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MONEY AND LOVE IN THE NOVELS OF F. SCOTT FITZGERALD

Shusil Kumar Das, PhD*

Abstract: *F. Scott Fitzgerald (1896-1940) wrote five novels in his career. In his novels money and love appear as pivotal issues that dominate essential areas, with profound significance. This study attempts to locate the agenda and analyze them in considerable dimension to draw the thesis that money invariably over-rules love in the American life. However, the two issues namely money and love are inseparable phenomena and the one ruinously dominates over the other.*

Keywords: *Money, love, frustration, conflict, discomfiture*

Introduction

For the sake of convenient management of the paper, it has been divided into two parts: Part I takes up the first two novels *This Side of Paradise* (1920), and *The Beautiful and Damned* (1922) and Part II follows the last two books *The Great Gatsby* (1925), and *Tender is the Night* (1935). *The Last Tycoon* (1940) that F. Scott Fitzgerald's early friend and critic Edmund Wilson gives the finished shape after the author's death, has however not been considered under this study. It is seen that love and money operate as perennial opponent forces in the novels which establish the point that money is a more potential strength than love whatever be its depth and dimension. All the Fitzgerald heroes fall puppet-like creatures in the hand of their heroines, who invariably operate as 'femme fatale' in the capitalistic society of America.

All the novels of F. Scott Fitzgerald are artistically fictionalized versions of many of his biographical matters that emulate to become superb literary products. The love affairs and money matters are also heavily drawn on his personal life situations albeit the impact of his personal life is not the subject of search; rather they have deeper literary and aesthetic magnitude. The love affairs between Amory Blaine and Rosalind, besides others in *This Side of Paradise*, that between Anthony and Gloria in *The Beautiful and Damned*, that between Gatsby and Daisy in *The Great Gatsby*, and that of Dick Diver

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and Nicole in *Tender is the Night* are greatly drawn on the realities in the life of their creator. We are more interested to estimate how F. Scott Fitzgerald maneuvers his fictional techniques to present the imbalance between money and love in his novels.

The thrust for money is an incipient matter in the life of F. Scott Fitzgerald, who was born in a family founded on the fortune donated by his grandmother McQuillan. From the novelist's biography we learn that his grandmother inherited a sum of \$ 40,000 from her husband, with which the early education of F. Scott Fitzgerald was started at Newman Academy in Boston. Thus the novelist finds that the mother enjoys a superior position over the father and plays authoritative command over him. There had been a social change of shift of family affairs where the family management was taken over by the mothers from the fathers' hand. This female authoritative rule over the male characters was popularly called "Momism". The impact of the change is there in the first two novels. With a special reference to *This Side of Paradise* Thomas J. Stavola records: "Reflecting this profound social change, Fitzgerald's portrait of Amory's father Stephen Blaine is sparse. . . . Both father and son are victims of 'Momism'. Stephen has abdicated his position of authority and strength within the family in favour of his aggressive wife Beatrice."¹

In the early part of his life the novelist realizes the value of money in life. From his biography and relevant documents obtained through many critical studies, we learn that the novelist was in need of money, especially after his father's death. The family, as recoded by Malcolm Cowley, ". . . had some social standing and a very small fortune inherited by the mother. The fortune kept diminishing year by year, and the Fitzgeralds, like all families in their situation, had to think a lot about money." . . . "When the only son was eleven they were living in Buffalo, where the father was working for Procter and Gamble. Malcolm Cowley further records: "One afternoon," Fitzgerald told a reporter thirty years later, ". . . the phone rang and my mother answered it. I didn't understand what she said, but I felt that disaster had come to us. My mother, a little while before, had given me a quarter to go swimming. I gave the money back to her. I knew something terrible had happened and I thought she couldn't spare the money now. . . . A little later my father came home. I had been right. He had lost his job."² Besides, we know that F. Scott Fitzgerald borrowed money from his classmates and

relatives; and he took advances from his publishers. He “became a writer, to begin with, because of the prestige and the money he thought the life might bring to him. . . .”³ These are the personal experiences and impressions of life that are the raw materials for the novelist.

Stephen Blaine is subjugated by Beatrice Blaine (in *This Side of Paradise*) and Mr. Gilbert is governed and controlled by Mrs. Gilbert (in *The Beautiful and Damned*) and similar relation exists between Nicole and Dick (in *Tender is the Night*) and Daisy and Gatsby operate in similar style (in *The Great Gatsby*).

We find a recurrent pattern dictating the career of all the Fitzgerald heroes that they aspire for two things, money and love and devote their sincere efforts to meet their inevitable catastrophes. Amory Blaine in *This Side of Paradise*, at an embryonic stage, Anthony Patch in *The Beautiful and Damned*, at a little mature form, Dick Diver in *Tender is the Night*, in full maturity, and Jay Gatsby in *The Great Gatsby* follow this pattern. Of course, the case of Anthony Patch in the second novel is slightly different since he wins Gloria (his dream girl) as wife but fails to attain financial success for normal social standing. Pointing to this perennial failure of the heroes, William Troy calls F. Scott Fitzgerald “the authority of failure” that refers to a profound significance about the novelist and his works. Only for the sake of justified relevance we may note in this context that the case of Monroe Stahr in *The Last Tycoon* is also the same.

All the Fitzgerald protagonists suffer deplorable discomfitures after chasing their dreams. They fail to achieve full control over their situations; apparently because they are the denizens of the ‘acquisitive society’ of America, where money and only money plays the supreme command over life, where a man is measured only in terms of money and material success. Referring to this essential feature Thomas J. Stavola observes: “. . . in America there is no identity without money, the commodity that guarantees social recognition and love.”⁴ Commenting on the prevalent social patterns, with special consideration of money and love, William Fahey observes a more pithy but more pin-pointed opinion: He says, “It is a world filled with trivial pleasures and gaudy baubles, a society whose only bond is the cash nexus.”⁵

Part I

The agenda of love and money as integral ingredients appear in the fiction of F. Scott Fitzgerald, ‘a literary giant’ of the Jazz Age. The novelist captures the zeitgeist of the Jazz America and a little beyond and fictionalizes its spirit

in esthetic flare that makes him one of the greatest novelists in the American literary canon. Money and love appear with full potential, right from his first novel *This Side of Paradise*. Indeed, there is hardly any other novelist presenting the tales of the time the credit of which F. Scott Fitzgerald claims. As quoted by Rose Adrienne Gallo (in “*An Affair of Youth*” in the book *F. Scott Fitzgerald*: p 16), the novelist says to Edmund Wilson: “. . . I really believe that no one else could have written so searchingly the story of the youth of our generation.”⁶

Although *This Side of Paradise* is considered ‘a sentimental chronicle’ of the Jazz generation, still there is a profound thematic thrust oriented to love and money. Here Amory Blaine, the protagonist gathers his experience of the serious things that money and love tell so significantly upon his life. His experience is the outcome of his social life during the period from 1912 to 1925, covering his early student career at St. Regis’ in Connecticut and Princeton. Amory gets his financial experience from his birth and build-up in a middle-class family, where the father is a figure of meager importance the reason of which is that the financial foundation of Amory’s family is constructed by the money brought into by his maternal side. In the novels we see that the women are richer, belonging to a higher social level than their men. So Beatrice Blaine, Amory’s mother plays an authoritative role over Mr. Stephen Blaine “. . . an ineffectual, inarticulate man with a taste for Byron and a habit of drowsing over the *Encyclopaedia Britannica*. . .”⁷ Beatrice’s pride and strength rest on her money; she further prides on her education she receives at the “Sacred Heart” in Europe that only the exceptionally wealthy American families could provide. Her supercilious attitude based on money is exposed in many parts of the novel. Out of her Euro-mania, she desperately plans to send Amory “abroad”, meaning Europe, for education. Some parallel situation occurs in *The Beautiful and Damned*, where Anthony Patch’s grand-father Adam Patch gets the family fortune from his wife Alicia Withers, whom he marries only on the consideration of money. In the text we read: “. . . Adam Patch had married an anaemic lady of thirty, Alicia Withers, who brought him one hundred thousand million dollars and an impeccable entre into the banking circles of New York.”⁸ This imbalanced relation between the husband and the wife is essentially related to the financial position of the parties involved.

Amory Blaine’s experience of love is the staple dish of *This Side of Paradise* in which the issue of money is also involved though it does not occupy the surface. He falls in love with at least three girls: first with Myra St. Claire,

then with Eleanor Savage and finally with Rosalind (in Princeton), who proves to be his most passionate affair, whose refusal puts him into a tremendous catastrophe. The effect of the love affair with the other girls like Myra St. Claire, Marylyn De Witt, Isabelle Borge (in Minneapolis), Eleanor Savage (in Ramilly), Clara Page (in Philadelphia), cannot shatter him. With Myra St. Claire, for instance, Amory has only an elementary exercise of love that starts and ends with just a kiss; Myra is a girl of thirteen years. But with Marylyn De Witt he develops a little grown-up stage of love in which he shares his aesthetic sensibilities by expressing his soul through composition of poetry that embodies his refined love without any consummation.

But, in case of Isabelle Borge, Amory is rather a passive prey in the hand of the precocious girl. After capturing Amory into her hand "Isabelle resolved secretly that she would, if necessary, force herself to like him."⁹ However, the transitory affair takes a deteriorating course soon.

His next course of events open with another girl named Eleanor Savage. His affair with her shows that she has an obvious drive of wild sexuality (that justifies the second part of her name "savage"); then Amory is virtually a dwarfish character for her. They establish their abrupt bond on sharing of poetry and finer literary taste, but Amory's passion for poetry does not match well with that of Eleanor; her love for poetry appears only 'skin-deep': her principal motive is sex-adventure for which Amory is picked. Amory is still fresh and fine; no indecent sentiment deludes him. He does not get into any blameworthy mentality; nor does he attempt any objectionable gesture on any girl, not even on Eleanor Savage despite her recurrent wild provocation. Amory does not indulge in any sexual love: it is all a teen-ager's passion for a romantic company Amory craves for and avails from these teen-age girls. But certainly his case with Rosalind is a deeper and more mature chapter, the climax of his love-affair. He develops the love for Rosalind up to the level that entangles the question of his existence. And consequently, he suffers extremely as he is declined by Rosalind and her family. Amory starts floating around like a figure of real moral discomfiture enhanced by overdrinking.

While commenting on this part, Professor Thomas J. Stavola appropriately writes, "A new Isabelle appears, called Rosalind, 'a sort of vampire', who childishly treats men terribly yet still possesses an 'endless faith in the inexhaustibility of romance'. (171) Clearly a realist very much addicted to the security and luxuries money can buy, she is fundamentally egocentric and without depth no matter what kind of lyrical phrases Fitzgerald uses to describe and glorify her."¹⁰

Rosalind, who has already been mixing with a number of lads like Howard Gillespie, Amory faces the critical situations, and fails to settle his marriage with her only because he does not have money. What Rosalind does with Amory is not a true love but a temporary romance: she prefers to marry Dawson Ryder because he is blessed with opulent money. Mrs. Connage (Rosalind's mother) once says: "Her (Rosalind's = I bracket) father has marshalled eight bachelor millionaires to meet her."¹¹ Not only that, she earnestly tries to convince Rosalind, saying: ". . . You've already wasted over two months on a theoretical genius who hasn't a penny to his name, but go ahead, waste your life on him. I won't interfere."¹² For, she finds it useless on the daughter's part to waste time on unbefitting lads; she must target the right fellow for marriage. So she argues Rosalind about Dawson Ryder ". . . I like him, he is floating in money. . . ."¹³

Rosalind's refusal to marry Amory is a token of social reality of the time: the daughters of most of families are keen to choose their bridegrooms only on the scale of money because that is the ultimate security for them. This is what Professor Thomas J. Stavola observes in his evaluation. He rightly points out that "Dawson Ryder is more valuable and necessary to her than romance."¹⁴ It is, therefore assumable that Dawson Ryder is also a case (like others) simply of marriage in the social eye that would guarantee the comfort and security in her personal and social life. Her affair does not essentially bud and bloom on love itself; she opts for him because he is "valuable and necessary" since he is "floating in money". All the love cases of Fitzgerald heroines are similar: they all make romance with their heroes and secretly crave for financial security: human values are of little importance. To them, love is a hoax and a trap, a futile game since it is deeply attached with the question of money.

From a newspaper, to his utter shock, Amory learns: "Mr. and Mrs. Leland R. Connage are announcing the engagement of their daughter, Rosalind, to Mr. J. Dawson Ryder, of Hartford, Connecticut...."¹⁵ The catastrophic refusal crushes him altogether. Then it appears ludicrous and futile as Rosalind spuriously puts forward: "Amory, I'm yours – you know it. There have been times in the last month. I'd have been completely yours if you'd said so. But I can't marry you and ruin both our lives."¹⁶ But she behaves on a selfish ground; Amory's ruinous fate hardly concerns her. For, she further hedonistically adds: ". . . I like sunshine and pretty things and cheerfulness – and I dread responsibility. I don't want to think about pots and kitchens and brooms. I want to worry whether my legs will get slick and brown, when I

swim in the summer.”¹⁷ This exposes her real motive. Our experience asserts that there cannot be any true love without commitment of duties and responsibilities. Rosalind’s love is only a make-shift game of passion devoid of the noble virtues of responsibilities, care and commitment: genuine love naturally entangles mutual responsibilities and duties. But Rosalind exposes herself as what in terms of the novelist is “*a siren*”, a “*flapper*” in the Jazz America. In the frustration there operates the twisted bundle of love and money that shows only a case of one-sided affair, a case of hunting for a wealthy bridegroom.

The question of money has been of so profound significance that Amory realizes in his bones that poverty is a curse: His perception is such because he falls in great financial crises after his father’s death. “For the first time he came into actual cognizance of the family finances, and realized what a tidy fortune had once been under his father’s management.”¹⁸ In the part entitled “FINANCIAL” of the book, we learn about the investment of the family money: ‘the bonds of the rail-road and street car companies’. Amory realizes the gradual decline of the family finance that plunges the family into a deep darkness of poverty. So he declares: “I detest poor people . . . I hate them for being poor. . . It’s the ugliest thing in the world. It’s essentially cleaner to be corrupt and rich than it is to be innocent and poor.”¹⁹ His gloom is further intensified as he comes to learn that his mother bequeaths half of her money to the church. Being trapped into poverty he considers that communism is the “panacea” contrary to the Capitalistic system. Amory argues with the Big Man (Mr. Ferrenby): “This is the first time in my life I’ve argued Socialism. It’s the only panacea I know. . . I’m sick of a system where the richest man gets the most beautiful girl if he wants her, where the artist without an income has to sell his talents to a button manufacturer. . .”²⁰

In the last phase of the novel (p 276 - 277) there is an imaginary dialogue, an interior monologue, between the divided souls of Amory, where an interesting and insightful debate is staged on the theme of money. Through the development of the philosophy (of Communism) Amory is further illuminated in the humorous debate between himself and Mr. Ferrenby, providing a historical significance. For, the agenda of the dialogue is Communism for resolving the economic disparity that Amory experiences. However, the dialogue ends up in an undecided point: he fails to establish any political postulate for Mr. Ferrenby in favor of Communism.

Amory also finds that the corruptive money acts not only on love, it also works on politics. Ideal democracy is not in practice in his America: the

Congressmen buy their votes by the scanty fraction of a dollar and thereby corrupt the character of politics. Out of frustration he cries out: “. . . For two cents the voter buys his politics, prejudices, and philosophy. . . .”²¹

We find a subtle hint of love and its associative element in the names of Amory Blaine and his mother Beatrice Blaine, which is relevant in this context. Amory shows his amorous character and his mother Beatrice goes none the less. Her old affair with Monsignor Darcy is not a trifling reference.

Beatrice's amorous nature can be understood from the fact that she is not happy with Stephen Blaine; rather she is more dedicated to Monsignor Darcy, her ex-lover. She has not forgotten him even today, after so many years of her married life. She is morally attached to Darcy's love; she passionately complains to Amory: “. . . I am not understood, Amory. I know that can't express it to you, Amory, but – I am not understood.”²² Her ambivalent complaint indicates that she is not happy with Stephen but could be happier with Monsignor Darcy. Her unwavering commitment to Darcy as a lover is further revealed when she expresses her plan to send Amory to Darcy so that the boy might be shaped by Darcy on his moral and intellectual model. The love between Beatrice and Darcy occupies no considerable part; it is sparsely alluded in the text, but the lost love is not dead altogether; it still burns both Beatrice and Darcy. For, Darcy takes up Amory's charge in a manner as though he were playing the father's role for the boy. The irony is that Darcy overpampers the boy to lead to the complete ruin: he encourages Amory with indolence, avarice for and negligence to academic activities, smoking and what not. On the first day of their introduction Darcy says: “My dear boy, I've been waiting to see you for years. Take a big chair . . . have a cigarette – I'm sure you smoke. Well, if you're like me, you loathe all science and mathematics –”²³ Not only that, he instigates Amory to visit Clara Page, his cousin in Philadelphia, where Amory falls in a ‘wild love’ of the widow. Darcy deliberately forces young Amory to go to Philadelphia; it might be Darcy's vicarious pleasure to see that Amory would get involved with a physical love with Clara. An intelligent reader may infer the motive hidden in his letter: “Do you know. . . that your third cousin, Clara Page, widowed six month and very poor, is living in Philadelphia? . . . but I wish. . . you'd go to see her. To my mind, she's rather a remarkable woman, and just about your age.”²⁴ In a subtle irony the novelist divulges Darcy's ill-motive as he mentions Clara's age and widowhood. The letter is a tool for alluring the young adult Amory; Darcy tickles his un-budded sexuality, the incipient process of Amory's moral ruin.

In *The Beautiful and Damned* love and money recur in a twisting fashion. Here money dominates in the surface level, obviously in the life of Anthony and Gloria. Money (lack of it) is the only obstacle on Anthony's way to win Gloria. Her parents are against their marriage because Anthony is not wealthy. For a long time the couple follows the money-line that tells upon their relation. Financially inferior Anthony struggles to win his love and marry Gloria despite tremendous opposition of her parents. Their conjugal life is spoiled by money: Anthony is forced to get into litigation with his grandfather Adam Patch who deprives him of his legacy by a deed of will. Though in the last event Anthony wins the case and the money, but it is then too late: all his potential is already exhausted and Gloria also loses her youth and vigor and their life turns an empty process to start afresh.

Anthony and Gloria jointly struggle to achieve financial solvency by working hard: Anthony works at an advertising firm in New York and Gloria tries to embark on a film career that was pretty lucrative: it was a trend of the time that prospective girls tried to follow film career. Mrs. Gilbert's only concern is to get the daughter "settled" in her life with a moneyed boy. Then ". . . Anthony appears to be victim of a corrupt and money-dominated world which has rejected the values of the past. . . ." ²⁵

Anthony's experience of love with Gloria is not altogether a happy one: Gloria does not have any unquestionable commitment; rather she is influenced by her parents. Once she says: "I am a solid block of ice."²⁶ She proves to be stone-hard, without wise judgment of things. She, like her mother, is a mundane girl who considers money to be the ultimate value that displays only an outer glow. So Anthony's bloody situation teaches him that the wheel of life does not move forward without the fuel named money. Reading Anthony's situation, Professor Thomas J. Stavola appropriately observes that "Money becomes for Anthony one of two larger forces in American society; the other being the romance of infinite possibility which draws his divided self into identification with a greater whole and thereby establishes a sense of identity."²⁷

In both the two cases it shows that the failures of the heroes are the product of their dream-girls hailing from richer families, who use their love only as their toys, and play a cruel game. And it is money that ruins love.

Part II

When we take up the cases of *The Great Gatsby* and *Tender is the Night* we get into an enormous study of money and love. Love and money are the

central issues of these two books, where F. Scott Fitzgerald expresses his serious attitude, especially towards money. The novels present robust love stories that follow the courses leading to ultimate ruin of the heroes. In these novels these two issues operate in obvious measure, so vivid and so apparent that it is hard to miss. Interestingly the one is inseparably entangled with the other: they need not and cannot be discussed in isolation.

In *The Great Gatsby* the pivotal case of love is between Jay Gatsby and Daisy Buchanan. In addition, there are two love cases: love between Tom and Myrtle, and that between Nick Carraway, the narrator and Jordan Baker, the tennis girl. Money plays a crucial role in the first two cases. Gatsby fails to marry Daisy only because he is poor, and Tom advances his love with his mistress Myrtle because he plays the power of money on her. Of course, the case of Nick and Jordan Baker stands apart since that does not follow any constructive line, neither in maturity nor in consummation. Nick cannot advance with her as he feels “She was incurably dishonest.”¹

The buried love of Gatsby is exhumed when the story opens and we see that Gatsby’s love for Daisy is in multiplied flare and bears the same intensity as of the old. He comes across innumerable girls in his social life and at parties at his Rack Rent but never stretches his hand towards any of them since he is committed to Daisy. He is neither a lewd nor a lecher. He is more earnest to retrieve his lost past and rebuild his utopian castle of love. He builds the huge castle Rack-Rent and amasses enormous wealth, buys the hydroplane and meticulously provides all the amazing luxuries into his castle that lacks nothing, meant for the prevalent aristocracy, just only to display for Daisy and “repeat” his past with her. He devotes to earn more and more money only because he realizes that he cannot win Daisy without enormous money: Daisy is the money incarnate. Nick tells: “Her voice is full of money” and “. . . It was full of money – that was the inexhaustible charm that rose and fell in it, the jingle of it, the cymbals’ song of it . . . high in a white palace the king’s daughter, the golden girl. . .”²

Caught in stagnancy, Daisy-obsessed Gatsby never segregates her from his mind; she is still the goddess who invisibly guides and dictates all the drives for material success. He is an ever-devoted worshipper of the goddess, whom he is determined to conquer albeit she proves unattainable. He is determined to prove that Daisy is his only life, the prime target to achieve. He constantly desires to be in Daisy’s vicinity: Jordan rightly says, “*Gatsby bought that house so that Daisy would be just across the bay.*”³ And at a later time Gatsby meaningfully appeals to Daisy, “You always have a green light that

burns all night at the end of your dock.”⁴: for him the ‘green light’ implies Daisy’s love, the ‘dock’, Daisy herself and the ‘night’ refers to the darkness in which his life is plunged. An idealist romantic lover Gatsby is constantly worried and anxious about what happens to Daisy.

We cannot miss Gatsby’s sentiment as he almost buries Daisy under the enormous collection of shirts in his bed chamber; because once in the past he did not have any “regular clothes” to wear; he used to wear the military uniform. Now he boastfully declares to Daisy and enjoys an ego-satisfaction: “I’ve got a man in England who buys me clothes. He sends over a selection of things at the beginning of each season, spring and fall.”⁵

In the hotel-episode in New York (Hotel Plaza), where Gatsby, Nick, Daisy, Tom and Baker go on an excursion provides evidence to Gatsby’s love for Daisy. Tom teases Gatsby in various fashions that amount to a brutal insult. In utter patience he tolerates all the insulting attacks, certainly because he never wants to hurt Daisy, in any way in any degree. Tom subtly alludes to his mysterious source of money: what he means is that Gatsby is engaged in bootlegging, an illegal means of income, meaning Gatsby belongs to the dark world and thus humiliate him in front of Daisy. Once he (Tom) categorically tells Nick: “A lot of these newly rich people are just big bootleggers, you know.”⁶ But in the last event, in a scathing term Gatsby cracks out to Tom: “Your wife doesn’t love you . . . she never loved you. She loves me.”⁷ Although it reveals his unpolished tongue, yet in another scale it exhibits his unquestionable love for Daisy, his “five years of unwavering devotion.” The love-battle between the two heroes is staged in this episode, which is deeply rooted with money.

After killing Myrtle under Gatsby’s yellow car (driven by Daisy), we see how intensely he suffers the anguish: he spends a considerable length of night outside Daisy’s house, only to watch if Tom would attempt any torture on her after returning from New York trip. To him any torture on Daisy means a direct torment to his essential self. After Myrtle’s death Gatsby could evade the situation, but he does not do so; rather he takes the responsibility on his shoulder and does not hide or run away, which is all for Daisy’s sake. As a matter of fact he dies by Wilson’s bullet the root cause of which is Daisy. But Daisy is just the opposite in nature. Her stone-cold nature can be testified by the fact that she expresses not even the least concern after Gatsby dies: she remains absolutely untouched, unmoved, unconcerned and perfectly well composed; she does not attend his funeral or shed a single drop of tears, nor sends “a message or a flower”. Rather she (and Tom) “. . . retreated back into

their money or their vast carelessness. . . .”⁸ A few days after Gatsby’s death Nick meets Tom on a street, shakes hand with him and notices Tom’s perfect indifference and unconcerned mode. Then Nick laments the money-dominated moral psychology of his fellow Americans: “. . . Then he went into the jewelry store to buy a pearl necklace – or perhaps only a pair of cuff buttons – rid of my provincial squeamishness forever.”⁹

Gatsby’s love for Daisy has an essential sublime move, whereas that of Tom for Myrtle follows a downward drive; one is decent but the other is mean by moral and philosophical standard: For, Myrtle is nothing more than a virtual whore whose physical and sexual pleasure he purchases by money.

