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EDITORIAL

Is There Any Reading Habit Out There!?

The electronic revolution, mainly the Internet, has undoubtedly affected people's reading habits. Bookshops have yielded place to cyber 'cafes'; bookworms have withdrawn in front of platoons of 'Internauts'; webs and emails have become the bread and butter of the new generation; and Chatting is now the *lingua franca* of a 'Brave New World'.

As far as we are concerned, do Information Technologies affect our reading habits? Are we initially avid readers so as to be affected? Do we have Reading HABITS at all? Have we ever thought of questions of this sort and the like?

The Internet has brought about many good things, and it will be an act of pretence to make it responsible for the decrease in 'reading rates' in our society. The unpopularity of the BOOK among was a stark truth even before the advent of the Internet. In some other societies, its popularity would never be affected by the Internet nor by any other technological means of communication, because READING has become a kind of ritual that should be observed from the cradle to the grave. People have discovered that nothing can ever replace the act of reading (that is, reading something printed on paper.)

It is true that, in our society, there is a category of people that are still clinging to the act of reading (books, magazines, etc.), but the general situation is staggeringly alarming. We really need a comprehensive program to bring back books to the fore. The sooner the better. This is, indeed, a question that should be deeply and intelligently considered by the Ministries of education, the Ministry of culture, NGOs, and civil society agents at large.

For the time being, and as long as we are not engulfed in the Virtual Empire, let's read **Pen Circle** and the like.

The Editor

Homage to Dr. Edward W. Said (1935 – 2003)

Edward Said was born in 1935 in Jerusalem, Palestine. In the 1947 partition of Palestine, he and his family became refugees and moved to Cairo where they lived with relatives. He went to St. George's, an American school and then later to Victoria College. He was expelled from Victoria College in 1951 and his parents sent him to Mount Hermon Preparatory School in Massachusetts. His father was strict and demanding as regards both work and study. His hobbies as a young man were reading novels and listening to classical music. He learned to speak several languages and to play the piano. He graduated from Princeton University where he received his Masters Degree and then attended Harvard University where he completed his Ph.D. on Joseph Conrad. He then took a position in Columbia University as a Professor of Comparative Literature.

(To be continued on p. 3)

CONTENTS

Editorial: Is There Any Reading Habit Out There!?! ...	1
Homage to Dr. Edward W. Said (1935-2003) ...	1
Didactic Page:	
English Studies 'Filière'...	2
The Poet's Corner:	
Edward Said: Biography & Works ...	3
My Pungent Quotations:	
'Thus Spoke ... Adolf Hitler' ...	4
Proverbs of the Moment: ...	4
Creative Pens:	
"Laughing Shoes" by Khalid Chaouch ...	5
Word Puzzle: Looking for Clues among Football and Baseball Terms....	6
Crosswords (N° 16)...	6

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The English Department at the Faculty of Letters, Beni Mellal, did not, for various reasons, suggest a 'filière' last year. So we have been given the one suggested and adapted by the English Department in Marrakech. To inform our students about the new system of studies, we include in this page a plan of the different courses given in the four semesters of this 'filière'.

Enrolment

Semestre 1	<u>M1: Language & Communication 1</u> -Oral Communication Techniques 1 -Written Communication Techniques 1 -Arabic -French	<u>M2: Basic Language Skills</u> -Spoken English and Listening Comprehension 1 -Reading Comprehension -Paragraph and Précis Writing	<u>M3: Language Study 1</u> -Grammar 1 -Language in Text 1	<u>M4: Discovery Module</u> -Culture and Thought (in Arabic) -Introduction to French culture and civilization (in French) -Introduction to Sociological Thought
	Semestre 2	<u>M5: Language & Communication 2</u> -Oral Communication Techniques 2 -Written Communication Techniques 2 -Arabic 2 -French 2	<u>M6: Intermediate Language Skills</u> -Spoken English and Listening Comprehension 2 -Guided Reading -Composition 1	<u>M7: Language Study 2</u> -Grammar 2 -Language in Text 2
Semestre 3		<u>M9: Language & Communication 3</u> -Initiation to Research 1 -Computer Use	<u>M10: Advanced Language Skills</u> -Spoken English and Listening Comprehension 3 -Advanced Reading -Composition 2	<u>M11: Language Study 3</u> -Grammar 3 -Language in Text 3
	Semestre 4	<u>M13: Language & Communication 4</u> -Translation Techniques -Computer Use 2	<u>M14: Initiation to Literature</u> -Modern Fiction -Modern Drama -Modern Poetry	Optional Module <u>1- M15: Initiation to Linguistics</u> -Introduction to Linguistics -Linguistic Analysis <u>2- M15' : Linguistics: Historical and Social Aspects</u> -The Development of Linguistic Thought -Language, Mind, and Society

The Poet's Corner

This corner is devoted to all kinds of attempts by **all students** in poetry or poetic criticism. Such writings should be typed, otherwise written in handwriting as clear as possible, and submitted to the Department office. Attempts, either published or not, will not be returned.

