



Sermo in circulis est liberior.

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EDITORIAL

The students interest in Pen Circle issues is obviously growing. This reflects their wish first to communicate with each other, and second to engage in creative writing. This was clearly manifested during the "Cultural Day" some students of the English Department have recently organized. (see page 3)

In this respect, this cultural activity revealed, indeed, how much the Faculty of Letters, and the English Department in particular, can be a space for intellectual exchange as well as entertainment.

Another specific event of the last two months was the organizing of Ramadan Prize for Mellali Writers in English. The final results are on page 3. The two winners were awarded during the last Study Day of the English Department.

The present issue of Pen Circle is the third and last for this academic year. As for the coming year, we hope we'll be able to produce four issues covering the period going from September to April.

Pen Circle.

THANKS...!

In the name of all English Department students, we would like to thank the teaching staff for having organized "Ramadan Prize for Mellali Writers in English." This initiative kept the students attention and will surely prompt them to engage in creative writing. We hope, therefore, that our Department will commit itself to organizing this cultural competition every year.

Some 3rd y. students.

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Critical Approaches*

In the previous issues of **Pen Circle**, we have given some definitions of **Formalism**, **New Criticism**, **Structuralism** (**Pen Circle**, Nº5), **Post-structuralism** and **Deco-struction** (**Pen Circle**, Nº6). In this issue we are presenting approaches relevant to what might be called **subjectivism** (as opposed to **objectivism**). This loose term can be used to embrace many forms of psychological and self-, subject-, or reader-centered criticism.

Psychological Criticism

The assumption is that literature is the expression of the author's psyche, often his or her unconscious, and, like dreams, needs to be interpreted.

Freudian Criticism. The dominant school is the **Freudian**, based on the work of Sigmund Freud (1856-1939). Many of its practitioners assert that the meaning of a literary work does not lie on its surface but in the psyche (some would even claim in the neuroses) of the author. The value of the work, then, lies in how powerfully and convincingly it expresses the author's unconscious and how universal the psychological elements are. A well-known Freudian reading of *Hamlet*, for example, insists that Hamlet is upset because he is jealous of his uncle, for he, *like all male children*, unconsciously wants to go to bed with his mother. The ghost, in such a reading, is a figment of Hamlet's unconscious desire; his madness is not just acting but is the result of this frustrated desire; his cruelly gross mistreatment of Ophelia is a deflection of his disgust at his mother's being "lecherous," "unfaithful" in her love for him. A Freudian critic may assume then

that Hamlet is suffering from an Oedipus complex, a Freudian term for the desire of the son for his mother, its name derived from the Greek myth that is the basis of Sophocles' play *Oedipus the King*.

Some Freudian critics stress the author's psyche and find *Hamlet* the expression of Shakespeare's own Oedipus complex. Others stress the effect on the reader, the work having a purgative or cleansing effect by expressing in socially and morally acceptable ways unconscious desires that would be unacceptable if expressed directly.

Lacanian criticism. As it absorbs the indeterminacies of post-structuralism under the influence of new thinkers such as Jack Lacan, psychological criticism has become increasingly complex. Accepting the Oedipal paradigm and the unconscious as the realm of repressed desire, Lacanian psychology (and the critical theory that depends from that psychology) conflates these concepts with the deconstructionist emphasis on language as expressing absence – you use a word to represent an absent object but cannot make it present. The word, then, like the unconscious desire, is something that cannot be fulfilled. Language, reaching out with one word after the other, striving for but never reaching its object, is the arena of desire.

Jungian Criticism. Just as a Freudian assumes that human psyches have similar histories and structures, the jungian critic assumes that we all share a universal or **collective unconscious** (as well as having a racial and individual unconscious). According to Carl Gustav Jung (1875-1961) and his followers, in the collective and in our individual unconscious are universal images, patterns, and forms of human experiences or **archetypes**. The archetypes can never be known directly, but they surface in art in an imperfect, shadowy way, taking the form of **archetypal images** – the snake with its tail in its mouth,

rebirth, mother, the double, the descent into Hell. To get a sense of the archetype beneath the archetypal images or shadows in the characters, plot, language, and images of a work, to bring these together in an archetypal interpretation, is the function of the Jungian critic. He is guided by his belief that there is a central myth common to all literature. Just as, for the Freudian literary critic, the "family romance," out of which the Oedipus story comes, is central, so the Jungian assumes there is a monomyth that underlies the archetypes themselves. The myth is that of the quest. In that all-encompassing myth the hero struggles to free himself (the gender of the pronoun is specific and significant) from the Great Mother, to become a separate, self-sufficient being who is then rewarded by union with his ideal other, the feminine *anima*.

