Edgar's final triumphs over the more anarchic and brutal forces embodied by Regan and Goneril, which can be seen in Albany's shifting and reconciliation and the restoration of the national order and Edgar's survival and restoration to his social status. Although Cordelia is dead, her death is not a secular one. The soul of Jesus in the Holy Bible has returned to the arms of God. Cordelia has died for justice like Jesus, so her death is the same as the death of Jesus. She is remembered and respected by the people and her soul also returns to the arms of God.

Edmund, whose soul is dead before his body dies, have done numerous evil deeds. But just as the criminal who is

crucified with Jesus together is converted to Jesus before he is put to death, he tells Kent the secret order of killing Lear Cordelia and helps them rescue Cordelia and Lear. Therefore, he will not be tortured by the flame in the hell. He will be with the God in the heaven.

4. Conclusion

The Christian ideas are the body and soul of Shakespeare's four tragedies, which add the features of western classic culture and the religious elements to the play. Without them the tragedies will be lack of their original vitality.

Shakespeare's *King Lear* ends with heroes' death--King Lear dies of heartbreak and over-exertion. The sin, punishment and redemption are embodied fully in the death of King Lear. And these tragic endings render the tragedy a far-reaching influence among western countries. The drama not only plays the role of moral teaching of punishing the evil and advocating the good, but also leads the audience to think about means of "punishment" and "death" under the Christian culture. *King Lear* has deepened the religious ideas in the play, and further heightened the Christian feelings, making the play shed the eternal radiance similar to the Holy Bible.

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Lost in Déjà Vu

—The Textual Analysis of *Nettles* Based on Intertextuality

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Abstract

In this thesis, the author focuses on the application of intertextuality depending on the textual analysis of *Nettles* in order to demonstrate how the art of intertextuality helps to achieve this story by employing other texts to serve this story. Just like a mosaic, this text is a coinage of quotations and a combination of absorption and transformation of another texts. As a result, this “mosaic” creates Déjà Vu—a kind of phenomenon that is somewhat similar to what recently happened, or something reminded you of something that happened in the past which you seem to have already encountered before. In this thesis, gender differences, gender roles, usage of different sources and readers' former images and knowledge will be involved in the analysis of this story from the angle of intertextuality. This thesis will help to enlighten how intertextuality being a device to create Déjà Vu phenomenon, and in what world that can people get lost.

Keywords: Nettles, Textual analysis, Intertextuality, Déjà Vu

The fiction *Nettles* is a short story written by the famous Canada female writer Alice Munro. The story gains its fame by its narrative strategies, theme, and usage of symbolism. However, this thesis will concern about the application of intertextuality as a device to create Déjà Vu phenomenon since seldom of scholars have ever have a touch in this field. Base on the textual analysis of *Nettles*, the art of intertextuality will be demonstrated.

1. Introduction of intertextuality and Déjà Vu

Generally speaking, intertextuality is the shaping of texts' meanings by other texts and can refer to an author's borrowing and transformation of a prior text or to a reader's referencing of one text in reading another. Intertextuality is a term first introduced by French semiotician Julia Kristeva in the late sixties. In her essay—*Word, Dialogue, and Novel*, Kristeva broke with traditional notions of the author's “influences” and the text's “sources,” positing that all signifying systems, from table settings to poems, are constituted by the manner in which they transform earlier signifying systems. A literary work, then, is not simply the product of a single author, but of its relationship to other texts and to the structures of language itself. “Any text,” she argues, “is constructed of a mosaic of quotations; any text is the absorption and transformation of another” Intertexts need not be simply “literary”—historical and social determinants are themselves signifying practices which transform and inflect literary practices. Moreover, a text is constituted. Thus the reader's own previous readings, experiences and position within the cultural formation also form crucial intertexts—it requires the readers' involvements. From this textual analysis readers can get a better understanding of intertextuality and furthermore get the essence of the art.

As to the phenomenon of Déjà Vu, sometimes, the employment of the technique of intertextuality can help to cause such feeling. Déjà Vu originates from French, meaning “have already seen”, is a universal phenomenon that something occurred to people in the past that was somewhat similar to what recently happened, or something reminded people of something that happened in the past. There's also the possibility that people have traveled back in time and have very faint memory of what happened, and there's the part that it's merely a feeling. Déjà Vu phenomenon still remains as a mystery even though many experts are trying to find reasonable explanations. Recently, this mysterious phenomenon has been answered by a team of neuroscientists at MIT's Picower Institute for Learning and Memory. Researcher Thomas McHugh and several colleagues have uncovered a specific memory circuit in the brains of mice that is probably the

cause of this weird sensation, which turns out to be a sort of memory-based analogue of an optical illusion. Although neuroscientists have realized for some time that memory is made up of many different components—long and short term, episodic (that is to say, memories of events) and fact based, and that it takes place in different parts of the brain—McHugh's research, first reported in the online edition of *Science*, adds another intriguing clue to the phenomenon.

They think that, "the pattern-separation circuit misfires and a new experience that's merely similar to an older one seems identical." "It doesn't happen very often to most people," one of the researchers Thomas McHugh says, "Epileptic seizures involve random firing of neurons in the temporal lobes, which include the hippocampus. Intriguingly, some people with epilepsy have this experience all the time."

As far as this thesis concerns that déjà vu is about the employment and recreation of former knowledge, experiences and images under some circumstance. And the following analysis will picture this understanding.

In the story of *Nettles*, from time to time, we definitely have the feeling of having seen those scenes before and something are so familiar to us, no matter in real life or merely in our imaginations coined by ourselves. For example the scene which referred to the sleepless night of the narrator when she lies on the bed and sheet that are belong to Mike with a lot of lustful thoughts and a romantic phantasm that Mike would come to her, and they will have a romantic and unforgettable night. When come to this scene, most of the different readers may lose in their memories in order to search for this familiar feeling, and thus the readers are unconsciously being a part of the heroine themselves. This is the magic power of déjà vu which was caused by the art of intertextuality. The following part will make a further discussion about it.

2. Textural analysis of *Nettles* on intertextuality

At the beginning of the story, the narrator says, "In the summer of 1979, I walked into the kitchen of my friend Sunny's house, and saw a man standing at the counter, making himself a ketchup sandwich." This paragraph tells readers that the following story may be related to this man, and it arouses readers' interest in going through the whole story with suspense and all their previous knowledge of men, relations between women and men, and the same scene which they have encounter before no matter in real life or in the movies. In the middle of the story, the narrator gives the identity of this man, "...We walked into the kitchen, where Mike McCallum was spreading ketchup on a piece of bread." Then we know that the man in the kitchen is Mike McCallum, the man the narrator loved. The narrative sequence of the story makes this simple plot more attractive, arouses readers' interests to go further into this story. This is the technique of rhetorical or literary presupposition of intertextuality.

When the narrator and Mike recall their childhood memories, she says, "the things Mike remembered were different from the things I remembered," which reminds readers of the gender differences of men and women in remembering things. Then readers may apply their knowledge of gender differences to understand the descriptions of how different the things they remembered. Because women are more emotionally expressive, more emotionally responsive, more emphatic and more sensitive to others' feelings, so it is quite easy for readers to get the smooth feeling of the narrator's affection towards Mike. "There was a keen alarm when the cry came, a wire zinging through your body, a fanatic feeling of devotion..." Why she thinks Mike has a "sweet and vulnerable belly button"—because she likes Mike, and she remembers the details between Mike and her.

Also with this gender knowledge, readers can also sense the meticulous feeling revealed in many other scenes. For example, in the scene when they are in the garden watching the stars, the narrator hoping to touch Mike, "I want to brush against him—just lightly and accidentally against his arm or shoulders. Then if he didn't stir away out of courtesy, taking my touch for a genuine accident?—I want to lay a finger against his bare neck."—she longs to, struggles to and finally fails to touch him. On the other hand, men control their feelings, restrain from expressing their feelings, and insensitive to details. For example, Mike remember the "clay cannonballs and the war", but fails to remember more details of their childhood, at least fewer than the female one does. It seems that Mike fails to catch the implication of narrator's words, her behaviors and her emotional changes. These are due to the gender differences in people's behaviors. Readers can sense the complex feeling with their previous knowledge. By using the technique of intertextuality, the author involves readers into the world she created to experience the same things the characters experienced.

When concerns with the absorption and transformation of other works, in this work, intertextuality remain its value. "Lying in the same sheets did not make for a peaceful night." This scene happens when "I" sleep in the bed which belongs to Mike, "I" have a struggle and longing for Mike. Then reader will think why it is not a peaceful night. Therefore, a lot of images which they have meet either in films or in novels how the female one lying in bed sleepless looking at the door again and again hoping the male one who sleeps right outside the sofa in the living room would break the door and come to her appear to the readers.

When going back to the title “nettles”, readers get the first impression of this kind of plant—a kind of wild plant with rough leaves that sting you. With the first knowledge, readers may go further to get the implicature of nettles. Then they know that the plants that sting them are not nettles, just like the love between “I” and Mike is not “nettles” either, and it is inflective love which produces no results.

From above, we can see that borrowing materials from other media is quite an effective way to achieve certain purpose because readers may quickly occur in their mind the same experience they have already experienced or seem to experience before. With the trans-moving from the text and their thoughts, readers lose themselves in the fancy travel of déjà vu. The text become unique to them, for different reader may have different experience and thus has different journey in the world of déjà vu. So it is easier for each of them to obtain unique understanding of this story.

With the application of intertextuality, the author creates a good communication between readers and herself, thus achieves her novel by enhancing the feeling of déjà vu with a result of striking readers with simple plot but deeper meaning.

3. Lost in Déjà Vu

From the above textual analysis of *Nettles*, these scenes, characteristics, objects or even places are so familiar to us, as if once upon a time we have met them in some other places or occasions. This story is just like a plate of chop-souxy (Chao-fan) which mixes up almost all those that seem familiar to us. This effect is achieved by the employment of intertextuality, which is far more complex than we could image. In the world of intertextuality, readers sometimes can not tell where they really are, whether they are brought to the world created by the story narrator or they are just trapped in the distant familiar memories that fascinate them so much. The readers transported from the reality to the imaginations or from the previous memories to the text. All of these are art of déjà vu produced by the device of intertextuality.

The moment when readers involve themselves into the story, they begin the journey of losing themselves in the trans-communication between the text itself and their memories. As for the gender differences which have already been discussed in the former part, we have the general image of what different attitudes and emotion reflections man and women show towards things. While readers read these parts related to gender differences in the story, the journey of losing in Déjà Vu starts. They may think of the passing days when they argue with their opposite-sex parent about a certain issue and finally with a feeling of frustration or upset that causes them to complain on misunderstanding or on gap. And also readers may remind themselves of the situations when girls and boys sitting around doing group works talking about their ideal soul-made half while the boys finally get the results that are quite different from what girls expect them to be. Just as what happen in the story, Mike and the narrator treat their relationship differently. For the narrator, she still has a romantic ideal of love towards Mike after long time of separation. However, Mike may have changed the puppy love into friendship. From the point of gender roles played by men and women, they have quite different sense towards love, since if Mike plays a role of female, he may easily sense that “I” has affection towards him for “my” words and body language may unconsciously betray “my” feeling. With the previous knowledge of gender differences, we understand why Mike as a man, usually insensitive, fails to catch “my” feeling. Therefore, here comes déjà vu because in our lives we once have had this feeling of miss something due to gender differences.

All these images and interpretations are the products of the usage of in intertextuality, which as a result, cause readers losing themselves in Déjà Vu. But it on the other hand contributes to the beauty of this story.

4. Conclusion

From the above analysis of the application of intertextuality and the phenomenon of Déjà Vu produced by it, we may have a touch of how the art of intertextuality helps us to understand this novel. The phenomenon of Déjà Vu is universal familiar to us, and with the knowledge of it, we can discover another aspect of beauty of the story. In this sense, the application of intertextuality provides us a new way to appreciate a story, a novel, a drama, a film even a piece of music or a land of constructions.

In fact, a world of a story is half created by the author by the information he or she reflected from his or her words, structures, the way she or he treats things and also the strategies and devices she or he employs in the text. However the other half is composed by the readers themselves. It is said that one thousand readers may interpret one thousand Hamlets, so this half of the world closer the world of story and the worlds of readers, for different reader with different understanding of one object according to his or her own experiences and knowledge immortal the work. In this sense, the device of intertextuality has its own significance and value in its way.

To sum up, with a touch of knowledge of this story by employing intertextuality, we should bear in mind intertextuality awareness when we going through a story, a film, an advertisement or a piece of news since it may greatly help to better understand the works.

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A Comparative Study of Perfectionism, Coping Style & Interpersonal Relationship between Music Major and Non-music Major College Students

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This thesis is financially aided by Shandong Educational Science "Eleventh Five-Year Plan" Program. No.:2008fz062

Abstract

The target of this thesis is to study differences on perfectionism, coping style and interpersonal relationship between music major college students and non-music major college students. The main study methods are to make the use of Frost multi-dimensional perfectionism scale, coping style questionnaire and college student interpersonal relationship comprehensive diagnostic scale to measure 350 college students. The results of the study show that: (1) The scores of music major students on coping style are apparently higher than those of non-music students. (2) On the parents criticism dimension of the perfectionism, the immature dimension of the coping style and the mixture dimension, the scores of music major students are apparently higher than those of non-music students, while the scores of music major students are apparently lower than those of non-music students on orderliness dimension, friends communication dimension of interpersonal relationship. The differences on other dimensions between music major students and non-music major students are not apparent. So the conclusion of the thesis is that music major students have more problems on the coping style than non-music students do.

Keywords: Music major, Perfectionism, Coping style, Interpersonal relationship

The perfectionism refers to the tendency that a person cannot take the fact that he has not reached the high standard which is set by himself or the perfect situation he expected. (Frost RO, Marten C, Lahart CM and Rosenblate R, 1990, pp.449-468) The perfectionism is related with eating disorders, suicidal tendency and attempt, psychological health, depression, nervousness, self-esteem, procrastination and neuroticism. (Blatt S J, 1995, pp.1003-1020) The coping style refers to the cognitive and behavior style that the individuals faces the setback and stress. (ZhangLin, Che Wenbo and Li Bing, 2005, pp.36-41). The coping style is an important regulate factor in the process of psychological stress. The coping style of the individual influences the nature and strength of the stress response and hereafter adjusts the relations between the stress and the strength outcome. (ZhangLin, Che Wenbo and Li Bing ,2005, pp.36-41) The study shows that some dimensions of perfectionism is probably related with the coping style that can adjust well, while some dimensions is probably related with the coping style that adjusts badly. From three dimensions, such as self-oriented perfectionism, others-oriented perfectionism, society-prescribed perfectionism, O'Connor (2003) studied the relationship between perfectionism and coping style. He finds that self-oriented perfectionism is positively correlated with task-oriented coping, and others-oriented perfectionism is correlated task-oriented coping for women, whereas society-prescribed

perfectionism is correlated with emotion-oriented coping, task-oriented coping and society-deviation coping. (O'Connor R C, O'Connor D B, 2003, pp.362-372.) Dunkley studied the relationship between perfectionism and coping style from two dimensions, i.e. adaptive perfectionism and maladaptive perfectionism. He finds that maladaptive perfectionism tends to adopt more maladaptive and avoidance coping styles such as isolation and refusal. (Dunkley DM, Zuroff DC and Blankstein KR 2003, pp.:234-252) Interpersonal relationship refers to the direct psychological relationship that is formed in the process of people exchanges and interaction. (Zhen Quanquan & Yu Guoliang, 1999, pp:5-21.) Perfectionists usually impose high requirements and high standards on others, require others' performance must be perfect. Therefore, perfectionists usually behave badly in interpersonal relationship. The study of Hill and others shows that others-oriented perfectionism and society-prescribed perfectionism will lead to interpersonal problems. (Hill RW, Zuckerman M C and Turlington S. 1997, pp:81-103) The studies of YU Ling on Taiwan youth demonstrate that the stronger the tendency to perfectionism is, the more problems in interpersonal relations there are. (Yu Ling 2001) Except a small number of research literature taking some art major students as objects when comparing different major students, no research literature studying on perfectionism, coping style and interpersonal relationship taking music major students and non-music major students as objects has been found yet. Herewith this thesis takes taking music major students and non-music major students as research objects and discusses the differences on perfectionism, coping style and interpersonal relationship between music major students and non-music students.

