



*Sermo in circulis
est liberior.*



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EDITORIAL

As our gentle readers notice, the number of pages of this review has moved from 4 to 6. This is partly due to new elements that the present issue of Pen Circle is including. The Internet column (p. 5) has become a necessity after the burgeoning of many 'cyber-café's in Beni Mellal. It is now the duty of our university to connect its researchers – both professors and students – with the Internet.

This issue also includes a whole page on Linguistics (p. 3) because our aim is to meet the needs of students in both options. Needless to say that we are ready to receive, to study and to print any fruitful suggestions in this domain.

On the level of contributions, we have received a very small number of them. The 'crosswords' (p. 6), for instance, were designed by a second-year student (1998/99). Nevertheless, we have witnessed a great demand for copies of Pen Circle, which shows a real interest of many students in their little review. We hope this interest will give birth to effective contributions.

To encourage writing in English, we are organizing during this holy month of Ramadan a competition in creative writing for students of both cycles (p. 6). We are waiting for plenty of participation from the part of our

students because the rewards are very interesting.

As we have promised our readers, we effectively sent copies of this review to all the English Departments in Morocco and to the British Council. We shall do likewise with all the coming issues. Now we are waiting for echoes from outside our University.

Pen Circle.

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Critical Approaches

In the last issue of **Pen Circle**, we have given some definitions of words such as *Formalism*, *New Criticism*, and *Structuralism*. In this issue we are presenting other critical terms, thus initiating our students with some critical approaches. Our source in this respect is J. Paul Hunter's *The Norton Anthology of Poetry; Shorter Edition*.¹

Post-structuralism is the broad term used to designate the several directions of literary criticism that, while depending crucially on the insights of science-based theory, attack the very idea that any kind of certitude can exist about the meaning, understandability, or sharability of texts. Post-structuralists, disturbed at the optimism of positivist philosophy in suggesting that the world is knowable and explainable, ultimately doubt the possibility of certainties of any kind, and they see language as especially elusive and unfaithful. Much of Post-structuralism involves undoing; the best-known variety of post-structuralism, deconstruction, suggests as much in its very name.

Deconstruction takes the observations of structuralism to their logical

conclusion, arguing that the elaborate web of semiotic differentiations created by the principle of difference in language means that no text can ultimately have any stable, definite or discoverable meaning.

For the deconstructionist, language consists just in black marks on a page that repeat or differ from each other and the reader is the only author, one who can find whatever can be found in, or be made to appear in, those detached, isolated marks. The deconstructionist conception of literature is thus very broad – almost any writing will do. While this may seem "subjective," in that the critical reader has great freedom, it is the object – the black marks on the blank page – that is the sole subject/object of intention/attention.

As practiced by its most famous proponent, the French philosopher Jacques Derrida (b. 1930), deconstruction endeavors to trace the way texts challenge or cancel their explicit meanings and wrestle themselves into stasis and neutrality. Many deconstructionists have strong radical political commitments (it is possible to argue that the radical counterculture of the 1960s and especially the political events in Paris of 1968 are the crucial context for understanding the origins of deconstructionism), but the retreat from meaning and denial of clear signification

that characterizes deconstruction also has affinities with formalism and structuralism, particularly as deconstruction is practiced by American critics. Rather than emphasizing form over content, however, deconstruction tries to deny the possibility of content and places value instead on verbal play as a characteristic outlet of a fertile, adroit, and supple human mind. Like structuralism, it lives almost completely in a self-referential verbal world rather than a world in which texts represent some larger or other reality, but unlike structuralism it denies that the verbal world adds up to anything coherent, consistent, or meaningful in itself. Deconstruction also influences other varieties of post-structuralism with different kinds of interests in history and ideology. Michel Foucault (1926 - 1984), Julia Kristeva (b. 1941), and Jacques Lacan (1901 - 1981) – though their disciplinary interests are in social history, feminist philosophy, and psychoanalysis, respectively, all come out of deconstructionist assumptions and carry the indeterminacies of post-structuralism (and of post-modernism more generally) into kinds of literary criticism with interests fundamentally different from those of structuralism.

¹ W. W. Norton & Company, New York, 1991.