Phenomenological Criticism

Another kind of subjective criticism is **phenomenology**, especially as it is practiced by **critics of consciousness**. They consider all the writings of an author – laundry lists and letters as well as lyrics – as the expression of his or her mindset or way of looking at reality. Such a critic looks for repeated or obsessive use of certain key words, incidents, patterns, and angles of vision, and maps out thereby the inner world of the writer.

Reader-response Criticism

The formalists focus on the text. Though the psychological critics focus most frequently on the author, their assumptions about the similarity or universality of the human mind make them consider as well the role of the reader. There is another approach that, though not psychological in the usual sense of the word, also focuses on the reception of the text, on **reader-response**.

(To be continued in p. 6)

* Our source in this respect is J. Paul Hunter's *The Norton Anthology of Poetry; Shorter Edition*. New York: W. W. Norton & Company, 1991.

<p>Pen Circle.</p>	<p>N°7</p>
<p>The Poet's Corner</p>	<p>Taking into consideration the level of each competitor and other criteria, the Correcting Committee has chosen Mr. Radouan LAKRIM (3rd Year) and Mr. Abdelhadi BELLACHHAB (2nd Year) as winners of <i>Ramadan Prize for Mellali Writers in English</i> (1999/1420). The corrected forms of their contributions are printed in this issue of Pen Circle. Congratulations!</p> <p style="text-align: right;">Pen Circle</p>
<p>This corner is devoted to all kinds of attempts by students in poetry or poetic criticism. Such writings should be printed, otherwise written in handwriting as clear as possible, and submitted to Pen Circle box (in the Department office). Attempts, either published or not, will not be returned.</p>	<p style="text-align: center;">NEWS *** NEWS *** NEWS</p>
<p>Miss El-Fadili Fatima Zohra has attempted to translate a series of poems by the Arab poet, Nizar Kabbani. We have chosen two of them here for Pen Circle readers.</p>	<p>▼ Some students organized a "Cultural Day" on February 8th, 2000 for their colleagues in the Department. It consisted of various activities: first, the projection in the morning of a film entitled <i>Heart of Darkness</i>, then a series of cultural varieties in the afternoon (a competition, poems, speeches, sketches.) The idea of the manifestation was well received by both professors and students. The Organizing Committee (some 3rd Year students) has now the task to evaluate the outcome of the whole manifestation for another occasion.</p> <p>▼ The English Department at Cadi Ayyad University in Beni Mellal organized a Study Day on Feb. 23rd, 2000 on the following topic: "Cross-Culture in Focus." The topic touched on issues related to cultural interactions such as globalization, culture and the media, society and cultural identity, as well as other aspects pertaining to cross-cultural studies. Professors and students alike are thus requested to provide us with their remarks and suggestions concerning the various aspects of this manifestation. These will undoubtedly be very useful for the coming Study Days.</p> <p>▼ The Group of Studies and Researches on Maghreb/Mashreq Relations in the Department of History (Faculty of Letters, Beni Mellal) also organized on 23 February 2000 a Study Day on the following interesting theme: "Maghreb-Mashreq: Issues and Stands."</p> <p>▼ Pen Circle is ready to cover cultural and scientific activities in other universities, or cultural centers. (Publications, book reviews, seminars, visits, conferences, etc.) Our hope is then to receive clear and sufficient information about them from colleagues in other Universities.</p>
<p style="text-align: center;">Above Language</p> <p>My love for you... Is not a beautiful comparison And a metaphor. It is bigger than my voice, The harmony of my dreams, And the size of the phrase.</p>	
<p style="text-align: center;">To Be Civilized</p> <p>I don't seek to be Ceasar No! And I don't aspire to receive the throne.. Cause the throne of poetry is bigger.. Neither am I ambitious to have A file of soldiers walking before me And another file behind me! The only hope, lady, is That you love me a little For nothing... but to be civilized.</p> <p style="text-align: right;">El-Fadili Fatima Zohra.</p>	
<p style="text-align: center;">Ramadan Prize for Mellali Writers in English: Final Results</p> <p>Pen Circle has organized a competition in creative writing for all students of the English Department. We have received a considerable number of contributions: 16 in the whole by 13 students from all the levels. This, in fact, constitutes a clear evidence of the interest our students have in this kind of competitions. Even though the Correcting Committee (Mamaoui, Rakii, and Chaouch) chose only two contributions as winners of the contest, all the others were seriously considered. We want to express our gratitude to all the participants, and we are happy to give a list of their names (in alphabetical order):</p> <p>Abdelouahed ANBARI, 4th Year Rachid ASSIM, 2nd Year Abdelhadi BELLACHHAB, 2nd Year El-habib EL-HADARI, 4th Year My Ahmed EL-JAMALI, 1st Year Zohair ELMHAOUAR, 3rd Year Abdeljalil FADILI, 3rd Year Ghita NFAOUI, 3rd Year Noureddine KASSAB, 3rd Year Radouan LAKRIM, 3rd Year Moh MOUSKLOU, 1st Year Samira RHOULAM, 1st Year Younous ZAKHIR, 2nd Year</p>	