1. Object and Method

1.1 Research Object

We got 324 valid questionnaires from a total of 350 college students of music major and non-music major whom are sampled from Qufu Normal University using stratified random sampling method. Among them there are 148 music major students and 176 non-music students, whereas there are 93 males and 231 females.

1.2 Research Method

(1) Frost Multidimensional Perfectionism Scale, MPS-F, 1990

In the Multidimensional Perfectionism Scale compiled by Frost, there are 35 items in total, including Concerning Mistakes (CM), Action Procrastination (AP), Personal Standard (PS), Parent Expectation (PE), Parent Criticism (PC) and Orderliness (OR). Among them, AP is taken from Moel questionnaire of Muadseley. PS and OR measure the adaptive (positive) perfectionism while the other 4 items measure the maladaptive (negative) perfectionism. 5 points scoring is used in this scale. The correlation coefficient between this scale and other perfectionism scale is above 0.91, and the coefficient of internal factors consistency is 0.78 – 0.92. This scale is a comparably mature measurement tool in the field of perfectionism studies. At present it is mainly applied in adult groups.

(2) Coping Style Questionnaire

"The Coping Style Questionnaire" compiled by XIAO Jihua and others is adopted in this thesis. There are 62 items altogether, including 6 branch scales, i.e., problem-solving, self-reproach, for help, fantasy, avoidance and rationalizing. Among them, problem-solving and for help are classified into mature coping style; avoidance, fantasy and self-reproach are classified into immature coping style; rationalizing is classified into mixture coping style. (Xiao Jihua & Xu Xiufeng, 1996, pp: 164-168.)

(3) College Student Interpersonal Relationship Comprehensive Diagnostic Scale

This study adopts Interpersonal Relationship Comprehensive Diagnostic Scale compiled by Professor Zheng Richang, Beijing Normal University. This questionnaire was used to measure test subjects whether distress exists and the degree of distress in the process of people exchanges. In total there are 28 items, 28 scores in full and 4 categories, i.e., no/little distress (0-8 scores), distress to some extent (9-14 scores), serious distress (15-20 scores), very serious distress (20-28 scores). The scale is divided into 4 branches, i.e., conversation, communication and making friends, treating people, interaction with opposite sex, which measure distress specifics in the above 4 aspects and corresponding degrees. It is tested that its Cronbach reliability coefficient is 0.86, and its reliability coefficient of split-half is 0.78. Moreover, it also owns fairly good internal factors consistency and construct validity. (Zheng Richang, 1999, pp: 339-343)

1.3 Research Procedure

Under the guidance of test supervisor, college students fill in the above questionnaires on spot in the form of group testing. The questionnaires are collected in spot. The demographic information of the tested students, including major, grade and gender is acquired in the process of testing.

1.4 Statistics Method

SPSS 17.0 is adopted and the results have been verified by T verification.

2. Result

2.1 Scores of Music Major Students and Non-music Major Students on Perfectionism, Coping Style and Interpersonal Relationship

There are only apparent differences on total scores of music major students and non-music major students on coping style. Notwithstanding the differences on total scores on the other aspects, perfectionism and interpersonal relationship, are unapparent.

Insert Table 1 Here

2.2 Scores of Music Major Students and Non-music Major Students on Various Dimensions of Perfectionism, Coping Style and Interpersonal Relationship

According to Table 2, further studies show that comparing with non-music major students, music major students get higher scores on parent criticism dimension of perfectionism than non-music major students do, whereas music major students get lower scores on orderliness dimension of perfectionism; there is no apparent differences on the other dimensions.

Insert Table 2 Here

Table 3 demonstrates that there are apparent differences on immature dimension and mixture dimension of coping style between music major students and non-music major students; non-music major students get higher scores on these two dimensions than music major students do; there is no apparent differences on mature dimension.

Insert Table 3 Here

Table 4 demonstrates that there are apparent differences on communication and making friends dimension of interpersonal relationship between music major students and non-music major students; music major students get lower scores on this dimension than non-music major students do; there is no apparent differences on the other dimensions of interpersonal relationship.

Insert Table 4 Here

3. Discussion

This research shows that music major students get higher scores on the coping style than non-music major students do. Further studies manifest that music major students get higher scores on the immature dimension and mixture dimension of coping style than non-music major students do; there is no apparent differences on mature dimension. Comparing with non-music major students, the personalities of music major students tend to go extremes. Music major students handle things more emotionally, and adjust themselves to new situation more slowly. (Zhou Tianmei. 2006, pp:10-19)

As a whole the behavior of music major students is often affected by impulse. All the above factors lead to why music major students get higher scores on coping style, especially immature dimension and mixture dimension.

Music major students get higher scores on parent criticism dimension of perfectionism than non-music major students do, whereas music major students get lower scores on orderliness dimension of perfectionism; there is no apparent differences on the other dimensions. In our opinion, because the self-discipline of music major students is poorer, and their emotion goes out of control more easily, they are more easily scolded by their parents. The fact that non-music major students get higher scores on orderliness demonstrates that they lay more emphasis on logic, tend more to pursue for order, know more about how to achieve their set goal. Different majors have different ways of skill training and cultivation.

Music major students get lower scores on the dimension of communication and making friends than non-music major students do. According to some literature, it is shown that music major students behave more indifferently, care less about other people, and their self-protection awareness becomes stronger and stronger when they grow older. This probably causes to why they get apparently lower scores on the dimension of communication and making friends than non-music major students do.

4. Conclusion

In conclusion, there exist some differences on perfectionism, coping style and interpersonal relationship between music major and non-music major college students. Music major students have more problems on perfectionism, coping style, especially interpersonal relationship. When university or college educators carry out psychological health education, they should take corresponding measures according to their students' respective major and different existing problems, guide students to make use of positive aspects of perfectionism, strengthen training and cultivating the mature coping compatibility of music major students, improve their interpersonal ability, therefore improve their overall level of mental health.

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Table 1. Scores of Music Major Students and Non-music Major Students on Perfectionism, Coping Style and Interpersonal Relationship

	Music Major Students (148)		Non-music Major Students (176)		t
	M	SD	M	SD	
Perfectionism	72.6622	12.88175	71.3977	14.46773	0.824
Coping Style	39.9324	12.68545	31.3523	7.11223	7.318***
Interpersonal Relationship	9.6892	5.49193	9.9432	5.37371	-0.420

Note: ***P<0.001

Table 2. Scores of Music Major Students and Non-music Major Students on Dimensions of Perfectionism

	Music Major Students	(148)	Non-music Major Students	(176)	t
	M	SD	M	SD	
Parent Expectation	21.0676	3.81843	21.0852	3.65648	-0.042
Orderliness	18.9054	4.41293	21.2386	4.72681	-4.562***
Parent Criticism	3.6959	1.78680	3.1023	1.38184	3.297**
Personal Standard	24.9527	6.38486	24.9773	6.90586	-0.033
Concerning Mistakes	10.1486	3.91989	9.2955	3.81773	1.979
Behavior Concerns	12.7973	2.63921	12.9375	3.65850	-0.400

Note: *P<0.05 **P<0.01 ***P<0.001

Table 3. Scores of Music Major Students and Non-music Major Students on Dimensions of Coping Style

	Music Major Students	(148)	Non-music Major Students	(176)	t
	M	SD	M	SD	
Mature	15.0473	3.62969	14.4545	3.34291	1.529
Immature	18.3311	7.47002	12.5739	4.92866	8.022 ***
Mixture	6.5541	3.18005	4.3239	1.87089	7.509***

Note: ***P<0.001

Table 4. Scores of Music Major Students and Non-music Major Students on Dimensions of Interpersonal Relationship

	Music Major Students	(148)	Non-music Major Students	(176)	t
	M	SD	M	SD	
Conversation	2.5203	1.73585	2.6761	1.79927	-0.789
Communication and Making Friends	2.6761	1.79927	3.4034	1.81479	-2.031 *
Treating People	2.0338	1.71196	1.7727	1.36677	1.526
Interaction with Opposite Sex	2.1419	1.63720	2.0909	1.70469	0.273

Note: *P<0.05



Studies and Explorations on the Cultivation Pattern of High-Level Applied Talents

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Abstract

By learning about and analyzing many problems existing in the present cultivation of applied talents, this article puts forward some constructive thoughts including sticking to the “human-oriented” basis, converting the present educational ideas, conducting an all-round development, carrying out comprehensive quality education, sticking to harmonious development as demanded by economic and social development, sticking to sustainable development to realize a new leap in talent cultivation and make contributions to the economic construction as well as the construction of a well-off society.

Keywords: Applied talents, Cultivation pattern

With reform and development as the theme of modern China, it has been the general trend for schools to deepen their reform and development. As a result, during the process to be developed by facing themselves with the society, schools are expected to have right target orientation according to the demands of social development and schools’ internal and external conditions, hence finding their distinguished and advantageous educational patterns which can sustain their power in fierce market competition. Under the new situation, schools should strength their construction of connotation to be adapted to the external environment to expand their space for survival and development. In addition, their outdated educational patterns should be replaced by scientific management ideas and methods to cultivate an array of overall coordinative, creative and sustainable high-quality applied talents with new ideas, systems and methods. As a result, they will have their special characteristics during their development. Only in this way will they gain an advantageous position in market competition.

1. Being Fully Aware of the Importance and Necessity of Cultivating High-Level Applied Talents

China’s traditional education is intended to cultivate high-level professionals qualified for their majors and some relevant researches. For a while, this pattern provided a lot of qualified cadres, college teachers, accounting administrators and so on for Chinese society. At present, however, it is no longer adapted to China’s current education and future development trends. Students have had a longing for their bright future since the very first day at college, only to find the distance between the reality and their dreams when they are faced with the fierce talent competition after their graduation. Having no access to their ideal jobs, unwilling to lower themselves, many graduates are stuck into confusion and hesitation. China Education Ministry once conducted a national questionnaire survey, distributing 1165 questionnaires to teachers in 10 sorts of universities including science and engineering, agriculture and forestry, medicine, finance, politics and law, teaching, Chinese, comprehensive universities and universities of nationalities in 7 areas including North China, Northeast China, East China, Central China, South China, Southwest China and Northwest China. 72.4% of the teachers involved in this survey think that the mainstream of China’s talent cultivation should be that of applied compound talents. As is shown in 678 questionnaires distributed to working units, 51.3% of them think that the cultivation of students’ abilities in analyzing and solving problems is most important. In our real practice, except those who further their study, all graduates are engaged in practical jobs, even including most postgraduates. Nowadays, what really appeals to working units is students’ practical abilities, so some of them even refuse to enroll any fresh graduates. For example, among over 40,000 enterprises taking part in job fairs at a southern job market each year, only more than 1000 ones are interested in fresh graduates. Therefore, our traditional education is faced with a fierce challenge, that is, to reposition our cultivation target to cultivating high-quality applied talents conforming to social demands.

2. Strengthening the Cultivation of High-Level Applied Talents

2.1 Sticking to the "Human-Oriented" Basis and Converting Educational Ideas

It offers a guarantee for the cultivation of high-level applied talents to convert present educational ideas and to establish a "human-oriented" educational idea. Actually, it is the nature and core of scientific development philosophy as well as the soul of talent cultivation to conduct the "human-oriented" idea, with which as the basis, a new educational idea emphasizing the development of individuality based on comprehensive quality will be conducted. As a consequence, the traditional educational ideas have to be reformed.

2.1.1 Establishing Right Sense of Talents

Our colorful world has led to various social demands as well as different dreams held by different people. Meanwhile, different talents are required in different fields of our society. As far as modern production is concerned, versatile talents with skills, knowledge and communicative abilities are in demand. As a result, schools, a place to cultivate talents and serve social development, are supposed to keep in step with the times. To be more specific, they should totally convert their educational ideas, encouraging students to strengthen their practical skills from primary school, to challenge authoritative things and question their teachers, to get along with others, to learn to be a good citizen instead of only focusing their attention on textbooks and exams. Nowadays, vocational education has become a significant part in China's education to overcome the international financial crisis, to adjust economic structure and to realize the development of China's economy with its output of various talents to the society. Therefore, our former idea that vocational education is inferior should give way to the right sense of talents.

2.1.2 Converting the Cultivation of Specialized Talents into that of Compound Talents

Because most applied talents will be employed by enterprises, they have to face specific characteristics and patterns in different enterprises. As a result, schools should broaden students' scope of knowledge by encouraging them to choose those interdisciplinary subjects suitable for their individual development, hence cultivating more compound applied talents.

2.1.3 Converting Traditional Professional Education into Comprehensive Quality Education

Compared with the traditional professional education, which neglects the cultivation of students' comprehensive quality in its teaching and assessment systems, hence producing talents lacking in abilities in adaptation, communication, innovation and potential as well as open-minded thoughts and organization abilities, comprehensive quality education pays more attention to students' overall development.

2.1.4 Converting Full-Time Isolated Education into Open Social Practice

Although the learning of theories, which is emphasized in former isolated education, is quite necessary, the constantly developing society has given new standards for knowledge and talents from time to time. Therefore, it will exert positive effects on teaching and learning as well as the conversion and development of educational ideas to prepare talents for the society with the conduction of practical education.

2.1.5 Converting Passive Learning Pattern into Active Pattern

In the traditional passive learning pattern, much importance is put on accepting and inheriting the existing knowledge instead of exploring knowledge in depth and width as well as new knowledge, hence failing to cultivate students' exploratory and innovative spirits. Modern education, however, giving priority to creativity and innovation, encourages students to explore knowledge in depth and width and to accept new knowledge actively. The conversion of learning pattern is a source from which creativity and innovative spirits can be inspired.