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<p style="text-align: center;">Generative Grammar*</p> <p>Generative grammarians argue for a strong link between linguistics and psychology. In his book <i>Language and Mind</i>, Chomsky puts a particular emphasis on this issue. The ultimate goal of linguistics is to shed light on the nature of the human mind. Therefore, linguistics is best seen as part of cognitive psychology (psychology of knowledge).</p> <p>Knowledge of language (called competence) is a very wide and complex subject. To suggest a few solutions to it we may try and show the type of problem it poses by studying the structure of language – within the generative framework. Among the foundations of generativism we find the philosophical and psychological traditions (in the West) which tried to fix the essence of man and the human mind essentially.</p> <p>Language study was central to those philosophical and psychological questions. There are indeed good reasons to choose language investigation in any attempt to answer questions about man and the human mind. One of the major reasons behind this is the fact that language is a major biological endowment which is common to all human beings. It is human specific. Add to this that language is strongly embedded in man's thinking and social interaction.</p> <p>Descartes (d. 1650) had already noticed the productive and non-finite properties of language. The goal of modern language studies is to explain the problems of language production and language perception. Generativism concentrates on the former mainly.</p> <p>APPROACH</p> <p>The problem we are facing concerns the mind/brain which is a complex system of interrelated components. One of these is what is called the linguistic competence, which seems to be restricted to man. It is significantly productive. As soon as the data is presented to the child, his mind determines the particular language he has to acquire and it rapidly becomes part of his mind.</p> <p>Language is part of the various systems of knowledge that the child is capable of acquiring. This particular knowledge will state that a word such as 'Seseseku,' for</p>	<p>instance, is not Arabic (but possible in some African language). It will also determine the sense of another word as either concrete or abstract, etc, etc.</p> <p>Generative linguistics aims at describing the structure of the acquired language and its properties, and eventually answering the philosophical question: why is this possible? To face these problems, the linguist is in a position somewhat similar to that of the child. He proceeds by observations and hypotheses (successive approximations). He has to fix the internalized rules and principles such as move α (found in questions and cliticization... etc.)</p> <p>a. man ?ata: who came-he who came?</p> <p>b. ra?ajtu-hu Saw-I-him I saw him</p> <p>PRINCIPLES</p> <p>There are different levels of linguistic description. The computational level that determines the form and interpretation of linguistic expressions is based on a system of principles which is constant in all human language (UG), besides a system which is language specific. UG allows categories (which are generalizations abstracted from the lexical items) such as V, N, A and P, and assigns each one of them to projections (phrases) in which they play the role of head, <i>ie.</i> NP, VP, AP and PP.</p> <p>a. translation of the book speak English full of water to John</p> <p>Languages would then vary in what concerns their word order (Syntax). There are languages in which the head precedes the complement and others in which it is the other way round (VSO, SVO...) These parameters serve in language acquisition besides the UG parameters (X-bar, move α, etc.)</p> <p>?aqdama rrabi: came the spring Spring has come</p> <p>UG is also concerned with logical interpretation (LF) and pronunciation (PF). So the complete picture is the combination of three components: Syntax, Logical Form and Phonetic Form:</p> <p style="text-align: center;">SYNTAX PHONETIC FORM LOGICAL FORM</p>

* El-Mouatamid Ben Rochd, *Generative Grammar (Syntax – LF – LP)*. Oujda: Takafia, 1994, pp. 2-4.