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<p style="text-align: center;">On Fools, Insanity and Madness</p> <p>"There comes a moment in everybody's life when he must decide whether he'll live among human beings or not – a fool among fools or a fool alone."</p> <p style="text-align: right;">Thornton Wilder, <i>The Matchmaker.</i></p> <p>"A science is any discipline in which the fool of this generation can go beyond the point reached by the genius of the last generation."</p> <p style="text-align: right;">Max Gluckman, <i>Politics, Law and Ritual.</i></p> <p>"Only a fool would make the bed everyday."</p> <p style="text-align: right;">Nancy Spain</p> <p>"Insanity is a kind of innocence."</p> <p style="text-align: right;">Graham Greene, <i>The Quiet American</i></p> <p>"If the fool would persist in his folly, he would become wise."</p> <p style="text-align: right;">William Blake</p> <p>"The silliest woman can manage a clever man; but it needs a very clever woman to manage a fool."</p> <p style="text-align: right;">Rudyard Kipling, <i>Plain Tales from the Hills.</i></p> <p>"The wise through excess of wisdom is made a fool."</p> <p style="text-align: right;">Ralph Waldo Emerson.</p> <p>"There a pleasure sure In being mad, which none but mad men [know.]"</p> <p style="text-align: right;">Dryden, <i>The Spanish Friar.</i></p> <p>"As soon as he ceased to be mad he became merely stupid. There are maladies we must not seek to cure because they alone protect us from others that are more serious."</p> <p style="text-align: right;">Marcel Proust, <i>The Guermantes Way.</i></p> <p>"Party is the madness of many for the gain of a few."</p> <p style="text-align: right;">Jonathan Swift, <i>Thoughts on Various Subjects</i></p> <p>Pen Circle's Comment: "What garlic is to salad, insanity is to art." Augustus Saint-Gaudens.</p>	<p style="text-align: center;">Internet Column</p> <p>Now we have the firm conviction that the Faculty of Letters in Beni Mellal will be connected to the Internet during the month of March 2000. This is the result of a project which was presented by our Faculty and approved of by the University Presidency. We hope this will finally be the long awaited occasion for both Professors and students to consult the worldwide web from the university campus.</p> <p>As for those who want to be connected now through 'cyber-café's', the prices have been brought down to 10 DH per hour. In the space of an hour, one can create gratuitously one's own E-mail and navigate in the Internet. In this respect, we are suggesting in this issue various sites that we hope will be useful for different Internauts.</p> <p>To learn about a poet, a writer... : http://www.netscape.com Then, when you are in Netscape site, click on: <u>Reading & Literature</u>, then on: <u>Find a Poet</u>, etc.</p> <p>On Shakespeare: http://www.jetlink.net/~massij/shakes/index.shtml#teach http://www.jetlink.net/~massij/shkes/</p> <p>Sites in Arabic language: http://www.maktoob.com http://www.alqamous.com/</p> <p>This is an efficient Arabic/English/Arabic dictionary which gives also synonyms and opposite words for whatever term you are looking for. It can be used simultaneously as you are consulting another Internet site. http://www.heewar.com</p> <p>This is a site in which Arabs all over the world meet and engage into live dialogues about political, economic, artistic, or scientific themes. It is also a guide to other 'dialogue' sites on the Internet.</p> <p>A final recommendation: If you want to create a new box, please avoid Hotmail and Caramail because these two sites are not as efficient as they used to be. Hotmail has been overused, and Caramail has literally "run amok". Even Pen Circle is going to look for a new box and why not a site.</p> <p style="text-align: right;">H. Latreche, FST, Beni Mellal K. Chaouch, FLHS, Beni Mellal</p>