Daisy is a coquette; she shows no concern or care for Gatsby; maintains stone-cold attitude towards him and pays very little value and honor to his love, though she accepts his invitation for tea at Rack-Rent and goes on the excursion to New York City. Her love is empty of virtue. But Gatsby’s love is romantic and noble: one is a romantic human soul enriched with the divine property of love and the other a robotic entity operating on the surface of futile passion for money. Daisy never pronounces any commitment. She acts like an ameba that keeps on changing its shape and form or a chameleon that changes its color every now and then. Having well set with Tom and her baby, Daisy starts flirting with Gatsby with no definite purpose: without concealing her real sentiment, she declares to Gatsby, in presence of Tom: “I love you now – isn’t that enough? I can’t help what’s past. . . . I did love him once – but I loved you too.”¹⁰ Daisy plays a modern American Cressida, thoroughly unpredictable a character that spoils her man altogether. Considering this coquettish aspect her character, Professor J.F. Callahan comments that covers the question of both money and love: “Daisy yields to Tom, not for love, but because he, not Jay Gatsby, is proprietor over stability and wealth.”¹¹

Certainly *The Great Gatsby* deals with money that happens about the protagonist Jay Gatsby: the earning and the lavish spending of it pervade the book. His ‘huge castle’ Rack-Rent, hydroplane, yellow Rolls Royce, all the pompous articles inside the castle, his spacious lawn, the swimming pool, and the grandiose parties attended by the remarkable elites – all these manifest an enormous exhibition of money. His life is dedicated to the altar of money lacking which he cannot upgrade him to an elite class by the prevalent American standard. Matthew J. Bruccoli rightly comments: “An essential aspect of the American-ness and historicity of *The Great Gatsby* is that it is about money.”¹²

We know that “. . . it was from Dan Cody that he inherited money – a legacy of twenty-five thousand dollars.”¹³ But it is not enough for Gatsby because his limit is the sky in reaching which Dan Cody triggers his imagination. Dan Cody, who picks him “*from the gutters*”, acts as the philosopher and guide to Gatsby and plays Gatsby’s career architect, though initially uses him as his business tool. He himself discovers the money-route from ‘the Nevada silver fields’ the ‘rush for metal’, and “Montana copper that makes him many times a millionaire.”¹⁴ At Dan Cody’s instruction, Gatsby operates bootlegging for his sole mission is to win Daisy, along with social eminence. Not only bootlegging, he also operates some illegal trades that he names “side line” business in drug stores. That is what Tom, out of resentment, disdainfully and rhetorically attacks Gatsby with, to stab him dumb: “I’ve heard of making a garage out of a stable,. . .but I’m the first man who ever made a stable out of a garage.”¹⁵

Gatsby’s sky-kissing material ambition is presented not only in the physical wealth in his possession, but it comes to light in greater scale when, after his death, Mr. Henry C. Gatz, his old father appears to attend the funeral rites. With a taste of irony we listen to what he tearfully narrates, “Jimmy always liked it better down East. He rose up to his position in the East. . . .He had a big future before him, you know. He was only a young man but had a lot of brain power. . . .If he’d of lived he’d of been a great man. A man like James J. Hill. He’d of helped build up the country.”¹⁶ We know that James J. Hill (1838-1916) was a railway tycoon, the dream-figure Gatsby’s father visualizes his son to become.

The money-hunt, albeit suspiciously involves Gatsby with “*underground pipe-line to Canada*” turns the prime: he did not live in any particular house, he lived on a boat “that looked like a house and was moved secretly up and down the Long Island shore.”¹⁷ In one occasion Nick reports: “I went with them out to the veranda. On the green Sound, stagnant in the heat, one small sail crawled slowly toward fresher sea.” Nick curiously notices that “Gatsby’s eyes followed it momentarily; he raised his hand and pointed across the bay.”¹⁸ This is ample evidence that Gatsby is involved in dealing contrabands and taboo commodities. His finger-signal to the vessels in his bay supports his active participation in such affairs. F. Scott Fitzgerald shows that Gatsby is the product of the time of America: he is not self-made, he is the creation of the money-based social culture that the nation had had. It has once been told that money is the prime dish of *The Great Gatsby*. The money-centered world and the details of its hidden activities presented in the

novel are so true that this single novel could have been enough for F. Scott Fitzgerald's immortal place in the history of American fiction: the novelist says that he was "nothing" without *The Great Gatsby*. In Gatsby's world of money-hunters there are big shots like Dan Cody, Wolfshiem and Clipspringer; even Ella Kaye through her role completes the cycle. The novel reveals that the money-hunt belongs to the Gatsby-community, the un-aristocratic class whom the critics call "nouveau riche" the neo-aristocrat, the upstart. Thus Gatsby earns the notorious titles like "a boorish", "a rough-neck", "a neo-Faustian" character against the old aristocrats epitomized by Tom Buchanan that is on decline in the face of the newly emerging moneyed class with a veneering of neo-aristocracy. F. Scott Fitzgerald presents the encounter between the "nouveau riche" and the declining old American aristocracy in *The Great Gatsby* as Theodore Dreiser does in his great novel *An American Tragedy* that comes out in the same year, 1925 (the publication-year of *The Great Gatsby*).

Gatsby is money-obsessed as he is Daisy-obsessed: for him both the two are indispensable. Considering the value of money, he also allures Nick to earn more money by following some business of "bonds or insurance or automobiles" or some "side line", though he (Nick) is already engaged in bond-selling. He says, "Well, this would interest you. It wouldn't take up much of your time and you might pick up a nice bit of money. It happens to be a rather confidential sort of thing."¹⁹ It is the financial boom in America that puts the young adults, (the Gatsby-class) on a dynamic thrust. Both Gatsby and Nick rush into the East, to New York as New York is the magnetic allure for the Americans: it was a time "of automatic social evolution", the magical power of which is money that the post-war young generation realizes the best. "Things were getting better each year: more grain was reaped, more iron was smelted, more rails were laid, more profits earned, more records broken, as new cities were founded and all cities grew, as the country grew, as the world apparently grew in wealth. . . ."²⁰

We bear in mind, in this context, that the financial boom that America was experiencing during the time is the undying aftermath of the American Industrialization and the immediate impact of the World War I. And, the codes and creeds were hidden in the seeds of aspiration for money in the Declaration of Independence by great Thomas Jefferson that provides the essential strength for the young generation. The newly emerging moneyed class represented by Gatsby makes inordinate and sometimes preposterous adventures to "get rich quick". This boom time is the era that F. Scott

Fitzgerald snaps in his books. Nick's honest efforts in earning money by bond-selling and not by following the 'side-line' testifies that honest morality did not yet die in the society; everybody is not a Gatsby; Nick appears Gatsby's counter. The Jazz American social milieu reminds us of the English Victorian money culture that we find in the novels, for instance, of Charles Dickens, who criticizes the nexus culture for measuring the worth of a "gentleman" in the Victorian English mercantile society.

Gatsby's sense of the time and culture is vindicated by Professor M.J. Bruccoli, as he maintains, "Even when the sentiments are genuine, they are formulated in monetary terms. Gatsby's love for Daisy is an intense and worked-out variety of that which lovers of all ages have felt; its expression is distinctively that of post-war America, of a society that consumes. . . in *The Great Gatsby* the relationship between love and money has been suggested but not enlarged": the novelist presents (as remarked by M.J. Bruccoli) ". . . money as a code for expressing emotions and identity."²¹

Again we may consider the valuable observation by Professor Matthew J. Bruccoli in this context. While considering the importance of love and money, he maintains: "One characteristic of popular American fiction is the implicit separation of love and money. Possession of one does not lead to possession of the other."²²

We also notice the cynical character of money reflected through the money-mongers Dan Cody, Wolfsheim and Klipspringer, the gang-masters of Gatsby's circle. They are not only Gatsby's business associates, but his close companions: Klipspringer is a co-resident, a 'boarder' in Gatsby's Rack-Rent as well. But after Gatsby's death they selfishly disappear from the spot and hide for their safety, leaving the castle a desolate place where "*the party was over*" (188). None of them attend his funeral when the whole responsibility is undertaken by Nick single-handed. At Nick's request Meyer Wolfsheim puts forward his philosophical reply, "Let us learn to show our friendship for a man when he is alive and not after he is dead. . . After that my own rule is to let everything alone."²³ His argument further shocks the reader as he says, "When a man gets killed I never like to get mixed up in it in any way. I keep out. . ."²⁴ On the telephonic conversation with Klipspringer, Nick receives a reply that dumbfounds the reader and fills with bitter contempt: "What I called up about was a pair of shoes I left there. I wonder if it'd be too much trouble to have the butler send them on. You see they're tennis shoes and I'm sort of helpless without them. My address is care of B. F. —"²⁵

Thus the quintessence of *The Great Gatsby* asserts that the brutality of money is the root cause of Gatsby's doom, in which the mirage of love of Daisy – the “vulgar and meretricious beauty” that works as the prime catalyst.

Now let us look into *Tender is the Night*, an enormous novel of epic theme on money and love. There are a number of cases of love along with the central subject of Nicole and Dick Diver. Here the matter of love and money appear in overt fashion delineated on a mammoth scale. Dr. Dick Diver's double-ended love with Nicole Diver (first his patient and then his wife) and Rosemary Hoyt develops the central plot. Dick's love for Nicole is a case of slow and un-spontaneous progress that dwindles on the mid-way, because it progresses primarily through his professional commitment, but his love for Rosemary, which is an extra-marital affair, starts out of romantic sensibility. The second is a case of love at first sight that knows no law, which cares for no social or moral conventions. The Rosemary-case is a meteoric experience of shock for Dick, but it possesses the lustrous vigor that Nicole-case lacks.

In analyzing the theme of love in this novel we need to estimate the dimension and essential properties of love between Dick and Nicole and Dick and Rosemary, and further the nature of love of these three characters: their mutual care, concern and commitment. Nicole is a psychiatric patient under the medical care of Dr. Dick Diver; she is not quite a normal human being, gravely disordered in the neurological level, albeit not totally imbalanced or insane. So normal human behavior may or may not be expected of her. But it is Dick's professional responsibility to provide the loving care for her cure that Dick is assigned to perform. Her nervous crack takes place as a result of incest by her father Mr. Devereux Warren causing her profound phobia for men. Dr. Dick's duty is to dispel that phobia and normalize her mental order. His dedicated care charged with his innate love for Nicole develops one of the love plots. But his love with Rosemary grows like an independent sub-plot to form a love triangle in *Tender is the Night*.

A great part of *Tender is the Night* deals with money that dominates the prime nerves of the plots, in which the novelist's attitude towards money surfaces. The story snaps the life of all the moneyed expatriates in France, where they are on pleasure trips. They are in a picnic tempo, even Rosemary, who goes to Riviera on a film shooting trip, falls into the picnic flare. Her love with Dick Diver is only a matter of side track affair, a selfish and whimsical romanticism. The emptiness of her love for Dick comes to light at a later stage.

Rosemary's falling in love with Dick is only a crafty game that she and her mother strategically stage. Dick first falls in a fix: in one side there is Nicole, his wife and on the other side Rosemary his extramarital love, though his passion for Rosemary goes with fresh vigor. As for Rosemary, in her mother's lap afterwards Rosemary cried and cried. "I love him, Mother. I'm desperately in love with him - I never knew I could feel that way about anybody. And he's married . . . it's just helpless. Oh, I love him so!"²⁶ And in reply the mother (Mrs. Speers) assures: "If you're in love it ought to make you happy. . ."²⁷ since all she wants is to see her daughter happy. Once Rosemary confesses to Dick: ". . . I told you I fell in love with you the first time I saw you."²⁸ In the primary stage Dick invites Rosemary and her mother to his Villa Diana to dinners, and takes Rosemary to Paris on shopping. Once she says: "I think you're the most wonderful person I ever met - except my mother."²⁹

Despite some progress on the way of their love, while Dick is sincere and flamboyant, it dies under the restrictions imposed by Mrs. Speers. She is virtually the fate-designer of the daughter, a passive toy in her mother's hand: Rosemary tells, "My mother. She decides business matters. I couldn't do without her."³⁰ A sort of Mammon, Mrs. Speers manipulates the daughter only as a tool for money. To the mother love counts no value: she sternly cautions Rosemary, "You are brought up to work - not specially to marry. . . Wound yourself or him - whatever happens it can't spoil you because economically you're a boy, not a girl."³¹ It is not easy for Rosemary to step forward since she is aware of "her mother's middle-class mind, associated with her attitude about money."³² It is really "helpless" since Dick is pulled more forcefully towards his duties to Nicole than towards Rosemary. Later he finds that Rosemary is playing just a fraudulent game of love. Her falsehood comes to clear light to bring the catastrophe, when Dick gets a report from Collis Clay: he tells that Rosemary was traveling with Bill Hillis, by a train from New York to Chicago, and he hears Bill Hillis asking Rosemary, "Do you mind if I pull down the curtain?" to which she says, "Please do. It's too light in here."³³ By playfully quoting to Rosemary "Do you mind if I pull down the curtain?" Dick catches up her guilty conscience who gets startled and fumbles for the proper reply. 'Dick felt a change taking place within him. Only the image of a third person, even a vanished one, entering into his relation with Rosemary was needed to throw him off his balance and send through him waves of pain, miseries, desperation.'³⁴ Defrauded Dick hardens himself with a conviction that Rosemary is a traitor, a fraud to whom he should not donate his soul. Rosemary's repeated declarations like "I fell in

love with you the first time I saw you.”³⁵ prove sugar-coated lies to which Dick cannot compromise. He not only loses faith in her but adopts a deep disdain towards her: he considers that he did not tell her anything “. . . to imply that she possessed any part of him.”³⁶ His speculation keeps on repeating: “Not only are you beautiful but you are somehow on the grand scale. Everything you do, like pretending to be in love or pretending to be shy gets across.”³⁷

In a number of occasions, we read that Dick kisses Rosemary ‘*without enjoying*’ them: they are just dull and pale kisses. But Rosemary’s burning sexuality is well demonstrated when we read: “Oh, no, now. I want you to do it now. Take me, show me. I’m absolutely yours and I want to be.”³⁸ Flirtatious Rosemary offers herself to a number of men from Hollywood down to French Riviera that Dick comes to discover at no bleak suspicion but for definite certainty.

Dick’s is a love without sex while Rosemary’s is a sex without love and hence it does not develop any fruitful course. Her (Rosemary’s) fraudulence ruins Dick’s initial love that could mould a happier course for him. After realizing the swindling character of Rosemary and her mother’s strategic operation, Dick concludes to abandon them for good.

The triangular love of Rosemary, Dick Diver and Nicole is the pivotal issue in *Tender is the Night*. And the essential fact of the love-case is that none of the three is committed to the other: Rosemary proves false and Nicole conceitedly false. The balance of the love-war has so subtly been maneuvered that it makes *Tender is the Night* a great love tragedy. Dick is delicately divided between the two: his love for Rosemary starts with a glow and unmeasured passion but he dispassionately loves Nicole, first out of a deep sense of professional duty then out of a husband’s role, but his love faces recurrent hindrances from both Nicole and her sister Baby Warren. Nicole dwindles from her deep-rooted suspicion that Dick is in true love not with her but with Rosemary and Baby degrades him from excessive pride of her parental money.

Dick’s love chapter with Nicole is a shaky and delicate case; it utterly lacks the glow, the aroma, and the spirit of love. Dick-Nicole love is just a drab and dull affair that is kept going on a perfunctory scale. Dick has to act love with the psychologically unstable Nicole in which he is ‘hired’ by Nicole’s wealthy father Mr. Devereux Warren. Like Baby, Nicole, who inherits the Warren genetic properties, also treats Dick condescendingly: she also slights

his love down to a zero level promoting his alcoholism. Dick's marriage with Nicole is not a fruit of their love: it is only a circumstantial necessity. Nicole is a "gone coon" whose 'damaged shells' Dick has to repair with delicate care that he performs so meticulously.

But his loving care is brutally ignored and humiliated repeatedly by both Nicole and her sister. Neither Nicole nor Baby possesses the intellectual level to estimate Dick's skill and care. Like a traitor Nicole jumps on to Tommy Barban at Baby's instigation since Nicole (like Baby) believes that they could purchase everything by money. Dick is "too intellectual" for them. In addition, they believe that Dick is not a match for them as far as their aristocracy is concerned: they try to refine and polish him up and convert him to an aristocrat by their standard. As for Baby, she ". . . had looked Dick over with worldly eyes; she measured him with the warped rule of an Anglophile and found him wanting . . . and she pigeon-holed him with a shabby-snobby crowd . . . he put himself out too much to be really of the correct stuff. She could not see how he could be made into her idea of an aristocrat. . . Doctor Diver was not the sort of medical man she could envisage in the family. She only wanted to use him innocently as a convenience."³⁹ Their money-oriented egoism is exposed in plentitude when we read that Baby considers, ". . . young doctors . . . could be purchased in the intellectual stockyards of the South Side of Chicago . . ."⁴⁰ Or, when we see that Nicole, even after her marriage with Tommy Barban and separation with Dick, when he sets up a small office in Buffalo, Nicole ". . . wrote to Dick if he needed money"⁴¹. It is understandable that it is not out of sympathy or love for him but out of her conceited egoism embedded on money that Nicole writes such an insulting letter showing nothing more than her condescending attitude towards Dick.

In the process of the tragic decline of love Nicole's sister Baby Warren contributes a lot in which money plays the catalyst force. Baby, by dint of that power of money, operates upon Dick and crushes him blatantly. With reference to their enormous railroad property Baby boastfully says: "There's a lot of business, - the property we used to call the station property. The railroad only bought the centre of it at first. Now they've bought the rest, and it belonged to Mother. It's a question of investing the money."⁴² In addition, the financial magnitude of the Warren family is enormously detailed: referring to Nicole's money, the novelist writes: "For her sake trains began their run at Chicago and traversed the round belly of the continent to California: chicle factories fumed and link belts grew link by link in factories; men mixed toothpaste in vats and drew mouthwash out of copper hogsheads;

girls canned tomatoes quickly in August or worked rudely at the Five-and-Tens on Christmas Eve; half-breed Indians toiled on Brazilian coffee plantations and dreamers were muscled out of patent rights in new tractors – these were some of the people who gave a tithe to Nicole; . . .”⁴³

Nicole is married to Dick after a course of critical investigation of Dick’s ancestral pedigree instituted by Baby, who plays the key role on the Warren side and formulates all the decisions with regard to Nicole’s treatment in Zurich. She is hesitant about the marriage despite Dick’s benevolent medical treatment and extra professional care to Nicole. Still Baby avails all the chances to shoot her poisonous arrows of humiliation towards Dick. Referring to her ducal aristocracy Baby says to Dick: “. . . I don’t know whether you know Chicago or not. . . . Well, there’s a North Side and a South Side and they’re very much separated. The North Side is chic and all that, and we’ve always lived over there, at least for many years, but lots of old families, old Chicago families, if you know what I mean, still live on the South Side. . . . I don’t know whether you understand.”⁴⁴ She not only forces her pride of aristocracy on Dick, but she questions Dick’s intelligence to hurt him deeper. At a later development, when she realizes that Dick is not to be tamed as a pet creature, Baby bitterly shoots her insult, defying his minimal independent individuality. In a crude challenge she says: “We own you, and you’ll admit it sooner or later. It is absurd to keep up the pretence of independence.”⁴⁵ By force of money she persuades Nicole for a separation from Dick and make a fresh bond with Tommy Barban, whom Nicole marries in the last event. As for Nicole she also changes and assumes her ancestral attitude: “Nicole had been designed for change, for flight, with money as fins and wings.”⁴⁶ Indeed Nicole is changed in character because of her money; we read: “Nicole is now made of – of Georgian pine, which is the hardest wood known, except *lignum vitae* from New Zealand –”⁴⁷

The tragic tale of Dr. Richard Dick Diver consummates the fact that the cynical character of money ruins the divine milk of love of a generous soul: in American perspective money and love go in perennial animosity; one cannot stand the other.

Conclusion

In conclusion, we may say that the greater money in the hand of the girls’ families acts ruinously on the lads coming from the financially lower stratum, who aspire to win them. Through his novels F. Scott Fitzgerald draws the thesis that the boom of money in the American life crushes the divinity and

sanctity of love, in addition to some other old values. That is why we unavoidably quote in conclusion the gospel axiom pronounced by Professor Matthew J. Broccoli: "One characteristic of popular American fiction is the implicit separation of love and money. Possession of one does not lead to possession of the other. . . ." ⁴⁸ After critical assessment of the zeitgeist of the American society portrayed by the novelist, Professor William Fahey remarks in the similar tone that is so pertinent to draw the conclusion to this study: "It is a world filled with trivial pleasures and gaudy baubles, a society whose only bond is the cash nexus". ⁴⁹

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CUSTOMER RELATIONSHIP MANAGEMENT (CRM) IN ACADEMIC LIBRARIES: PERCEPTION AND REALITY

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***Abstract:** In this digital era academic libraries are already facing their greatest challenges and difficulties with multiple communication channels. For more than a decade, academic libraries have been under the pressure to change its way of operation and management due to constraint of budget and the appearance of online resources. These situations cause the libraries to value their development of resource and the application of library marketing to better service. How to retain and increase users through enhancement of service becomes the great concern of library managers/librarians. Customer Relationship Management (CRM) is not a tactical or functional approach but a key strategic process. A comprehensive CRM is highlighted with its pillars, characteristics, basic principles, initiatives in libraries, library service, significance, model and 4S, and user satisfaction through evaluating academic libraries in this study.*

***Keywords:** Customer Relationship Management (CRM), Academic Libraries, 4S and Reality*

Introduction

Academic libraries are currently facing their greatest challenge caused by the explosion in tertiary education and academic publications. The alliance of business and universities to create a new paradigm of tertiary education, and the emergence of the virtual university, supported by the virtual library, call into question many of our basic assumptions about the role of the academic library and the security of its future. Retaining and improving their customer databases and focusing on meeting their customers' expectations are the only ways for academic libraries to survive in this volatile competitive environment (Cullen, 2001). CRM is a widely-implemented strategy for managing organizational interactions with customers. It involves the

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processes of finding, attracting, and retaining new customers, nurturing and retaining those the organization already has, enticing former customers back into the fold, and reducing the costs of marketing and customer service. The overall goals of CRM are to create customers' satisfaction, trust, loyalty, and retention (Gronroos, 2000; Tiwana, 2001, Gartner Inc., 2009). Recently, there has been increasing interest among Thai academic libraries in using CRM for library services improvement, seen in meetings and conferences that addressed applications of CRM in academic libraries and CRM benefits. Tulyasuk, et al. (2005) also suggested that Thai academic libraries had urgent needs to provide more proactive services and integrate the CRM strategy for improving the library services. Although there were CRM practices found in some academic libraries such as the study of customers' attitudes and needs, the creation of customers' profiles, and the provision of several options for customers' communication, most of these practices are related to the library traditional services such as circulation, inter-library loan, and current awareness service.

Application of CRM in libraries will add the values of library services. It creates confidence and satisfaction among users and will in turn increase the number of users and at the same time draw back former users to come on a regular basis (Broady-Preston, Felice, & Marshal, 2006; Wang, 2007).

Review of Related Literature

Customer Relationship Management is a concept that is based on the philosophy of customers and marketing developed for relationship building (Kotler, 2003). Gronroos (2000) defined CRM in service marketing as a communicating process between customers and an organization's service in order to attract and maintain those customers who will be the organization's or library's true users who are willing to use the library's services. These customers / users also have a tendency to willingly pay for the organization's services at a higher level.

Chen & Popovich (2003) suggested that the key factors for CRM are people, technology, relation and process. However, all four strategies and implementation processes, customer centric business process, enterprise-wide strategy, technology-driven process, and cross-functional integration must be propelled.

Combe (2004) proposed four items for driving forth CRM: culture, leadership, people, and technology. There are other academics, both national and foreigners who conducted studies on factors leading to CRM success.

Many academics have conducted studies and proposed important components of CRM. Buttle (2004), for instance, stated that there are 4 important factors affecting the chain values of CRM, namely, leadership and organizational culture, people, data and information technology, and process.

According to Nykamp (2001), process of customer management is the most important factor supporting the introduction of CRM in organizations. The process commences from getting to know customers and building good relationships with customers based on the behaviors of target groups. Library management is also playing most vital role for building a good relationship among information providers and information seekers through focusing by CRM in academic libraries.