2.2 Conducting Comprehensive Quality Education Based on the "All-round Development" Principle

Aiming at improving human quality, quality education is intended to achieve an all-round development of human beings. It emphasizes civil education, cognitive contents and methods, personality improvement, students' pioneering spirits, education on modern consciousness, especially innovativeness, international sights, independence, cooperative sense and so on. Human quality seems increasingly important with the more and more fierce competition in science nowadays. However, this issue has been neglected in our talent cultivation, which, based on the traditional pattern, focuses more on knowledge instead of comprehensive quality. Therefore, it is particularly important to strength our quality education during the process of cultivating applied talents. The following measures can be taken:

- a). With newcomers' poor moral quality and basic knowledge, some classes and lectures in morality, writing and the like should be provided; some lectures in job guidance and legal knowledge should be organized to improve students' moral standards, independence in life and oral expression. In addition, students should be encouraged to take part in extracurricular activities such as science and technology innovation groups, various communities as well as social practice during vacations.
- b). In terms of educational methods, the key should be switched from the teaching of knowledge to the cultivation of

practical ability. Teachers can turn to various teaching methods, such as questions, heuristic teaching as well as discussions to encourage students' enthusiasm for learning. Besides, multi-media technology and computer network should be relied on to develop computer-assisted courseware for theoretical classes, to establish an interactive modern educational technology platform, to carry out teaching activities in an all-directional, three-dimensional and multi-channel way and hence to improve teaching efficiency and quality. In addition, students' abilities in logic and innovation as well as their potential learning abilities should be emphasized to equip them with rational thoughts, matter-of-fact attitudes, careful and responsible attitudes towards study as well as initiativeness. Meanwhile, their abilities in learning to perfect themselves and improving their comprehensive quality will be enhanced.

c). Great efforts should be made to develop high-quality education staff for the cultivation of talents with comprehensive quality. With teachers as a dominant element in the teaching process, teachers' knowledge structure and academic level will have direct impact on those of students. In order to cultivate high-level applied talents, teachers are expected to be equipped with profound theoretical knowledge and rich practical experience. The core of quality education should lie in both teachers and students because it is conducted by teachers and received by students with the overall purpose of improving students' comprehensive quality in an all-round way. Therefore, we should lay down and carry out effective policies and systems to attract most excellent staff to the field of comprehensive quality education.

d). In order to cultivate compound applied talents, compound specialties should be constructed and staff training should be innovated. As is demanded by our economic society, more efforts should be made to strengthen the construction of compound specialties and optimize staff structure for compound specialties. Meanwhile, teachers should be assisted to update their ideas and knowledge structure, to improve their comprehensive quality and to form their life-long learning abilities in order to help them to apply their innovative thought to innovate teaching methods and to provide a guarantee for fully conducting comprehensive quality education.

3. Sticking to Harmonious Development to Fulfill Economic and Social Demands.

Lying in a significant period of the conversion of social structure and economic system, new fields and careers appear from time to time, leading to constantly changing demands for talents. In the traditional talent cultivation pattern, schools seem isolated from the society, therefore, the talents they cultivate are not in conformance with market demands. Therefore, everything has to be changed, including schools' target orientation, curricular layout, specialty setting, talent cultivation plan, staff construction and some relevant management systems. All of these must be evaluated from the perspective of scientific development philosophy and conform to the demands for applied talents by the market. As a result, we should do something at the following aspects:

a). Aiming at the actual demands of social development, we should have a right orientation about our educational ideas and cultivation objectives first of all in accordance to the demands of social and regional economic development for high-quality talents. Some educational thoughts, such as matter-of-fact attitudes and high efficiency, should be manifested in our educational ideas.

b). When developing applied talents' abilities, the mastery and flexible application of basic knowledge should be emphasized. According to the traditional educational ideas, students have to master a lot of professional theories, which is not what the society needs. However, in the cultivation of applied talents, students should grasp and flexibly use professional skills with its ultimate goal of improving creativity and application abilities.

c). It is a complex systematic project to cultivate applied talents. In some basic links such as curricular setting and teaching material construction, basic, mature and practical knowledge as well as some unknown advanced fields should be paid attention to. In the teaching process, applied knowledge should be combined with scientific findings and creating new knowledge. Some current and potential social demands should be paid attention to constantly to correctly guide students to explore in the right direction, to inspire their desire for exploration as well to cultivate students' confidence and ability in self-development

d). We should construct a team to lay down cultivation plans for applied talents. Such as team, composed of experts in comprehensive quality education, curricular design, professional teaching, enterprise technology and human resources, will take part in all the links when establishing plans, in order to construct a pattern to cultivate applied talents conforming to social demands.

e). Bases for innovative practice should be set up to cultivate students' innovative sense and ability through practical teaching. More should be input into the construction of innovative base labs for students. Students should be encouraged to form extracurricular science and technology groups to organize colorful activities based on R&D projects, in which they will be funded and guided by teachers.

4. Sticking to Sustainable Development to Realize a New Leap in Talent Cultivation

Students should be cultivated to be sustainably-developed talents with scientific thinking and methods for life-long learning. Talent cultivation refers to the development of people's quality, which should be sustainable. With the arrival

of knowledge economy era, innovation and adaptability are emphasized. The key to whether human quality can have sustainable development lies in whether they have scientific thoughts and methods for life-long learning. The following efforts can be made in order to accomplish a leap in talent cultivation:

- a). Students' life-long learning ability should be emphasized. Students are expected to learn how to learn new knowledge by themselves as well as skills and knowledge. Therefore, we should guide and encourage students to learn independently and to cultivate their independent learning ability. In addition, it should be fully realized that life-long learning is a permanent learning commitment formed by the economic society, in which students are the main body.
- b). Students' innovative ability should be cultivated. Students' significance in educational activities should be emphasized and their innovative thoughts and spirits should be cultivated.
- c). Students' social commitment and adaptability should be cultivated. Education in some non-intellectual elements such as emotion, will and personality, students' responsibility for the society, morality and psychological quality will be enhanced.
- d). Students should also be educated to form right senses about the world, life and value, hence forming their sustainable internal quality. Surely, staff is expected to improve their quality through constant learning to provide a guarantee for students' sustainable development.

To sum up, only by correctly realizing the new situations and tasks for the development of socialist market with Chinese characteristics, scientifically analyzing the new opportunities, challenges, projects and contradictions facing the cultivation of applied talents, holding to the human-oriented basis, sticking to the principles emphasizing fulfilling market demands, being adapted to market changes, enhancing practical skills, improving staff standard and teaching quality, advancing in the direction of scientific development, adopting various, flexible and open talent cultivation patterns, combining teaching and social demands, improving students' ability in employment, can we accomplish our leap in the reform of high-level applied talent cultivation and develop more talents of that kind to construct a well-off society.

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The Negative Transfer of Mother Tongue in Non-English Majors' Compositions from the Perspective of Syntax

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Abstract

This paper is an effort to explore the transfer problem at lexical level in the compositions of non-English majors. The negative transfer of Chinese sentence patterns in Chinese non-major students' English compositions reflects negative transfer of Chinese thought patterns. Three kinds of different sentence patterns are discussed respectively. A statistics is conducted here to calculate the frequency of three kinds of erroneous sentences typical of Chinese sentence patterns in non-major students' English compositions.

Keywords: Negative transfer, English, Chinese, Contrastive analysis, Sentence pattern

1. Introduction

Language transfer has been a controversial topic in the second language acquisition, within the last few decades; its importance in foreign language learning has been reassessed several times. Odlin (1989), Lado (1985), Corder, S.P. (1967), The negative transfer of Chinese sentence patterns in Chinese non-major students' English compositions reflects negative transfer of Chinese thought patterns. Contrastive analysis of different thought patterns in these two languages should be applied in English teaching to help the students raise awareness of English thought patterns to improve their writing proficiency.

2. Research

2.1 Aim

The aims of this research are to discover how negative transfer at syntactic level has an effect on students' writing and search for the causes of the negative transfer of syntactic knowledge.

2.2 Subjects

The students in three levels have learned English for at least 6 years in classroom before passing a highly competitive college entrance examination. Their general level of English ability varied from low intermediate to low advanced, with the majority falling in an intermediate area. The students are divided into three groups. The primary group is the freshmen of 62 persons, the secondary group is the sophomore of 60 persons, and the third group is the junior of 37 persons. The reason to choose 3 different levels is to test whether improvement in English writing proficiency reduce negative transfer.

2.3 Procedure

2.3.1 Data collection

There are 62 writings in freshman group, 60 in sophomore group and 37 writings in junior group. Those sentences recognized as ungrammatical and erroneous in students' English writings are ignored. Three kinds of different sentence patterns are calculated and discussed respectively. The first is Chinese topic-comment sentence and English subject-predicate sentence. The second is a Chinese sentence with two or more verbs and an English sentence with a great number of abstract nouns and prepositions. The third is Chinese paratactic sentence and English hypotactic sentence. Those similar to Chinese sentence patterns discussed above are selected and analyzed in different categories.

2.3.2 Statistic Analysis

The frequency is calculated. Of all 1878 English sentences, there are 914 sentences of typical Chinese sentence patterns.

Among them, 233 sentences are typical of Chinese topic-comment sentence pattern, 205 sentences of Chinese multi-predicate sentence pattern and 476 paratactic sentences. The respective frequency is 25.4%, 22.4% and 52.1%. When it comes to different group, in all 744 sentences written by the freshman students, there are 358 sentences of Chinese sentence patterns, the frequency of which is up to 48.1%. While in sophomore group, there are 276 out of 720 sentences, the frequency of which is to 38.3%. And in junior group, there are 280 out of 444 sentences, the frequency is 63%. The frequencies of the respective transfer sentence patterns are listed in the following table.

Insert Table 1 Here

2.3.3 Interview

After the analysis of the data, I have an interview with some of the students in these classes on how much Chinese they thought they were using in their minds while they were writing in English. Among the interviewed students, over 89% reported that they first thought in Chinese and then translated the ideas into English. Only less than 11% students managed to write in English way. They said they tried to think directly in English as they were advised by their English teacher that it is better to write in English to improve their writing proficiency. However, whenever they found it difficult to write in English or they couldn't search for the suitable expression, they would resort to word-for-word Chinese translation.

It is clear that most students seek for the help of their mother tongue in organization of the sentences and paragraph. They initially thought in Chinese and then mentally translated them into English before they write down. That's why there are so many Chinese sentence patterns occurring in their compositions. Even if they want to think in English, whenever there is difficulty, their intuition leads them to resort to their native language. Incorrect sentences were transferred from Students' speech confirmed that those Chinese.

3. Result Analysis

3.1 Language Transfer

There are various manifestations of the errors in three kinds of transfer sentences including (1) passive voice without "be", (2) redundancy of the topic, (3) subjectless sentences, (4) omission of linking verbs and auxiliary verbs, (5) inconsistency of the actor and action, (6) there-be structure as the topic, (7) two or more predicate verbs, (8) comma splices, (9) fragment sentences. Among them, (1)-(6) belong to topic-comment sentence, (7) is multi-predicate sentence and (8)-(9) belong to paratactic sentence.

3.1.1 Analysis of topic-comment sentence

Students ignored the grammatical relationship of the subject and the predicate under the rule of accordance in number, person, voice and tense. The errors include (1) passive voice without "be", (2) redundancy of the topic, (3) subjectless sentences, (4) omission of linking verbs and auxiliary verbs, (5) inconsistency of the actor and action, (6) there-be structure as the topic. According the calculation of frequency, subjectless sentences top the list (10.3%). The sentence in which the actor and action is inconsistent lists the second (5.5%), and the next is sentence of there-be structure as the topic (5.2%).

3.1.2 Analysis of multi-predicate sentence

The following sentences show that students tend to use two or more predicate verbs in their compositions. They are incorrect multi-predicate sentences.

1. There are some people think that money makes the world go around.
2. Cell phones can be used play games.
3. Final exam is coming, but there are still some problems can't tackle.
4. It is not wise that let students rely on copying answers rather than think of questions by themselves.
5. he have to eat, have to drink, have to be dressed.

Each of these sentences consists of two or more predicate verbs. However, in an English sentence there exists only one predicate verb. As in Chinese it is popular to use two or more verbs as predicates, these sentences are transferred from Chinese. In the second sentence "Cell phones can be used play games", the series of verbs such as "use", "play" can not all be used as predicates, so the forms of other verb or use cohesive tie to connect these verbs. Then the correct sentence is "Cellphones can be used to play games". Similarly, a more idiomatic English sentence to the fifth sentence should be "Dressing, eating and drinking as well are equally important to him". In this sentence, "he have to eat, have to drink, have to be dressed.", "have to eat, have to drink, have to be dressed." are all verbs and used as predicate verbs in Chinese sentence. So on the basis of Chinese structure, the student translated it into English "he have to eat, have to drink, have to be dressed". Obviously, the students transfer Chinese multi-verb sentence into English. For verbs are predicates in English, these sentences are wrong multi-predicate sentences. The cause of negative transfer of

multi-predicate sentence lies in the influence of Chinese multi-verb sentence.

3.1.3 Analysis of paratactic sentence

The erroneous sentences include comma splices and fragment sentences, in which comma splices occupy a majority. The frequency of comma splices amounts highly to 42.3 percent. The first five sentences are comma splices. Each of them consists of two or more sentences running together with a comma between them. The sixth sentence is a fragment, an incomplete sentence.

As we know, each English sentence is a cubic architecture with the trunk of subject-predicate structure and the kernel of predicative verb. There is only one subject-predicate structure in a sentence. However, in these sentences there are two or more subject-predicate structures and there are no connectors between these clauses to produce a compound or complex sentence. A connector is needed here to indicate the cause-and-effect relationship of these two clauses. The common quality of these sentences is that they are composed in temporal and natural sequence without cohesive ties to connect them, which is frequently seen in Chinese. It reflects Chinese paratactic sentence pattern. Therefore, from the analysis we can see clearly that those students transfer their Chinese paratactic sentence into English. This negative transfer is caused by the influence of Chinese paratactic sentence.

According to what the author has analyzed, there are many factors that might have influenced the transfer errors. Firstly, also the most important, learners' first language, a language that has already been rooted in learners' mind, has caused so many errors in students' writing. There are a lot of differences between the two languages that make learners feel depressed. According to the results of the study, English is the sentence-centered language, and a sentence is a complete grammar unit, a subject-prominent grammar, and subject-predicate relation plays the leading role in explaining the basic sentence structures; as for the division of Chinese sentence, it is not that clear and can be called topic-prominent language. Relationship of theme-rheme could account for basic sentence structure.

According to the syntactic character of verbs, English sentence structures could be basically classified into seven types: SVC, SVA, SV, SVOA, SVO, SVOO and SVOC. (Quirk et al 1972) The western grammar is rigid and has no elasticity; Chinese grammar is soft and full of elasticity, every English sentence must have a subject, and it is necessary to build the sentence structure in the English sentence even when vocabulary meaning is enough. Chinese grammar aims at understanding meaning, and form is not much important (Li and Hompson 1976, 1981). Thus, it is easy for Chinese students to understand English sentence in the way of understanding the softness of Chinese, and make out ungrammatical English sentence.