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<p>The Poet's Corner</p>	<p>NEWS *** NEWS *** NEWS</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>❖ The Faculty of Letters in Beni Mellal has organized on December 2nd, 1999 the ceremony of reception of the new Dean of the Faculty, Mr Ahmed Alaoui. On this occasion, Mr Mohamed Bencheikh, the outgoing Dean, has been thanked for the valuable achievements he did in a lapse of only seven or eight months.</p>
<p style="text-align: center;">Good and Clever</p> <p>If all the good people were clever, And all clever people were good, The world would be nicer than ever We thought that it possibly could.</p> <p>But somehow, 'tis seldom or never The two hit it off as they should; The good are so harsh to the clever, The clever so rude to the good!</p> <p style="text-align: right;">Elizabeth Wordsworth (1840-1932)</p>	<p>❖ The English Department at Cadi Ayyad University in Beni Mellal organizes a Study Day on Feb. 23rd, 2000 on the following topic: "Cross-Culture in Focus." The topic touches 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. Colleagues wishing to participate in this Study Day are kindly requested to submit their abstracts before January 17th, 2000.</p>
<p style="text-align: center;">'Shakespeare' in focus</p> <p>The word '<i>Shakespeare</i>' is not only the name of a specific literary figure; rather, it is mostly a name that bears further connotations. These connotations may come into view if we take into consideration Shakespeare's literary works (both dramatic verse and sonnets) as the most awe-inspiring and phenomenal works in the history of British literature. Strangely enough, the name of Shakespeare awakens in the reader the feelings of respect as well as of amazement towards his writings which have been read again and again for the past four centuries.</p> <p>The point here is to provide the reader with an exclusive interpretation concerning the word '<i>Shakespeare</i>'. It may be explained in these terms:</p> <p>If we divide the word '<i>Shakespeare</i>' into two items: 'Shake' as the first item, and the word 'spear' as the second item. (Notice the lack of the letter 'e' in the last word; this only serves our reading.) Hence, a slight association between these two separated items, on the one hand, and the works of Shakespeare, on the other, may reveal the fact that the works of this genius act as a 'spear', or rather a literary spear, that 'shakes' the mind of the reader. To make it clear, Shakespeare's whole works stand for a 'shaking literary spear' that extricates the reader from any lethargy.</p> <p style="text-align: right;">Mouatarif Mohssine, 4th Year.</p>	<p>❖ The Group of Studies and Researches on Maghreb/Mashreq Relations in the Department of History (Faculty of Letters, Beni Mellal) organizes two Study Days on 24 and 25 February 2000 on two main themes: The first one is <i>The Land and the Ways of Exploitation in the Maghreb and the Mashreq</i>. The second theme is: <i>Political, Social and Cultural Relations between the Maghreb and the Mashreq</i>.</p> <p>❖ Pen Circle is ready to cover the 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>

On Politics & Politicians

"**Politics:** Who Gets What, When, How."

Harold Lasswell.

"For if you have embraced a creed which appears to be free from the ordinary dirtiness of **Politics** – a creed from which you yourself cannot expect to draw any material advantage – surely that proves that you are in the right."

George Orwell

"In **politics**, as in grammar, one should be able to tell substantives from adjectives."

Salvador de Madariaga

"**Politics** is perhaps the only profession for which no preparation is thought necessary."

Robert Louis Stevenson

"I remain just one thing, and one thing only – and that is a clown. It places me on a far higher plane than any **politician**."

Charles Chaplin

Observer, 28 Sep. 1952.

"A **politician** is a statesman who approaches every question with an open mouth."

Adlai Stevenson

"The most successful **politician** is he who says what everybody is thinking most often and in the loudest voice."

Theodore Roosevelt.

"A **politician** is an animal who can sit on a fence and yet keep both ears to the ground."

Anonymous.

"The Science of Political Economy *is* a Lie, - wholly and to the very root (as hitherto taught)... To this 'science' and to this alone (the Professed and organized pursuit of Money) is owing *All* the Evil of modern days. I say *All*."

John Ruskin.

Pen Circle's Comment:

"An editor is one who separates the wheat from the chaff and prints the chaff."

Adlai Stevenson.

Internet Column

Our Faculty is not yet endowed with an Internet 'provider'. We have received many promises that our Professors and students will soon have the possibility to consult and navigate in the Worldwide Web from the university campus. For the time being, the lucky few inter-nauts are aiming 'cyber-café's', for these purposes, and paying between 15 and 20 DH per hour. We hope this situation will change for the benefit of everybody, since the Internet has become an efficient and vital means of scientific research.

We have prepared for our readers some information and some of the Emails that can help them – now or in the future – cope with this fantastic Web.

About the use of Internet:

<http://www.learnthenet.com/french/intbas.html>

<http://www.worldnet.net/~philb/internet.html>

<http://www.imagnet.fr/ime/manuel.htm>

<http://www-scd-ulp.u.strasbg.fr/urfiist/home.htm>

[Courses on Internet, doc. Internet, short databases, professional information, etc.]

Some Internet Research Drivers (or how to find what one is looking for):

Alta Vista

<http://altavista.digital.com>

It's the oldest and most famous among research drivers. Among its previous services, there is immediate translation for six languages.

Yahoo!

It's the thematic driver par excellence. This kind of driver gives one the opportunity to look for information within a hierarchical tree of categories and themes.

Infoseek

In addition to its efficient services in research, it gives the access to Webster Dictionary and to an English thesaurus.

Savvy Search

It's a 'meta-researcher' which helps one by giving the first 10, 20, 30, 40 or even 50 answers in the main drivers of Internet.