Combe, 2004; Ho, & Chuang, 2006; Mendoza et.al., 2006; Zablah, (2005) affirmed that customer management process cover recording and registering customers' account, analyzing for better understanding, providing services to library customers, implementation towards expected customers, continuous interaction with customers, and arrangement of different activities.

Nowadays information technology and communication are used as the tool for organizational communication, knowledge management, and strategies (Laudon, & Laudon, 2002). Likewise, CRM technology is the important strategic tool of an organization to attain success in CRM application (McKie, 2001; Stefanou, Sarmaniotis, & Stafyla, 2003) owing to the basic structure of information technology and information from customers' databases (Torres, 2004). Primarily, the customer management strategy requires a center to store all customers' news and information. This center must have efficient information technology architecture that is adjustable according to the changing environment (Combe, 2004; Buttle, 2004).

Customer Relationship Management (CRM)

Kotler and Fox (1995) stated that "The best organization in the world will be ineffective if the focus on customers' is lost. First and foremost is the treatment of individual students, alumni, parents, friends, and each other (internal customers) every contact counts." Huang (2007) stated that library services are a kind of invisible product and it is important to obtain readers' discontent information for improvement of the services. Information providers and information seekers (customers/users) are always trying to

make relationship by providing right information at the right time to the right person.

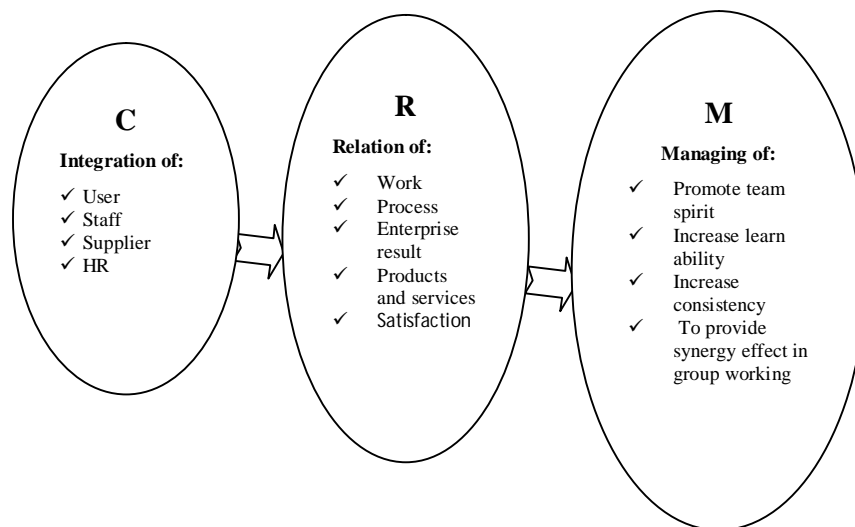
CRM stands for

Customer (Soul of CRM): Made up whole users/customers

Relationship (Heart of CRM): Relation between information seekers and information providers

Management (Brain of CRM): Manage (art of manner of handling) + Men (users and staffs) + T (techniques)

Wang, M. Yu (2006) presented CRM with the following diagram:



Methodology of the Study

CRM is more evolution than revolution. Thus achieving the full potential of each user relationship should be the major goal of every academic library. The study covers working information providers in academic libraries. CRM system examines the move toward operation and outcome/feedback of results from this mainstream in the libraries (services, process, relation and management).

Objectives of this Study

The overall objective of the study is to promote right information to the right user through pertinent management. To achieve this goal, library professionals should keep in mind the following steps to provide scholarly information services.

1. To identify the key pillars of CRM in Academic Libraries
2. To provide information services to meet the needs of the users.
3. To find out right approach of the users
4. To recognize the factors related to CRM effectiveness
5. To build up satisfaction level of the users

Pillars of CRM in Academic Libraries

Creech (1994) listed five pillars of CRM that provides a strong foundation for organizations / libraries. This can become the focus of improvement in technical and higher education for their transformation. The key pillars are:

1. Organizations (Academic libraries)
2. Product (Library materials)
3. Process (Library materials process)
4. Leadership (Relationship between information providers and information seekers)
5. Commitment (Provide proper service through good management)

Each pillar depends upon the other four, and if one is weak all are weak. So, five pillars of CRM can be associated with library management system to provide scholarly information to the customers or users.

Basic Principles of CRM

As basic principles for CRM, Schellong (2008, p. 11) identify the following: 1) personalization (products, information, services); 2) customer integration and customer proximity (planning processes, product development, collaboration), 3) interaction (channels, long-term communication, surveys); and 4) customer segmentation. Indeed, strategies those guarantee quality management and a user-oriented culture.

In relation to models, Anderson (2001), cited by Schellong (2008, p. 16), based on a review on relationship development models, suggests four phases in relationship exchange: pre-relationship, negotiation, development and

termination. In the same way, when approach the interactions that take place during a process of information provision, break it up in phases which are called the negotiation cycle and as a service include the same phases.

Characteristics of CRM in Academic Libraries

Relationship management is a user friendly feature with service response based on customer /user input, one-to-one solutions to customers'/users requirements, direct online communications with user and information desk centers that help users solve their issues.

Wang, Mei, Yu, (2006, p.288) mentioned, with limited resource, an inexpensive and clear-cut CRM solution was sought, and the system that possesses the following features and functions was considered:

- **Accessible through the web:** Users and library staffs can log into the system through the Internet.
- **Site customization:** This was to assist users to reach the needed information efficiently. The CRM system is suggested to offer customization features allowing users to offer the content they see, and if possible, the system should also provide customized service. In other words, once a user is registered, he/she will be provided only the information based on his/ her profile.
- **A storage repository:** In addition to send to the right user at the right time, all the answers should be stored within a repository for future use and analysis.
- **Search engine:** Allow the visitors to search on keywords to locate quickly specific answer on the web site.
- **Automatic question routing:** A reasoning rule must be set in order to allow the system to route the enquiries to the right librarians and / or library staffs.
- **Mailing list:** To receive more information, the visitor can add his / her e-mail address to a list to receive automated e-mail.
- **Introduction for first-time users:** Visitors, who enter the site for the first time, should be able to surf to an introduction page, and this requires contains information about how to use the site most efficiently.
- **Chat:** The chat feature allows a visitor to enter a real-time conferencing with librarian, library staffs and / or other users on the web site.
- **Electronic bulletin board:** Script-driven forums allow visitors to share information with others and can help shape a web site to better serve

users' needs. Through an electronic bulletin board, a visitor can post a message or can respond to a posted message on a special web page.

- **Alternative channels:** As one of the main points of CRM systems is to communicate effectively and efficiently, different ways to contact the library should be offered, for instance, e-mail, fax, toll-free numbers, postal address, call back button and voice over IP, bulletin board.
- **Administer the learning processes of library staff:** The system should be able to examine the status of the learning activities of library staff, assign learning initiatives to them, and generate reports on their learning activities.

One admitted that CRM system might become a good tool to provide accurate information to the users at a speedy manner.

Significance of CRM in libraries

A library must clearly understand its mission and goals to support teaching, research and learning, as well as identify the characteristics of users to provide adequate instructional programs. On the strategic stage, a library manager should create a CRM strategy focusing on the organization and user instructional programs. Such strategy should provide the library with a clearer platform, with which to develop and implement CRM activities (Payne and Frow, 2005).

CRM system is a very important tool in the library. Namely, libraries as educational institutions have mission to gather, process, store and make access to information and that's why library staffs must make their services better and attract new customers as well as keep existing users. CRM implementation can contribute to development of better library services according to many studies as for example is research conducted in academic libraries.

According to Siriprasoetsin, P., Tuamsuk, K. & Vongprasert, C. (2010, p. 69), significance for academic libraries on development of CRM in libraries includes: (1) CRM must be included in the library strategic plan, (2) CRM must be a key strategy for the improvement of library service quality (3) library administrators must have strong leadership for achieving the effectiveness of CRM practices in the library (4) library staff must have good knowledge and understanding of CRM (5) the working cultures for CRM effectiveness such as team and good communication between staff must be encouraged and practiced in the library, and (6) technology must be fully supported for CRM in the library.

CRM can be considered as pre-conditions for focusing into academic libraries. These fall into the following eight categories: (1) communication with users, (2) design of user-friendly system, (3) information about library and public relationships, (4) affective engineering, (5) promoting content of library, (6) expanding and enhancing services, (7) superior service quality and (8) contacts with potential future users.

CRM initiative in libraries

Many librarians / managers believe that library operation and service development are customer focused. Generally, CRM is used to analyze and utilize marketing databases as well as to leverage communication technologies in order to determine corporate practices and methods to maximize the lifetime value of each individual customer to the organization (Kumar and Reinartz, 2006). In the application of CRM in library service, librarians / managers can focus on how they can arrange their collections and services to attract more users to the library. Thus, it has become their top priority to determine how users expect to use a library.

A relationship is a bond or connection between an organization and its customer (Rajola, F., 2002). Researchers have used the following to emphasize the application of CRM issues in the library: data mining on book recommendation and library marketing (Yen, 2002); resource usage efficiency (Chen et al., 2004); acquisition budget allocation (Kao et al., 2003); acquisition and cataloging (Chu, 2005); improving service (Will, 2006); user service (Wang, 2006); and CRM software in e-journal access (Borchert, 2006). Without appropriate CRM, a library manager may misunderstand users' service requests and be unable to meet users expectations.

CRM in library services

Perng, Chyuan Wang, Shiow-Luan and Chiou, Wen-Chill. (2009, p.14-15) mentioned that academic libraries pondered how to operate and manage reader services in an effective and efficient way. CRM highlights the customer-centric approach and builds relationship with customers to confirm to the customer focus in library operation and management both in physical or virtual times. Keating and Hafner (2002) addressed the business models that can be applied to libraries of higher education and develop strategy of one-to-one relationship management that provides the libraries with capabilities to change the delivery and role of the library.

The development of library operation and service aiming at the goals of customer/user focus is very important to library managers. CRM is the practice of analyzing and utilizing library databases and communication technologies to determine corporate practices and methods that will maximize the lifetime value of each individual user to the library (Kumar and Wener, 2006). CRM is used popularly in library service and library managers need to concern themselves with collection design in that they arrange their holdings and services in a way that will attract customers to the library. By emphasizing the application of CRM issues in library, researchers use data mining on book recommendation and library marketing; resource usage efficiency; acquisition budget allocation, acquisition and cataloguing; reader service. Readers will always be the critical focus of a library and is eager to build relationship with them related to interactive and user oriented service such as circulation desk, website, reference query, and personalized service. The concept of CRM is to apply broadly both in library organization and mechanism of reader service which is mentioned (Hernon, Peter, Nitecki, Danuta A., and Altman, Ellen, (1999).



Figure 1: CRM model in libraries

Constantinides (2002) proposed the Web-Marketing Mix (WMM) model to identify the online marketing critical elements and addresses the E-Commerce strategic, operational, organizational and technical issues by: Scope, Site, Synergy and System (4S) which is interrelated to the library management system.

1. **Scope:** The scope is acted as a strategic direction for information managers to ensure the whole staff follows the organizational predefined goals and objectives.

2. **Site:** The site transforms a web required to evaluate how well the website's presentation has compiled with the presenting functional requirements. Library website is the virtual front doors to collections and services, and as a powerful communication channel.
3. **Synergy:** The synergy can be applied to all necessary organizational /library issues such as back-end supports or knowledge capability.
4. **System:** The system can be used to examine whether library surroundings have the necessary technologies to support the technical related to library use during the transactional (borrow/return) processes (see Figure 2).

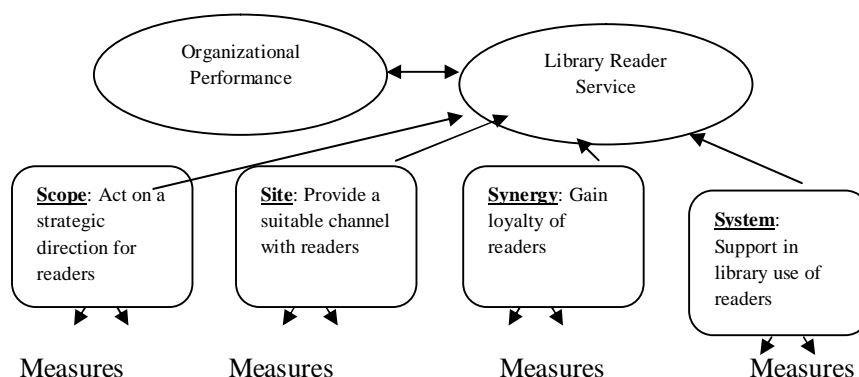


Figure 2: The conceptual framework of 4S in library reader service

User expectations and satisfaction

In the view of library, users are like customers and library always tries to encourage continued patronage by providing scholarly information to increase their satisfaction. Customer satisfaction leads to loyalty and is an important CRM tool in identifying, rewarding, and retaining customers (Kumar and Reinartz, 2006). Satisfying customer expectations and caring for their individual needs require a thorough understanding of how they are related to CRM. Customer / user satisfaction represents the degree to which a library has met the users' needs and expectations (Cooper and Dempsey, 1998:33; Dlamini, 2006). User satisfaction is equal to success, although complaints may still exist. One way of ensuring satisfaction is to encourage users to utilize the resource and services offered by libraries. Libraries can

also implement instruction programs to educate and guide users in browsing through the web.

Conclusion

Library as a learning center is at the heart of campus. Libraries today must find ways to optimize operations, maximize resources, enhance services, and serve customers at the right time. Users' needs and wants are at the core of library service and development. Librarians / Library managers are conscious of the trends of user focus and eager to know users' expectations. Librarians should realize that they are the knowledge workers, providers, and creators, not just information depository. The creation of new knowledge is a major challenge for all organizations today.

Librarians or information managers of academic libraries in Bangladesh realize and provide indirectly such services to the library users. Now, it is the crucial time to utilize the important tools of CRM while providing information services to the users in academic libraries. Without appropriate CRM, library may misunderstand their readers' service requests and be unable to meet reader expectations. CRM system in academic libraries could be implemented through resource collection, building a relation between library staffs and users, and proper resource management.

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LOVE AND FEAR: USE OF TWO PRIMAL EMOTIONS IN NAZI POLITICAL PROPAGANDA IN THE PERIOD OF 1930-1945

Saleem Ahmed*

***Abstract:** Two primal emotions of love and fear were used by the Nazis in their propaganda campaigns aimed at the German people. The Nazis resorted to total propaganda to control the psyche of the people. The success they achieved has few parallels in history. Attempt has been made in this paper to delineate, in broad strokes, the two tactics of their propaganda covering only the most important themes of the Nazi period.*

***Keywords:** Propaganda, Nazi, symbol, absolute authority, terror*

Introduction

This study examines the role of the two primal emotions, love and fear, as tactical weapons in Nazi propaganda. It is proposed that the Nazis resorted to total propaganda to sway the people and these two themes recurred time and again in their efforts. The Nazi leaders, including Hitler himself, held that terror is an effective tool to control (and impose on) the people. In addition to this, Hitler was portrayed as a benevolent god figure who bestowed love and compassion. Theories of propaganda by Jacques Ellul were used as theoretical basis to examine the propaganda techniques here in this paper.

Propaganda Defined

Ellul's views on propaganda bears some examination here as his "thought edifice" is different than that of other literature on propaganda (Ellul, 1978). The conventional definition of propaganda implies a form of communication that is targeted at a well defined group with the goal of changing their attitude towards some cause or position. Garth Jowett and Victoria O'Donnell define propaganda in this way: "Propaganda is the deliberate, systematic attempt to shape perceptions, manipulate cognitions, and direct behavior to achieve a response that furthers the desired intent of the propagandist" (Jowett, O'Donnell, 2006). Ellul has studied and explained propaganda from a sociological point of view. To him, it is a sociological phenomenon that is all pervasive, and an integral part of modern technological society.

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Harold Lasswell, a prominent scholar in the field of mass communication research, focused on the content analysis aspect of propaganda. He is the proponent of an early definition of communication that stated, “Who says what in which channel to whom and with what effects” (Lasswell, H.D, 1946). Lasswell, like Ellul, also came to the conclusion that propaganda had to be all pervasive in all aspects of the citizen’s life in order to be effective. It is the “says what” part of his definition that he focused on in his work to focus on the content of propaganda to understand its effectiveness.

Another propaganda model that also focuses on the effect of propaganda on the citizens has been advanced by Edward S. Herman and Noam Chomsky in their book *Manufacturing Consent: The Political Economy of the Mass Media*. Their model of propaganda examines how populations are manipulated and how consent for economic, social and political policies are “manufactured” in the public mind due to propaganda. Their theory postulates five general classes of “filters” through which news is processed to be presented by the news media to the public. These five classes are: Ownership of the medium, Medium’s funding sources, Sourcing, Flak, Anti-Communism, and fear ideology. Chomsky and Herman updated the fifth class or “filter” to instead refer to the “War on Terror” and counter-terrorism after the attacks of 9/11, although they stressed that it operates in the same manner. We shall go into some more details into this fifth class of fear ideology to understand its implications in our present paper.

In an atmosphere of impending nuclear doom and fear and distrust during the Cold War, Herman and Chomsky wrote *Manufacturing Consent* and the fifth and final news filter Herman and Chomsky wrote was ‘anti-communism.’ Chomsky later updated the model as “fear”, often as ‘the enemy’ or and ‘evil dictator’ like Colonel Gaddafi, Saddam Hussein, or Slobodan Milosevic.

Extensive studies have been done of the Nazi phenomenon. Most cover wide areas. There are a few specific studies of the Nazi propaganda methods that discuss general use of media and messages. Notable among them are: *Propaganda: The Art of Persuasion: World War II.* by Anthony Rhodes and *Goebbels and National Socialist Propaganda* by Ernest K. Bramstead.

Both are excellent reference books but neither deal in depth with the two aforementioned tactics in detail though almost all books make passing references to the psychological aspects of the German people exploited by the Nazi propagandists.

This study was done completely on review of available literature and films of the Nazi period. The book *The Psychopathic God: Adolf Hitler*. By Robert G. L.

Waite is an attempt to analyze Hitler's mental state during the war. The book is considered to be a definitive psychological portrait of Adolph Hitler. By documenting accounts of his behavior, beliefs, tastes, fears, and compulsions, Robert Waite attempts to explain Hitler and his motivations for doing what he did. But Waite's ultimate aim is to explain how Hitler's psychopathology changed German—and world—history.

The book *The Mind of Adolf Hitler; The Secret Wartime Report.* By Walter C. Langer provides fascinating insight into the mind of the German leader and his eventual degeneration and suicide.

Another book, *A Psychological Analysis of Adolf Hitler*. By Walter Langer was prepared as a report by Harvard Psychologist Langer as a psychological profile of Adolf Hitler for the Office Of Strategic Services (the forerunner of CIA) in 1943.

A classic definition of propaganda is provided by Jacques Ellul (1965): "Propaganda is a set of methods employed by an organized group that wants to bring about the active or passive participation in its actions of a mass of individuals psychologically unified through psychological manipulations and incorporated in and organization" (p. 61). The success achieved by the German Nazi Party to subjugate the German mind during WWII is perhaps unparalleled in history. The Nazi Party and its leader, Adolf Hitler, earned a place in the life of the German people that is difficult to explain except in terms of propaganda and, to be more specific, Total Propaganda. Ellul (1965) defines Total Propaganda as "utilizing all types of technical means..." at the disposal of the propagandist" to achieve the goals of controlling the minds of the individuals (p. 9).

In this paper I shall try to explain the techniques of Nazi propaganda with the German people and try to find the psychological conditions that I think were conducive to such all pervasive effects. I shall show that Hitler and the Nazi Party sought to replace the German nation's Christian belief with a belief in Hitler and his party's ideals by placing Hitler as a replacement of the Christian God, and secondly, Hitler and the Nazi Party used the primal emotion of fear to gain a place in the German people's mind to achieve the effect of all pervasive sociological and political propaganda.

Germany and Hitler

Germany in the wake of the First World War and the Versailles Treaty was a despondent nation. The Germans thought that the treaty was a disaster to them and their self-esteem.

Germany in the 1930s was caught up in “...die grosse angst—an all pervasive ‘great fear’ of many thing, including economic catastrophe, personal failure, social upheaval, moral decline, the communist menace, the Jewish peril” (Waite, 1977, p. 330).

The Nazis understood this fear and manipulated this primal emotion to take over Germany’s political process. Hitler and his party provided the people with promises of fulfilling their needs.

Here we may take the help of the concept of the hierarchy of needs as proposed by Abraham Maslow (1970). According to Maslow, “...the basic human needs are organized into a hierarchy of relative prepotency” (p. 17). Once a human need is satisfied that need is replaced by other, previously less important needs which emerge as the primary concern at that moment.

The order of hierarchy of needs, according to Maslow (1970) is (a) Safety Needs, (b) Belongingness and Love Needs, (c) Esteem Needs, and (d) Self-Actualization Needs, (18-22).

Hitler and the Nazi party were offering to fulfill the deeply felt needs of safety, esteem, and self-actualization to the German people. Hitler and his party were the promise of transcendence from the hyper inflation and deep economic depression of the 1920s and 1930s to a position of power and primacy in Europe and eventually in the world.

Propaganda relies on a very effective mode of operation. It simplifies complex problems and offers quick solutions.

Use of Propaganda by the Nazi Party

Hitler and the Nazi Party did just that. Exploiting the emotional needs of the moment of the German people, the party elevated Hitler to the status of a god. They used imagery, motifs, music, literature, and Hitler’s demagoguery to feed the mob’s psychic hunger.

Emotions and prejudices of racial superiority with pseudo-scientific theories provided the German people with a sense of self-esteem. The Nazi party soon instilled in them an illusion of power that filled them with a sense of control and they felt ready to do anything to destroy whatever was deemed to be against the Germanic people (Fest, 1970, p.99).

Hitler showed the Germans the reason for their misfortune and offered solutions. He appropriated the myths of Western Civilization and specially the German myths to create the Nazi Party and his demagogic persona.

Western civilization and its traditions were formed and modified to a great extent by the “Judeo-Christian heritage...” (Tilghman, 1994, p. 7).

Hitler utilized the myths of these traditions and was able to replace the originals and achieve transference of human dependence from the intangible to the tangible, from religion and God to the Nazi Party and the Fuhrer through clever manipulation of images and mythical traditions. Religion, at all times and places, has provided humans with answers to two great questions of existence: “Where did I come from?” and “Where am I going?” (Buller, 1943, p. 143). “Religion achieves its effect and success by assigning humans a means of determining their bearing...in the cosmos adequate to his complex nature...” (p. 144).

The devastated state of mind of the German people in the aftermath of the Versailles Treaty was filled by the Nazis in a way that nothing else could. Hitler and his Nazi party, through well planned manipulative actions, took up a position in the lives of the German people that apparently provided them with the answers to their existential crisis in post WW I Germany.

One leading intellectual in Germany at that time describing the Nazi party commented: “...much of their teaching and symbolism is directed towards answering the spiritual needs of this generation...” (p. 145). He further said, “Their solution is new gospel for the Nazis, called ‘Blood and Soil’... (145-146). The German youth specially could find a new significance to their lives because they could identify themselves with the German race and their destiny with that of the Third Reich.

Karl Weber, an ardent Nazi youth leader, explained to Buller (1943) Nazism’s appeal to the youth in these words: “...the younger generation...needed...freedom that comes from security...which come to those who give complete obedience to an authority they know they can trust” (p. 151). The parallels to subscribing to a religious ideology seems obvious from this statement from an authority figure in the party. The Nazis also understood that the principle of authority “...is not abstract, but embodied in a living and concrete personality. Hence, the ‘Fuhrerprinzip’ which starts with the Fuhrer himself...” (p. 147)

Increasing Power of Hitler

Indeed, Hitler and his party’s actions seemed to propel him to a position of god and the party’s ideological narrative and rituals as the religion of the Germans. Hitler became the quintessence of the Judeo-Christian God to the Germans, at once the creator and the destroyer, the loving father figure who also punishes those who are against his injunctions terribly.

Hitler presented himself as the manifest destiny of the German nation. He saw himself to be a messiah or deliverer who has been divinely ordained to redeem Germany. He even went so far to say: “Just like Christ, I have a duty to my own people...” (quoted in Waite, 1977, p. 4). Waite (1977) writes: “In a speech on 10 Feb 1933 he parodied the Lord’s Prayer in promising that under him a new kingdom would come on earth, and that his would be ‘the power and the glory, Amen.’” He added that if he did not fulfill his mission, “you should then crucify me” (p.27).

That Hitler sought to replace the traditional religion with his own brand was to be manifested on many occasions. Waite (1977) mentions Hitler as saying to his followers that “We are not a movement, rather we are a religion” (p. 29).