3.2 Negative transfer of Chinese thought patterns on English writing

The way people think is language-specific and is the manifestation of their thought patterns. The way in which human experiences are organized, grouped, and communicated will vary from one speech community to another. Thus the natives have developed particular sensitivity to some particular details, which are usually ignored or neglected by speakers of other linguistic community. The set of grammaticized distinctions in the language guide the people to attend to certain features of events while speaking, and that this grammatical organization affects the ways in which they think when they are speaking. As Dan. I. Slobin (1996) noted, the language that we learn in childhood are not neutral coding systems of an objective reality. Rather, each one is a subjective orientation to the world of human experience, and this orientation affects the ways in which we think while we are speaking. Everyone is brought up in this community and, in acquiring his native language, he picks up particular ways of thinking for speaking, the on-line organization of the flow of information and attention to the particular details that receive linguistic expression (Slobin, 1996). Brought up in China, Chinese students are used to Chinese thinking patterns. Negative transfer of syntactic knowledge is in fact that of thought patterns. Then the negative transfer of Chinese thought patterns on students' English writing will carefully be examined.

3.2.1 Negative transfer of Chinese global thought on English writing

Global thought means uniting different parts into a whole in thought or integrating its different nature, respects, relations and so on. The global people begin with the whole picture, which means Chinese people see things as a whole and understand them by association. Chinese topic-prominent sentence reflects Chinese global thought. The sentence "When we play basketball often feel very enjoyable." is from Chinese. "we" as the topic in the clause, can be omitted, as it's been mentioned in the subordinate clause, so that this sentence "often feel very enjoyable" is logic in Chinese, which doesn't confuse the Chinese readers. Because in Chinese grammar, the subject is usually omitted when it's been previously mentioned or obscurely known. So a subjectless sentence is frequently seen in Chinese where the subject is omitted (Wang Li, 1985).

3.2.2 Negative transfer of Chinese imaginal thought on English writing

Chinese imaginal thought can be seen from multi-verb sentence, for verbs give an impression of some concrete image. The fact that Chinese like to use two or more verbs reflects that Chinese prefer concrete imagination. The

Chinese multi-verb sentence focuses on the concrete and vivid description of the acting by utilizing a series of verbs, which certifies that Chinese-speaking people get used to stating abstract concepts by the methods of concrete imagination. Ignorant of abstraction in its pure sense, they pay great attention to the experience directly perceived through the senses based on sensation, perception, and idea. So Chinese demonstration tends to be more concrete and abstract content is conveyed by concrete imagination. Therefore Chinese-speaking people favor imaginal thought. On the other hand, English-speaking people prefer abstract thought, for prepositions and nouns present more abstract impression. A large number of abstract nouns and prepositions in English multi-prepositional noun sentence are the evidence that the English-speaking people are good at expressing concrete things by means of abstract concepts. They think highly of the application of the abstract thought capacity.

3.2.3 Negative transfer of Chinese dialectical thought on English writing

The negative transfer of paratactic sentence pattern results from Chinese dialectical thought. For example, the wrong sentence "My teacher is a kind person, my life is taken care of well by her." is from the Chinese sentence. In Chinese the cohesive tie is frequently omitted which won't be misunderstood by Chinese readers. English hypocentric sentences attach importance to all kinds of formal connectors to achieve the completeness of linguistic forms which is strictly controlled by its logic form. However, influenced greatly by Chinese dialectical thought, students tend to compose many comma splices and fragments. The highest frequency of paratactic sentence in those students' compositions offers the evidence. A conclusion can be drawn that negative transfer of paratactic sentence results from that of Chinese dialectical thought.

3.3 Psychological Explanation of Chinese Language Transfer

Chinese are deeply rooted in their mind and there is a strong relationship between Chinese and the cognitive activities. Before the students learn English, their original cognitive schema exists in terms of Chinese. Since the students have been using Chinese for over 18 years in every aspects of communication in their life, the intimate relationship between Chinese and objective concept makes it difficult for the conjunction of English and objective concept. Thus English establish certain relationship with objective concept via Chinese. What's more, Chinese has closer proximity with processes such as logic and judgment, analysis and inference in their highest level cognitive processing. Chinese thinking patterns exist in fixed probabilistic pattern in learners' brain and are easily activated. English appears often by means of translation and reorganization of Chinese. So they organize ideas mostly in Chinese way. As a matter of fact they extend their existing Chinese syntactic rules instead of constructing English rules. This is not real English grammar but rather an extended Chinese grammar in a different linguistic symbol. If students do not know how to organize English in English way, how can they build English grammar? The effective method is to construct their own English grammar via L1, not on L1. The students should construct English grammar in English way. At the start of English learning, students don't know how to organize this new language in its own way on their limited vocabulary and grammar. What they can do is to tend to transfer existed Chinese grammatical rules to perceive and produce English. According to linguistic typologies, Chinese and English have SVO as their basic word order. Both have the identical simple sentence. So this similarity leads to students' dependence on Chinese for a long period.

4. Implication and Conclusion

The findings of this study on EFL learner's strategy and transfer problems may be beneficial to EFL teachers who are concerned with transfer in students' L2 writing and to the students who are aware of the problem. Learners' awareness of the contrasts between their native language and the target language should be promoted. As EFL learners are less exposed to authentic English learning and natural learning environment, they need knowledge of contrastive linguistics to enhance the native-likeness of their target language. This requires EFL teachers to draw upon CA in their practical teaching to raise students' awareness and knowledge of language differences.

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Table 1. Error frequency of three kinds of transfer sentences

	Topic-prominent Sentence	Multi-predicate Sentence	Paratactic Sentence
Freshman Group	114 (14.5%)	92(11.9%)	152 (21.1%)
Sophomore Group	48(4.8%)	51(4.8%)	177(15.4%)
Junior Group	71(6.1%)	62(5.7%)	147(15.6%)
Total sum	233 (25.4%)	205 (22.4%)	476(52.1%)



International Engineering Bidding and Quoting Statics and Quotation Compilation Skill

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Abstract

By learning from foreign advanced ideas, this paper summarizes and compares the engineering cost management modes and theories in America, England, and Europe, and advances suggestions for the international bidding and quoting tactics and quotation compilation skills of China's construction industry.

Keywords: Engineering bidding and quoting, Compilation skill, Suggestion

Under the international background of economic multi-polarization and globalization, the competition in international contract market is fierce. Many world famous large corporations never stop to explore and take new fields except to stabilize their traditional markets. Lots of developing countries input more human resources and materials in order to obtain market shares. Therefore, it is difficult to get market shares in international construction market by bidding.

In order to achieve the expected goal in the competition for foreign engineering, we must master foreign engineering cost management modes and theories. In the author's opinion:

(1) In foreign countries, according to the sources of investments, projects can be sorted into the government-invested projects and the private-invested projects. The government adopts an indirect method to achieve the engineering cost management. The government-invested project and the private-invested project are under the management with different force and depth. The government mainly focuses on government-invested projects. England adopts a centralized management for government-invested projects. Corporations design plans and constructions based on relevant area standards and cost indexes in the regulated scope. America adopts two manners for the government-invested projects. Firstly, a special institution appointed by the government manages the engineering directly. Secondly, entrust contractors to manage projects by public bidding. For private-invested projects, foreign advanced engineering cost management does not interfere with specific construction process but offer policy guidance and information direction. Private-invested projects are regulated by the law of market economy, reflecting the government's macro management and indirect control over costs.

(2) Reviewing foreign cost management, basis for cost management is necessary. In America, the standards for costs calculation are not constituted by the government. There are not regulated basis and standards for costs calculation. Indexes and costs standards are usually regulated by large engineering consulting corporations. Local consulting agencies calculate the materials and costs for construction area unit and take them as standards for costs estimation. Besides, in America the Federal government, the state government, and the local government make up relevant costs standards for government projects under their administration according to accumulated engineering cost materials and references from engineering consulting agencies. In England, all participants in certain construction engineering should follow the fundamental principles of calculation and cost estimation. The Standard Method of Measurement Building Works (SMM) is constituted by the Royal Institution of Chartered Surveyors and is widely accepted by all parties. It is popular in England. Besides, the Standard Method of Measurement Civil Engineering is also in effect at present.

(3) To get exact price information in time from the construction market is the key for owners and contractors maintaining the competitive advantages and winning profits. Cost information is important basis for buildings' evaluation and settlement, which signalizes the price change of construction market. In America, the construction cost index is usually compiled by consulting agencies and news media, which is issued every Thursday.

(4) In England, owners usually entrust materials surveyors to evaluate a project. The evaluation is based on comparison

and coefficients. In long-term evaluation practices, surveyors have rich case materials for engineering costs. They even form a database for engineering costs. They have unique standards for each item in bids. The evaluation for the engineering is based on the market. It is a complete dynamic evaluation. In America, the evaluation is the task of the design department or the special evaluation agencies. In estimating the costs for engineering, cost evaluators should not only consider the special elements of a project, but make detailed risks analysis for the project in order to prepare for the budget. By mastering different budget ratios, cost estimators can adjust the general level of cost estimation. In compiling the cost estimation, America does better and considers the impacts of dynamic factors on cost estimation. We can learn a lot from these methods in foreign countries.

(5) The contract is signed by all parties, which is important in foreign engineering cost management. The contract can restrain all parties. It is meaningful for the actualization of all parties' interests and duties. Therefore, foreign countries give prominence to the contract. All activities must follow the items regulated by the contract. And some countries even apply the common form for the contract, such as the FIDIC. Its contents include agreements, contract articles, and appendix.

We should pay attention to these problems as follow in bidding for international engineering.

(1) Before the bid, make decisions decidedly. After getting foreign engineering information from intermediary agencies, agency companies, and foreign corporation partners, the enterprise decision-making level must make decision quickly according to the key elements for engineering, such as the features, the conditions of host country, and the short-term and long-term aims. If necessary, the enterprise can make a feasibility analysis. For example, when an enterprise knows the power transportation project (150 miles and 33KV) in Uganda, Eastern Africa, somebody may think that it is only a short line in a far and poor country. And it is meaningless and non-profitable. However, the enterprise's decision-making level decides to join in the bidding from a strategic view considering the great Eastern Africa market. The enterprise does not aim at this line. What's more important is to enter the Africa power market and get more and larger projects. Bidding decision concerns the evaluation on the enterprise's self conditions, such as labors, technologies, languages, etc. Only by this way, an enterprise can win fames and profits at the same time.

(2) Research and analyze the owner carefully. On one hand, the enterprise should organize talents to compile the bid. On the other hand, the enterprise must try every means to understand the owner, such as the sources of funds, its fame inside and outside, its other projects, and its equipments used by other projects. All these information is vital for the prices, schemes, and selection of equipments in the bid. For example, as we select equipments for a power station project funded by certain country, we originally want to use domestic equipments. But after investigating the country's other power stations, we find that the country emphasizes on brands and endurance. Their transformers are from German. The diesel engine is PERKINS and CATERPILLAR from America. So, we adjust the original bid and change items concerning the equipments. Furthermore, we find that the country lays more stresses on environment protection. They carefully protect the ecological environment and the tourism sources. Therefore, we add a chapter about environment protection into the construction design. To analyze the mind of the owner is also important. Usually, the owner with tight funds mainly considers lower investment. The owner with rich funds emphasizes on brands, fames, and advanced technologies. If an owner needs power in urgent, we can ask higher price. But we must guarantee the deadline. If possible, we can accomplish the project in advance.

(3) Study the bid inviting documents of the owner. Bid inviting documents are the main basis for compiling the bid. In some conditions, these documents may be the only basis. Therefore, we must study the bid inviting documents of the owner and understand these points clearly.

- a. Define the work scope exactly: without exact work quantities, we can not guarantee the preciseness of the price.
- b. Deadline: accomplish the project at the deadline without any condition. Compile the general network process diagram according to the deadline. Satisfy the owner as much as possible.
- c. Currency, exchange rate, and payment. Especially make it clear that concerns the installment ratio and restrictions. The owner usually determines the installment ratio based on the process of the project and set specific punishment articles for delay.
- d. The host country's charges for customs, taxes, and labor permission.
- e. Laws and regulations for disputes.

(4) Adopt a flexible quoting method. To compile a bid is a systematic and complicated task, which concerns many specialties and jobs, such as technologies, economy, foreign language, finance, materials, quality, and safety. All specialties must cooperate together and understand mutually. If conditions permit, professionals can research on the project in advance before the compilation of bid. By this way, we can know the natural conditions, construction environment, price, and competitors comprehensively. Then, we can compile a scientific and reasonable bid. All practices tell us that we can adopt these methods in quoting.

a. Unbalanced quoting. After fixing the total price, the enterprise can rationally adjust the price of sub- project according to the payment conditions. With the precondition of maintaining the total price in case of impacting the bidding, the enterprise can obtain funds as soon as possible. By this way, it can reduce the investment risk and achieve better economic benefits. In bidding for Uganda's power station line, the owner regulates that: the owner will pay 80% funds in 45 days after receiving all voices and materials. Then, plus the 10% advance payment, the owner pays 90% funds for us. Other funds are paid according to the engineering process based on installment. Therefore, after establishing the total price, we increase the costs for purchasing equipments and decrease the costs for construction fees. By this way, we reduce foreign investment and construction risks to certain degree. Besides, we can adopt the unbalanced quoting for other items. For example, if a sub-project needs more works than prediction, we can improve the price properly. If the engineering content is unclear, we can reduce the price properly. If the owner does not allow to adjusting the price, we should increase the price at the very beginning in case of unexpected risks. To sum up, the unbalanced quoting is a reasonable price distribution based on analyzing the owner's bid inviting articles. In practice, we should be careful in case of disgusting the owner.

b. Alternative quoting. If the bid inviting document has alternative scheme or not regulated scheme, we can make different schemes with different prices. In bidding for certain power station project, the owner asks bidders to design the lines according to the ecological environments in five states. In another project, bidders can make alternative schemes and compile quotations. So, we can prepare other scheme besides the original one. The total price of the later can be lower than the original in order to attract the owner and obtain favorable evaluations.

c. Decrease price suddenly. At the time of fierce commercial competition, quotation is a secret. Competitors want to know others' quotation. Therefore, as we compile the quotation, we can make the price higher. At last, we can decrease the price sharply and suddenly, which may be out of the idea of competitors. As a result, we can get a favorable position in bidding.

d. Maintain breakeven and plan for the long run. After the recovery of southeastern Asian economy, the construction market has great potentials, such as Cambodia, where all needs to be constructed again. Under this condition, once entering this market, an enterprise will get more and more projects gradually. Therefore, as we prepare bids for the power station project in Cambodia, we decrease the price many times, from more than 100 million down to 60 or 70 million. The lowest price aims at winning competitors and entering the market. Then, we can enter the whole southeastern Asian market. By this way, we can form a long-term cooperation, which can compensate the losses in the first bid.