<p>Pen Circle. N°7.</p>	
<p style="text-align: center;">Creative Pens</p>	
<p style="text-align: center;">Ramadan Prize Winners</p>	
<p style="text-align: center;">... Would it go on?</p> <p>“Life would go on.” When uttering these words, he was lying on a single bed, stretching straight and at times staring at the ceiling. Worn away by Time, his forehead was ostensibly lined with wrinkles unfolding his exact age. From time to time, it seemed that his heart was fusing so warmly into mine that I felt strong bonds tying us together, bonds of passion and tenderness, expressed in his erudite pieces of advice. “Listen son, weakness is one of the traits of men’s nature; thus, let bygones be bygones, and he who does not make mistakes does nothing”. My four fingers were firmly clutched by his trembling hand. His lips seemed plainly furrowed and partly parched; he somehow asked me to sprinkle drops of water on his mouth. He was indeed determined to continue uttering admonitions sagaciously. He then made a gesture with his eyelids asking me to bring my ear closer to his mouth. And with a conundrum like speech, he said: “listen son, once you feel too much pride, maybe because of things you have done, the immediate precaution you should take in such a case is to get rid of any precariousness, and to look at yourself objectively. Otherwise, you may later breathe a sigh of contrite.” Suddenly, I no longer heard words, which made me feel a deep sorrow after his decease. My heart cried out as I stretched my two fingers to close his eyes; yet I still believed that he had given me the clues of living happily in life. As the mourners left, I craned my neck to see a still mass of bones and flesh wrapped in a shroud... and put in a gauged hole – a sepulchre that might preserve his body. But what about the last words he had uttered? Who should faithfully safeguard them?</p> <p>This was indeed the question that made me perplexed during the following days. Sometimes, when I happened to be in an introspective mood, I wondered if the answer to this question was in this life; I could therefore fathom its potential significance with the help of people living around me.</p> <p>After the eleventh day of his death, I noticed that my intimate friend had changed her way of behaving; she usually looked</p>	<p>confident of getting her new job. Hence, she began to look down on her fellows, thinking that she could persist (go on) living without the help of others. And that was, in fact, the only blooper she had committed, which resulted in her immediate dismissal. Similarly, the only fault of my other friend was that he considered his failure to be the end of his career. As a result, he committed suicide without taking a moment of contemplation – a moment that might have saved him from the desperate strain he had been in. Instead, he chose what seemed to him to be the simplest way of confronting reality.</p> <p>Whenever I recalled my friends cases, I felt endeared to the deceased man. For he made me aware of pestilent conduct, and I still remembered his last words: “Life would not stop...”</p> <p style="text-align: right;">Lakrim Radouan (3rd year.)</p>
	<p style="text-align: center;">Ramadan Prize Winners</p>
	<p style="text-align: center;">“Child Labour”</p> <p>Child Labour is one of the dangerous phenomena that are spreading all over the world, mainly in underdeveloped countries. Thus, it needs immediate and efficient solutions. There is no doubt that children involvement in labour has increased enormously in the last decades. Then, the question to be raise here is: Why are these innocent children compelled to work before due time/age, and what are the consequences of this flagrant crime?</p> <p>Before answering such questions, it is essential to give some statistics held by some researchers to show how children are badly exploited in ways that are completely opposed to human rights. These statistics have revealed that the overwhelming majority of Third World nations employ their children in many fields of work like domestic services as maidens or baby-sitters, in street trades like vegetable dealers, waiters in restaurants, or porters. In addition, children work in industry as packagers of sweets and textile. Worse than that, some children are even used to plug out sewer pipes. Hence, these statistics demonstrate the hazardous work that children are involved in.</p> <p>As far as the causes of this complex problem are concerned, there is a whole range of factors which lead children to work at an early age. The first reason is obvious; it consists in the persisting force of poverty, which represents a stumbling block for the majority. In this respect, children also have their share in this trouble...</p> <p style="text-align: right;">(To be continued in p. 6)</p>
<p>Pen Circle.</p>	<p style="text-align: right;">N°7.</p>

“Child Labour” (from p. 5)

In other words, they are pushed to leave school earlier and be employed in order to bring extra money necessary to the family expenses. The second reason is that there is the problem of illiteracy. Indeed, it is the main stimulus that incites illiterate parents to send their children to work, saying that it is no use wasting much time in schools since there is a high percentage of unemployment.