In a closed meeting of the party in 1930 in the Brown House Hitler announced: “I hereby set forth for myself and my successors in the leadership in the Party the chain of political infallibility. I hope the world will grow as accustomed to that chain as it has to the chain of the Holy Father: (p. 29). He preached a different kind of trinity of his own making—of the State, Movement and Volk and called it the “inseparable Trinity” (p. 29). The German public picked up the refrain in their collective chant of “Ein Volk, Ein Reich, Ein Fuhrer.”

Wilhelm Hauer (1937), a professor of Tübingen University in writing about the new religion of Germany said:

Every great epoch in the religious history of the world has a particular focus where God reveals himself to man... . Once upon a time the point may have been the person of Jesus...for us today it is the nation and German history (p. 54).

Elsewhere, in an oblique reference to Hitler, Hauer (1937) says: “We can see God advancing over German soil, seeking his instrument and, in spite of all opposition, molding events according to his purpose” (p.55).

Use of Symbol

All religious expressions take up iconic symbols to distinguish its identity. For the Nazi party, it was the Swastika. The modification of the Hakenkreuz, a special type of cross, to design the party symbol of the Swastika by Hitler was done to take over the mind and soul of the German people replacing any religious feelings by their feelings for the party.

The use of the symbol in human history was not new at that time, but its use in this way was. The use of the swastika symbol goes back to at least 5000 years (Horst, 1991). Originally meaning “god fortune” or “well being” in ancient

Sanskrit, the *svastika* motif appears to have been first used in Neolithic Eurasia (p. 937). Swastikas also have an ancient history in Europe, appearing on artifacts from pre-Christian European culture. (p. 937).

It was the famous German archeologist Heinrich Schliemann who discovered the hooked cross on the site of ancient Troy. He identified this symbol with similar shapes found on pottery in Germany and speculated that it was a “significant religious symbol of our remote ancestors.” (Quinn, 1994). This conjecture of Aryan cultural descent of the German people is likely one of the main reasons why the Nazi party formally adopted the swastika or *Hakenkreuz* (Ger., hooked cross) as its symbol in 1920. Schliemann’s work was adopted by the Nazi party in its *völkisch* movements, transforming the swastika into a symbol of “Aryan identity” and German nationalist pride. (p. xx).

The Nazi party was not the only party in Germany to use the symbol of swastika. A number of far-right nationalist movements had also adopted the swastika. It became a symbol associated with the idea of a racially “pure” state.

Hitler described his decision to adopt the symbol for his party in the *Mein Kampf* :

“I myself, meanwhile, after innumerable attempts, had laid down a final form; a flag with a red background, a white disk, and a black swastika in the middle. After long trials I also found a definite proportion between the size of the flag and the size of the white disk, as well as the shape and thickness of the swastika.”

In time, this potent symbol became an emotional stimulus of pride for the German people and at the same time it struck terror in the minds of the Jews and others deemed to be enemies of Nazi Germany.

Accomplices of Hitler

Hitler found willing accomplices among the German intellectuals in his search for authority, including Martin Heidegger¹ who, along with other scholars and scientists, called for “an understanding attitude towards Hitler’s policies” (Fest, 1970, p. 253). An influx of new supporters of Hitler and his ideals started to fill up different intellectual institutions in 1933. University professors made a collective declaration of support to the regime of Hitler in May 1933. Students had expressed their support even earlier, in the summer of 1932 (p. 253).

¹ Martin Heidegger was a German philosopher and a seminal thinker in the Continental tradition particularly within the fields of existential phenomenology and philosophical hermeneutics. Born September 26, 1889, Messkirch, Germany.

To end the “spirit of subversion” against Germany, new professors were appointed to the universities, unfriendly artists were intimidated and 20 thousand books of “un-German writings” were burnt in university squares with SA² and SS³ troops in attendance (p. 253-254).

While trying to take over the minds of the German people, Hitler was plainly contemptuous of the people. He believed that the mass were like women or even children who respond only emotionally to a proposition. He held the people in disdain and wrote in *Mein Kampf*: “The receptivity of the great masses is very limited, their intelligence is small, but their power of forgetting is enormous” (Hitler, 1971, p. 180). In the same chapter on propaganda, he writes: 0.

“The people in their overwhelming majority are so feminine by nature and attitude that sober reasoning determines their thoughts and actions far less than emotions and feeling” (p. 183).

Hitler is said to have adopted these concepts of the mass psyche from a book on psychology by Gustave Le Bon, *Psychologie der Massen*. (Leipzig, 1908) that was available to him in Vienna (Waite, 1977, p. 122).

Hitler also devised an oath of allegiance to the Fuhrer that was a close copy of the oath of the Jesuit priests to the Pope. The elite SS wore the sacred runic symbol and were dressed in black, a fashion idea that was borrowed from the dress of the Jesuits.

Using Religious Sentiments

Indeed, Hitler aimed to appeal to the very basic and common religious sentiments of the people with his own prayers and chants, symbols, and events. He even formulated a mystical threat to non-believers that was similar to Gregory VII:

Woe to them who do not believe...These people have sinned...sinned against all life...it is a miracle of faiths that Germany has been saved. Today more than ever it is the duty of the party to remember this National Socialist confession of

² The *Sturmabteilung* (S.A.) meaning Storm Detachment or Assault Division in Nazi Germany, functioned as the original paramilitary wing of the Nazi Party. It played a key role in Hitler's ascent to power in the 1920s and 1930s. Their primary purposes were to provide protection for Nazi rallies and assemblies, disrupting the meetings of opposing parties, intimidating Slavic or Romani citizens, Unionists, and Jews.

³ The *Schutzstaffel* (abbreviated SS) “Protection Squadron” or “defence corps” was a major paramilitary organization under Adolf Hitler and the Nazi Party (NSDAP). It grew to one of the largest and most powerful organizations in the Third Reich. The SS was responsible for many crimes against humanity during World War II.

faith and to bear it forward as our holy sign of our battle and our victory (quoted in Waite, 1977. P. 30).

Ceremonies were instituted with all the paraphernalia of conventional religion. Hitler's colleagues who had died in the Beer Hall Putsch of 1923, were initiated as saints in the Nazi myth and Hitler said that "the blood that they shed becomes the baptismal water of the Third Reich" (Waite, 1977, p. 3). The ritual of touching the so called Blood Flag to the standard of the Brown Shirts could only be done by the high priest, Hitler himself. "Nazi high holy days were substituted for traditional religious holidays..." (Waite, 1977, p. 31).

There was a scripture for the new religion too—Hitler's *Mein Kampf* and it became the marriage gift for young couples instead of the Bible. The league of German Girls reformulated the Lord's Prayer substituting Hitler's name in place of God. Small children were taught to thank "my Fuhrer, my faith, my light" for the daily bread. (Waite, p. 31).

The effect of these manufactured artifacts on the people was remarkable. This is how an American journalist who saw Hitler entering Nuremberg one September day in 1934 described the reaction of the masses:

...I got caught in a mob of ten thousand hysterics...shouting: "We want our Fuhrer."...They reminded me of the crazed expression I saw once in the back country of Louisiana on the faces of some Holy Rollers...They looked up at him as if he were a Messiah, their faces transformed...(quoted in Waite, p. 4)

Another writer (Buller, 1943) has written of similar crowd reactions to the appearance of Hitler to that of the appearance of some holy figure.

The 1935 documentary film *Triumph of the Will*⁴ amply captures the adulation and reverence of the crowd to their god rarely found in political settings. (Barsam 1975. p. 21).

⁴ *Triumph of the Will* (German: *Triumph des Willens*) is a propaganda film released in 1935. It was commissioned by Adolf Hitler himself and was directed, produced, edited and co-written by Leni Riefenstahl. It was made to document the 1934 Nazi Party Congress in Nuremberg, which was attended by more than 700,000 Nazi supporters. The film highlighted excerpts from speeches given by Nazi Leaders at the Congress. Scenes of Hitler's speech were interspersed with footage of ordered lines of Sturmabteilung and Schutzstaffel troops and public reaction. The film's main focus was to underline the theme of Germany's return as a great power and Hitler as the savior of Germany who will bring glory to the nation. Released in 1935, the movie became a classic propaganda film in history for its use of imagery and cinematic techniques. (Hinton, David B. (1975. Pp. 48-57)

The opening sequence of the documentary shows Hitler's aircraft descending through clouds over Nuremberg "to review his faithful followers" (Riefenstahl, Leni, 1935).

The film opens with shots of the clouds above the city, and then moves through the clouds to float above the assembling masses below, with the intention of portraying beauty and majesty of the scene. The cruciform shadow of Hitler's plane is visible as it passes over the tiny figures marching below, accompanied by an orchestral arrangement of the Horst-Wessel-Lied⁵. Upon arriving at the Nuremberg airport, Hitler and other Nazi leaders emerge from his plane to thunderous applause and a cheering crowd. He is then driven into Nuremberg, through equally enthusiastic people, to his hotel where a night rally is later held.

It seems to imply that a god is descending in his chariot from the heavens to the earth. Further footage would show Hitler's motorcade proceeding through the streets of Nuremberg while the citizen's adulation, the veneration and awe, with which they are greeting him, showing the status he was able to gain in the minds of the Germans. In making the movie, it was Hitler's intention to create a powerful propaganda tool that would appeal at the most visceral level to the most uninitiated German citizen to the ideals and goals of himself and the Nazi Party.

The whole 'ritual' of the Nuremberg rally is characterized by the themes of 'domination' and 'enslavement' and this is reflected in all the symbolism presented in the documentary. Nichols (1976) says that:

"...the meaning of groups of people; the turning of people into things; the multiplication of things and the grouping of people/things around the all powerful, hypnotic leader figure or force, the fascist dramaturgy centres on the orgiastic transaction between mighty forces and their puppets. Its choreography alternates between ceaseless motion and a congealed, static, 'virile' posing. Fascist art glorifies surrender, it exalts mindlessness; it glamourises death."

The documentary was not any propaganda film but *Triumph of the Will* is sometimes seen as an example of the propagation of Nazi political religion⁶. The primary religion in Germany before the Second World War was Christianity.

⁵ "The Horst Wessel Song" was the anthem of the Nazi Party from 1930 to 1945.

⁶ The theory of political religion concerns governmental ideologies whose cultural and political backing is so strong that they are said to attain power equivalent to those of a state religion, with which they attain significant similarities in both theory and practice. (Gentile, Emilio. 2006).

With the primary sects being Roman Catholic and Protestant, the clever use of Christian symbolisms in this movie seem to be meant for it to immediately resonate with the intended audience. In fact, religion is a major theme in *Triumph of the Will*. The film opens with Hitler descending god-like out of the skies past twin cathedral spires. It contains many scenes of church bells ringing, and close up shots of individuals in a state of religious fervour, as well as a prominent shot of Reich Protestant Bishop Ludwig Müller standing in his vestments among high-ranking Nazis. It is probably not a coincidence that the final parade of the film was held in front of the Nuremberg Frauenkirche. In his final speech in the film, Hitler also directly compares the Nazi party to a holy order, and the consecration of new party flags by having Hitler touch them to the "blood banner" has obvious religious overtones. Hitler himself is portrayed in a messianic manner, from the opening where he descends from the clouds in a plane, to his drive through Nuremberg where even a cat stops what it is doing to watch him, to the many scenes where the camera films from below and looks up at him: Hitler, standing on his podium, will issue a command to hundreds of thousands of followers. The audience happily complies in unison. As Frank P. Tomasulo comments, "Hitler is cast as a veritable German Messiah who will save the nation, if only the citizenry will put its destiny in his hands." (Tomasulo, p.104).

Towards Absolute Authority

While Hitler and the party image was being nurtured with overt religious parallels, the other propaganda tool of terror was also being wielded with perfect adroitness by the Nazis. Hitler wanted to become the center of all of Germany's thoughts by creating the illusion that he was the incarnation of the mythical Fuhrer. He concentrated all authority unto himself and became the god. But there was nothing mythical about his other face, the face that used terror so powerfully to bend the people to his will. He was very candid about using terror as a political weapon. The idea Hitler put down in the pages of *Mein Kampf* were the theoretical basis on which Nazi policies and activities were decided upon and implemented.

Hitler's ideas put down in his book spoke eloquently of his real intentions a lot before the world even took notice of the terrible consequences he was to unleash on the world. Hitler and his followers had been talking about "anti-capitalism," "annihilation of world finance," "unification of Germans," "living space," "conquest of the East," "racial superiority," "fight for world hegemony," all ideas contained in Hitler's work *Mein Kampf*. Hitler (1971) wrote: "...Reich must again set itself on the march along the road of the Teutonic Knights of old,

to obtain by the German sword sod for the German plow and daily bread for the nation” (p.140).

The clear message from the above statement that can be parsed is that Germany would go for finding living space by force, control world capitalism and become the single most superior world power. One of Hitler’s main concerns was the “Jewish question.” Approximately six million Jews were to be murdered during the Nazi years. To whip up anti-Semitic feelings Hitler’s able associate Goebbels produced several anti-Semitic films but none can compare with the rabidly anti-Semitic 1940 film *The Eternal Jew*.

The film portrays the Jews as subhuman and actually equates them with rats. It shows them as lice-infested, lazy, and avaricious people who mingle in the culture of the Europeans and undermine Western civilization. Graphic scenes of kosher butchering show the Jews as bloodthirsty and without any cleanliness or sense of European decency. All of these scenes were meant to incite fear and hatred in the minds of the audiences.

The Rise of S. A.

From the early days of the Nazi Party, during the 1920s and 1930s, an extra-legal armed group of thugs and goons started to operate as the strong arm of the party. The S.A. was such a group raised under the patronage of Ernst Röhm, affiliated with the Nazi Party. The S.A. acted to eliminate all opposition to the Nazi Party and was generally tasked with providing protection to Nazi rallies, disrupting the meetings of opposition parties, and fighting with the paramilitary forces of opposing parties among other disruptive activities against the Nazi Party opponents (Kershaw, Ian, 2008, p. 313). This brutal enforcement of the party ideals and the leadership is explained by Ellul. Ellul (1973) observes that when a society is going through a period of violent upheavals, propaganda “...can interfere brutally” (p. 280).

The S.A. would march the streets in uniform with swastika printed armbands and engage in numerous street brawls to instill fear in the minds of those who opposed the Nazi Party. Hitler also personally believed in the “...annihilation of all those whom he regarded as his enemies” (Krausnik, 1968, p. x). To gain political grounds, the party used promises of anonymity and impunity to those who would engage in uncovering and eliminating its enemies.

There were other means used by the Nazis to create terror in society and instill a regime of suppression were used effectively by the Nazis. The Reichstag fire on February 27, 1933 was used as an excuse to start a reign of terror against communists and other opposition of the Party. Immediately after the Nazis

Reichstag fire, Göring was the first to arrive at the scene. A communist radical—Marinus van der Lubbe was arrested. Göring immediately called for a crackdown on communists.

The Reichstag Fire Decree was passed the next day on Hitler's urging, suspending basic rights and allowed detention without trial. Activities of the German Communists Party were suspended, and some 4,000 communist party members were arrested. Göring demanded that the detainees should be shot, but Rudolf Diels, head of the Prussian political police, ignored the order. Some researchers, including William L. Shirer and Alan Bullock, are of the opinion that the NSDAP itself was responsible for starting the fire (Shirer, 1960, p. 192, Bullock, 1999, p. 162). Some historians support the theory that the fire was actually a work of the Nazi Party under the direct supervision of Herman Göring, a leading member of the Nazi Party (OUPblog, 2013). This incident is considered to be pivotal in the establishment of Nazi Germany.

Fear and Terror

It can be considered that this was done to strike fear in the hearts of the German people so that the actions of the party met no opposition from the people. Rather the people would consider the Nazis, and Hitler in particular, to be the saviours of Germany. *The Brown Book of the Hitler Terror* cites the official circulation after the fire that declared "...today was to have seen throughout Germany terrorist acts against individual persons...life and limb of the peaceful, and also the beginning of general civil war" (p. 57).

The Nazis used a very resonant theme to keep the German people fearful and uncertain. Dread and the resulting confusion served the Nazis well.

In propaganda this technique of creating an uncertain mental state is defined as Fear, Uncertainty, and Doubt or FUD. This tactic has many uses in sales, marketing, public relations, politics and propaganda⁷. FUD is generally a strategic attempt to influence perception by disseminating negative and dubious or false information. FUD is a manifestation of the appeal to fear.

Immediately after the fire started the police were on their way to arrest a cross section of the population, including Communists, Socialists, Pacifists, writers, doctors, and lawyers (p.57). The book documents horrific accounts of systematic torture, killings and persecutions aimed at persons not submitting to the Nazi ideology.

⁷ The term FUD is also alternatively rendered as "Fear Uncertainty and Disinformation".

Ellul (1973) says: "...it must not be forgotten that it [propaganda] also creates anxiety and provokes tensions. Particularly after a propaganda of fear and terror..." (p. 187, 188). The Nazi Party was creating anxiety and tensions among the population at that time and it was using the S.A. with ruthless efficiency. *The Brown Book of the Hitler Terror* informs us that Göring, as commander of Prussia, had issued an order to the Storm Troopers to use their weapons "regardless of consequences" and promised protection to them.

Public Concerns

The unbridled excesses of the Nazis and the paramilitary wing of the party created concerns in the German society too. Hans Frank, the head of the National Socialist League for Preservation of the Law and President of the German Law Academy, said in an address on October 11, 1936 "...with the rise of the Gestapo machine...I have encountered increasingly violent and widespread opposition to any views" (Krausnick, 1968, p. 199).

What the Nazis themselves thought about such concerns can be found in Himmler's writing in 1937: "...the power of the police force cannot... be restricted by formal regulations..." (p. 188). The Nazis were consolidating their power on all fronts with their terror campaigns. On March 13, 1933 Goebbels was appointed the Minister for People's Enlightenment and Propaganda. The death penalty was enacted on March 29, 1933 for "crimes against public security." On April 1, a boycott of Jewish doctors, lawyers, and businesses was ordered around the nation. The following events take place in ominous succession: On May 10, the S.A. and the S.S. start burning books by non-Aryans and those who are out-of-line with Nazi ideology. Himmler and the S.S. were given police power to quell opposition.

Total propaganda and a campaign of terror were handmaidens in the service of the Nazis. So effective was the combination that at the concluding months of war in 1944 and even when the allied troops were at the Berlin perimeter in June of 1945, the German army fought on bitterly. During the last four months of the war the police and party had reduced their activities to a great extent, presumably sensing the imminent capitulation of Nazi Germany. But the political propaganda machine that had worked all through the Pre-war and war period had the desired effect of instilling fear in the minds of the people so effectively that the German people and the army continued to resist and fight the allied forces. Bramsted (1965) says, "Fear of...dreadful possibility was to make the last German man and woman prefer to die stoically than to live as a slave under the foreign yoke" (p. 316). The German propaganda painted horrific pictures of possible allied occupation and the tools of terror successfully kept the

people of Germany psychologically unprepared to accept any alternative to the Nazi regime.

How the Nazis spread fear and terror among the German populace is described in detail in the book *The Nazi Seizure of Power: The Experience of a Single German Town, 1930-1935* by William Sheridan Allen (1965). It is appropriate to cite a few lines from Allen's account to show that fear was an important element for the success of the Nazi propaganda process:

...the first thing the Gestapo did was to prove that they will use power in a ruthless and effective way. If this could be done if Thalburgers came to believe implicitly that they might expect no mercy from their new Nazi rulers, then later terrorism would not be needed. The initial investment of terror would multiply itself through rumor and social reinforcement until opposition would be looked upon as wholly futile (p.173). Raids were made to the houses of Communists; arms were seized; homes of opponents, real of potential, were "repeatedly ransacked and various people arrested" (p. 176). Allen (1965) says "...the Gestapo became extraordinarily efficient by reasons of rumors and fears" (p. 179). The attacks on the general populace were varied and cruel designed to break down any opposition. There were threats of prison, no work, work designed to break the spirit, concentration camps, etc. to name a few.

Conclusion

Thus Hitler and the Nazi regime used two very effective psychological motivations, one of fear and the other of love, two primal emotions, as tools of propaganda to effectively rein in the German population and impose their dictatorial powers over Germany which would have far reaching consequences over their nation and the world for generations to come.

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AN EVALUATION OF THE IDENTICAL AGENDA IN THE BANGLA AND ENGLISH WRITINGS OF NIRAD C. CHAUDHURI

Mohammad Kamal Uddin*

Abstract: *This paper endeavours to explore and evaluate the identical topics Nirad C Chaudhuri deals with in his Bangla and English writings. As a versatile writer, Chaudhuri brought about multifarious issues in his Bangla and English writings. Of his writings in these two languages, some are similar and some are dissimilar in topics. Why he made this difference while writing is a logical question to answer. Certainly, he did not write for the same audience. He wrote in Bangla for the Bangla-speaking people and in English for the English-speaking people. He wanted to share his ideas with these two communities and to remind them of their lost glories. His major identical topics are nationalism, Rabindranath, imperialism, Indo-British relations, Hindu-Muslim relations, marriage, love, sex and conjugal life, life and culture in Bengal, India and England, biographies of famous personalities etc. He thought that these topics were of common interest to both streams of readers and they will suit their mental faculties in order to awaken them from their slumber.*

Keywords: *identical, audience, share, lost glory, awaken*

Introduction

Nirad C. Chaudhuri's Bangla and English writings, which are reflections of his feelings, have a wide variety of similarities and dissimilarities to compare. This paper attempts to explore the similar agenda in Bangla and English writings. It is observed that in Bangla he wrote more on national affairs whereas in English he wrote more on international affairs. He gradually became disinterested in Bengal and refrained from writing in Bangla for a long time. At the end he softened and started writing his Bangla again. He wanted to be a Bengali and an Englishman simultaneously. He tried to combine the cultures: the Bengali *bhadralok* and the English gentleman. It has to be said for his Bangla writings, he constantly reminds his readers that behind the much-discussed *bhadralok* way of life there was a strong popular culture vibrant in its crude energy. Both in English and Bangla he wrote on nationalism, Rabindranath, imperialism, Indo-British relations, Hindu-Muslim relations, marriage, love, sex and conjugal life, life and culture in Bengal, India and England, biographies of many personalities- Robert Clive, Max Muller, Rabindranath Tagore, Subhas Bose, Mahatma Gandhi and the like. In doing so, he did not have similar objectives in writing. He admitted

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that he wrote Bangla to communicate with the Bengali people for the betterment of the people and to present Bengali life and its various aspects, to orient the people with the western thoughts and lifestyle. He converses with the Bengalis sharing his views. His Bangla writing is an explanation of his position. It is like writing letters to his son living far. Noticeably, Bangla literature is discussed much more in Bangla writings. He wrote English to share his ideas of the people of the whole world. He lamented the lost glory of England and mentioned the transformation of the English into lower humans here in India. He wanted to communicate with the English-speaking world writing in English. He represented Indian life and culture all over the world through his English writings. So, his writing on each topic is in most of the cases object-oriented. He wanted those ideas to be communicated among both the groups of readers. Here the domineering identical agenda in both of his writings will be discussed one after another.

ABBREVIATIONS

English books by Nirad C. Chaudhuri	Abbreviated form
The Autobiography of an Unknown Indian	AUI
A Passage to England	PE
The Continent of Circe	CC
The Intellectual in India	TII
To Live Or Not to Live	TLONTL
Scholar Extraordinary	SE
Culture in the Vanity Bag	CVB
Robert Clive of India	RCI
Hinduism: A Religion to Live by	HIND
Thy Hand, Great Anarch!	THGA
The East is East and West is West	EEWW
Three Horsemen of the New Apocalypse	THNA
From the Archives of a Centenarian	FAC
Why I Mourn for England	WIME
Bangla Books by Nirad C. Chaudhuri	Abbreviated form
Aamar Debottara Sampatti	ADS
Aamar Desh Aamar Satak	ADAS
Atmaghati Bangali	AB
Atmaghati Rabindranath	AR
Aji Hote Satabarsha Age	AHSA
Satabarshiki Samkalan	SS
Bangali Jibane Ramani	BJR
Nirbachita Prabandha	NP

Nationalism

Nationalism is a wide-ranging issue infused repeatedly addressed in Nirad C. Chaudhuri's Bangla and English writings. In *Autobiography*, *Thy Hand*, *East is East*, *From the Archives*, *Atmaghati Rabindranath*, *Amar Desh Amar Satak* this topic is widely discussed. In all these books Nirad C. Chaudhuri criticized the form of nationalism available at that time. He criticized Gandhi for his activities as regards nationalism. Gandhi's non-cooperation movement was a novel means which has been criticized in many places in Chaudhuri's books. He could not hold the masses for long. He also criticizes non-cooperation of the Hindus and the Indians. In many of his books, partition is discussed. In *Thy Hand* he terms the nationalistic movement as The Gandhian Rebellion. He thinks Indian nationalism was not able to bring down British rule in India. It did not perform that feat in 1947 also. But it created an apocalyptic faith in its final triumph, and this obsessive self-confidence "made Indian nationalists unappeasable and therefore unwilling to accept any halfway compromise, all the more so because the British authorities whether at home or in India could not reject the demand for political independence in principle" (THGA 68). The following song of a Hindu journalist better reflects the nationalistic spirit than a thousand words:

If I should die,
By our Mother, let me die,
Fighting for my land.