(5) Improve the integrated quality of bidding staff. To bid for foreign engineering, the staff must possess the basic abilities, such as technologies, computer, economy, and calculation. Besides, they must continue to study in order to improve the integrated quality and turn into new complex talents.

a. Master basic foreign language. English is an international language. Most contracts are signed in English. If a worker can not know English, he or she can not read information concerning commerce and technology. As a result, he or she can not compile the foreign bid with high quality.

b. Master necessary foreign trade knowledge. Foreign engineering bid concerns lots of foreign trade knowledge, such as all kinds of terms concerning banks and customs. To master relevant knowledge will directly influences the exactness of commercial bids.

c. Know the labor policies in competitors' countries and the host country of the engineering. Generally speaking, the price of labor in developed countries, such as England, America, Japan, German, and France, is higher, while the price of labor in developing countries, such as Asian, African, and Latin American countries, is lower. Therefore, under the condition of knowing the competitors, quotation should be different. In bidding for foreign engineering, we should consider the economic factors and political factors. For example, whether there is anti-labor dumping policy in the host country of the engineering and whether the owner encourages contractors to hire local labors. If necessary, we can seek helps from the embassy of China in the host country.

d. Understand basic foreign ceremonies and habits. In bidding for foreign engineering, it is inevitable to contact with foreigners. On one hand, we should be familiar with the compilation of bid and the negotiation of contract. On the other hand, we should know basic foreign ceremonies and habits. Considering the different nationalities, beliefs, and personalities, we can study the psychology and adopt different methods in negotiation. By understanding each other, we can get more chances in market.

To sum up, to bid for foreign engineering is an extremely complicated work. It concerns lots of problems. To achieve successes is not easy. All suggestions are only based on the author's opinion. And the author hopes to arouse more attentions to this issue. By studying this issue, we can contribute more or less to the exploration on the world market.

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An Experimental Study on the Relationship between Confucius Culture and the Social Cognition of Chinese People

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Abstract

Confucius Culture profoundly impacts on people's social cognitive processes and behavior style. Study One used the Qualitative Research Method, the Content Analysis, to analyze the "Confucian Analects". The result showed that Confucius Culture is a kind of culture of the internal. Based on the result, one experiment was conducted showing that the experimental group which was exposed to some symbols associated with Confucius Culture elicited a more tendency to make internal attribution.

Keywords: Confucius culture, Activation of culture, Social cognition, Cultural meaning systems

1. Background

The subject that culture affects social cognitive processes has been the academic research focus these years. Cultural psychologists consider that culture and mental are mutually constructed, while the psychological processes are formed by internalization of the cultural patterns and norms (Fiske A P, Kitayama S, Markus H R, & Nisbett R E, 1998, pp.915-981). Cultural meaning system (Shweder. R. A & Sullivan, M. A, 1990, pp.399-416) (Markus, H. R. & Kitayama, S. 1991, 98, pp.224-53) has become the main mode used to explain the relationship between culture and social cognitive. This system provides a framework for interpreting people's own experiences and making these experiences meaningful. According to this system, social cognitive processes might be changed with culture. With cultural meaning system, people are showing the own social cognitive style when they judge social events. However, these effects can not be measured directly except by the activation of the cultural meaning system. A new research paradigm for studying the relation of culture and social cognitive processes are proposed. In this paradigm, the influences of culture on social cognitive processes are assumed to be mediated in part by activation of cultural meaning system.

Consistent with this prediction, Shweder & Sullivan (1990, pp.399-416), Markus & Kitayama (1991, 98, pp.224-53, 1994, 20, pp.568-79), Miller & Bersoff (1994, 20, pp.592-602), Morris & Peng (1994, 67: pp.949-971), etc. have done a series of studies on cultural meaning system. In the experiment of Morris & Peng (1994, 67: pp.949-971), Chinese participants would show the values of Chinese-style when they were exposed to some symbols strongly associated with Chinese culture. In this way, these participants were activated the implicit attribution style and made the same relevant attribution. Ying-yi Hong (1997, pp.135~146) selected the dual cultural background participants from Hong Kong University. Then she used the pictures strongly related with the Oriental or Western culture to activate the cultural meaning system, making the cultural values implicit exposed, and thus guides them to carry out the corresponding social judgments. Drawing on the cultural meaning system theory, the present research sought to develop a new research accessibility of the Chinese cultural meaning system and thereby the likelihood of their using it to guide judgments. Similarly, due to their extensive exposure to Western cultures, these participants have developed a Western cultural meaning system. And it can be activated and used to guide judgments when pictures strongly associated with Western cultures are presented.

Most of the previous researches focused on the cross-cultural comparison and did little study on the sub-culture and the special cultural background. In fact, the sub-culture which influences on the formation of one individual's unique patterns of social cognition coexists under the main cultural circumstances. Researching on the sub-culture or the specific culture will be helpful to deeply understand the social cognition intrinsic mechanism.

In this study, based on the Chinese localization, using experimental design and research methods, we select Confucian Culture, which coexisted with other components of Chinese traditional culture, as the research background to prove our predictions.

Confucius Culture is a kind of culture system which is an important part of traditional Chinese culture, based on Confucius Thoughts, founded by Confucius and his disciples, has a very significant impact on the future generations. However, it does not include the supplement and the development of the latter Confucian scholars. Confucius Culture differs from Confucianism which is the original part and typical representative of it. Most parts of Confucius Thoughts and the essence of some doctrines are found in *The Analects of Confucius*, *Mencius*, *Zhuang Zi*, *Xun Zi*, etc. Confucius Culture has a tremendous influence on the thought and values of Chinese and East Asian today, which profoundly impacts on social cognition and behavior of Chinese people.

To provide a more direct test for our predictions, we make two hypotheses: in study one, using the Qualitative Research Method analyzing *The Analects of Confucius*, we propose the Confucius Culture is a kind of culture which emphasizes the internal. In study two, based on study one, an experiment is conducted. We propose that the participants with the endorsement of Confucius Culture will make internal attribution if they are activated by some symbols associated with Confucius Culture when they judge social events.

2. Study 1

2.1 Method

In order to know whether Confucius Culture emphasizes the internal of oneself, we choose the most significant representative of Confucius Culture, *The Analects of Confucius*, as the study material.

The Analects of Confucius, is a record of the words and acts of the central Chinese thinker and philosopher, Confucius and his disciples, as well as the discussions they held. The Chinese title literally means "discussion over Confucius words." It is the representative work of Confucius Culture. Chapters in the *Analects* are grouped by individual themes. However, the chapters are not arranged in any way so as to carry a continuous stream of thought or idea. In fact, the sequence of the chapters could be said to be completely random, with the themes of adjacent chapters completely unrelated to each other.

We adopted Qualitative Research Method, the Content Analysis, analyzed *The Analects of Confucius*. Totally there were 512 statements, 20 chapters in *The Analects of Confucius*. According to the meaning of each statement, we classified these statements into three categories: the first part consisted of some sentences to emphasize external factors; the second part consisted of some sentences to emphasize the internal factors; and the third one was the neutrality.

Each member of the research team classified *The Analects of Confucius* respectively. If result could not reach an agreement, we would discuss it until all of us reach the agreement. After the whole process, we consulted some experts on Confucius Culture, comparing all of the results of the Content Analysis, solving the divergence. In this way, the final result came out.

2.2 Results

Totally there were 512 statements in *The Analects of Confucius*. Among these statements, there were 245 neutral statements, and 229 focusing on internal factors and 38 paying attention to external factors (see Table 1).

χ^2 with the number of both the internal and external statements was significant different at the 0.001 level. ($\chi^2 = 136.633$, $p < 0.01$).

As expected, Confucius Culture is the culture which emphasizes the internal of oneself.

3. Study 2

3.1 Method

Based on the result of the above experiment, using the new paradigm, culture activation experiment paradigm (Hong Y, Chiu C, & Kung T, 1997, pp.135~146), we explore the social cognition processes on which Confucius Culture impacts. We sought to extend Study one finding by testing the effects of exposure to cultural materials on causal attributions.

Ninety-eight undergraduate students randomly selected from Shandong Province were asked to list 10 statements which could be the most representative of Confucius Culture in their mind. According to the frequency, we chose top 20 statements and then asked the experts on Confucianism to select the most representative 10 sentences respectively from these 20 statements. Synthesizing the opinion of these experts, six statements which could be the most representative ones become the experimental material.

Eighty participants (undergraduates from some universities of Shandong) were averagely randomly assigned to the experimental group and the controllable group. In the experimental group, the participants were shown the six selected statements and asked to explain the meaning of each statement, while the controllable group did nothing. In this way,

the participants who were exposed to the symbols of Confucius Culture would show the Confucius Culture meaning system. This procedure lasted 15 minutes. Then both two groups were presented with a picture depicting a fish swimming in front of a school of fish and asked to write down what they thought was the major reason for the fish's swimming in front of other fish and how they were assured with their answers. We asked them to indicate on a 7-point scale why the one fish was swimming in front of the other fish. A score of 1 on the scale meant "very confident that it is because the one fish is leading the other fish" (an internal cause) and a score of 7 meant "very confident that it is because the one fish is being chased by the other fish" (an external cause). We predicted that participants in the Confucius Culture condition would express a higher confidence in the internal explanation than would participants in the controllable group.

3.2 Result

As shown Table 2, our prediction was confirmed. On the whole, participants perceived the target fish to be leading the other fish, possibly because all the fish in picture belong to the same kind of fish, which makes the "leading" explanation more reasonable than the "chasing" explanation. However, participants in the two groups differed in how confident they were in this explanation. Participants who were exposed to Confucius Culture condition were more confident in the internal explanation. In summary, this experiment suggests that, showing the pictures associated with one culture may activate the implicit causal theories in the associated cultural meaning system and thereby affects casual inferences. Specifically, activating a Confucius Culture meaning system tended to enhance confidence in internal attribution whereas without activating any meaning system tended to reduce confidence in internal attribution.

4. Discussion

According to study one, the result indicates that Confucius Culture is the culture which emphasizes the internal of oneself. The Confucius Culture tells people if you face some problems, you should look inside. Then maybe you will find some way to solve problems. Confucius advocates the introspection, "Everyday, I look inside my own soul to find if I have done anything betray myself" (*The Analects of Confucius*). The Confucius Culture stresses that through introspecting personally, enhancing the accomplishment of one, enables everyone to reach a higher standard of achievement. In this way, we could coordinate with the outside. Confucius proposed the core connotation of Confucius Culture ---- Benevolence, advocated "benevolence is the self-restraint and ritual". The other thoughts of Confucius were the Good Faith, the Filial Piety, Loyal, being Gentleman, Study, and Making Friends and so on. However, there is a common characteristic on all of Confucius Thoughts which he spares no effort to stress that one person should find the reason from the interior, "not resentful day, not especially human". People should depend on themselves. From the values of the Confucius Culture, it advocates the importance of individual's efforts and that people should pay great attention to their own life and work diligently. In brief, Confucius has constructed a cultural system which treats Benevolence as the core, chooses "the Filial Piety" as the basis, and takes "Loyal" as the method, unites politics, ethics and the philosophy together. This ideology has great tendency to emphasizing the internal. Therefore, Confucius Culture is the culture which emphasizes the internal of oneself.

As shown in study two, Participants who were exposed to Confucius Culture condition were more confident in the internal explanation. When they judge some social events, they find the solution inside. According to the cultural meaning system theory (Shweder & Sullivan, 1990, pp.399-416) (Markus & Kitayama, 1991, pp.98, 224-53) and the knowledge activation theory (Higgins, E. T. 1990, pp.301-38) (Mischel, W. & Shoda, Y. 1995, pp.102, 246-68), the culture affecting individual's social cognition processes is mediated by the cultural meaning system----the intermediary variable adjustment. A cultural meaning system theory provides individuals with an interpretive frame to make sense of their experience. Research following this approach has sought to assess the role of cultural meaning systems in social cognition by comparing social cognitive processes in cultures with very different dominant conceptions of persons and social relations (Miller 1994, 20, pp.592-602) (Morris M W, Peng K. 1994, 67: pp.949-971). Once the cultural meaning system is activated, the social cognition process will display the culture effects (Morris M W, Peng K. 1994, 67: pp.949-971). Higgins (1989, pp.75-123) pointed out that the cultural meaning system is a network which combines series of mutually connective cognition ingredients. In this experiment, the participants were shown the statements from *The Analects of Confucius*. By exposed to the Confucius Culture circumstance, the Confucius Culture meaning system of the participants was activated. The participants would express the same cognitive style consistent with the values of Confucius Culture. They have the same characteristic cognition system organization.

Morris & Peng (1994, 67: pp.949-971), Ying-yi Hong (1997, pp.135~146) have proven that in their respective researches, the Chinese express a tendency to make external attribution when faced with the social events. However, our research proves that Confucius Culture is a kind of culture which emphasizes the internal of oneself. People who are affected deeply by Confucius Culture would show a tendency to make internal attribution. Since several thousands of years, Chinese people who have been deeply influenced by Confucius Culture should have stronger tendency to make internal attribution. But why does this research differ from the western studies? In my mind, Confucius Culture is only a part of China traditional culture. Correspondingly, it only takes a small part of the influence on the people society

cognition. The attributional style is formed by many kinds of joint influences. Therefore the Chinese might not show the completely same attributional style consistent with Confucius Culture. Moreover, the former researches either were done ten year ago or chosen the adults as the subjects. However, the attributional style of the present Chinese undergraduate students might be changed with the time. The Confucius Culture meaning system may remain largely implicit, and may still affect the person's social inferences when it is activated. How does the cultural element play a role in the process of Chinese social cognitive style? What about the traditional culture? This needs to be further analyzed.

In summary, this research opens up new possibilities for investigating the psychological process of social cognition under specific culture, the Confucius Culture. In this way, we can analyze the unique cognitive style of Chinese. Also, can discuss the psychic-mechanism of the culture influences on the social cognition

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Table 1. The classification of the statements

Contents	Statements of the internal	Statements of the external	Totally
Chapter One	12	2	14
Chapter Two	12	3	15
Chapter Three	5	2	7
Chapter Four	19	2	21
Chapter Five	21	1	22
Chapter Six	16	2	18
Chapter Seven	18	1	19
Chapter Eight	8	3	11
Chapter Nine	10	2	12
Chapter Ten	1	2	3
Chapter Eleven	2	0	2
Chapter Twelve	17	3	20
Chapter Thirteen	18	0	18
Chapter Fourteen	15	5	20
Chapter Fifteen	34	3	37
Chapter Sixteen	8	2	10
Chapter Seventeen	13	2	15
Chapter Eighteen	0	0	0
Chapter Nineteen	0	2	2
Chapter Twenty	0	1	1
Σ	229	38	267

Table 2. Result of the Confidence

	<i>M</i>	<i>SD</i>	<i>t</i>
Experimental group (n=37)	5.38	1.516	
Controllable group (n=39)	4.08	1.660	3.563*

* $p < 0.01$



The Health Efficacy of Aloe and Its Development and Utilization

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Abstract

With the advance and development of the modern technology, more new chemical constituents of aloe have been found. It has become hot to study the pharmacological effects and application value of aloe. This paper concentrates on the varieties of aloe, the main chemical constituents and the health efficacy. And the future development and utilization of aloe products are also discussed.