(To be continued.)

H. Latreche, FST, Beni Mellal
K. Chaouch, FLHS, Beni Mellal

<p>Pen Circle.</p>	<p>N°6</p>																																																																								
<p>Creative Pens</p>	<p>First Cycle Students:</p>																																																																								
<p style="text-align: center;">A Short Journey</p> <p>Fascinated and intrigued by his friends story, he made up his mind to go to that wild and gloomy cemetery. Both his curiosity and fate were an impetus to unearth the hidden truth. Just when the sun began to loose its brightness, he set forth. Reaching the gloomy and frightening spot, he was unable to get rid of his fear. But after mollifying this feeling, he was capable enough to carry on his preliminary prospect. Therefore, he started choosing the grave to sit nearby. But suddenly he was surprised to see two strange figures, a guy and a lady. They were dressed in different clothes – the guy in white, and the lady in black. The two lead him to a hilltop with a valley bellow. There was in the valley a small current of water. The lady asked him to bring her a long stick. The guy, in his turn, asked him to bring him a pan of water. So he found himself in a difficult dilemma. "Which claim am I to answer?" he wondered. But a moment later, and with an inspired strain, he decide to resolve the baffling dilemma by saying without hesitation: "- You can give water to the horse, but you can not make it drink."</p> <p style="text-align: right;">Nouredine Kassab 3rd year.</p>	<p>For these students, the contest consists in writing a one-paragraph essay (of about 150 words) on any topic they like.</p> <p>Second Cycle Students:</p> <p>For these students, the contest consists in writing a five-paragraph essay (on any topic they like) or a short story (of about 250 words.)</p> <p>All contributions should be submitted or sent to the English Department office before January 15th, 2000.</p> <p>Good luck!</p> <p style="text-align: right;">Pen Circle</p>																																																																								
<p style="text-align: center;">Ramadan Prize for Mellali Writers in English</p>	<p style="text-align: center;">CROSSWORDS (N°6)</p>																																																																								
<p>Pen Circle organizes a competition in creative writing for all students of the English Department. So we are very pleased to invite you to Ramadan Prize for Mellali Writers in English. (By the word 'Mellali', we simply mean students belonging to this Faculty, regardless of their origin!) The first, second and third successful writers will have important rewards. They will also have their names and some of their writings printed in the next issue of Pen Circle.</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> <th>G</th> </tr> </thead> <tbody> <tr> <th>1</th> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>2</th> <td></td> <td>■</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>3</th> <td></td> <td></td> <td></td> <td></td> <td>■</td> <td></td> <td></td> </tr> <tr> <th>4</th> <td></td> <td>■</td> <td></td> <td></td> <td></td> <td>■</td> <td>■</td> </tr> <tr> <th>5</th> <td></td> <td>■</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>6</th> <td></td> <td></td> <td></td> <td></td> <td>■</td> <td>■</td> <td></td> </tr> <tr> <th>7</th> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>■</td> </tr> <tr> <th>8</th> <td></td> <td></td> <td>■</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1- Peculiar. 2- A kind of magic known in the West Indian Islands. 3- In a highway – Steamship. 4- Middle. 5- Making water cold and solid. 6- Colloquial form of 'going to'. 7- To tie the hands and feet of. 8- Short for 'weight' – Title of a British nobleman.</p> <p>A- Not crooked. B- To court (reversed). C- Wandering. D- Give up the throne. E- Preposition (reversed) – Prefix – In 'hair'. F- One of the sources of fuel – In 'error'. G- Pronoun (reversed) – Move.</p> <p style="text-align: right;">Moatacim Abderrahim 2nd year (16-03-1999)</p> <p>Solution for N°5:</p> <p>0- Feuds – Fatal 1- Is – Do. 2- Too – TAS – Gas. 3- ZN – Risen – MA. 4- Sieving. 5- Cadence. 6- Re – Go – Me. 7- ART – Tap – Till (!) 8- Lion – None. 9- Dwell – Domes.</p> <p>A- Fitzgerald -B- Nose – Wire. C- SC – Toe. D- Di – Air. E- Tied. F- Las Vegas. G- Ponies. H- AD – CNN – NO. I- G. E. (for George Eliot) – Tom. J- Adam – Mine. K- Los Angeles.</p>		A	B	C	D	E	F	G	1								2		■						3					■			4		■				■	■	5		■						6					■	■		7							■	8			■				
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