Even if I die,
By our Mother, I shall die
Fighting for my land. (AUI 265)

Nationalist demonstration was negative as it consisted in demonstrations, meetings, boycott of British goods, courts, and educational institutions, refusal to pay taxes, or disobedience of particular laws. Listening to the conversation of the nationalists in the pre-independence period he had the feeling that they would in fact be sad "if poverty disappeared from the country" (FAC 5). His irreverent attitude to the nationalist leaders and public figures of that time, as is found in his writings, is a clear indication of the evaluation of the deeds of the nationalist leaders. The nationalistic or anti-British sentiment made Indians take to foreign political doctrines and systems without any consideration for logic or consistency. That was why "they felt attracted equally to communism, fascism, and Nazism because all of them had explicit or implicit anti-British implications" (ibid.). The enmity with the English is not only an outburst of

retrospective revulsion for British rule, but also a rebellion against any continuation of western cultural influences. In *Amar Desh Amar Satak* he has shown the attitudes of Rammohun, Bankim, Vivekananda, Rabindranath and himself. Rammohun's thinking is expressed in the language of Jacquemont,

National independence is not an absolute good; the object, the goal, so to say, of society is to secure the happiness of the greatest possible number, and when, left to itself, a nation cannot attain this object within itself the principles of future progress, it is better for it that it should be guided by the example and even by the authority of a conquering people more civilized. (ADAS 535)

Bankim wrote in an advertisement for the first edition of *Anandamath*, "Social revolution is many times self-torture only. The revolutionaries are suicidal. The English have saved Bengal from anarchy. These words are attempted to make people understand in this book" (ADAS 536). Rabindranath expressed in a poem,

চন্ডগ অর লজ্জা গুণিও ঠি,
 তহঁ নতম তে অতঃ দৈবী,

 গব ফিঃজি গনগুণিতৈ,-
 মমি জিতৈ |

(The West has opened its door, /All bring gifts from there, /...
 / In India's great men's- / Seashore.) (ADAS 537)

Rabindranath Tagore

Tagore is most exhaustively discussed issue in Chaudhuri's Bangla writings. Chaudhuri considered him a glowing star in the firmament of Bangla literature. In *Thy Hand*, *Atmaghati Rabindranath* and *From the Archives of a Centenarian* he discussed Tagore. It is mentionable that his Bengali writing is larger in volume than his English writing on Tagore. What he wrote in Bangla was later repeated in his English writings. In *Thy Hand* there is a chapter on Rabindranath where he puts down the birth and development of the poet. Here the denial of Tagore's due, his family tradition, his early life, personality, his dislike for the British, his alienation from Bengali society, love in his life, his religious life, the Nobel Prize and aftermath, his position in the West, his position in India etc. has

been discussed. He says here about Tagore,” Tagore is likely to remain only a hagiographical legend in Bengal and a forgotten historical figure: or the lost great man of India for future generations of men” (THGA 597). Tagore has written some of the most passionate poems and songs of love that exist in world literature, and their predominant note is sorrow and despair. In an opera he made the heroine sing her last aria:

Why did you come into the world?
 Why did you love, only not to get
 love in return?

 Your tears, your sorrow- you will
 take with you.
 No one else will shed a tear. (THGA 611)

In *From the Archives of a Centenarian* he describes the effect of the Nobel Prize on the Indian writer's Bangla language, literature and culture. It prevails in the larger realm of his mind. Tagore became “a playboy of the Western World” (FAC 73). Rabindranath wrote, “The disrepute and insult for me from the countrymen is not scanty to measure and I have so long tolerated it silently. At such a point of time why I have got respect from abroad is not yet properly understandable to me” (ibid.74-5). Tagore also thought that no literary work could have its quality or appeal enhanced by the Nobel Prize. Wherever he wrote on Tagore he brought the issue of attack against him. As for the causes of attack against Tagore he says,

As a class, writers in Bengal come from poor middle-class homes, and consider themselves as the disinherited sons of their order. They seek compensation for their deprivation in the worldly way by acquiring literary reputation. So they considered Tagore, who was the son of a great zamindar and a zamindar himself, as a poacher in their preserves. (ibid. 80)

So the wonderful physical presence of Tagore was considered as an injury by them, and they could work off the sense of injury only by remembering that his voice was as high-pitched as that of a woman. On the other hand, the creative writers in Bengal never knew English well, and in every case could not write it well. That was why when Tagore got the Nobel Prize on the strength of a book

in English, “they treated him as the jackdaws treated one of their fellows in the borrowed plumes of the peacock” (80). The thought that the English of *Gitanjali* might really be Tagore’s own, made them even wild. He also claims that the great majority of Bengalis were unsympathetic to him. On the worthlessness of criticism Chaudhuri writes. The animus against him was never redeemed by intellectual capability. What was worse is that his admirers did not also reach a higher level. Chaudhuri says, “There has not been one great Bengali in the last two hundred years or so who has not been attacked by the spokesman of the Bengali intelligentsia as a whole” (82). He was unusually susceptible, and therefore prone to shrinking from everything disagreeable or irreconcilable. He did not own the upper-class worldliness of his grandfather. He hardly had the ability to deal with the world practically. His sensitiveness made him intolerant of exterior regulation. As a result he was unsocial essentially, a practical revolutionary in his individuality, and he knew that very well himself. It was his love of Bengal next to his nature, and of the idealized spirit of simple Bengali life that made him suffer more. Rural Bengal was his inspiration. “The region which was for him the reduced image of true Bengal was a circle with a radius of about fifty miles from a centre at Kushtia” (84). His Bengali character also remained indifferent to the splendour of the English landscape. The mistakes of Tagore are specially discussed here. It is said that in his English writings he is not the Bengali poet in flesh and blood, but a different personality in fancy clothing with a mark on his countenance. He also criticizes Tagore on his translations. Probably the feel of authenticity which he had gained from reading the translation of *Gitanjali* made him aware that the appearance of Tagore’s poetry in English was not natural. This was bound to be felt more and more by the native speakers of English when the appeal of novelty had been removed.

In *Atmaghati* Rabindranath Chaudhuri has tried to cover all the aspects of Tagore’s life briefly. Here he describes how Tagore is suicidal, his endless sufferings due to his mistakes, his helpless condition for the ruthlessness of the people. His early life, growth, beauty of Bengal, getting the Nobel Prize, his nationalism and Hinduism, his mysticism, his English days, city life and rural life in England, causes of his annoyance etc. have been described. “He is keen to point out some of Tagore’s ‘Atmaghati’ or self-destructive tendencies and insists that Tagore must have been a deeply unhappy person” (AR 8-9). In this book he tells about the suspiciousness of Bengalis as well. When he read out his poems in his childhood, listeners commented doubting his genius.

Indo-British relations

Chaudhuri has extensively focused on this issue which was always bitter. The British expressed their “contempt for all classes of Indians blatantly” (THGA 61). When cases of murder went to the courts, the British jury always acquitted their countrymen on the ground of inadequate proofs. At such collective inter-racial situation, it could not be expected that there would be pleasing personal relations between Indians and the British residents. About racial arrogance he says in *The Continent of Circe*, “On the whole perimeter of Indo-British relations this façade of cool and deliberate racial arrogance presented itself” (130). The British authorities tried to get relief from this unending strain. They gave their countrymen long leave to go and convalesce at home. But this stimulant kept the British character in better form but worsened the relations with the people of India. In *Amar Desh Amar Satak* he says that till the departure of the English, no English then, except one or two, showed their attitudes without malice to the Bengalis. But it must be said about Chaudhuri that the Indo-British relations are dimly reflected in his Bangla writings. He talks about the ironical feeling in *Amar Debottar Sampatti* that Englishness in Indians is a part of nationalism because it can free them from the English. People educated in England were more anti-British. The two men who were the foremost young nationalists in the Gandhian era, and also the most extreme, were both educated at Cambridge. Mahatma Gandhi received whatever worthwhile education he had in England also. But he claims at this point that “the anti-British feeling among Indians was not only matched but aggravated by the anti-Indian feeling of the British Community in India. It was stridently vocal from the 1860s to almost the end of British rule, and it was expressed with utter disregard of fairness, kindness, or even decency” (WIME 34).

Hindu-Muslim relations

It was a complex theme, spread all over his writings, shattered by beliefs and disbeliefs. Riots, deaths were its ultimate consequence. It ushered in the partition of Bengal. Chaudhuri writes that a cold dislike for the Muslim settled in the hearts of the Hindus. This put an end to all real closeness of relationship. In the *Autobiography* he says that the boys of Kishoreganj were visibly found divided into two sections, one composed purely of Hindus and the other of Muslims. He writes about the preparation of a Hindu-Muslim conflict: “Trunkfuls of pistols and ammunition had been passed from house to house; swords, spears, and even bows and arrows had been collected in large quantities. Every Hindu house would have been defended by men practiced in arms, and blood would have

flowed had there been a clash” (AUI 276). A feeling of enmity towards the Muslims was a salient feature of the character of Indian nationalism. Hindus felt a retrospective hostility towards the Muslims for their one-time domination of them. Even before Hindus could read they were told that Muslims had once ruled and oppressed them, that they had spread their religion in India with the Quran in one hand and the sword in the other and that the Muslim rulers had abducted Hindu women, destroyed their temples, and polluted their sacred places. He identifies the causes of this conflict, “The Hindu intolerance is for the human being who is born non-Hindu, the Muslim intolerance is for the unbeliever. The Hindu attitude is static, passive and defensive: the Muslim in stark contrast is dynamic, active, and offensive” (EEWW 156). About the Hindus under British rule he says, “The hostility of the Muslims to all the higher manifestations of Hindu life was such that these totally disappeared from the old Aryavarta, the homeland of Hindu life. The whole Indo-Gangetic plain from the Punjab to Bihar and from the Himalayas to the Vindhyas became in part like fields forced to lie fallow” (*ibid.* 165). On riots between Hindus and Muslims he says that there was an expression of extreme mutual hatred and intolerance followed by mass destruction of property and killing. The Muslims poured cows’ blood into the temples and the Hindus reacted by slaughtering pigs in the mosques. In the end troops were required to put down such riots. In *Thy Hand* he writes, “But when from July onwards the plants grew to a height of even six feet, they used the shelter these gave for seduction, abduction, rape, and rioting, and when after October these yielded the jute for sale they used the money for litigation” (THGA 329.) In *Amar Desh Amar Satak* he also finds the background story of the conflict between the Hindus and the Muslims.

The Renaissance and its decline

Nirad C. Chaudhuri describes how the Renaissance, as one of his major themes, influenced the people of India and how they failed to keep it alive, how they faced decline in their cultural, social, political and personal life. In *Autobiography* he says, “All our ideas were the ideas propagated by the new cultural movement, mainly based on the formula of a synthesis of the values of the East and the West, which passes under the name of the Indian Renaissance” (212). He was the man who firmly believed that there could be no civilization without empires and was an open admirer of the Roman and the British Empire and is now saddened at the complete decline of culture all around him. He clings to his lost world of chivalry, etiquette and Victorian ideals as the world outside

dives into the twenty-first century. He antagonized Bengalis by calling their culture decadent. He left Calcutta in abhorrence in 1942 and settled in Delhi. But he found North Indian culture even inferior. In 1970, a squirmy Chaudhuri finally found safe shelter among the spires of Oxford. But he says the West too has declined. Britons, according to him, have forgotten their own culture, lamenting the fact that it is rarer to get an English gentleman who eats Blue Stilton and reads *The Wind in the Willows*.

The Indian Renaissance was created in a series of waves of different composition: literary, humanistic, religious, and ethical. The origins of the religious movement were contemporaneous with those of the literary, but in the actual process of unfolding it was not till the literary movement had attained its fullness that the religious reformation began to be felt as a force in the country. The new literary and humanistic movement in Bengal began with the founding of the famous Hindu college in 1817, although its earliest creative achievements were not seen till about forty years later. He writes in *Thy Hand* "Not even in Hindu society does superstition present itself in so disgusting and yet overpowering a form as it does in the materialistic United States" (940). He laments the loss of Bengali cultural life. He writes, "It seemed to me that in all that was appearing in print from the younger writers there was an indication of the decline of the whole cultural life of Bengal. I thought that the Bengali literary effort, which was the most successful cultural enterprise of the Bengali people, was running into a channel which led only into a desert or a morass, in which it would lose itself" (149). It is an important matter to notice that in the latter half of the 19th century Bengali life and Bangla literature had become very intimately linked. Literature was bringing into the life of educated Bengalis something which they could not get from any other supply. On the influence of English literature he says that it virtually remodeled the Bengali mind with new ideas, feelings, and sensations. This has been stated in *Atmagati Bangali* also. A change was located at the start of 19th century in the life of Bengalis. It reached the mental world from the rituals. It was the result of reading English literature. Prior to that Bengalis received rebirth in the beginning of 16th century also. About this Sir Henry Mann wrote, "Finding that their own system of thought was embarrassed in all its expressions by the weight of false physics, elaborately inaccurate, careless of all precisions in magnitude, number and time, the educated Bengalis were turning to western thought, especially in its scientific form" (AB 146).

Life and Culture in Bengal, India and England

In all the Bangla books and most of the English books Chaudhuri focuses light on Bengali life and culture. But this writing specially meant for the Bangla-speaking people. He mentions here the decadence in Bengali life and culture, their rituals, mistakes, happiness and sorrow, urban life and rural life etc. Modern Bangla literature began in the 15th century. Down to the end of the 18th century, he read every book in Bangla. Some Bengali women were totally devoid of a sense of humour. The greatest Bengali ever born or probably will be born was always Tagore. Bankim Chandra Chatterjee, Keshav Chandra Sen, Vivekananda, Sarat Chandra Chatterjee and Subhas Bose came later. About Michael he says, "It was not his allusions, images, and episodes alone that Dutt was exotic, he gave us an impression of strangeness in the whole conception and working out of his poem" (AUI 222). The importance of Dutt's life as the first Bengali humanist has, however, passed almost unobserved. He mentions that he could say a good deal about the dreadful conditions of the old patriarchal Bengali life, of its horrible degeneration in village and town alike. "The feuds were wholly irrational in their cruelty, fears, and persistence" (THGA 291). In the *Autobiography*, he has given a beautiful pen picture of East Bengal (now Bangladesh). The simplicity of the rural life, prominent Hindu and Muslim culture, religious cults, marriage system etc. have been described here. "Bengali parents considered juvenile addiction to fiction as the equivalent of juvenile addiction to smoking" (AUI 335)

In *Bangali Jibone Ramani* Chaudhuri says that love in rural life against the social rituals was almost impossible. Rabindranath has shown this in his writings. Bengalis failed to enjoy the beauty of rural life till the awakening of Bengali mind by the touch of western golden stick. The new love came to Bengal from Shakespeare and romantic poetry. As was mentioned earlier in *Atmaghati Bangali* he writes, *Ô`mî`ev/nyj i Ntî`vûZ` Rxb cûvZ A`ffitei Rb` SMov, aberb evOj xi Ntî`vûZ` Rxb mZxbt`i gta`tgxi iuZ cûBevi Rb` AvovAvmoÔ* (Conjugal life in poor Bengali families is quarrel mainly due to financial crisis, among the rich conjugal life is competition among the co-wives to have gratification by the husband) (172). But at that time the age of mother-in-law and the daughter's husband became the same in many cases, the bride would be of eleven or twelve. On joint family he makes a funny comment. "At its best the joint family is a cooperative society based on the blood-tie, and a smaller and more closely knit replica of the village community" (TLONTL 88).

Chaudhuri laments the Aryan tradition the Indians had and the loss of it. He attempts to find out the probable causes of the decline in their life and culture. He mentions the rich literary traditions Indians had during the 19th century. That's why he is called a man born in the wrong century. Issues like single family and joint family have been discussed in *To Live or Not to Live*. In the *Autobiography* also he called joint family a tribal camp. No love letter written by an Indian in English can be convincing. On foreign aid he writes,

The Indian attitude towards foreign aid is equally the product of historical experience and of the nationalism shaped by it. India expects this aid as a matter of right and not as a favour, for reasons which are very cogent to the Indian people. They have been taught to attribute their poverty and economic backwardness to British exploitation, which was a part of western imperialism. (FAC 15)

He says that Gandhi totally disapproved of Westernization. "Yet today Indian life at every level is being transformed by the lowest forms of Western popular culture" (THGA 880). In India today religion in every shape has become paganism, the belief of the *Pagus* or the village. He mentions this in the *Autobiography* as one of the basic differences between the India of today and the India of fifty years ago. In *From the Archives* he says that to the great majority of the people work is also a thing of horror and hatred. The sin of deceit and corruption about which one hears so much is only a side-effect of the ambition to idleness, for people try to make money dishonestly only when they do not want to labour for money. Nowadays no officer will take his briefcase from his car- a peon is for that. So, social arrogance, too, has put work at a serious disadvantage. Again in India the repression of talent and venture through jealousy has become a state evil. Politics here is the career of living on the public money.

English life and culture was an issue of close inspection to Chaudhuri as they attracted him. He tried to present it as it is. He praised it in many places of his writing. The English community in India was not the original reflection of true English nature. He has talked about the supremacy of their culture. In the description of England we find two states of it. One is from books and imagination and the other is from first-hand experience. He says about the imaginary England, "To us it was absent and yet real, as Shillong was, but its power was immensely greater" (AUI 114). Queen Victoria, Shakespeare, Homer, Raphael, Milton, Napoleon, Lord Roberts, Burke, Gladstone were his imaginary heroes. He says about England, "Taken together, these gave us the impression of

a country of great beauty of aspect, a country which possessed not only beautiful spots but also place-names which sounded beautiful.” This characteristic vision of the corporeal feature of England “as half land and half sea was confirmed in me by my reading of English poetry.” (131)

Chaudhuri discussed English politics a lot here. He says, “ In spite of the sensational transfer of allegiance from one party to another, a Labour membership of 393 in a House of 640 is not a greater revolution than a Conservative membership of 387 in a House of 670” (WIME 87). He utters the universal truths of politics: Political friendships die, but political hatreds never. All-time acquaintance with political hatred in India has made him think that this hatred is like lust, which is made more active by lenience. He did not find different classes of people in England. “The people seemed to be all superstructure, all saloon, upper-deck and bridge” (PE 74). In England, as indeed all over Europe, love appeared to be a key inspiration of human beings, a major activity of men and women, and as serious a hunt as money-making is in our society. “Among a people who are ready to dismiss human fathers, no one can sell a puppy, a calf, a pigling, not to speak of a fowl without giving the name of seven fathers. That, too, will have to be certified in a legal way” (EEWW 78). On the English people he writes, “... one thing that surprises me repeatedly is the dynamism of their mind. Mind is always ready like electric light, just after pressing the button it will be on” (361). Villages and village life in England were more attractive and peaceful than the cities. A kind of change in his mental world arrived after staying in England for sixteen months. This stage in the life of Rabindranath is different from the previous stage.

Love, Sex, Marriage and Conjugal life

Love, sex, marriage and conjugal life are repeated issues in Chaudhuri’s writings. How love came in the life of the Bengalis, relationship between love and sex have been described by him. He counts the western influences here. Love is not without sex. On marriage and conjugal life he puts down what brings happiness and sorrow in conjugal life. The ways of conjugal life are also described. Husband-wife relations, adultery, relation between mother-in-law and son-in-law described. Chaudhuri talked about love, relationships and marriage always with certain tenderness. He mentions tips for happy conjugal life. Couple should never take one another for granted. A relationship is just like a garden which needs watering and looking after to keep it tidy. He says that the Indians today never understand the beauty of mind. An interesting saying he mentions is unless there are quarrels between husband and wife there is no love. Love is

always exacting. He has told about Kama Sutra in both *Bangali Jibone Ramani* and English books. The chapter ‘Sex on The Mind, Fear in The Heart’ in *The East is East and West is West* seems to be the repetition of the first chapter in *Bangali Jibone Ramani*. But in Bangla he has alluded to longer quotations from Bangla poetry. The issue of love and sex has repeatedly come in his Bangla writings also. To describe conjugal life in the pre-British era he used the same references in many Bangla writings. Hearing the scolding of *Shib*, Parboti told,

৷MqvwQ+j egvw hLb ei ntq/
 ৷MqvwQ+j tgi Z+i KZ ab j tq/
 egv Mi xj ov `tZ fiv Mv Mv

.....
 (When the old man went as a groom. / Went to me with much
 wealth. / Old cows moving teeth broken trees *garu* /
) (AB 150)

About sex Chaudhuri says in *Bangali Jibone Ramoni* that in that period there were male-female sexual relations in the family structure undoubtedly and usually among the relatives. Girls were at that time married off in such an early age that there was no chance of sex with the virgin girls. Sex relations were found among the married and the widows. Relations between the mother-in-law and the son-in-law were not rare. It was possible due to child marriage. To discuss on sex and love, he questions if love is really without sex or not, what the relationship between love and sex is and if sex has no place in love. He thinks that love is never without body like an English poet:

One day together, for pastime, we read
 Of Lancelot, and how love held him in thrall.

 All trembling kissed my mouth. (BJR 24)

Once sex was ignored as mean. As a result of that there is nothing but hypocrisy in human life. He talks on the customs of this country. People need to be love oriented removing the sight from sex. It was the main theory of 19th century revolutionary ideology. As was mentioned earlier a pundit of Calcutta, when angry, used to say, “The condition of the boys is that if their bed sheets are washed and are drunk that water to the girls, they will be pregnant” (ibid. 27). To describe women in social life he says, “A certain amount of promiscuity has always been present in Hindu society, despite its rigorous sexual taboos. What has really happened is that the area of the irregularity has shifted” (TLONTL 69). To tell the evil role of mother-in-law in a joint family he says, “I know of

instances in which the mother-in-law have not allowed babies to have the kind of food the doctors advise until some religious ceremony enjoined by custom has been gone through at the prescribed age” (TLONTL 118)

Imperialism

Chaudhuri has described present conditions and predicted the future of imperialism and mourns for it and puts forward arguments in favour of it. He pessimistically comments, “The hatred of imperialism runs in our blood. We live in the messianic hope of hailing the dawn of the empireless day” (WIME 73). He also says that being equally unable of denying and accepting imperialism, some of us are motivated to a sort of “Machiavellism, destructive of all faith in secular existence” (ibid.). The urgent utility of imperialism is to secure civilization against this evil upheaval and defend it against the resentment of the futureless. He terms imperialism as preserver and *reclaimer*. He thus proves that it is not right to define that imperialism is against human dignity as it actually maintains it. It is also wrong to say that it is opposed to free choice. It is synonymous with nationalism. In *Amar Debottar Sampatti* he writes a chapter on why he is an imperialist. Man has become imperialist from the creation of human life. Man dominated the beasts at first and then the trees. To talk about the history of human imperialism he says about Persian, Greek, Roman and British imperialism. He also talks of the imperialism of the Hindus, imperialism in ancient India. He gives some examples on what happens after the fall of an empire. Whenever an empire fell people faced utmost sufferings. The intermittent period from the fall of an empire to the rise of another empire is termed as ‘imperial interregnum’ (67). That is why after the fall of Roman Empire three to four hundred years is called the Dark Age of Europe. Why he is an imperialist, he thinks, is because he is a human being. He is an imperialist because he is a civilized human being. He is an imperialist because he is a true Hindu. He describes in *Amar Debottar Sampatti* what he wrote in *The English Review* in 1946 to show the happenings after the fall of Moghul Empire was, “Complete ineffectiveness of the State. It could not resist foreign invasion, put down internal rebellions, suppress Hindu-Muslim riots (there were Hind-Muslim riots in those days), could not ensure efficient administration, and was not successful in any project it initiated” (68). Many Bengalis have misconception about it. He clarified them here. Virgil gave the true identity of imperialism-

*‘Tu regere imperio populus, Romane, memento/
(Hae tibi erunt artes), pacisque imponere morem/ Parcere subiectis, et
debellare superb.’* (ADS 57)

(Hey Roman, keep it in mind- your efficiency is in it- your work is to govern other nations, establish peaceful behaviour, rescue the distressed, and controlling the arrogant). Hatred to other nation was seen as soon as the English rule was established. They hated the British but liked their rule. As was mentioned earlier, Ishwarchandra, seeing this, has written, *Ôt`tki KKĳ ami/ ñet`tki WKĳ QmoqvÔ* (We catch the dogs of the country/ Leaving the foreign priests) (ADS 73). He calls himself an imperialist like Rammohun, Bankim and Vivekananda as he was able to be neutral about both the Bengali and the English.