Keywords: Aloe, Chemical composition, Nutritional value

Aloe belongs to the aloe family of liliaceous species. It is of evergreen perennial herbs and lives mainly in tropical and subtropical zones. Aloe is juicy and rich in polysaccharides, aloin, a variety of essential amino acids, vitamins, minerals and other active ingredients, with the efficacy of medical treatment, cosmetic repair and health care. As it is edible and ornamental, it gets many nicknames of “good medicine with many efficacies”, “natural beautician”, “source of life energy” and “a family doctor”, etc. (Li, 2000, pp19-23). The ratio of the nutrition is in line with the standard of the UN Food and Agriculture Organization thus it is known as the “best health food of the 21st century”. In recent years, considerable progress has been made in pharmacological research on aloe and there has appeared in the market some aloe food, medicine, health care products and cosmetics, which seems very popular.

1. Aloe species

There are at least more than 300 Aloe species, of which 250 or so are in the African continent; About 40 are in Madagascar and other 10 in Arab and other places. But only six species are edible, and those with medical value are mainly Aloe Vera and Aloe Saponaria.

1.1 Aloe Saponaria

The origin of Aloe Saponaria is in Africa, mainly in the northeastern part of Cape Island and Transvaal state. In addition, it is also planted in Hawaii, Florida of the United States. And in Japan it is found to be cultivated, too. This kind of aloe has a short stem with green leaves, spotted with white stripes, of clear texture about 50 cm long. Its rhizome elongation spreads fast, germinates and grows up in groups. Big, thick and fleshy leaves contain much gelling with mild resistance. It is also of a higher ornamental value.

1.2 Aloe Chinensis

Aloe Chinensis is mainly in Hainan, Guangdong, Fujian, Yunnan and some cities of Taiwan Province. It likes to live among the bushes in hillside and sandy beaches. As a variant of aloe, it is similar with West Indian aloe in appearance. There are white spots in its basal fleshy leaves and stems with a mighty meristematic ability and strong adaptability. Aloe Chinensis has a certain value of cosmic repair and medicine.

1.3 Aloe Vera

Aloe Vera, also named as La Fan aloe Vera, or Real aloe Vera, is widely used in food, medicine and cosmetic products. Aloe Vera, originated in northern Africa, is now cultivated more in America. And in Japan, South Korea, Taiwan province and Hainan Island of China, large amount of Aloe Vera is cultivated for commercial purpose of extracting aloe juice.

1.4 Aloe Arborescens

Aloe Arborescens, with small and thin leaves, is unique to Japan. It is widely planted and employed as a Japanese folk medicine and health food for oral treatment and exterior use against constipation, indigestion, etc. It can also be made for a variety of food, beverages, cosmetic products and so on.

2. Chemical constituents of aloe

The aloe has extremely complicated chemical composition, more effective than other plants. It has been proved that aloe has more than 160 chemical compositions, among which 72 are functional, such as anthraquinone compounds, (Kong, 2003, pp.71-75) polysaccharides, glucoside, lipid, organic acids, enzymes, amino acids, antibiotics, vitamins, etc. In addition, water in a fresh aloe leaf accounts for 96.0% to 96.5% of the whole weight of the leaf. And this kind of biological water is completely natural, known as smooth water.

2.1 Anthraquinone compounds

Anthraquinone compounds in aloe have been considered as the main organic and active anti-inflammatory ingredient. Of them, 20 such as aloe-emodin and barbaloin are the most important. Emodin is one of the most basic components. These substances are the most active in living bodies.

Aloin has a very good effect by making the intestinal bacteria decomposed and activated, promote the contraction of intestinal muscles, speed up bowel movements. Barbaloin can inhibit the free histamine, and it has good effect on asthma, allergic rhinitis, pollen allergies, etc.

2.2 Polysaccharides

Polysaccharide is a kind of macromolecular compound with different physiological functions, containing glucose, fructose, mannose, sucrose, galactose, xylose, arabinose, rhamnose, glucuronic acid and other components. These polysaccharides are the major components of mucus, which have effective functions in enhancing the immune system of human bodies and preventing aging and treating chronic allergy.(Hu, 2003. pp. 158-161). Aloe polysaccharide, mannan in particular, can significantly release the symptoms of cancers and AIDS, reduce the infections, and promote the regeneration of burns due to radiation.

2.3 Amino acid and organic acid

Aloe leaves contain 19 amino acids such as glutamic acid, and threonine, etc. Among them, 8 such as arginine are essential. These amino acids can be beneficial to skin metabolism, prevent ultraviolet from hurting and oxidizing the skin, and promote the regeneration of the skin cells, thus increasing their abilities against radiation. The roots, stems, and leaves of aloe contain acetate and other organic acids, which can involve in biochemical processes in the human body, directly regulate pH degrees in the stomach, as is conducive to the prevention of diseases. They can also make the metabolism of sugar and protein normal.

2.4 Vitamin and mineral elements

The juice of aloe leaves contains a variety of vitamins and minerals, which can promote the metabolism of protein, sugar and fat, regulate the physiological functions, and maintain the osmotic pressure and acid-base balance. Vitamins in aloe are conducive to the skin care and can enhance immune functions of body fluid. They can be helpful to the anti-cancer drugs to enhance the ability against bacteria and viral tumor or kill dangerous cells.

Germanium in aloe exists in an organic form. Organic germanium has a good effect on treating uterine and lung cancer, and cerebral thrombosis and arteriosclerosis as well. Tens of thousands of patients in the world have turned to the application of organic germanium, and the seriousness of their diseases has been lessened. Therefore, organic germanium in aloe is known as the Life Germanium in the 21st century.

2.5 Active enzymes and the others

Aloe juice contains a variety of active enzymes. It can decompose the dead cells of the surface skin and play a certain role in metabolism of skin, thus producing a good effect on skincare by improving the smoothness of skin and nourishing the hair. SOD has efficacy of anti-aging, keeping young, treating rheumatoid arthritis and rheumatoid arthritis. Phytoagglutinin is conducive to the growth of anti-infectious lymphocytes. It helps to enhance the function of the lymphocytes and improve the immune function in the human body to raise the ability against various diseases. Aloe contains interleukin too, which can promote the recovery of immune function to increase resistant ability against many diseases.

There is in the fresh leaves of aloe an important element of "water", which is quite different from the ordinary natural water. It flows along the vessels at a very fast speed, twice as fast as the ordinary water. The juice of aloe contains a variety of similar water-soluble polymer materials. The "water" can make the effective ingredient of mucopolysaccharide in aloe leaves rapidly absorbed by human body to help speed up the cell division and promote cell metabolism. Therefore, according to the pharmacists, it is perhaps one of the important reasons that aloe can treat many

diseases.

3. The development and utilization of aloe

Aloe, as one of the green resources of high economic and medicinal value, has been explored and used widely increasingly. Developing and utilizing its economic value has attracted more attention from the countries and their governments where aloe is planted. Now aloe is mainly used in the following five aspects.

3.1 Health products

Aloe is nutritious with the functions of strengthening stomach, relaxing the bowels, and softening vascular. It is known as the best health product of the 21st century. At present, aloe has been widely used as a raw material or an additive in health products. Aloe can be made into health wine or tea. As for the health products for external use, health cream or dew can be made from aloes, too. Aloe health products can be used externally or internally to keep gastrointestinal, cardiovascular, or skin health. There is now Aloe Capsule at the market manufactured by Guangzhou Yipintang biological detoxification Co., Ltd., and Aloe Arborescens Tablets by Fujian Changle Jianyou Aloe Products Co., Ltd.

3.2 Cosmetic products

In the course of the development of aloe industry, aloe cosmetics grow fastest and are easiest to be accepted by consumers. In 1980s, when a selecting activity named Best Effective Elements of Cosmetic was held in the United States, aloe won the second to vitamin as the cosmetic additive. Aloe cosmetics can be divided into 4 major categories, namely, cleaning and nursing, skin care, skin beautifying, and other products with special features. Aloe in skin cream has the properties of suppressing the pimples, nourishing and keeping moisture, removing the dead skin and resisting aging. Aloe powder in the shower products and soaps has an excellent anti-irritant and deodorant effect. It also can apparently enrich the lipid and moistening the skin.

3.3 Medicine

Aloe is a medicinal plant of high value, known as the "medicinal plant kit". Aloe can be used as a raw material to produce medicinal capsule, injection, tablets and other medicines, which can be applied in medical, surgical, gynecologic, pediatrics, etc. Aloe has good efficacy for treating hemorrhagic diseases, burns, skin disorders and so on. Especially in the treatment of burns, flailing injuries, incised wound, it is a specific drug in promoting the wound organs regenerate and greatly relieving the pain. In addition, a German scientific research institute also found that aloe can not only heal the external wounds but also can heal a variety of internal gastro-intestinal ulcers, promote digestion and absorption of nutrients. Therefore, it is promising to further develop aloe pharmaceutical products.

3.4 Food

Aloe belongs to a health food. Its nutrition and safety is in line with the requirements of the UNFAO. The edible aloes have all kinds of physical nutrition necessary to the people. Aloe, as a raw material for medicine and food, can be consumed as a vegetable and processed into food or beverages. Moreover, these foods are not only nutritious, but also have their own unique flavor.

3.5 Ornamental value

Aloe is also of great ornamental value. Furthermore, it is evergreen and much easier to plant. There are many species such as aloe of green leaves or mottling, or rosette. Aloes can be planted in pots or just in ground to beautify the surroundings. Aloe releases oxygen during the daylight and can absorb carbon dioxide at night to purify the air indoors. Aloe, as a natural air monitor, can refresh the air and drive off the mosquitoes and other insects. It also can effectively absorb CO₂, SO₂ and other harmful gases. (HU, 2001, pp. 12-15). When the harmful gases in air arrive at a certain limit and aloes absorb these gases, their leaves will display some brown or black spots. The sign can remind people of the air pollution.

4. Future applications of Aloes

With the advance of science and technology and the continuous improvement of people's living standard, human beings long for health and longevity and hope to be closer to nature and using all-natural medicine, food and cosmetics. And the various functions of aloe can meet the new requirements of the human race. At present, in the structure of aloe products, the market of aloe cosmetics has been developed rapidly. With the people's growing understanding for health theory of homology of medicine and food, some research institutes have deeply explored the quality of identification and aloe nutrition. Since a large number of financial, material and human resources have already been invested in studying aloe's functions of regulating enterogastric, releasing the alcohol detoxification, lowering the blood pressure and alleviating diabetes and chronic cardiovascular diseases, regulating the immune functions, I believe that in the coming decade, aloe products in China will become the daily food and medicine that ordinary people can afford to consume. Aloe health products will also show its strong momentum of development.

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Symbolist Writer Andrej Belyj's Viewpoints of Mythology

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This article is the primary achievement of the 2007-2010 research project, Petersburg's Modern Mythological Connotation in Russian Literature, financed by Ministry of Education. No. 07JJD751081

Abstract

Andrej Belyj, a symbolist writer, conveys profound ideas and concepts of mythology through his own creation by borrowing a large number of plots and characters from myths or creating new mysterious stories, all based on his mythical thinking and the structure of myths he has employed in his creation. This paper takes the writer's masterpiece, Petersburg, as an example to explore deeply his viewpoints of mythology.

Keywords: Mythology, Symbolism, Petersburg

The creation nature of Andrej Belyj's literal myths is reflected in his symbols. In the scope of religion the symbolist concepts aiming at demonstrating, the nature can be found in the much use of myths and the structural employment of world symbolist model. Subject matters that Andrej Belyj adopts are quite different from traditional myths. His heroes or heroines are not gods, forefathers or great people. Based on secular city life of Petersburg, he decides it to be the main field of the activities of his protagonists. Therefore, the myths that Andrej Belyj makes according to the model of analogy is of the attribute of conscious creation. It is right because that Ann creates his myths spontaneously and intuitively, he can surely more accurately display his awareness of symbolism and the crisis state of the surrounding community of the era, especially the revolution in 1905, the future of Russia, sense of loneliness that personalities have in modern collective society and so on.

As for the subject matters adopted, Andrej Belyj interweaves the myths from ancient Greece, ancient Europe, Africa and Asia, and the fragments of consolation in the works of Pushkin, Gogol, Dostoevsky and other writers. The principle of adopting subject matters is based on the author's sympathetic share of the materials and the analogy of creative experience imitating the rites in life. In other words, Andrej Belyj's concept of experience gets fully demonstrated in his theory of symbolism when he organizes the materials. But the process and results of such experience always lead to the emergence of the mythical thinking. Or it can be interpreted as that symbolism is evolved into mythology. For example, Andrej Belyj displays his creative process by identifying his mythical images and symbols in one of his books, "Magic Words". He demonstrates that symbols become myths by such words as "the moon is the white horn". "The moon becomes the external image of the cattle or sheep as the oracle. We can see the horn of the mythical animal but we cannot see the animal itself. In this sense, all the artistic creation is mythical. When I say that the moon is a white horn, of course, my sense does not prove the existence of the mythical animal. In the sky, what I can see is the image of the moon appearing as a horn. But in my deep sense of creativity, I can not help but believe that some reality is there." (Ардрей Белый, 1994, p243). Andrej Belyj names the process as the mythical thinking, which is the basic resource of any creative expressions. The two semantic components in symbolism are integral. Each melts into the significance of the symbolism. In this sense, symbolism becomes the reality of language imagination, and imagination becomes mythology. Therefore, Andrej Belyj defines the essence of the myths created by language.

Based on the same sympathetic for the materials or Fry's prototype, Andrej Belyj selects the characters and plots from many traditional myths and classic literature. Although these characters and plots reflect in the novel the secular life scenes in 1905 revolution, Andrej Belyj uses them as the creative factors of myth creation to serve his purpose of creating his doomsday fictional myths and express the idea of the fall of a great city. Similarly, because Andrej Belyj

pays much attention to the importance of experience, he has given deep exploration to these writers such as Pushkin, Gogol and Dostoyevsky mentioned in the text. Now what I want to add is that Andrej Belyj has given consecutive concerns to Pushkin and Gogol. For example, his collection of poems, *Meeting for the First Time* (1921), takes Pushkin's *Eugen Onegin* as the writing prototype. In 1929, he published *Rhythm as Dialectics and Bronze Knight*. His study on Gogol can be found in *Techniques by Gogol* (1934). In this sense, these classical writers and their works become the indispensable prototype materials to his creation. Dostoyevsky becomes the rival that Andrej Belyj fights against in his whole life, for Melezhkovski once wrote full of emotion to try to persuade Andrej Belyj who had strayed away from Dostoyevsky's religious thought. He wrote, "dear Polya, we (the Melezhkovskis) made a telegram to you, because we are surprised to read the two articles about Dostoyevsky." (Note 1). And subsequently, they described that Dostoyevsky was on the right religious way and Andrej Belyj should not deviate from this path. At last, they wrote emotionally, "dear Polya, my poor child. Do not believe that we have abandoned you. We firmly believe that you are just temporarily disoriented. You always love us the same as we love you..." (Мережковский Д. С. Белый А. 2006, pp164-165)

The life experience of writing with the feature of rites is revered very much by Andrej Belyj. He firmly believes that creation is deeply rooted in the initial chaos, where the collective unconsciousness arises. Thus, chaos constitutes the basis of the psychology of human beings, in other words, in Nietzsche's terminology, the basis of Dionysus. Adhering to the theory of symbolism of life creation, Andrej Belyj immerses himself in the atmosphere of mythology, experiencing the mystical life of his surroundings. Andrej Belyj once prescribed the experience in his memoirs, *At the Turning Points of the Centuries*, "I am interested in geography, and politics as well. In addition, state, people, capital, the number of residents, the army and the fleet are all in the scope of my interest. However, I do not learn these historical materials mechanically but put them in a game to master them. In this winter I read many books of mythology. And for some time I was full of the events of Greek mythology and I mastered them in the game again. I acted as Jason, the heroes on *Argo ship*, Perseus and other mythical figures and was excited very much to complete the 12 achievements of Hercules." (Андрей Белый На рубеже двух столетий: http://az.lib.ru/b/belyj_a/text_0010.shtml 223).