Edward Said

(From p. 1)

When the Arab-Israeli war broke out in 1967, he began to review his career in Comparative Literature. He began thinking of his own identity as a Palestinian. At this time his life changed and he began to get involved with his cultural origins. He became intensely involved in literary scholarship and Palestinian rights. Said argued that intellectual romantics have distorted the West's view of the Middle East and Islamic world, becoming thus largely responsible for the influential school of literary and cultural criticism known as "postcolonial studies" which influenced and revolutionized all fields of modern social sciences . Likewise, he contends that the contemporary American view of Arabs is conditioned by a hostile media. Said had always championed the Palestinian cause. Amongst the contemporary spokespersons for the Palestinian cause surely none became so devoted and articulate as he was. Holder of an endowed chair in English and Comparative Literature at Columbia University as well as a former president of the USA Modern Language Association, a prolific author of books and articles both scholarly and popular (an indeed rare talent), a frequent lecturer and commentator on radio and television, a sometimes diplomatic intermediary and congressional witness, he was an urbane, brilliant man who could always be counted on to provide polished, sophisticated, unaccented, enlightened views on recent Middle East

developments. He was once a member of the Palestine National Council from which he resigned in 1991 in protest against the Oslo agreements which he thought distorted the real path to peace. On 17 of July 2002 Edward Said helped to found the Palestinian National Initiative, or Mubadara, a recently established democratic opposition movement in the realm of Palestinian domestic politics, co-founded along with Dr. Mustafa Barghouti, Dr. Haidar Abdel-Shafi, and Mr. Ibrahim Dakak.

Also, along with the world renowned musician Daniel Barenboim, he co-founded the "East-West Diwan" project by which young Palestinian, and Israeli musicians along with young people from other Arab countries could share experiences. Amongst his last contributions, also with Daniel Barenboim, was a unique musical education program to be developed in the Palestine to teach, through a holistic approach, music and science in schools (initially to be developed in two schools in Ramallah - the Friends School and the U.N.R.W.A. Refugee School for Girls in the "Ramallah Refugee Camp").

(cf. www.palestinemonitor.org/Special)

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A list of some of Edward's most outstanding works:

- Beginnings (1975)
- National, Colonialism, and Literature, Orientalism (1978)
- The Question of Palestine (1979)
- Literature and Society (1980)
- Orientalism (1980)
- Covering Islam (1981)
- The World, the Text, and the Critic (1983)
- After the Last Sky (1986)
- Blaming Victims (1988),
- Criticism In Society, Culture and Imperialism
- Musical Elaborations (1991)
- The Pen and the Sword (1994)
- Representations of the Intellectual (1994)
- The Politics of Depression (1994)
- Out of Place (1999)
- Reflections on Exile (2000)

Pungent Quotations

In this column, we present a choice of quotations by prominent personalities in art, literature, politics, history, philosophy, science, etc. Any suggestion or contribution is cordially welcome.

Thus Spoke ... Adolf Hitler:

“The art of leadership... consists in consolidating the attention of the people against a single adversary and taking care that nothing will split up that attention.” [Mein Kampf, Ch. 1.]

“No economic policy is possible without a sword, no industrialization without power.” [Speech in Munich in 1923.]

“Mankind has grown great in eternal struggle, and only in eternal peace does it perish.”

“As soon as the subjected people began to raise themselves up and approach the level of their conqueror, a phase of which probably was the use of his language, the barriers between master and servant broke down.”

“Only constant repetition will finally succeed in imprinting an idea on the memory of the crowd.” [Mein Kampf, Ch. 6.]

“The great masses of the people... will more easily fall victims to a big lie than to a small one.” [Mein Kampf, Ch. 10.]

“The victor will not be asked afterwards whether he told the truth or not. In stating and waging a war it is not right that matters.”

Sources:
J. M. & M. J. Cohen, *The Penguin Dictionary of Modern Quotations*. Harmondsworth, Middlesex: Penguin Books Ltd., 1980 (2ed edition), pp. 107-109.
William L. Shirer, *The Rise and Fall of the Third Reich. A History of Nazi Germany*. Greenwich, Connecticut: Fawcett Publications, 1960.

***Ramadan Prize
for Mellali Students Writing in English
(1424 / 2003)***

Pen Circle organizes the fourth edition of *Ramadan Prize for Mellali Writers in English*. All contributions should be submitted to the English Department (Faculty of Letters, Beni Mellal) before December 12, 2003.