Conclusion

It is now obvious that Nirad C Chaudhuri wrote amply on identical issues in both the languages for these two audiences. Thus he wanted to share his ideas with the world. In doing so he let the world know the Indian ways of life and the glorious past of India and the English world to the Indians vice versa. In English we find him writing in two prose styles, the one scholarly and the other easy. Contrarily, he writes all the Bangla writings in simple prose getting rid of complications. This is because his Bangla books targeted ordinary Bangla reading people who, as it appears, compelled him to evade an intellectualised style. He describes the idea of nationalism and how it failed to work in India. He reveals, on Tagore, the suicidal tendencies and the misunderstanding of him by the Bangalis. Again, he says how Tagore failed to identify his friends. He also says that it was his love of Bengal next to his nature, and of the idealized spirit of simple Bengali life that made him suffer more. To describe Hindu-Muslim relations he says it was a complex theme, spread all over his writings, shattered by beliefs and disbeliefs. To describe Indo-British relations, he also says that till the departure of the English, no English then, except one or two, showed their attitudes without malice to the Bengalis. Chaudhuri, as one of his major themes, describes how the Renaissance influenced the people of India and how they failed to keep alive the Renaissance, how they faced decline in their cultural, social, political and personal life. He mentions here the decadence in Bengali life and culture, their rituals, mistakes, happiness and sorrow, urban life and rural life etc. How love came in the life of the Bengalis, relationship between love and sex have been described by him. He counts the western influences here. Chaudhuri has described present conditions and predicted the future of imperialism and mourns for it and puts forward arguments in favour of it. This is how he makes a manifestation of the life and culture of India and England in both of his writings with the agenda delineated above.

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ENFORCED DISAPPEARANCE: AN UNDEFINED CRIME IN BANGLADESH

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Abstract: *Enforced disappearance is regarded as State sponsored heinous crime which emerged recently in Bangladesh. Political oppositions and differing people are the main target of forced disappearance; however, civilians are also victim of this offence. Most of the incidents are unsolved and law enforcing agencies repeatedly denied their involvement with this. United Nations has adopted an International Convention to eliminate the offence from the planet. Some other international conventions are also treated it as crime against humanity. The principal aim of this research article is to scrutinize and analyze the socio-legal aspects of forced disappearance and is to suggest a way forward to overcome the circumstance. To achieve the aim, this paper will closely examine legal status of enforced disappearance' in domestic as well as global perspective and will draw a conclusion to prevent this. However, no criminal laws of Bangladesh have yet recognized forced disappearance as offence albeit now it is a reality in Bangladesh. Nevertheless, right to life is one of the key fundamental rights guaranteed under Bangladesh constitution which is violated by continuous occurring of this crime. It has huge impact on victim's family as well as on the whole society. Hence, Bangladesh needs to be a state party of the International Convention for the Protection of All Persons from Enforced Disappearance immediately and needs to legislate a new law to prevent any sort of state sponsored crime to stop further consequences. Otherwise, present illegal practice of forced disappearance will bring massive consequences for the whole nation.*

Keywords: *Enforced disappearance, human rights, violation, crime.*

Introduction

In last couple of years, the occurrences of abduction, kidnap, enforced disappearance, killing etc. have increased immensely in Bangladesh. Among them, the seven murders case at Narayanganj in 2014 drew sharp reaction from the citizens, which exposed the cruelty and inhumanity of the incident. Apart from this, in recent years there have been a huge numbers of allegations regarding kidnap, abduction, forced disappearance, extortion and finally killing by unidentified perpetrators.

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Most of the incidents are still unsolved and a very few people are rescued successfully by the law enforcers. However, in most of the abduction cases family members, relatives and friends of the victim triggered their assertion towards law enforcement agencies and specifically they have suspected and alleged that people wearing civil dress introduced them as members of Rapid Action Battalion (RAB) or Detective Branch (DB) or other law enforcing agencies arrested or took the victims away.

But when victim's family or media asked the law enforcers, they denied the matter and told that they even did not know anything about it or they did not conduct any such operation. Till now, very few offenders have been brought to trial. Moreover, still the incidents are neither properly investigated nor any actions have been taken with proper liabilities to prevent such events. Hence it is not impractical at all that the criminals took the opportunity and gained their desire by the name of law enforcement agency. However, state should take some measure to prevent this crime whoever commits this. Otherwise, whole nation will pay for this impunity culture. The main aim of this research paper is to scrutinize and analyze the socio-legal aspects of forced disappearance and to suggest a way forward to overcome the circumstance. To do it, this research will analyze the definition of enforced disappearance in international criminal law and in our national law and the significance of these instruments to recognize it as a crime firstly. The United Nations (UN) has suggested to form a Committee on Enforced Disappearance (CED) in its convention to monitor and evaluate the overall situation of forced disappearance of the state parties. Then this paper will assess the role of the CED. The effects of this crime are huge on the victim's family as well as whole society. Hence, this study will also examine the impacts and effects of it on the individual and on society as a whole. Next, it will show that it is a violation of national international law, custom and practice which amount to crimes against humanity. Finally, it will try to recommend some effective measures to abolish the offence and to draw a conclusion of it.

Objectives

The objectives of this paper are to:

- Find out the definition of forced disappearance in various legal instruments and their significance.
- Scrutiny and analyze the socio-legal aspects of enforced disappearance in Bangladesh.
- Evaluate the role of the CED.

- Measure the impacts and effects of this crime on individual level and on the society as a whole.
- Assess the gravity of the offence in international criminal law.
- Draw a way forward to overcome the situation.

Methodology

The general methodological approach of this study is grounded on theoretical approach based on data and information systematically gathered and analyzed. To do this research the researcher has collected data from both primary and secondary sources. However, the study is being conducted on the basis of critical analysis of secondary sources of data. In order to collect the secondary data, relevant literature reviews have been made. For secondary data books, journals, newspaper clips, published articles, and other available resources were explored on this issue.

Definition of Enforced Disappearance in International Law

Enforced disappearance is relatively new addition to state crime. Enforced disappearances persist in many countries all over the world, having been a continuing feature of the second half of the twentieth century since they were committed on a gross scale in Nazi-occupied Europe. After the expansion of this offence in December 2006, the UN has adopted the International Convention for the Protection of All Persons from Enforced Disappearance. The Convention entered into force on 23 December, 2010. Till then, 90 states have become signatories, and 30 have ratified the Convention. Among those states, 12 have recognized the competence of the Committee of Enforced Disappearances (CED) constituted under the Convention to receive and consider communications both by individuals alleging that their rights under the Convention have been violated as well as communications by states claiming that another state party is not fulfilling its obligations under the Convention. Very few states have implemented the Convention into national law. The convention aims to prevent enforced disappearances taking place, uncover the truth when they do occur, punish the perpetrators and provide reparations to the victims and their families. This Convention is legally significant because it not only ensures prevention, investigation and punishment of the crime but also arranges reparations for the victims and their family. In addition, it disallows enforced disappearance even under any exceptional circumstances such as war, political instability etc. In Bangladesh, there is very little scope of reparation in criminal laws whereas this Convention imposes an obligation upon the state parties to compensate the victims.

The Convention delivers a definition of the crime of enforced disappearance and necessary state action in order to both prevent the occurrence of the crime and to allow for the investigation and prosecution of the culprits. According to the language of Article 2 of the mentioned Convention an enforced disappearance takes place when a person is arrested, detained or abducted by the state or agents acting for the state, who then deny that the person is being held or conceal their whereabouts, placing them outside the protection of the law. Hence the International Convention for the Protection of All Persons from Enforced Disappearance identifies the following elements in the definition of enforced disappearances:

- There is an arrest, detention, abduction or any other form of deprivation of liberty;
- That conduct is carried out by agents of the state or by persons or groups of persons with the authorization, support or acquiescence of the state;
- The conduct is followed either by a refusal to acknowledge the deprivation of liberty or by concealment of the fate or whereabouts of the disappeared person;
- The objective result of the conduct is that the disappeared person is placed outside of the protection of the law.

Article 1(2) of the same Convention also furnishes, in no exceptional circumstances whatsoever, whether a state of war or a threat of war, internal political instability or any other public emergency, may be invoked as a justification for enforced disappearance. In addition to this, under Article 4, each State party has an obligation to take necessary measures to ensure that enforced disappearance constitutes an offence under its criminal law.

Moreover, the aforementioned Convention added in Article 6(1) (a) & (b) that any person who commits, orders, solicits or induces the commission of, attempts to commit, is an accomplice to or participates in an enforced disappearance; and a superior who: knew, or consciously disregarded information which clearly indicated, that subordinates under his or her effective authority and control were committing or about to commit a crime of enforced disappearance and he/she shall be liable for the commission of that offence.

Hence, enforced disappearance is a cumulative violation of human rights. This is because it may inflict a wide range of human rights violations, including violation of:

- The right to life: as the person may be killed or his or her fate may be unknown;
- The right to security and dignity of a person;
- The right to be free from arbitrary detention;
- The right not to be subjected to torture or other cruel, inhuman or degrading treatment or punishment;
- The right to humane conditions of detention;
- The right to legal personality;
- The right to fair trial;
- The right to free movement;
- The right to family life etc.

All of the above rights are guaranteed as fundamental rights whether directly or indirectly and enforceable by the court under the scheme of the Constitution of the People's Republic of Bangladesh.

Apart from this, the Rome Statute of the International Criminal Court, the Committee of the Red Cross Rules of Customary International Humanitarian Law, the Inter-American Convention on the Forced Disappearance of Persons prohibits the act and obliges the State parties to define forced disappearance of persons as a crime in their national law and to impose a appropriate punishment commensurate with its gravity.

Rome Statute of the International Criminal Court particularly treats forced disappearance as crime against humanity in Article 7 as *"For the purpose of this Statute, "crime against humanity" means any of the following acts when committed as part of a widespread or systematic attack directed against any civilian population, with knowledge of the attack:*

(i) Enforced disappearance of persons."

Additionally, Inter-American Convention on the Forced Disappearance of Persons affirmed the obligation of State parties in this regard in Article 1 as *"The States Parties to this Convention undertake: a) Not to practice, permit or tolerate the forced disappearance of persons, even in the states of emergency or suspension of individuals guarantees."*

Yet enforced disappearance is not a crime in Bangladesh due to lack of recognition in law. Hence to prevent this kind of offence Bangladesh should become a state party to the International Convention for the Protection of All

Persons from Enforced Disappearance and must needs to legislate a new law urgently to stop the crime effectively.

Importance of the International Convention for the Protection of All Persons from Enforced Disappearance

Unlike other human rights violations, enforced disappearances were not prohibited by a universal legally binding instrument before the Convention came into force in 2010. Before that only the Rome Statute of the International Criminal Court provided for prosecution and award of reparation to victims in cases where enforced disappearance amounted to crimes against humanity.

The crime of enforced disappearances was also prohibited prior to 2010 by two legal instruments i.e. the 1992 UN Declaration on the Protection of all Persons from Enforced Disappearance and the 1996 Inter-American Convention on Forced Disappearance of Persons Rights and customary international humanitarian law. However, these legal frameworks exhibited both serious gaps and ambiguities and have proven to be insufficient as a protection mechanism. The present Convention, despite its own flaws, corrects some of the existing gaps in the legal framework.

- Firstly, the Convention makes enforced disappearance crime under international law and recalls the right of every person not to be subjected to it, even under exceptional circumstances, such as the state of war or a threat of war, internal political instability or any other public emergency.
- Secondly, it is an important treaty because it obliges states to implement it into national law. Therefore, ensuring that impunity shall not prevail for enforced disappearance.
- Thirdly, it guarantees the rights of victims or their relatives to have access to justice and full and effective reparation.
- Fourthly, the Convention sets up the Committee on Enforced Disappearances, which begins its work in November 2011.

Prior to this, the only mechanism specialized to deal specifically with enforced disappearances was the UN Working Group on Enforced or Involuntary Disappearances. This body has received and examined reports of disappearances submitted by relatives of disappeared persons or human rights organizations acting on their behalf since its establishment in 1980. This important global rapid response mechanism for requesting states to carry out investigations into cases in

which the Working Group believes an enforced disappearance has taken place and monitoring state compliance with the Declaration on the Protection of all Persons from Enforced Disappearance continues to exist.

The Committee on Enforced Disappearance (CED) will similarly receive requests for urgent action from relatives of the disappeared, their legal representatives or others, which it can transmit to the state party concerned with a request to clarify the fate and whereabouts of the disappeared person. Also it will be able to consider individual complaints by persons who claim to be a victim of a violation of the provisions of the Convention, although only after states parties have recognized the Committee's competence to do so. The Committee is also empowered to perform other functions to monitor implementation and state parties' compliance with their obligations under the 2010 Convention

Forced Disappearance under the Criminal Laws of Bangladesh

It is unfortunate that there is no mention of enforced disappearance in any law of Bangladesh. It is not only undefined in any penal law but also not treated as an offence in any way. It is a new form of crime in this country and mainly launched last couple of years past. But there are provisions regarding kidnap & abduction in the Penal Code, 1860. However, enforced disappearance is totally different form of crime than kidnap or abduction. It is more grievous in nature. Law enforcing agencies are playing key role behind this crime whereas kidnap and abduction is committed by individual and the gravity is far less than forced disappearance. The usual consequence of forced disappearance is death while in others cases death is not the ultimate intention of the crime.

However, according to section 362 of the Penal Code, 1860 a person is said to commit the offence of abduction when he by force compels or by any deceitful means induces any other person to go from one place to another.

On the opposite side, section 359 enumerates kidnapping is of two kinds i.e kidnapping from Bangladesh and kidnapping from lawful guardianship. Whoever conveys any person beyond the limits of Bangladesh without the consent of that person, or of some person legally authorized to consent on behalf of that person, is said to kidnap that person from Bangladesh. On the contrary, whoever takes or entices any minor or any person of unsound mind, out of the keeping of the lawful guardian without such guardian's consent is said to kidnap such person.

As per the provision of the Penal Code a person whoever kidnaps any person from Bangladesh or from any legal guardian shall be punished with detention of either description for a term which may extend to seven years and shall also be liable to fine. Further, section 364 prescribed the punishment for kidnapping or abduction where the intention is to murder up to imprisonment for life or rigorous imprisonment for a term, which may extend to ten years and fine also. After analyzing these two we can say that kidnapping and abduction have the following features:

- Kidnapping is committed in respect of minors under sixteen years in case of a male and under eighteen years in case of a female, or a person of unsound mind. Abduction can be committed in respect of a person of any age.
- In the event of kidnapping, a minor is usually taken away, forcefully or not, without the consent of legal guardian but force, compulsion or deceit are basic elements of abduction.
- Consent of the victim in case of kidnapping is immaterial where in case of abduction absence of voluntary consent is of vital importance.
- Kidnapping moves the victim away from the custody of legal guardian and being so it is a substantive offence but abduction is an auxiliary offence.

Apart from this, if a person kidnaps or abducts any child under the age of ten, in order that such child may be murdered or subjected to grievous hurt, or slavery, or to the lust of any person, shall be punished with death or with imprisonment for life or with rigorous imprisonment for a term which may extend to fourteen years, and shall not be less than seven years. Additionally, if a person kidnaps or abducts any woman with intent that she may be compelled to marry any person against her will, or in order that she may be forced or seduced to illicit intercourse shall be punished with death or transportation for life or with rigorous imprisonment of either description for a term which may extend to twenty years but not less than ten years, and shall also be liable to fine.

The punishment for murder after abduction is death penalty or imprisonment for life as stipulated in section 302 of the Penal Code, 1860. In addition to this, if kidnapping or abduction is committed with an intention to wrongful confinement, the offender shall be punished with custody of either description for a term, which may extend to seven years and shall also be liable to fine.

Hence, the gravity of these two distinct classes of crimes is not same. Enforced disappearance is a crime under international law for which states are obliged to hold perpetrators responsible through criminal investigation and prosecution. Moreover, it amounts to a crime against humanity when it is committed as part of a widespread or systematic attack on a civilian population. Forced disappearance is a particularly cruel human rights violation; a violation of the person who has disappeared and a violation of those who love him/her. The disappeared person is often tortured and in constant fear for their life, removed from the protection of the law, deprived of all their rights and at the mercy of their captors while every person has the right to life, liberty and security of person.

Role of Committee on Enforced Disappearance (CED) to Prevent Forced Disappearance

The Committee on Enforced Disappearance (CED) is similar in its form and function to other UN human rights treaty bodies, such as the Committee against Torture (CAT). CED is composed of ten experts in the field of human rights, who serve on the Committee in their individual capacity and are expected to exercise their functions independently and impartially. Within two years of accepting the Convention, state parties are required to submit a report to the Committee about the measures they have been undertaking to implement the Convention. Upon examining the report, the Committee will make general suggestions and recommendations as it considers appropriate to the state party. Furthermore, the Committee can transmit requests for urgent action sent by or on behalf of the relatives of a disappeared person to state parties requesting that they clarify the fate and whereabouts of the disappeared person. It can also undertake visits if it receives reliable information indicating that a state party is seriously violating the provisions of the Convention, or may bring situations of widespread or systematic practices of enforced disappearances to the attention of the UN General Assembly.

Moreover, the Committee also has an optional individual complaints system. This means that it can consider communications submitted by or on behalf of individuals alleging to be victims of a violation of the provisions of the Convention by a state party, which has declared that it accepts the competence of the Committee to receive such individual communications. The Committee may also receive and consider communications in which a state party claims that another state party is not fulfilling its obligations under the Convention if the

state party concerned has agreed to the optional inter-state communications procedure.

Effect of forced disappearance on the societies and individuals

An enforced disappearance of an individual has a tremendous effect on the lives of his or her loved ones and their communities. Families are often emotionally unable to find closure and come in terms with the disappearance of their loved ones. Many suffer from severe psychological distress, sometimes resulting in physical illness as well. Children are not immune from such anguish; disappearance of a parent, sibling, spouse or other members of the family often adversely affects their educational performance and social behaviour.

Furthermore, families frequently face enormous economic consequences, especially when the victim was the principal bread-winner of the family. Even if this was not the case, many families find themselves in dire economic straits during the course of their search for the victim. The societal and cultural isolation faced by the families frequently go undocumented. For example, while widows in certain cultures have a well-established support system within communities, wives of disappeared victims are at times left in limbo.

Often, people who have disappeared are never released and their fortune remains unknown. Their families and friends may never find out what has happened to them. But the person has not just vanished. Someone, somewhere, knows what has happened to them. Someone is responsible but all too often the offenders are never brought to justice. However, the sufferer and his/her family not only have right to get fair justice but also to reparation. They also have the right to know the truth about the circumstances of an enforced disappearance and the destiny of the disappeared person, and the right to freedom to seek, receive and impart information to this end.

Grave Violation of Human Rights as Well as National and International Laws

A series of incidents happened in Bangladesh indicate the serious scenario of falling rule of law in Bangladesh. The Republic is constitutionally bound to ensure security and safety of life and property of every citizen. Furthermore, it has also responsibility to ensure citizen's fundamental rights guaranteed by the constitution. But, by detaining any person without any due process of law, government has grossly violated his fundamental rights. The Constitution of the

People's Republic of Bangladesh says that: *to enjoy the protection of the law, and to be treated in accordance with law, and only in accordance with law, is the inalienable right of every citizen, wherever he may be, and of every other person for the time being within Bangladesh, and in particular no action detrimental to the life, liberty, body, reputation or property of any person shall be taken except in accordance with law.*

On the other hand, another Article of the Constitution incorporates: *no person shall be deprived of life or personal liberty saves in accordance with law.* In reality, this has not been implemented and this foremost fundamental right is being repetitively violated with complete impunity by state agencies and state remains silent even to investigate the matter and bring out the truth before the nation. The government has violated these two core Articles of the Constitution of Bangladesh by depriving it's citizen from enjoying the protection of law and to be treated in accordance with law that are announced in our sacred Supreme Charter as inalienable right of every detenu. In this case the law enforcing agencies detained without any warrant of arrest from any court of law. In many cases even they have no allegation against the victim. Most of the time they do it without wearing their prescribed uniform and denied their involvement with the detention when the victim's family shows their finger to them. Even they didn't inform the ground(s) for arrest, didn't produce him before the nearest Magistrate Court and didn't get chance to consult with any lawyer which are clear violation of human rights, right to get fare justice and constitutionally guaranteed other rights as well.

The Universal Declaration of Human Rights, 1948 prohibits government from arbitrary arrest with its clear cut text as it includes: *"no one shall be subjected to arbitrary arrest, detention or exile."* Each and every forced disappearance incident violated universal human right to be safe from illegal arrest. Bangladesh acceded to the International Covenant on Civil and Political Rights (ICCPR), 1966 that prohibits the grave violations of all the basic human rights highlighted above. According to Article 6 and 2 of the ICCPR, Bangladesh has the obligations to ensure the right to life of its people and to ensure prompt and effective reparation where violations occur. That mean under this international legal instrument mere trial is not sufficient for the victim or his family. Moreover, state is responsible to provide adequate reparation to the victim/his family.

It is also another obligation of every state party to bring legislation into conformity with the ICCPR. Under the obligation of ICCPR, the Bangladesh government must ensure a fair and public trial for anyone charged with a criminal offense, and such a trial must take place "without undue delay." ICCPR also requires Bangladesh to protect freedom of expression. Bangladesh is a state party to the Convention Against Torture (CAT) and Other Forms of Cruel, Inhuman or Degrading Treatment or Punishment (CAT). Under CAT, the Bangladesh government must ensure that any person who alleges he has been subject to torture has the right "to complain to and to have his case promptly and impartially examined by competent authorities." Albeit Bangladesh is a state party to the abovementioned conventions and covenants yet it fails to fulfill its legal obligations under the covenant. Weak monitoring system under the covenant and lack of holy will are liable for this unlawfulness. On the contrary there is a CED under the UN convention on enforced disappearance, what can compel state parties to obey its provisions.

Recommendations to Stop Forced Disappearance

The government of Bangladesh should ensure a fair and independent investigation into all the cases of disappeared citizens. The government also must make it clear to its security forces that the era of torture with impunity is over. The state should follow the principle that any criminal offence must be tried by competent court of law; not by security forces outside of the due process of law. In fundamental human rights violation case, government should take positive steps to prevent it from very beginning. After arresting anyone, every person must be produced before the court immediately by the concerned law enforcing agency within whose custody he is detained.

United Nations, international communities, human rights organizations, donor agencies etc. should ensure that no person is kidnapped or tortured due only to his political identity, and that all people get equal protection of law from the state. Bangladesh must be advised to halt the growing phenomenon of enforced disappearances and show its commitment to do so by ratifying the International Convention for the Protection of All Persons from Enforced Disappearance without delay and producing and implementing in full domestic legislation in line with the provisions of this instrument.

States must commit themselves to ending the practice of enforced disappearance by taking steps to respect, protect and fulfill the rights of individuals not to be subjected to enforced disappearance. Furthermore, states must tackle the issue of

impunity and ensure that the perpetrators are brought to justice. Moreover, Bangladesh should accept the competence of the Committee on Enforced Disappearances to receive complaints from individuals and state parties under Articles 31 and 32 of the Convention.

Adoption of a long-term and comprehensive plan can prevent and eliminate enforced disappearance from this country, which involves establishment of effective training programs of law enforcement and other personnel. Civil society actors can take specific actions to support their calls urging governments to ratify the Convention and legislate a law in this regard. Civil society may participate in drafting and commenting of national implementing legislation. Civil society members can provide information in relation to the Committee's (CED) review of state reports and its other functions under the Convention. It may pursue for submitting urgent requests for action to clarify the fate and whereabouts of a disappeared person, or submit individual communications on behalf of an individual who claims to be a victim of a violation of the Convention's provisions by a state party. Women and women's organizations should particularly be encouraged to do so to ensure that gender issues are taken into account and that the process of preparing implementing law is inclusive. Also, in many countries, it is men who are most often subject to disappearance, and it is their women family members who spearhead efforts to obtain justice for their loved ones.

Conclusion

Enforced disappearance is one of most heinous crimes around the globe because it is committed by state agencies, directly or indirectly. Here State acts as patron to a crime while State is responsible to protect right to life and liberty of every human being. State must commit to conclude the practice of forced disappearance by taking steps to respect, protect and fulfill the rights of individuals not to be subjected to enforced disappearance. In existing legal systems of Bangladesh, it is not possible to prosecute the criminals due to lack of legal instrument in this regard. In absence of a specific law, it will be very difficult to eliminate this crime from the soil of Bangladesh. Because court has no jurisdiction to punish anyone through a liberal interpretation. Albeit the constitution of the Republic guaranteed right to life and personal liberty but without enacting a new law it will not be possible to punish and prevent the crime. A piece of legislation could be a weapon for the victims and their families to get complete justice. If the stakeholders have a law before them, they will be able to demark the incident of enforced disappearance. Hence, Bangladesh

should ratify the convention and incorporate the offence in domestic law immediately. Also the State should take effective legislative, administrative, judicial and other essential measures for the taxpayers to prevent forced disappearance and to provide protection against unacknowledged disappearances.