Similarly, based on the same viewpoints of life experience of creation, Andrej Belyj attempts to adapt the novel of "Petersburg" into the drama of "Death of a Senator". His love for drama is different from that of the Ivanov and Blok (who discuss the specific issues of drama). He is more obsessed with the principles of the drama in the framework of symbolist creation of life. Andrej Belyj believes that drama can demonstrate the essence comprehensively that symbolism and mythology are created by collective life because mythology is not the free imagination of personal sense, but the product of collective creation. The creation of mythology is always collective and always goes beyond the personality. This proves indirectly that the mythical subject matter is really in "Petersburg".

The establishment of principles that Andrej Belyj selects the subject matters can not ignore the effects of the psychological novels of the traditional Russian literature and the trend of characteristics that the twentieth century novels persist in exploring the soul or psychological activities. These works concentrate on people, that is, those more or less surpass the social state to constitute the novels with the feature of modernism. Take stream-of-consciousness novels as an example (Note 2), Andrej Belyj is good at combining psychology, symbolism with the elements of mythology. The good case in point is the ingression of the narrative perspective in his novel, "Petersburg", and the use of writing technique of the stream of consciousness. The principle of Dionysus was implied in the sub-consciousness of the main characters of Nicholas and Dudkin (Dudkin mentions in the discussion with Nicholas that they both feel Dionysus mutually). They realized the leap to the extremely social collective unconsciousness of the ancient society. In addition, Andrej Belyj has mentioned for many times that the symbolic reality is not only of individuals, but also of the community. Moreover, the collective reality is much higher than the individual reality. This conclusion stems from what Andrej Belyj believes that the true reality is that of the psychological field.

In addition to the modern mythical features displayed in the author's subject matters, "Petersburg" embodies the myth of the subject matters themselves. These subject materials are from the same resource, that is, the myth of the history of city construction, the myth of the constructors and the myth of depicting the cities in literature. In "Petersburg", the process is helped by Frye's concept of the myth prototype. Looking through "Petersburg", the viewpoint of Andrej Belyj is quite close to Northrop Frye's literary theory of the myth prototype, and to some degrees, integrates the expounding of the symbolism. That is to say, Andrej Belyj distinguishes symbol of inspiration from initial symbol. Initial symbol belongs to the concept of prototype advanced by Jung. Andrej Belyj believes that all the symbol continues to demonstrate the initial unified prototype. Accordingly, Andrej Belyj distinguishes the initial symbol from the later derived symbol of the second layer. The latter creates the symbolic system (a culture), enlarge and specify the initial prototype. The symbol of expansion and collectivization (or known as the second-layer symbol) still remains the characteristics of the procedure of the myth creation. Thus, in the framework of myth creation (the process of myth) the life reality is turned into symbols and all the reality displays the hallucination of initial prototype.

Andrej Belyj's poetic connotation of myth, one of the scopes of the rational or philosophical novels, does not go back to

spontaneous and intuitive mythical thinking based on the author's intensive academic study of ancient cultures, religious history and various modern theories. Many explanations of the ancient Greek and Roman mythology and the Bible were quoted in this paper because Andrej Belyj, to a large extent, depends on the thoughts of Soloveyov and Nietzsche, the world outlook of symbolism and the viewpoints of anthroposophy. Andrej Belyj employs ancient myths and the ancient classics of literature for the same purpose, aiming at, to a certain extent, completing casting the new man, and revealing his meditation of the situation and way-out of Russia.

Andrej Belyj's self-awareness of the personality is of profound significance, which displays its process of growth with the development of culture. The growth process relies on the thought of anthroposophy and becomes true in art. His understanding of condemnments against sins is quite different from Dostoevsky's comprehension of salvation. Andrej Belyj pays much more attention to the cultural process of psychological growth of characters.

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Notes

Note 1. Here refers to the two articles, Ibsen and Dostoevsky, and At the Turning Points published in Libra in 1905 and 1906.

Note 2. This point is mentioned by many authors. In the back cover of Chinese version, Petersburg, Ulysses by Joyce, Remembrance of Things Past by Proust and Petersburg by Belyj are named three great books of the world.



On Performance Measures of Product Design

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Abstract

Sketches, computer graphics and natural patterns play different roles in industrial design. This paper mainly discusses and compares the three measures with special focus on the importance of sketches, especially that for students majoring in science and engineering. However, it does not mention some specific performance measures of sketches, such as gouache and so on.

Keywords: Industrial design, Performance measure, Sketches, Computer graphics, Model

Design is defined in many ways, some as creation, some as scheme and so on. Design refers to the process in which human beings change nature and society to create material and spiritual wealth, manifested in people's thoughts, planning, tools and methods. Performance measure of design means the employment of tools and methods during the course, that is, expressing people's thoughts and plans with certain tools and methods. Therefore, performance measures seem particularly important for designers.

Currently, design is mainly divided into visual design, architectural design and product design while its performance measures include sketches, computer graphics and sketches and natural patterns and sketches. With their respective performance measures, proper use of them will help to improve the design quality as well as design schemes, hence fulfilling consumers at different cultural levels with their more practical and connotative designs and therefore fulfilling their material and spiritual demands.

Industrial design is a comprehensive branch covering a wide range instead of just figuring out schemes and sketches. To be more exact, it is a complicated science involving both reason and sensibility. Accordingly, we are expected to cultivate our observation abilities to observe things around us, ranging from international situations, trends in design development, people's living standards and ideas to every trifles in daily life because some things that seem irrelevant to design tend to embody more profound meanings. These things, propelling the whole society's economic and cultural development, are bound to influence people's ideas, market and commodities and so on. Finally, these macro factors will directly lead to the constant change of design trends with its relevance to other factors. Currently, international industrial design displays the following trends:

1. currently prosperous economic development will promote consumption and provide a huge market for excellent products;
2. more attention will be paid to consumers' demands;
3. more attention will be paid to the design of computers for small companies, families, offices and so on;
4. it is still a big challenge for designers to overcome technological difficulties;
5. some big distributors tend to be intermediate consumers who will focus attention on cutting down costs;
6. there will be closer partnership between designers and the business world.

As far as the three measures are concerned, sketches are liable to express a designer's ideas during the course of an interaction with others more directly and rapidly although natural patterns and computer graphics express his intentions in a more overall way. A variety of tools, such as pencils, pens, markers, color concentrate as well as liquid powder paper and parchment paper can be employed to create sketches with different styles to express different design elements such as materials and light used in design. In order to be qualified for industrial design, one has to develop his habit and ability in thinking and theoretical basis. During the training course, learners' abilities in aesthetics, practice and skills as well as theory and knowledge will be emphasized.

The necessity of hand painting for any designer is shown in the following aspects:

1. As a tool, hand painting can express designers' ideas conveniently and correctly, hence helping to achieve better design effects through interaction. First of all, hand-painted sketches are the main method and tool in the early-stage interaction between designers and clients because it is impossible to create models with computer technologies or material objects only based on a roughly-designed idea with a waste of designers' work. Design is a course, which will lead to a good result only with all parties' participation. Sketches play an important role in it because they convey designers' design highlights and ideas concisely as well as make the connotations embodied in designers' works clear to clients or help them understand the internal meanings embodied in the performance measures used by designers.
2. I don't totally agree that hand painting reflects a designer's self-cultivation, at least that in aesthetics. For most industrial designers who lack in or have no basis in arts, painting is not where their strengths lie in, therefore, hand-painted sketches cannot necessarily reveal designers' painting ability. Of course, it is undeniable that a designer is expected to have high self-cultivation in aesthetics, literature, arts, science and so on. Hand-painted sketches provide us with spiritual enjoyment because it is a variety of techniques employed in it that make them more vivid.
3. A designer's ability in drawing drafts reveals not only his painting ability but his interpretation of structure and material. It calls for a designer's overall understanding of the structure and material of a project with his keen observation, especially that of structure.
4. Hand painting is to a designer's analytical ability what sketch is to literary sketch. Sketches can reveal a designer's focus on some highlights while software and natural patterns cannot. When drawing a sketch, a designer is expected to reproduce his design ideas on paper with his design focus and analysis on structure and material in mind.
5. Sketches apply to interaction objects in a wider range because it is the ultimate goal for design to achieve human interactions. The process of drawing sketches involves designers' efforts in improving their ideas, in which they gain more materials with drafts and interactions with their clients, analyze the information they have got, perfect their designs and therefore produce better works. Although the other two methods also involve the perfection of design ideas, they'll take more time and efforts and involves more labor in modification. In addition, it provides greater convenience for the entrusting party to see the modification results and give advice for further modification.

Several principles should be paid attention to in performance measures of product design: first, different methods should be employed for different contents and the principles of exactness, rapidness and economy should be followed in language; second, after learning and experimenting on a variety of performance measures, one or two can be used intensively which are most suitable to one's personality and have wide adaptability; third, in spite of their value in artistic appreciation, performance measures are not art works because they mainly provide illustration, therefore, more attention should be drawn to the contents manifested in works instead of the process of creating them rather than the achievement of some impractical effects with improper use of techniques; fourth, there are only basic methods, no absolute methods for performance measures of product design. Therefore, in spite of the fixed techniques and steps, like any other creative work, no fixed pattern can be followed totally because people tend to employ their creativity in some way in their design. Therefore, rules can not be imitated but be absorbed and learned.

Conclusion

To sum up, it is essential for designers to have abilities in hand painting, especially those majoring in science and engineering in industrial design. With performance measures as a significant section in the design process, sketch is of particular importance. Design sketches, embodying consumers or clients' demands as well as designers' ideas, promote the harmonious interaction between design and market and therefore fulfill the demands for design to some extent. The ability in drawing sketches is a fundamental basis for any designer because things produced by the computer are lacking in individuality in spite of its advanced technology nowadays. After all, design is one part of culture, therefore, individuality is indispensable for design.

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Topic: A Literature Review

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Abstract

There is a wide discussion for Chinese topic structure and topic-sentence acquisition in Second Language Acquisition since Li & Thompson (1976). This paper reviews the contribution made by Li & Thompson on topic and later researches on the basis of them. The relationship between subject and topic also is concentrated.

Keywords: Topic, Review, Relationship, Subject

1. Introduction

Since Li & Thompson (1976) from the perspective of typology, language is classified into topic-prominent language and subject-prominent language as well as defining Chinese as typical one topic -prominent while English is subject-prominent language, there is a wide discussion for Chinese topic structure (J.Huang, 1982; Xu & Tenrence, 1985; Yuan, 1996; Shi, 1998) and topic-sentence acquisition in second language acquisition.

From the multiple perspectives and issues on topic-sentence acquisition, researchers are identified that there are some difficulties for overseas students due to their various background and language ability (Rutehrford, 1983; Fuller & Gunder, 1987; Jin 1994; Y.Huang, 2006). In this paper, it focuses on the literature review on topic. In the first section, it reviews from two perspectives: functional linguistics and formal linguistics. The relationship between topic and subject also is reviews.

2. Literature review

2.1 "Topic" study from the perspective of functional linguistics

Li & Thompson (1976, 1981) in the field of functional linguistics make the significant contribution to the study of Chinese topic. Such two scholars present typology of topic as well as focusing on the research of Chinese linguistics grammar. Nevertheless, a great number of latter researchers (e.g. Tsao, 1997; Zhang & Fang, 1994; Xie, 1992; Yuan, 1995; Y. Huang, 2006) have been taking the relevant exploration along the lines of them.

Initially, Li & Thompson (1976) framework a quarter method (see table 1) on the basis of the degree of emphasizing topic (\pm topic prominence) and emphasizing subject (\pm subject prominence). They also ideal of the existence of either absolute TP or absolute SP. The majority of natural languages can be classified in the middle of TP and SP to form a so-called "continuum" (see figure 1).

Cao (1977) explores further based on the idea of Li & Thompson. Besides more comprehensive description on characteristics of topic, he distinguishes the definition of topic and subject. Meanwhile, he introduces "topic chain" into the topic analysis of Chinese. It is claimed that the semantic of topic can be extended into several sentences in some cases (see sentence 1) whereas subject can not be taken in this way. However, Cao (1977) argues that there is no tight relation with syntax when topic chain concerned the discourse function of topic.

Sentence 1:

Small flowers, big leaves of that tree, not beautiful; I did not buy it.

Li & Thompson (1981) upgrade the previous theory in combination with the work of others'. The key points of such improvement from the various perspectives (e.g. semantic, syntax, pragmatic, etc.) can be presented as follows:

From the perspective of semantic:

- Topic is not determined by verb; and there is no selecting relation between topic and any verb in the sentence;

- It is not necessary for topic to be the semantic argument of the predicate.

From the perspective of syntax:

- Topic is supposed to occur in the beginning of sentence;
- Generally, some pauses between topic and comment, or some topic marks, e.g. *ne*, *ma*, *ba*, *ya*.

From the perspective of pragmatic

- Either definite or generic must be identified for the described matter by topic;
- The function of topic is to foreshow the topic centre, and set up the describing framework of comment

For Chinese scholars, Zhang & Fang (1994) make a milestone for the study of topic in the background of functional linguistics. Such two researches found that the topic structure of Chinese is plentiful on the basis of oral Beijing dialect. They argue that Chinese is a kind of functional-focus language. It is suggested that the study of Chinese could benefit from the framework of Li & Thompson. But it is still insufficient to indicate the reality of Chinese. Actually, the framework of theme & rheme from the Prague school is recommended to take.

Nevertheless, the research of Zhang & Fang stems from the absolute oral language in which rely seriously on pause and tone particles of sentences. To some extent, it does not apply to the stylistic of written language. Besides, the analysis method of dynamic is negotiable. For this method, it is expected to analyze the sentences as per background and understanding of the researchers in the case of absence of topic remark. It may lead to various analysis results for the same sentence.

2.1.1 Topic study from the formal linguistics perspective

For the studies mentioned in the pervious section from the functional linguistics, they treat topic as the one of original sentence components. The topic can be existed without any transfer. This distinguishes from the view of theory of generative grammar, e.g. Huang (1982), A Li (1990) and Jiang (1992).

A tree-shape figure is produced to introduce the relevant definition: adjunction, it refers to a rule that some structure components are located in neighboring positions, and normally it is to use for the wh-movement in English.