This year, the contest is open to all students of the Faculty of Letters. It is primarily intended to encourage them to write in English. It is also an opportunity for special talents to experiment in creative writing. The three best contributions will be chosen as prize winners and will be published in the next issue of **Pen Circle** (November-December 2003). The winners will also receive special rewards for their contributions.

Students can choose whatever genre they would like to write in: Short stories, poetry, essays, etc. Because of the limit of space (in **Pen Circle**), it is recommended that the contributions should not exceed three pages. The correctors will take into consideration the level/cycle of each candidate, thus giving all students equal chances to get the prizes. Good luck!

Pen Circle

Proverbs of the Moment

REGRET

- ❖ What's done cannot be undone.
- ❖ It is too late to call back yesterday.
- ❖ It is too late to grieve when the chance is past.
- ❖ It is no use crying over spilt milk.
- ❖ Never grieve for what you cannot help.
- ❖ A hundred pounds of sorrow pays not one ounce of debt.
- ❖ Win or lose, never regret.
-
- ❖ A fault confessed is half redressed.
- ❖ Never too late to repent.

Creative Pens

“Laughing Shoes”

by Khalid Chaouch

Believe it or not, I was made in Germany. Maybe this is the reason why I’m still alive after so many ups and downs. My sturdy skin and tough soles were wrought and stitched by highly sophisticated machines manned by the subtle fingers of active ladies, when light slippers and meagre babouches were fabricated here out of scrap patches. This is no boasting. Compare a fat Bavarian cow to a scrawny Atlas goat, and you’ll understand why I am always insisting on my origin. But my origin is of no help to me now. I am as low as any other shoe; I am even lower than many local shoes.

At that time, when I was the last cry of the German shoe industry, men were making war while ladies were toiling in the war industry. This was how that generation of war shoes was made by women in order to be worn by men. Today it’s the opposite. I was, however, among the most exceptional shoes of my generation. Once outside the factory, my fellows were given to German soldiers, but I was given to a Moroccan soldier who happened to be fighting on the German side. Yes, there was a good deal of Moroccan soldiers in Europe during that war. A lot of them were taken there by the French to fight with the Allies, but some were recruited by the Germans to fight with the Nazis. Yes. This is how the enemy used to call German soldiers: Nazis, Jerries, Boches, etc. The latter did, indeed, such-and-such atrocities to other human beings. But, later, the very enemies of Nazis, Jerries, and call-them-as-you-like committed the same such-and-such atrocities. Yet, nobody called them Nazis. But, that’s a thorny chapter I’ve never known how to deal with.

Nazis or not, it was all the same for us shoes. And so I was sent to the front. My Moroccan wearer was chosen to be among the elite that formed the solid vanguard of the army. At first, the poor guy was happy with this nomination, but later he resented the post because he felt himself closer to death more than ever. He often found himself face to face with the enemy and, hence, often obliged to indulge in hand-to-hand fighting. The enemy! To tell the truth, I had no enemy, and I was the enemy of no one. The other shoes, those worn by ‘the enemy’ were no enemy to me. We were both suffering the same filth, dirt, fire, and cold. Men were fighting, killing, and wounding each other to declare themselves, at the end, as winners or losers. But we, shoes, were always losers. I should think we were in the same situation as our Moroccan wearers on both sides of the conflict. When the war ended, my weary wearer came back to Morocco, and his return to his homeland was

for me the beginning of a long one-way journey; it was a forever parting with my own Bavarian land. I had been made there like my wearer was born here; now I had to go away, to bring back my wearer here.

When I recollect my memories and try to reconstruct my feelings and impressions as I first came here, I remember that I sensed some kind of transitory happiness maybe due to the warm weather and the hot ground. I had been fed up with the Alsatian muddy soil, and in this new land – new to me – I felt I was no longer exposed to the freezing poodles and the watery marshes that had torn apart my skin. But, day after day, I grew to hate the new land, its dusty ground and spiking stones that were distorting my soil, wearing out my heels, and rubbing my front, thus revealing the iron that was firmly hidden beneath Bavarian leather.

And my wearer, what became of him? From one war to another. Once he came back to Morocco, he was enrolled afresh in the French army to make war on another country. The French gave him a new identity, a new nickname in the Foreign Legion, new clothes, and new shoes. But he preferred to keep ME. That day I felt, indeed, I WAS. I knew what war meant to me and to my weary wearer, but I was honored by his act of faithfulness towards me. That very day, I knew that my fate was yoked to his bellicose fate; that we were so bound to each other. We had become one.