The consequences of this intricate phenomenon are so clear. First, children are exposed to toxic materials: heat, dust and soot. Second, they are subject to work accidents, which may cause mutilated children who get no compensation in return for they are not insured. The third point is that children are cruelly treated by their employers, who order them to very exhausting tasks, which adults cannot even accomplish. Besides, children are inhumanely exploited in terms of wages since they are less demanding, and often willing to do whatever they are asked as long as they are given some coins. In fact children have become like puppets manipulated by adults.

In the light of what has been said, some practical measures have to be taken so as to put an end or at least reduce the damages of such a scandalous offence. Apparently, governments should fix the minimum age for entering the world of employment and should appoint special observers to watch transgressions in this domain. Moreover, primary education should be compulsory and of good quality. These measures, in order to be fruitful, should be accompanied with campaigns for making people aware (through the media) of the dangers of child labour. Then, child labour cannot be eliminated without an economic growth and development to which everyone has to contribute.

Abdelhadi Bellachhab,
2nd Year.

Critical Approaches (from p. 2)

The conventional notion of reading is that a writer or speaker has an “idea,” **encodes** it – that is, turns it into words – and the reader or the listener decodes it, deriving, when successful, the writer/speaker’s “idea.” What the reader-response critic assumes, however is that such equivalency between sender and receiver is impossible. The literary **work** therefore does *not* exist on the page; that is only the **text**. The text becomes a work only when it is read, just as a score becomes music only when it is played. And just as every musical performance, even of exactly the same notes, is somewhat different, a different “interpretation,” so no two readers read or perform exactly the same work from identical texts. Besides the individual differences of readers, space is made for different readings or interpretations by **gaps** in a text itself. Some of these are temporary – such as the withholding of the name of the murderer until the end – and are closed by the text sooner or later, though each reader will in the meantime fill them differently. But others are permanent, and never be filled with

certainty; the result is a degree of uncertainty or **indeterminacy** in the text.

The reader-response critic’s focus on the reading process is especially useful in the study of long works such as novels. The critic follows what **expectations** are being aroused, how they are being satisfied or modified, how the reader recapitulates “evidence” from the portion of the text he has read to project forward a configuration, a tentative assumption of what the work as a whole will be and mean once it is done. The expectations are in part built by the text and in part by the repertoire of the reader, the reader’s reading experience and social and cultural knowledge.

CROSSWORDS (N°7)

	A	B	C	D	E	F	G	H	I
1									
2									
3									
4									
5									
6									
7									
8									
9									

- 1- A president assassinated in Dallas – To plant seeds in the ground.
- 2- Said at the end of a prayer – Grass which has been cut and dried.
- 3- To attack a city by surrounding it – An Arabic numeral.
- 4- A nice city in the south of France – Double letters.
- 5- Preposition indicating position – Something which is not really what it seems to be.
- 6- A short sleep during the day – A kind of exam.
- 7- If you are **up to** your ... in something, you are extremely busy because of it – falsehoods.
- 8- A Spanish Independence movement – A system of rules.
- 9- The fur-covered skin of an animal that is used in making rugs.

- A- A sweet-smelling flower.
- B- An international fund (reversed) – Old-fashioned form of ‘No’.
- C- Sharp – To gaze.
- D- A mark having a particular meaning (reversed) - Saint.
- E- The sound reflected by a cliff – Present tense of an auxiliary .
- F- A nobleman ranking below a marquess.
- G- An interrogative pronoun – It’s sorted in the post office.
- H- An Arabic-speaking space channel – To slope from an upright position.
- I- A voracious wild animal like a dog – A radio wave.

Solution for N°6:

- 1. Strange. 2- Obiah. 3- Road – SS. 4- Mid. 5- Icing. 6- Gona. 7- Hogtie. 8- TW - Earl.
- A- Straight. B- Woo. C- Roaming. D- Abdicate. E- In – Di – Ir. F- Gas – Er. G- She – Go.