From the figure 2, it can be seen that ZP move up to the front position of XP, and adjuncts in the front position of XP to be a sister-joint of XP from 2a to 2b. At the same time, during the process of adjunction, a new joint is created, namely XP2 (see figure 3). The original XP is named XP1 (for a clear indication here, XP1 and XP2 are marked, or both are XP). Both XP1 and ZP are under XP2. Hence, ZP transfers to be a adjunct component of co-referential with t.

Various adjunct relationships of figure 3 can be demonstrated in the following. Both of XP1 and XP2 are the maximum projection of X. XP1 can be defined the original maximum projection; XP2 governs XP1 and ZP; ZP is ruled by XP2, not ruled by XP1. That is to say, ZP partly lies in the range of X projection, which is one of adjunction. For YP, it distinguishes from ZP. YP is controlled by not only XP1 but also XP2. It can be concluded that YP is completely located in the range of X projection.

The attribute of ZP can be presented to be max.-projected by XP2, not ruled by XP1. Such attribute determinates that adjunction components are related to whole sentence, and seems to separate from main clause. For this phenomenon, Haegeman (1994) tropes that: for adjunction, a person is standing in the balcony. He is neither totally outside of the room, nor is totally inside. Therefore, for him, it is really easy to enter the room for discussion, and perhaps he is wetted by rain because of staying outside.

Following this contribution, a great number of studies under the framework of formal linguistics have occurred. J. Huang (1982) points out that the topic structure of Chinese is similar to the wh-structure of English. Both of these two are formed by movement. That is, J.Huang(1982) explains the topic structure of Chinese by wh-movement of English. Also he developed a framework of topic sentence (see figure 4).

From the figure 4, it shows that: after moving out from small sentence, TOP adjuncts on the left of the small sentence, and becomes a sister joint of S. At the same time, a new S joint occurs. Due to the fact the process can be produced, multiple topics in Chinese are expected to form. Both S and COMP are under S'.

Lee (1986), Tang (1990) and Qu (1994) agree that topic is adjunction joints. As opposite to J. Huang (1982), they argue TOP is not result from movement whereas it is created in the basic position. Such argument is kind of same with functional linguistics. The topic structures offered by these researchers are similar expect some differences in terminologies. With the framework of Government Binding Theory, the work of Tang (1990) and Qu (1994) can be presented (see figure 5).

From the figure 5, it can be observed that Spec and IP are located in the under of CP from the low to the high, and then topic is formed on the basis of it that is a sister joint with CP. Eventually, one more CP joint comes out.

Nevertheless, under the framework of formal grammar, the topic studied by structure is much less comprehensive than

functional grammar that is listing the topics one by one. Remarkably, with respect to exploration on the relation between topic and argument, it is much ambiguous. Therefore, Xu & Langendoen (1985) define the topic in combination with structure formula and depiction and the complicated analysis of Chinese topic structure:

For structure formula [s' X[s...Y...]], X is a major syntax; Y may be treated as null element; and X and Y are related each other.

To some extent, Xu & Langendoen (1985) also state that topic is not led by movement. Furthermore, topic is supposed to be related to some position of the argument.

2.1.2 A quick comparison between functional linguistics and formal linguistics

Based on the discussion above, it is safe to say that the advantage for functional linguistics is more precisely, and the disadvantage is miscellaneous; for formal linguistics the advantage is succinct; the disadvantage is a weak rule for the relationship between topic and argument. Therefore, it can be benefited from the combination with these two perspectives. Such action will be helpful for a clear description of the topic.

The attributes of topic can be summarized in the following:

- Topic is NP in the beginning of sentence;
- It may pause or topic mark after topic;
- Topic must be either definite noun or generic noun; and
- It is possible for topic to not have selection relationship with verb in the sentence while it must have some relevant relation with argument.

Regarding the structure, Tang (1990) and Qu (1994) are suggested to be paid attention. Both of them claim that topic is a sister joint coming from basis foundation adhering on CP with maximum projection, and both of joints create a new CP joint (more details, see figure 5). Such structure may be more basic one, which is a part of initial state for Children learning first language.

2.2 Topic vs. Subject

2.2.1 Differences between topic and subject in Chinese

In the previous section, topic has been discussed from two perspectives of both functional linguistics and formal linguistics. In this section, the differences between topic and subject will be concentrated. On the one hand, subject is a definition that has been similar by most of people; on the other hand, such two elements are more likely to be confused. There are some arguments on the relationship between topic and subject since "topic" is introduced to the study of Chinese. Three significant arguments are listed as followed:

- Only subject, no topic in Chinese ; e.g. Lu (1979); Zhu (1982) and Lu (1986);
- Only topic, topic is equal to subject in Chinese; e.g. Zhao (1968); and
- Topic and subject co-exist in Chinese, belong to distinguishing grammar range; e.g. Li & Thomposn (1976); Cao (1997); Huang (1982); Li (1986); Tang (1990); and Qu (1994); Xu & Liu (1998); LY Shi (1998); YZ Shi (2001).

So far due to the fact that it is difficult to address some non-SVO standard sentence in Chinese, it is really rare for researchers to accept the previous two arguments. For the third one, there is an increasing trend in term of supports despite the existing of various definitions and descriptions on topic.

The argument on topic and subject in Chinese stems from that in some cases the noun at the beginning of sentence can be classified into either subject or topic, and it extremely clarifies them. The following sentence 2 and 3 can further demonstrate it:

Sentence 2:

- (1) *Xiao Zhang A, he will not come* (Subject and topic co-exist);
- (2) *Xiao Zhang A, [] will not come* (Only topic);
- (3) *[], he will not come* (Only subject);
- (4) *[], [] will not come* (Non-subject & topic)

Sentence 3:

Xiaozhang will not come.

It is obvious that there is a topic mark "A" in sentence 2 (2). If it is transferred into sentence 3, it will be hard to tell *Xiao Zhang* to be subject or topic. For such difficulty, some researchers have suggested to differentiate topic and topic in Chinese.

2.2.2 Li & Thompson –Various characteristics for topic and subject

Besides defining the topic, Li & Thompson (1976, 1981) identify the differences between topic and subject in term of characteristics:

- Topic is located at the beginning of sentence; Subject may be at the beginning, or in the middle of sentence;
- For topic, it may have special topic marker, e.g. “*ne*”, “*ma*”, “*ba*”, “*ya*” after topic in spoken language; in the written language, coma after topic; and for it is not essential for subject;
- Topic always be “definite”, and for subject is for “non-subject” (See sentence 4).

That book, I has returned to Xiao Ming already. (Definite for topic)

One person is not able to eat 10 steam-bread. (Non-definite for subject)

- There is aboutness between topic and subject whereas there is selection relationship between subject and topic in term of semantic. That is, topic is supposed to be “doing/being” between topic and subject.

2.2.3 Liejiong Xu & Danqing Liu: differential structural position for topic and subject

From the perspective of structure position, Xu & Liu (1998) classify the topic and subject. They propose a tree-shape figure by 4 various sentences (see figure 6).

They argue that NP1 in the location of Spec of TopcP (similar to CP structure from Tang (1990) and Qu (1994)) can be classified into topic while NP2 in the location of Spec of IP is regarded as subject. Hence, the essential difference for topic and subject in term of structure position is:

Topic is inside of Topic P, and outside of IP; and for subject is inside of IP, outside of VP.

For the sentences in figure 6, they are featured into “the coincidence of subject & topic”. That is to say, they are ambiguous from the perspective of syntactic whereas it is not ambiguous from the perspective of semantic because of same targets, and there is no trouble in understanding.

For the contribution in term of differentiating the topic and subject, some of researchers tend to classify the subject and topic from various layers. To some extent, topic is categorized into one definitions of pragmatic while for subject is semantic. It can not be denied that some differences exist between topic and subject. However, more attention should be given that topic plays a vital role from the perspective of semantic in topic-prominence and topic/subject prominence.

With reference to this argument, Xu & Liu (1998) state that there are two levels of meaning for topic: one is the syntactic topic which is overwhelmingly in topic-prominence and topic/subject prominence; another is that it applies to any kind of language as a topic with topic component of special topic function. For this paper, it is intended to the first level of meanings, namely, syntactic topic. To some extent, topic and subject are independent, which are separated syntactic element.

Nevertheless, the majority of Chinese researchers tend to achieve commonly: for one thing, it is not only topic but also subject in Chinese; for another thing, subject and topic are defined as distinguishing semantic components. However, it must be recognized that both subject and topic are coincident. More specifically, it can be understood that it is kind of intersection mathematically. Some parts are coincident while some are independent. To differentiate between subject and topic is still one of pending issues in the field of linguistics. But it is not the purpose of this paper.

3. Conclusion

Topic is one of significant issues in Chinese grammar. A detailed study can facilitate to analyze the basic structure of Chinese sentence as well as understanding the relationship between sentence structure and function. Besides this, it is related to word order of Chinese grammar. That is to say, it may clarify whether or how degree Chinese is classified into one type of SVO language. More importantly, it is also relevant to some common concerns, e.g. empty category; movement; and co-referential.

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Table 1. A quarter method suggested by Li & Thompson (1976)

Language typology	Characteristics	Example (s)
Topic prominence (TP)	+Topic prominence;-Subject prominence	Chinese
Topic/subject prominence	+Topic prominence ;+Subject prominence	Korean; Japanese
Non topic/subject prominence	-Topic prominence;-Subject prominence	Tagalog
Subject prominence (SP)	-Topic prominence;+Subject prominence	English

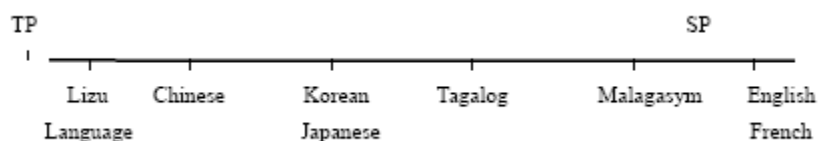
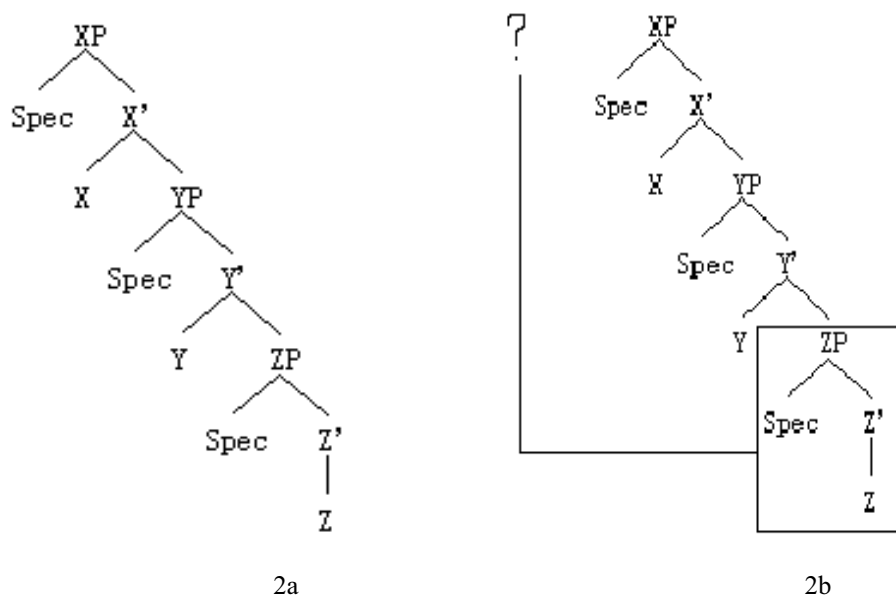


Figure 1. Continuum system between TP and SP



2a

2b

Figure 2. Ree-shape of adjunction(1)

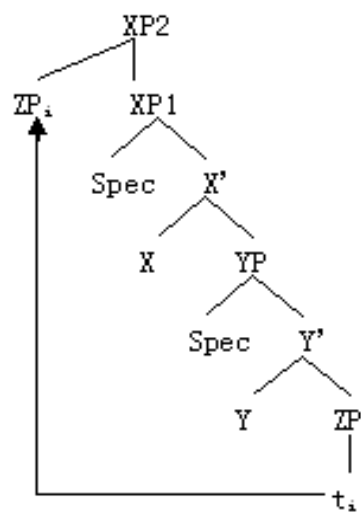


Figure 3. Ree-shape of adjunction(2)

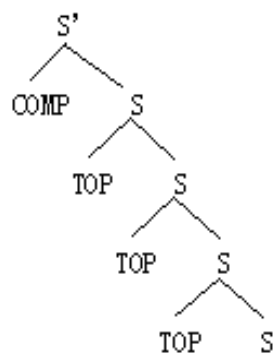


Figure 4. Framework of topic sentence sourced from J. Huang (1984)

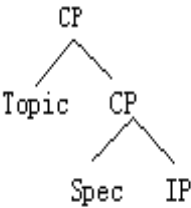


Figure 5. A framework of government-binding theory

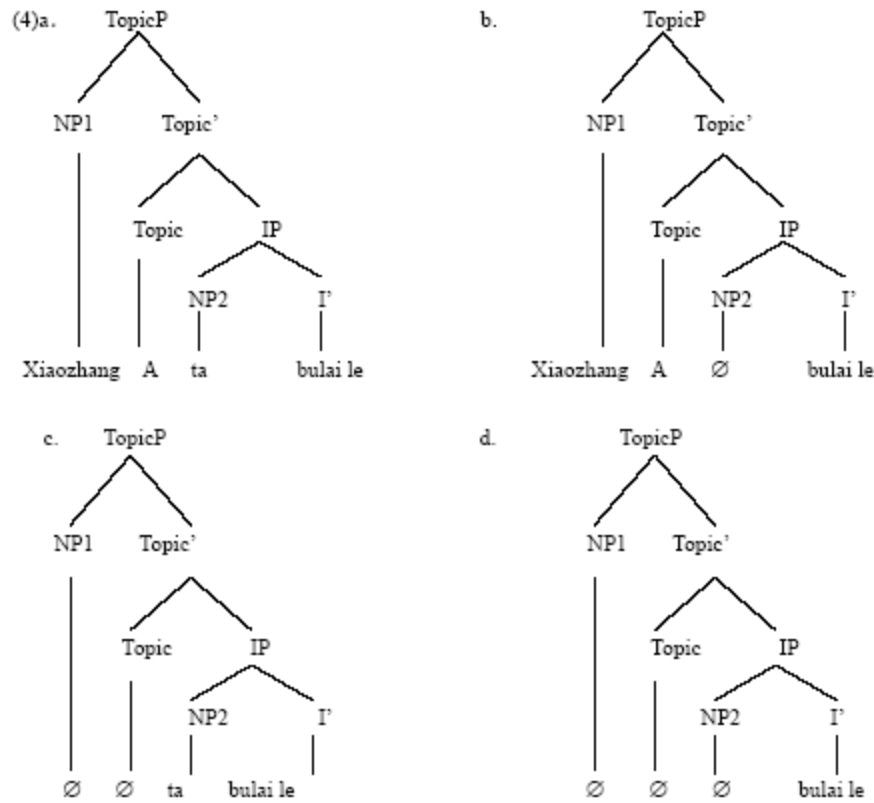


Figure 6. Explanation on work of Xu & Liu (1996)

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