My feeling of honor was, nevertheless, doubled with apprehensions about the hazy future in another foreign land. Indochina was the name of the new battlefield. Like my wearer, I had no idea where it was situated or even how far it was from Morocco. Then the long long journey we made told me we were in another continent. We crossed seas and oceans before reaching the new battlefield, which became afterwards the new country of many shoe-fellows. Once there, I met shoes of many shapes, many sizes and different nationalities. From the colors of their wearers, I knew that the shoes were made everywhere on earth; there were black, white, yellow and sunburn wearers. Some of the yellow shoes deserved the names of half-shoes but they were more agile and deft than me and the likes. We were all suffering, indeed, but my wearer and his fellows were suffering much more. Worst of all, they were fighting on a battlefield that was not theirs. They could have done the same battle on their own country for nobler reasons instead of fighting other fellows who were like them in poverty and misery. But I have never understood the reasons of my wearer. Maybe if I were covering his head instead of his feet I could have known some of the reasons; but that’s another thorny ground I don’t want to linger on for the moment...

(To be continued in the next issue of **Pen Circle.**)

20 Clues, n° 16

Looking for Clues among Football and Baseball Terms

The answers to the 20 clues below are hidden in the football and baseball terms at the end of each line. To find them cross off some of the letters in each term, reading from left to right.

Example:

- To trade.....**SELL**.....**BASEBALL**
(The clue 'to **sell**' is obtained by crossing out the right letters)

1. limit..... **SEND OFF**
2. wheels (*sl.*)..... **RED CARD**
3. line or chain **THROW-IN**
4. cease to exist..... **DRIBBLE**
5. owl's cry..... **SHOOT**
6. ballpoint..... **PENALTY**
7. avenue **SAVE**
8. be off **GOAL**
9. strong wind **GOALKEEPER**
10. story..... **TACKLE**
11. cereal plant..... **CORNER**
12. false statements..... **LINESMAN**
13. After Jesus **HEAD**
14. centre of operations... **BASEBALL**
15. skin irritation..... **PITCHER**
16. a well **PITCH**
17. area **INFIELD**
18. like..... **BASE**
19. furry animal **CATCHER**
20. nocturnal bird..... **BATTER**

20 Clues for n° 15:

1. star 2. crab 3. gap 4. age 5. lie 6. Leon
7. war 8. pie 9. go 10. coo 11. pant 12. ban
13. pap 14. nice 15. star 16. pea 17. near
18. as 19. riots 20. cries.

CROSSWORDS (N° 16)

1- Master of Arts degree – Male's sexual incapability. 2- powdery substance left when something is burnt – Human immunodeficiency virus – Not that (reversed). 3- Find it in 'Nylon' – Writing instrument (reversed) – US soldier. 4- Makes poor or weak. 5- Mushrooms – Following in time (reversed). 6- The self of an individual person – French 'daddy'. 7- Abbreviation for the first names of the author of *Murder in the*

Cathedral – Person rejected by a particular (social) group. 8- Person who thieves – Be afraid of. 9- dimensions, bigness – Find it in 'Triumph' – Line or surface that borders anything. 10- Northeast – To own. 11- The same writing instrument as in (3). 12- Fungi. 13- Remark (in drama) not meant to be heard by everyone present – First name of an African nationalist leader.

	A	B	C	D	E	F	G	H	I	J	K	L
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												

A- Shows plainly – The same degree as in (1) degree. **B-** Like – Large drinking cup. **C-** Induce hypnosis in someone. Spanish affirmation. **D-** Portion of a felled tree – perceive – Doctorate degree. **E-** Medal of Honor – Very important person – French father. **F-** evergreen coniferous tree – Find it in 'gaol' – Prefix denoting 'one' or 'single.' **G-** on or across the top of – inhales a cigarette – operating or taking place. **H-** Sea robber – Not all. **I-** Find it in 'assess' – Southeast – container or protective covering – Very informal language (*abbr.*) **J-** of a very bad dream. **K-** Head or boss. Doctorate of sciences degree. **L-** Crystalline substance used to season food – Arabic TV station.

Solution for N° 15:

	A	B	C	D	E	F	G	H	I	J	K	L	
1	P	H	I	L	A	D	E	L	P	H	I	A	
2	H	A	V	A	N	A		A	R	A	B	S	
3	I	V	Y		D	Y	E		I		N	H	
4	L			B			M	T	V		K		
5	O	S	W	A	L	D		H	A	S	H		
6	S		A	C	E		B	A	T		A	A	
7	O	U	G	H	T		A	N	E		L	L	
8	P	O	S	E		A	R	K			D	L	
9	H	I		L		C	A	S	T	R	O		
10	Y		N	O		O	K				R	U	N
11		P	U	R	E		A			I	R	N	A