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REMOVAL OF JUDGES UNDER 16TH AMENDMENT OF BANGLADESH CONSTITUTION: A EUPHEMISM TO CURB ON JUDICIARY

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Abstract: *The goal of the paper is to undertake a comparative discourse on removal of judges with reference to the provisions prior to- and post- 16th Amendment of the Constitution of Bangladesh. Though the parliament is given the power to trigger at the removal proceedings of a judge by passing a resolution under the 16th Amendment of the Constitution, this paper particularly postulates that the interventionist role of the parliament in removal of judges stands against judicial independence given the socio-political and legal strata in our country. The paper stands on the premise that the supreme judicial council as was introduced in our constitutional fabric by the 5th Amendment of the Constitution was more suitable than the Parliament to trigger at removal process of judges by a resolution. The scope of the article is limited to the discussion of mechanism for removal of judges of the Supreme Court of Bangladesh.*

Keywords: *Removal of Judges, 16th Amendment of Bangladesh Constitution, Supreme Judicial Council*

I. Introduction

“Attempting to reform law, V. R. Krishna Iyer said¹, is somewhat like making a sheet of corrugated irons flat with a hammer.” Sometimes transformation of law might become very challenging as we have witnessed flurry of criticisms after the government moved to amend the Constitution to replace the provisions of removal of judges by the Supreme Judicial Council (SJC) with the parliamentary resolution. The government while tabling the amendment bill to the Parliament reasoned it saying that they were ensuring the judicial accountability of judges whereas the critiques were of the opinion that the government would like to curb on judicial independence. Thus there is dilemma as to what version of the opinions is correct. The paper initially gives a succinct account of judicial independence and security of tenure and their positions in our Constitutional jurisprudence. This paper also gives a brief account of the different practices in place in other countries regarding the removal of judges. This paper aims to

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depict a clear picture of pre- and post- 16th Amendment of the Constitutional provisions concerning removal of judges thereby making a comparative study of the removal of judges' provisions; it will also critically evaluate whether the changed position as to the removal of judges in the Constitution best suited to independence of judiciary.

While doing so, the paper will argue that the current position lacks conformity with the spirit of judicial independence and a vivid picture will be portrayed regarding the prior and the subsequent positions of the subject matter.

II. Independence of Judiciary

Independence of judiciary is the priceless possession of any country under the rule of law. The reason why judicial independence is of such public importance is that a free society exists only so long as it is governed by the rule of law - the rule which binds the government and the governed, administered impartially and treating equally all those who seek its remedies or against whom its remedies are sought.² Thus independence of judiciary is a *sine qua non* for a free society and good governance. The concept "judicial independence" is uncontroversially set out in the IBA's *Minimum Standards of Judicial Independence* (1982)³ and in the *Basic Principles of the Independence of the Judiciary* adopted by the General Assembly of the United Nations in 1985⁴. These Principles generally encompass guidelines for appointment and removal, and for tenure, conduct and discipline, which are generally designed to ensure that "judges are not subject to executive control" (personal independence) and that in the discharge of judicial functions "a judge is subject to nothing but the law and the commands of his conscience" (substantive independence). Bangladesh is no exception to that wave; independence of judiciary is considered a basic feature of the Constitution. In *Md Faiz vs. Ekramul Haque Bulbul*⁵, the High Court Division held: "By the concept of independence of judiciary we mean that judicial branch of the government acts as its own body free from intervention and influence of other branches of the government particularly the executive. It must also be free from powerful non-governmental interference like pressure from corporate giants, business or corporate bodies, pressure groups, media, political pressure etc."⁶ The above judicial pronouncement was reiterated in *Secretary, Ministry of Finance vs. Md. Masdar Hossain and others*,⁷ where the Court held "the independence of the judiciary, as affirmed and declared by Articles 94(4) and 116A, is one of the basic pillars of the Constitution and cannot be demolished, whittled down, curtailed or diminished in any manner whatsoever, except under the existing provisions of the Constitution".

III. Security of Tenure

So far as judicial independence is concerned, security of tenure of judges is considered the most important factor in that they would not be removed or otherwise be subjected to harassments if they pass judgements unpalatable to the government.⁸ Sir Gerard Brennan said –

“Independence of the modern judiciary has many facets. The external factors that tend to undermine independence are well recognized by the judiciary but perhaps not so well recognized by the political branches of government or by the public. Some of the structures that preserve independence are well established. I need not canvass the twin constitutional pillars of judicial independence - security of tenure and conditions of service that the Executive cannot touch - except to say this: if either of these pillars is eroded, in time society will pay an awful price. (Emphasis added).”⁹

Thus in 17th century the English judiciary was first given the security as to their tenure subject to good behaviour by the Act of Settlement¹⁰. Given the nature of the functions the judiciary is entrusted with specially to guard the rights and liberties of the citizens against the arbitrary decisions of the executive and unconstitutional acts of legislatures, it is a must for the judges as the third arm of the state to enjoy such security of tenure and fulfil the aspirations of the citizens to check derailed executives and legislatures. In *Secretary, Ministry of Finance vs. Md. Masdar Hossain and others*¹¹, the Appellate Division having referred to the Canadian case of *Walter Valente vs. Her Majesty the Queen*¹², acceded that security of tenure is the first of three essential conditions to ensure judicial independence. The Court held: “Reverting to the case of *Walter Valente vs. Her Majesty the Queen*, (1985) 2 RCS 673, we find that the Supreme Court of Canada listed three essential conditions of judicial independence. The Court further held that:

“...Security of tenure because of the importance traditionally attached to it, is the first of the essential conditions of judicial independence for purposes of section 11(d) of the Charter. The essentials of such security are that a Judge be removed only for cause, and that cause be subject to independent review and determination by a process at which the Judge affected is afforded a full opportunity to be heard. The essence of security of tenure for purposes of section 11(d) is tenure, whether until an age of retirement, for a fixed term, or for a specific adjudicative task, that is secure against interference by the Executive or other appointing authority in a discretionary or arbitrary manner”.¹³

VI. Removal of Judges in Different Jurisdictions: Some Reflections

There are different ways in practice worldwide whereby judges are removed from their offices.¹⁴ These practices can be divided into three broad categories: first, in some countries including UK, USA, Australia and India parliaments are invested with the power to remove judges. In UK and USA, the bill intended to remove judges is first tabled in the lower house of their parliament and finally decided upon in the Upper House. In Britain, for example, Judges hold office during good behaviour and can be removed only on an address from both Houses of Parliament.¹⁵ In the U.S.A., a Supreme Court Judge holds office for life and is removable only by the process of removal of judges in case of treason, bribery or other high crimes and misdemeanours.¹⁶ In India the removal procedure is bit different; the bill can be placed in any house of the Indian Parliament but if it is tabled in Rajyasova (the upper house), it needs to be approved by 50 parliamentarians and if it is placed in Loksova (the lower house), it needs to be approved by 100 members. After getting the required approval, an enquiry committee is to be formed by the Speaker/Chairman of the respective house. Upon investigation, if the committee does not find any accusation against the accused judge, the process ends here; if the committee recommends to remove the accused judge, the committee report is placed in the Parliament for voting and be decided accordingly and the President shall order to remove the judge upon the resolution having been passed in the Parliament in this regard.¹⁷ In India the Parliament has enacted the Judges (Inquiry) Act, 1968, which regulates the procedure for investigation and the proof of misbehaviour or incapacity of a Supreme Court Judge for presenting an address by the Houses of Parliament to the President for his removal. “The procedure for the purpose is as follows: A notice of a motion for presenting such an address may be given by 100 members of the Lok Sabha, or 50 members of the Rajya Sabha. The Speaker or the Chairman may either admit or refuse to admit the motion. If it is admitted, then the Speaker/Chairman is to constitute a committee consisting of a Supreme Court Judge, a Chief Justice of a High Court and a distinguished jurist. If notices for the motion are given on the same day in both the Houses, the Committee of Inquiry is to be constituted jointly by the Speaker and the Chairman.

The Committee of Inquiry is to frame definite charges against the Judge on the basis of which the investigation is proposed to be held and to give him a reasonable opportunity of being heard including cross-examination of witnesses. If the charge is that of physical or mental incapacity, the committee may arrange for the medical examination of the Judges by a

medical board appointed by the Speaker/Chairman or both as the case may be. The Report of the Committee is to be laid before the concerned House or houses. If the Committee exonerates the Judge of the charges laid against him, then no further action is to be taken on the motion of his removal. If, however, the Committee finds the Judge to be guilty of misbehaviour, or suffering from any incapacity, the House can take up the motion for consideration. Upon the motion being adopted by both Houses according to Art. 124(4), as noted above, an address may be presented to the President for removal of the Judge. Rules under the Act are to be made by a committee consisting 10 members from the Lok Sabha and 5 members from the Rajya Sabha.”¹⁸ Secondly, in some countries there are provisions vesting removal of judges power in the judiciary. There are either separate courts for removal of judges or special chambers of the Highest Courts. For example, in Germany there is judicial service court for removal of judges and a special chamber of the Federal Court of Justice is given the power to remove the justices of German Federal Court.¹⁹ Thirdly, unlike the above two i.e. without vesting the removal power of judges in either parliament or courts, some special committees are in place upon the recommendation of which the President of the concerned state will order to remove the alleged judges. Pakistan is one example of that.²⁰

V. Removal of Judges in Bangladesh

A study of the Bangladesh Constitutional provisions regarding the removal of judges may be phased out as the prior to and the post -16th Amendment of the Constitution. By the 16th Amendment removal power of judges was re-vested in the Parliament which was contained in the original Constitution of 1972; subsequently, the parliament was de-vested of that power by the 5th Amendment and a new mechanism namely “Supreme Judicial Council” was devised to do the same function.

VI. Removal of Judges after 16th Amendment

The parliament has passed the Constitution (Sixteenth) Amendment Bill 2014 on 19 September 2014 and the President assented to it on 22 September 2014²¹. The Amendment Act has replaced the provisions of Supreme Judicial Council with removal of judges by the parliament under Art. 96.²² It provides that the President upon a resolution passed by two third majorities of the total members of the Parliament shall order to remove the accused judge. It further provides that the Parliament may by law regulate the procedure to pass the resolution in the Parliament and the investigation to be carried out into the proved misbehaviour or incapacity.

The 16th Amendment of the Constitution of Bangladesh has actually reinstated the original provision as to parliamentary procedure for removal of Supreme Court Judges. “Under the original Art 96 of the Constitution a judge could be removed from his or her office by an order of the President following a resolution of Parliament on the ground of 'proved misbehaviour or incapacity'. The resolution for removal was to be supported by a majority of at least two-thirds of the total number of members of Parliament. Parliament was empowered to make legal provision regulating the procedure for adopting a resolution and for the 'investigation and proof of the misbehaviour or incapacity' of the judge”.²³

The government while placing the Amendment Bill in the Parliament advocated in that the proposed amendment was intended to resume the provisions as to removal of judges contained in the original Constitution of 1972. They further argued that conferment of removal power to the Parliament was actually compliance to Article 7 of the Constitution; the Parliament being democratically elected representatives of the people.²⁴

VII. Removal of Judges Prior to 16th Amendment

Prior to the 16th Amendment the functions of investigation were vested with the Supreme Judicial Council and the President was to order removal sanction upon the recommendations of the Council. Moreover, this Council was to be formed of three members; one being the chief justice and the other two, next senior judges of the Supreme Court. The triggering point to start the investigation process was either the quest of the Council or the President being satisfied that a particular judge is guilty of proved misbehaviour or physical or mental incapacity.²⁵

The opponents of the 16th amendment opine that the Amendment was actually to curb on the independence of judiciary and would work as guillotine for the judges preventing them to perform their functions independently. They counter argue that resuming to the original constitutional provisions by empowering the Parliament to remove the judges is unwarranted as the perspective of the highest judiciary in 2014 is unfortunately quite different from that of 1972, at present the highest judiciary being more politically inclined.²⁶

VIII. Removal of Judges By SJC or Parliament: A Critical Study

By the 16th Amendment, the prior provisions of SJC with removal power of judges have been abolished and the parliamentary intervention in removal of judges has been reinstated. However, the current position is open to question from the perspective of constitutionalism in our country. The moot question is

whether vesting the power of removal of judges in the Parliament undermines judicial independence or does the supreme judicial council stand more in line with the concept of judicial independence. Independence of judiciary is better protected by vesting the removal power of judges in the Supreme Judicial Council than in the Parliament. Because in the absence of any law detailing the respective provisions, the executive is in full control of the removal process; the Parliament would pass the resolution by two-third majority to initiate the removal procedure and the President would pass an order to remove the alleged judge upon proved misbehaviour or incapacity. The Parliament is to make law in this regard which it failed to do prior to the 5th Amendment and after the 16th Amendment till to date. The reluctance of the parliament to legislate in this regard arguably points out the intention of the executive to curb on the judiciary.

It is true that there are practices prevailing all around the world where either the parliament or the judiciary is vested with the removal power of judges. In other words, the practice of discipline the judges by parliamentary intervention are not foreign to other jurisdictions. However, the question we need to ask whether the same practice would serve equally well in Bangladesh especially when our parliament is unicameral and heavily influenced by the executive. In this regard, the Beijing Statement 1995 is notable here. The Beijing Statement 1995 recognizes that *“due to historical and cultural differences, different mechanisms may be used in different societies. In some countries, a parliamentary procedure of discipline is traditionally employed while it is not suitable for some other countries. The Statement provides that where ‘parliamentary procedures or procedures for the removal of a judge by vote of the people do not apply, the procedures for the removal of judges must be under the control of the judiciary”*²⁷.

Moreover, in the absence of any law regulating the removal procedure including the investigation and the body to be investigating a complaint against an alleged judge, the parliament is in exclusive control of removal procedure of judges which none of the international instruments (Montreal Declaration 1983, UN Basic Principles 1985 or Beijing Statement 1995) approves the use of exclusive executive power in disciplining judges. “In fact, exclusive executive power of disciplinary control may place judges in a position of subservience to the executive (Cappelletti, 1989: 105). In other words, this power places the executive government in a position where it can easily interfere with the decision-making process of the judiciary. For this reason, exclusive executive power of disciplining judges is not desirable; rather it is highly objectionable to the commentators. Particularly, the power of adjudication in the disciplinary

proceedings is probably the most important power and it should not be vested in the executive (Shetreet, 1986: 40).”²⁸

Chowdhury (2014)²⁹ argues that vesting the removal power of judges in the parliament is more in line with separation of power with the checks and balances and therefore represents more representative democracy. He argues that the way the removal procedure was designed by the 5th Amendment (initiation of proceedings, apprehension of the president as to the existence of either gross misconduct or incapacity of the alleged judge and then final removal order by the president) made the executive the sole arbiter of things. He further opines that the Court³⁰ was not to have condoned the provisions of the Supreme Judicial Council under Article 96 brought about under the General Zia regime after it having declared 5th amendment null and void due to martial law proclamation. It is submitted here that Chowdhury (2014) seems to have mistaken to support the parliamentary intervention in removal of judges as being a part of separation of power scheme with checks and balances.

A study of the Constitutional arrangement of sovereign power of the Republic of Bangladesh clearly reveals that the Constituent Assembly did not actually intend to incorporate the separation of power with checks and balances in its strict sense. Rather they have loosely incorporated the concept in our Constitution. In this regard, the words of Mahmudul Islam are noteworthy here –

*“What the Constitution has done can very well be described as assignment of powers of the Republic to the three organs of the Government and it provides separation of power in the sense that no one organ can transgress the limit set by the Constitution. Or encroach upon the powers assigned to the other organs”.*³¹

Being parliamentary type of government, separation of power with checks and balances, as practiced in USA which is a presidential type of government, does not actually suit our very native power structure. It is further submitted here that even if in parliamentary types of government many insignia of presidential form of government have been accepted; such acceptances are not without modifications and changes. Moreover, the safeguard Chowdhury (2014) raised against the possible misuse of the power of removal of judges by the parliament is the requirement of two third majority in favour of the bill on removal of judges as it would be difficult to meet the requirement; this does not stand either as we have experienced since the last couple of the general elections that the party forming the government has easily succeeded to secure two third majority in the Parliament *inter alia* as a result of coalition and alliance with other political parties. To say the least, Article 70 of our Constitution would prevent

the members of the Parliament to exercise their independent opinions on the matter.

Moreover, given the socio-political conditions prevailing in our country it is unlikely to be suitable to restore the power to remove judges to the parliament though the same has been in practice elsewhere. Because most of the countries, like USA, UK and India where the Parliament has the power to remove judges, have bicameral legislatures and one house can check the arbitrary or unfair removal attempt of the another chamber. One commentator³² therefore says that some legal experts such as Khairul Haque, a former chief justice, has contended that vesting the power of removing judges in the hands of the Parliament is a practice followed in some other democracies such as Australia, India, Canada, South Africa, and the United Kingdom, and is not creating any issues in those countries. The observation is true but it ignores the difference in socio-political culture between those countries and Bangladesh. We must not forget that the laws do not operate in a vacuum and law's effectiveness depends not just on its mechanical form but also in the culture of the society in which it operates. In view of the political realities of Bangladesh and because of the fragile nature of our democratic culture and institutions, this decision of the Ministry of Law, if implemented, would hang over the heads of judges like a sword of Damocles. In many cases, the government itself is a party in legal proceedings and a judge rendering a judgment unpalatable to the government in any sensitive matter may be harassed or even removed by the government.

It is strongly argued here that the provision of "Supreme Judicial Council" was more in line with the independence of judiciary which is envisaged as the basic feature of our Constitution. As the Council would form with the Chief Justice and the next two senior most judges in the Appellate Division, the judiciary would feel more secured and would be able to serve the ends of justice and protect the rights of the citizens independent of any pressure even if it is unpalatable to the executive's interests. The same idea was confirmed in the observation of the Appellate Division in *Khondker Delwar Hossain, Secretary BNP and Another v Bangladesh Italian Marble Works and Others*³³. In this judgment, General Ziaur Rahman has been very rightly termed as a usurper possessing no legal authority to amend the Constitution and, thus, the 5th Amendment to the Constitution has been declared as unconstitutional. Nonetheless, the changes made by General Rahman's regime regarding the power of removal of judges of the Supreme Court have been endorsed by the Appellate Division in the following terms: "It also appears that the provision of Article 96 as existed in the Constitution on August 15, 1975 provided that a Judge of the Supreme Court may be removed from the office by the President on

the ground of 'misbehaviour or incapacity.' However Clauses (2), (3), (4), (5), (6) and (7) of Article 96 were substituted by the Second Proclamation (Tenth Amendment) Order, 1977 providing the procedure for removal of a Judge of the Supreme Court of Bangladesh by the Supreme Judicial Council in the manner provided therein instead of earlier method of removal. This [sic] substituted provisions being more transparent procedure than that of the earlier ones and also safeguarding independence of judiciary, are to be condoned.” However, there is no denial of fact that the provision of Supreme Judicial Council has always been proved to be inert and dysfunctional. If accountability of judges of the Supreme Court is a real issue to be taken care of by the government, then the structure and operation of the Supreme Judicial Council may be thoroughly re examined and revised.³⁴

IX. Ways Forward

The provision of “Supreme Judicial Council” was better suited to the independence of judiciary than reinstating the Parliamentary intervention in case of removal of judges. However, given the changes made by the 16th Amendment, as it currently stands, it is the Parliament which would pass a resolution to trigger at the removal procedure and the Parliament would be the prime mover to remove an alleged judge. In this regard the Parliament would make law in detail. Thus to make the process less evil, the Parliament may be suggested to take into account the following matters –

1. **Triggering at the complaint procedure in the parliament:** At present, only the members of the Parliament can initiate the removal procedure against an alleged judge. But public at large can be afforded to have a say and raise their voice in this process and they can be allowed to put forth their concerns through a member of the Parliament. For example, in Philippine law empowers any member of public to raise the matter in the parliament with approval of an MP. Under the above provision, Joseph E. Estrda the ex-president of Philippine with approval of 3 MPs lodged a complaint against the then Chief Justice Hilario G. Davide jr. and other seven judges on the grounds of violation of constitution and breach of public trust.³⁵
2. **Investigation:** Within the whole process of removal procedure investigation phase is very important and to a great extent central to the whole issue. Thus the question “who would investigate the accusation against an alleged judge” plays pivotal role. Like USA and UK, will only the members of parliament be involved in investigation or like India, shall persons other than the speaker of Rajyashova or the chairmen of Lokshava constitute a

committee for investigation.³⁶ If there is any issue as to any member of the committee, what would be the consequence? Upon formation of the enquiry committee consisting of three members namely Supreme Court Justice Aftab Alam, Karnataka High Court Chief Justice J S Khehar and senior advocate P P Rao to probe into the charges of corruption and abuse of judicial office against Chief Justice P. D. Dinakaran of Sikkim High Court by Forum for Judicial Accountability, a Chennai based organization, a call was made Justice P. D. Dinakaran to reconstitute the enquiry committee on a plea of P P Rao's bias against Justice Dinakaran and the Supreme Court of India bench headed by a very senior judge, Justice GS Singhvi, permitted the above plea.³⁷

3. **Interval Period before Bringing in Another Complaint:** If any removal procedure gets dismissed, how long does the interval period need to elapse for the next removal procedure to begin. In Philippine after the first removal procedure against the chief justice Hilario G. Davide Jr. on 22 October 2003 was dismissed, another attempt to remove him four months later was made abundant as the second attempt being made within less than one year period after the first attempt.³⁸
4. **Status of Alleged Judge Pending to Parliamentary Removal:** The Parliament while making the law on removal procedure of an alleged judge shall specifically consider the issue whether an alleged judge can sit in his/her office or would s/he be recused from working as judge pending the investigation and removal procedure.
5. **Maximum Time Limit to Complete Removal Procedure:** The law shall have a provision of the maximum period for completion of the whole process after the removal procedure starts. This is particularly important to bring certainty and to end perpetuity in the removal procedure.
6. **Definition of Proved Misbehaviour:** The ground of 'proved misbehaviour' as inserted by the 16th Amendment is likely to be frequently used for removal of judges; the concept of proved misbehaviour is wide and ambiguous. It may include violation of constitution, breach of public trust, sedition, bribe, corruption, abuse of power and other criminal offences. Therefore the term has to be well defined in the Act.

X. Conclusion

"Judges have, of course, the power, though not the right, to ignore the mandate of a statute, and render judgment in despite of it. They have the power, though not the right, to travel beyond the walls of the interstices, the bounds set to

judicial innovation by precedent and custom. Nonetheless, by the abuse of power, they violate the law. If they violate it willfully, i.e., with guilt and evil mind, they commit a legal wrong and may be removed or punished even though the judgments which they have rendered stand”.³⁹ Judicial independence is the cornerstone of modern democracy and to this end, security of tenure in judicial office is an imperative.⁴⁰ Hence, as the above study reveals, there are different practices in place in different jurisdictions to make removal of judges a difficult task and hereby preventing the executive to interfere with the judges’ tenure and ensuring they work and serve justice with no fear of losing the jobs or facing persecution for rendering judgements unfavorable to the government. In Bangladesh parliamentary intervention in removal of judges is prone to abuse by the executive and that might hinder the judges to act independently. The idea of “Supreme Judicial Council” as was introduced by the 5th Amendment though replaced with parliamentary intervention by 16th Amendment inclines towards the concept of judicial independence as the parliament would have no say in removal of judges and hence would not politicize the matter in the go. However, aftermath the 16th Amendment of the Constitution where the Parliament has already been re-vested with removal of judges, it is high time to say the least that the Parliament should do the consultations and undertake a detailed study on the subject with a comparative approach and place a bill for debates and discussions. They must ensure that there remains sufficient check on the process as to removal of judges in totality and may consider the issues pointed out above.

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TEACHING WRITING SKILL EFFECTIVELY IN MIXED-ABILITY CLASSES: AN INVESTIGATION OF TERTIARY LEVEL STUDENTS

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Abstract: Mixed ability class is an important fact of all language classes, no matter where do teachers live in the world or which educational institute they teach. In a mixed ability language class, most of the language teachers often face the challenges of having wide range of language proficiency levels of the students. Not only the teachers, but also the students feel frustrated and demotivated in a mixed ability class. This paper is an endeavor to identify some problems of teaching writing skill in mixed ability classes at tertiary level in private universities in Bangladesh. This study aims at finding out the advantages of mixed ability classes. This paper tries to find out the teaching strategies applicable for mixed ability writing classes. Finally some recommendations have been suggested for the mixed ability writing classes.

1. Introduction

Mixed ability classrooms are one of the big challenges that most of the English language teachers face today. Due to diverse educational backgrounds, life experiences, learning styles, cultural backgrounds, confidence and motivation, English language abilities, attitude towards English of the students, a language class can never be homogenous as two learners can never be similar. The learners may have different levels or different speeds of language learning. However, most language textbooks are designed for ideal homogeneous classroom environment. As a result, in a mixed ability language class, most of the language teachers are often faced with the challenges of having wide range of language proficiency levels. Thus, the aims and objectives of English language course may not be fulfilled and the students may feel demotivated and may not like the English classes. This results into frustration both for the teachers and the students.

The research intends to identify the challenges in a mixed ability classroom at the tertiary level. This article tries to focus on the advantages of a mixed ability class. Another aim of the paper is to identify some strategies to apply in a mixed ability writing class to make it more effective. Finally, some effective recommendations have been suggested that can be applied to a mixed ability class.

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2. Background of the Study

In Bangladesh English is taught as a foreign language from primary to tertiary level. Still most of the students at tertiary level are very weak in four communicative language skills (writing, reading, speaking and listening). The reason behind this weakness is that they come from Bengali medium background, and they are surrounded by Bengali speaking friends and family members. Besides, in our country knowing English language is considered as a matter of prestige and status. Therefore, most of the students are frightened to let their weakness in English language competence be focused in front of the people. (Siddique and Rahman, 2014: p. 178) In addition, Bashir and Ferdousy (2006) in their survey found that in the universities of Bangladesh most of the English language classes contain 15 to 91 students whether these are private or public, and 60% language teachers affirmed these classes are large. Therefore, naturally these large classes contain students of wide range of language proficiency levels. As a result, both the teachers and the students face challenges in a mixed ability writing class continuously. For this reason, the present study has been undertaken which will help teachers to understand the problems in a mixed ability language writing class better, and help them to overcome the challenges. The researcher has selected private universities because in most of the private universities the medium of learning is English.

3. Purpose of the study

The research intends to identify the challenges in a mixed ability classroom at tertiary level. This paper also tries to focus on the advantages of a mixed ability class. The aim of the paper is also to identify some strategies in a mixed ability writing class. Finally, some recommendations have been suggested that can be applied in a mixed ability class.

4. Literature Review

4.1 Advantages of a Mixed Ability Class

Although a mixed ability class encounters many challenges, it ensures some benefits as well. But to achieve the benefits the teachers have to use the multilevel students as positive asset. According to Ur (2003), Harmer (1998) and many more researchers, a mixed ability class ensures the following advantages:

1. Different teaching styles are opened up
2. Less negative labeling of students
3. Teachers can contact with a wide range of students

4. A sense of community can be developed in the school
5. There is a scope of wide social mix and interaction in the classrooms
6. Students' self-esteem and motivation are promoted
7. Teachers can develop new teaching skills
8. Competition is replaced by co-operation

4.2. Challenges in a Mixed Ability Classroom

Most of the mixed ability classes contain students of different abilities. But the objective of the teacher is to reach all the students. If the teacher wants to confirm all students their maximum potential, the teacher has to identify the challenges and deal with them accordingly. The following factors act as challenges in a mixed ability class:

In a mixed ability class, some students may find the materials tedious and difficult, whereas some others find it enjoyable and simple. Thus, the instructor needs increased resources and careful use of resources. Besides, it is necessary for the teacher to evaluate and adapt the materials according to the class.

According to Copur (2005: p. 2) the interest of the students differ due to the differences of their attitude to the subject matter or to the instructor, their prior knowledge of language, and their personality. The unfamiliarity of the topic hampers the interest of the students. According to Ur (2003: p. 303) because of the lack of the interests the students get bored. Sometimes, the teachers do not find suitable topics and activities to keep all students interested.

In a mixed ability class, less responsive students find it difficult to use the target language because of the lack of interest, confidence, and knowledge. The weaker students have the probability to get distracted in a mixed ability classroom atmosphere (Kelly, 1978). It is not possible for the instructor to activate all the students. Only a few more proficient and confident students seem to respond actively to the questions of the teacher (Ur, 2003: p. 303). The stronger students like to express everything they think or feel using the target language.

Planning lesson and collecting work materials are time consuming for the teachers. Often the planned material seems to be too easy or too difficult for the students of wide range of language proficiency level which make the teachers unable to cope with the class. Thus, in a multilevel class teachers feel out of control. It is also difficult to provide individual learning style and make the quiet students active (Hess, 2001: p. 4-6). Balancing individual, group, and whole class teaching, managing the class and checking the classwork or homework of each and every student are also challenging for the teachers. In a multilevel class, only

one method is not suitable for all learners; on the other hand, it is also challenging for the teachers to provide different techniques according to the individual need of the learner.

A mixed ability class is difficult to control. The stronger students finish the given tasks before the weaker students and misbehave with the weaker students while waiting. On the other hand, weaker students cannot finish their tasks quickly and lose their confidence and express ill-disciplined behavior. The stronger students comprehend the lectures fast and the weaker students take time to understand the lectures delivered by the student which makes a chaos in the class.

4.3. Effective Teaching Strategies in a Mixed Ability Class

In a mixed ability class, not only the stronger students feel held back and weaker students pressurized, but also the teachers feel stressed. As a result, naturally a teacher has to apply different strategies to adjust the lesson plans to fit the learning needs of all the individual students. There are several aspects a teacher needs to think about when dealing with a mixed ability class.

In a mixed ability class it is important to create a relaxed and positive atmosphere. It will generate a good learning situation. In order to create a good learning environment, a teacher should maintain a good relationship between him/herself and the students. For examples, a teacher in a mixed ability class, can call the students by their names; learn about their interests and difficulties (Hess, 2001). In order to create a good learning atmosphere, the teacher should set certain rules. A teacher should also discuss those rules with the students.

The solution of the mixed ability class is to have an open class discussion and cooperation between the members of the class. It is also important to give clear information and instruction to the students. The teacher should use needs analysis, identify the learning style, learning strategies, learning motivation, learning enjoyment, learning strengths and weaknesses of the students. (Basu and Barman, 2013: p. 172-173)

The use of pair work is necessary in order to involve all the members of the class. Pair work promotes cooperation the classroom and make it a more relaxed and friendly place. The students learn to share responsibility rather than bearing the whole weight themselves. (Harmer, 2003: p, 116) In this case the instructor can pair students as similar ability and mixed ability. The use of questionnaire and interviews can be used as fundamental techniques.

Group work activities bring forth various qualities such as tolerance, team spirit, giving and taking, establishing a direction on learning, developing imaginative and creative thinking, developing a critical and informed mind. Teachers should

be aware of kind of grouping, size of grouping, lay-out of furniture, and seating arrangement.(Nunan: 1991)Special modules and worksheets can be developed for each student group. In this group, the weaker students will feel more able to contribute.

A whole class mingle activity involves the students with many different members of the class in a very short period of time to achieve different activities and tasks. In this case, any student will work with different leveled students. As a result, the students will experience stronger and weaker levels of experience. This mingling activity aids the weaker students and offers opportunities for the stronger students.

If the teachers know who the good and less good students are, they can arrange different groups and provide with a variety of material that is appropriate for each and every level student. While one group is working on tense, the other group might be doing a more advanced grammar exercise. (Harmer, 1998: p. 127).The instructor can simplify the texts, tasks, and questions if necessary.

In a mixed ability class, a teacher can encourage the students to do different tasks with the same material based on their competence. For example, for a reading comprehension there might be two sets of questions (set A, set B).Set A could be designed for all students, whereas set B could be designed only for the stronger students. Furthermore, in a language exercise, the teacher can ask for simple repetition from the weaker students, and can ask stronger students to use the target language in more complex sentences.

Considering the level and the interest of the students extra homework could be provided..In this regard Basu and Barman (2013) state, “It is straightforward to give different students different homework unless it is a part of standardized assessment procedure.”(p. 173) In this case, students can choose interesting and enjoyable individual or team projects. The homework is more applicable for the weaker students. At the beginning of the class, the teacher can use the same material for the whole class. Then the teacher can give strong students extension activities and weaker students more support. For example, a teacher can give all students a writing task. Then he can request the strong students to correct each other’s writing, and give weaker students examples of writing before they start writing.

Open ended questions or tasks contain more than single answer that allow each and every learner to perform.Ur states (2014) “invite the class to respond to stimulus tasks or questions that have a range of possible acceptable answers rather than a single right solution.” On the other hand, a closed ended question has only one right answer.

Visuals are always useful in a mixed ability class. Using colorful board markers, multimedia, OHD, is always useful for all age and proficiency levels. In this regard Ur (2014) states “Give them something to look at. These materials do not need to be particularly dramatic. When working in pairs or groups, referring to a particular visual element fosters collaboration.” Visuals grab the attention of the students. The passive learners are also interested in colorful and interesting posters.

5. Methodology

The research has been conducted in two stages. Two different methods have been followed to collect different kinds of data. First of all, a structured questionnaire was made to survey 18 tertiary teachers. Collected data have been used to purpose this study. After analyzing the data the responses were counted into percentage. In the second stage, 27 undergraduate students are brought under an intensive case study. The intensive case study has been chosen to identify which group is performing better in writing skill, heterogeneous or homogenous.

5.1 The Respondents

For the questionnaire survey, 18 undergraduate teachers from the Department of English have been selected from two private universities: Stamford University Bangladesh and East West University located in Dhaka. Among the teachers 12 are female and 6 are male. Their age varies from 25 to 40 years. The experience of the teachers varies from 2 to 13 years. Among the participants 5 are Assistant Professors, 5 are Senior Lecturers, and 8 are Lecturers. On the other hand, the intensive case study was conducted on a course titled “Technical Writing and Communication” in Spring 2015 in Civil Engineering (CEN) at Stamford University Bangladesh. The 27 participants were the students of batch 54A. The private universities were particularly chosen for the survey because their medium of instruction is English.

5.2 Data Collection Tools

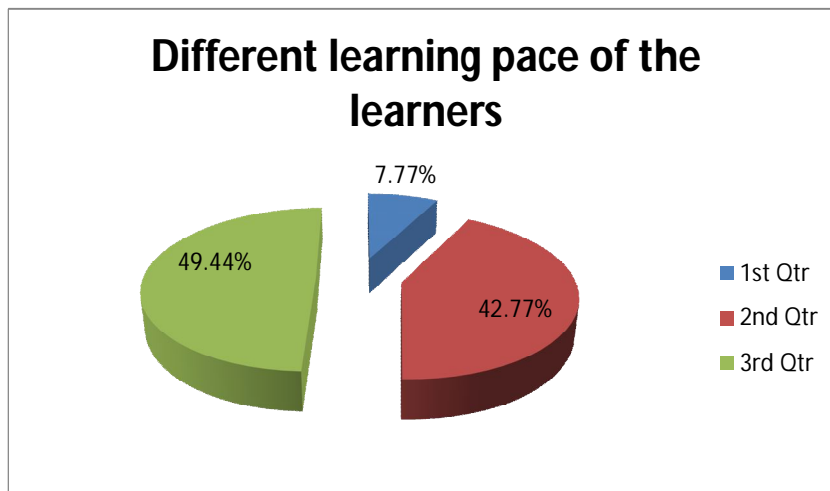
The data has been collected by applying both quantitative and qualitative approach. The questionnaire for the teachers contains 8 structured questions with 2 open ended questions. In the last open ended question the teachers are allowed to provide their valuable suggestions and recommendations. The questionnaires are selected for a comparative study. After collecting the survey results the responses are counted into percentage into a table. Through the questionnaire survey, it has become easy for the researcher to get a clear picture of the problems teachers face in the mixed ability writing class and to get the strategies and the suggestions or recommendations for further improvement. In this research, opinions and feedbacks of the respondents are given priority.

On the other hand, in the case study part the researcher at first diagnoses student's writing skill by letting them write a paragraph and evaluate it. Then the researcher makes groups based on the diagnostic test. The researcher arranges the group heterogeneously and homogeneously and makes a comparative study between the two. After that for collecting data, group writing assignments and class test scripts have been evaluated.

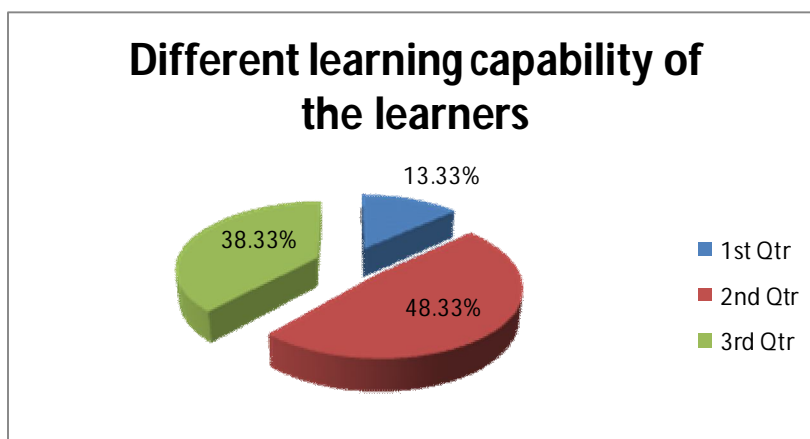
5.3 Analysis of Teachers' Responses

After collecting data from the teacher's questionnaire it has been found that the average number of students is 35 (ranging from 20-45) which means the classes are large classrooms. From the next question it has been found that 100% teachers consider their classroom as a mixed ability class.

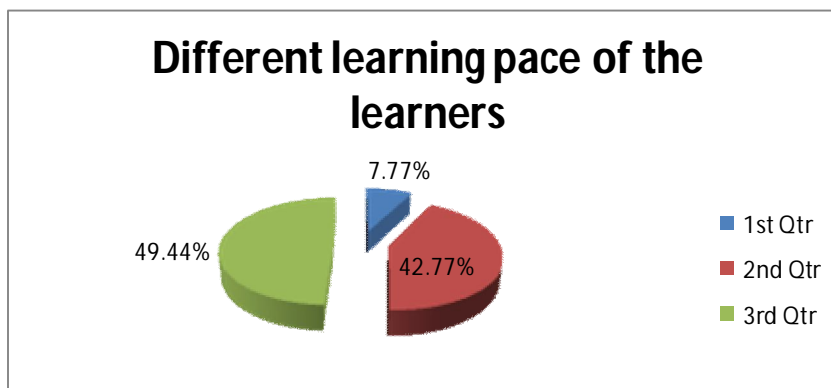
The third question was set to know the different percentage of students' proficiency level. In reply it has been found that 11.11% students are highly proficient, 34.44% students are proficient, and 54.44% students are less proficient. Thus, majority of the students are less proficient.



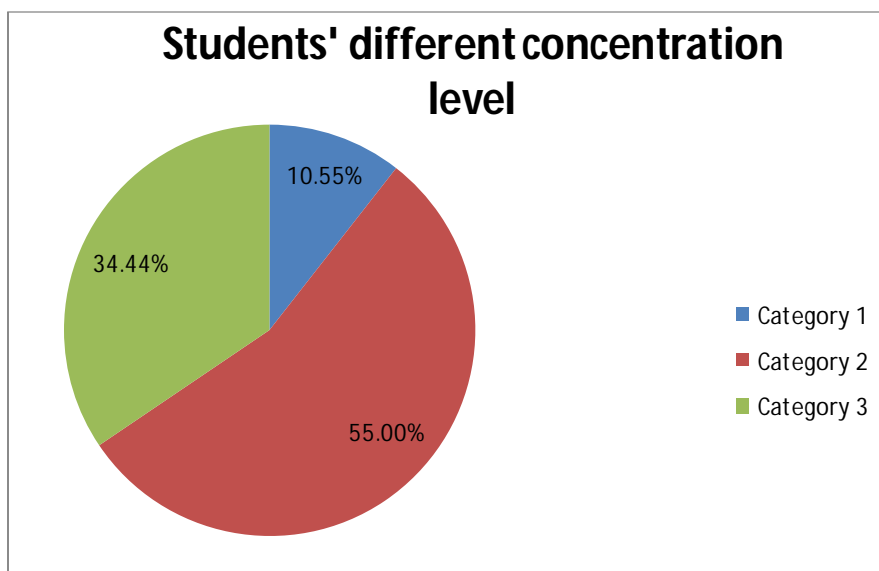
The fourth question was set to know the different learning capacity of the learners. In response of the question it has been found that 13.33% students are highly capable of learning, 48.33% students are moderately capable of learning, and 38.33% students are marginally capable of learning. From this response it has been identified that majority of the students are moderately capable of learning.



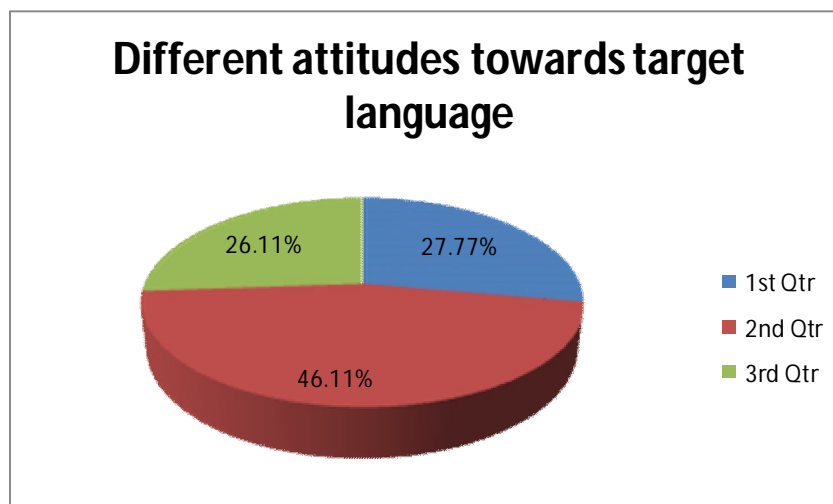
Question 5 was set to know the different learning pace of the learners. In reply, it has been identified that 7.77% students are fast paced learners, 49.44% students are moderate paced learners, and 42.77% students are slow paced learners. The reply proves that majority of the students are moderate paced learners.



Question 6 tried to get the variation of students' concentration level. It was found that 10.55% students show deep concentration, 55% students show shifting concentration, and 34.44% students show marginal concentration. Thus, most of the students show shifting concentration in the class.



The next question was set to know the different attitudes of the students towards target language, and it was found that 27.77% students show positive attitude towards target language, 46.11% students show mixed attitude, whereas 26.11% students show negative attitude towards target language. The result of the question identifies that majority of the students show mixed attitude towards target language.



The next question was asked to know the special challenges faced by the teachers in dealing with the tertiary level mixed ability English classroom. The 1st challenge was too large class, 2nd challenge was too short time to prepare varied material, and 3rd challenge was insufficient material faced by the teachers. In addition, difference of interest of the students was the 4th, difference of participation of the students was the 5th, stress on teachers was the 6th, and disciplinary problem was the 7th challenge faced by the teachers.

In the next question the teachers were asked to know the strategies that they can follow to deal with the mixed ability classrooms in teaching writing skill. In reply of the question, positive classroom environment, need analysis, group work, extra homework and extension activities, a variety of material, visuals, games and dramatization have been identified as the 1st, 2nd, 3rd, 4th, 5th, 6th and 7th strategies that can be followed by the teachers.

The last question was asked to know the suggestions and recommendations regarding the improvement in writing skill in mixed ability language classroom. One teacher suggested that same handouts with differentiated instructions could be provided. Some teachers suggested counseling hours for weak students as one of the strategies to deal with mixed ability classroom. Some teachers suggested for guided writing, peer review, shared writing, team exam, and persuasive writing. Some other teachers opined for group work, assignments and peer work. One of the teachers suggested providing the students with samples of specific writing and then letting them check their own product with reference to a

checklist. Some said to include materials for all level of students. Concentrating on all the students has been identified one of the solutions in a mixed ability class. Some teachers suggested letting the students write process writing. One of the teachers opined to assign the students to read each other's writing script and to let them provide feedback to each other. Based on that feedback the students can rewrite and finalize their writing.

Question Topic	Responses							
What is the average number of students in the language class	35							
Whether the classroom contains students of mixed ability	Yes(100%)				No(0%)			
What is the proficiency level of English of the students	Highly proficient (11.11%)		Proficient (34.44%)			Less proficient (54.44%)		
What is the learning capacity of the students	Highly capable of learning (13.33%)		Moderately capable of learning (48.33%)			Marginally capable of learning (38.33%)		
How do the students vary in learning pace	Fast paced learners (7.77%)		Moderate paced learners (49.44%)			Slow paced learners (42.77%)		
How do the students vary in attitude towards target language	Showing Deep concentration (10.55%)		Showing Shifting concentration (55%)			Showing Marginal concentration (34.44%)		
The challenges of a mixed ability English classroom	Too large class - 1st	Insufficient material- 1-3rd	Difference of interest of the students -4th	Difference of participation of the students-5th	Stress on teacher- 6th	Disciplinary problem- 7th	Too short time to prepare the material- 2nd	
The strategies that a teacher can follow in a mixed ability language classroom	Positive classroom environment- 1st	Need analysis- 2nd	Group work- 3rd	A variety of materials- 4th	Extra homework and extension activities- 5th	Visuals- 6th	Games and dramatization- 7th	

Table: The questions asked to the teachers and their responses

5.4 Analysis of the Case Study

The case study was conducted on Civil Engineering Department (Batch-54 A). In the case study the researcher recorded the performance of the students. The Case study was conducted among 27 students. On the diagnostic test the students were given to write a paragraph on “Your Most Memorable Day”. Then the paragraph was assessed by the course teacher. They got marks between 4-7.5. Based on the results of the diagnostic test, three membered 9 heterogeneous groups were formed by the instructor. Students who got marks from 6-7.5 were categorized as the strong students and who got below 6 was categorized as the weak students. A strong student was grouped with two weak students. They were given to write a “claim letter” for the group work. After the assessment of the group work, it was noticed that the groups obtained marks between 5-7.5. Finally, based on the first diagnostic test the students were grouped homogenously (strong with strong, and weak with weak) by the instructor and were given to write a “press release”. After assessment of the adjustment letter it has been found that the group scored between 5-8. Thus, from this intensive case study it has been identified that in a mixed ability class, if the students are grouped homogenously they score better than the heterogeneous groups. But the strong groups score better than the weak groups. Besides, the students score better when they are included in a group.

Participant Information

Student's Name	Marks obtained in Diagnostic test(10)	Group A	Marks obtained in 1 st Class Test	Group B	Marks obtained in 2 nd Class Test
S1	6	S1	6	S1	7.5
S2	5.5	S2		S4	
S3	5	S3		S9	
S4	6.5	S4	6.5	S2	5
S5	5	S5		S3	
S6	5	S6		S5	
S7	4.5	S7	7	S6	5.5
S8	5	S8		S7	
S9	6	S9		S8	
S10	5.5	S10	5.5	S10	5
S11	7	S11		S12	
S12	5	S12		S13	
S13	5.5	S13		S11	

S14	5	S14	7	S15	8
S15	7.5	S15		S18	
S16	5.5	S16		S14	
S17	5.5	S17	6	S16	5.5
S18	6	S18		S17	
S19	5.5	S19		S20	
S20	6	S20	6.5	S22	7.5
S21	5	S21		S27	
S22	6.5	S22		S19	
S23	5.5	S23	6	S21	5
S24	5.5	S24		S23	
S25	4.5	S25		S24	
S26	4	S26	7.5	S25	6
S27	7	S27		S26	

6. Findings

From the responses of the teachers it has come to the light that all the teachers consider their classroom heterogeneous. In a mixed ability class most of the students are less proficient and moderately capable of learning. It has also been identified that most of the learners are moderately paced and show shifting concentration. From the response, it has also come to the light that most of the students show mixed attitude towards target language. From the response of another question, too large class, too short time to prepare varied materials, insufficient materials has been identified as the challenges in a mixed ability class faced by the teachers. Difference of interest of the students, difference of participation of the students, stress on teachers, disciplinary problems has also been identified as the barriers in a mixed ability class. From the reply of another question positive classroom environment, needs analysis, group work, a variety of materials, extra homework and extension activities, using visuals, games and dramatization have been recommended as the strategies that can be followed in a mixed ability class. Thus, from the overall discussions, it can be said that there are so many limitations and areas of improvement in a mixed ability class that should be taken into account.

From the case study it has been identified that the students should be grouped based on their writing ability. Homogenous strong groups can perform better writing skill than the weak groups. But if the students are grouped heterogeneously the strong students can assist weak students to improve their

writing skill. As a result, both the competent and the weak students feel motivated and become cooperative.

7. Recommendations

1. In a mixed ability class teachers should provide the students with good samples of writing. With reference to those samples the teacher could explain theories and structures of that piece of writing. Then the teacher could ask the students to write that specific piece of writing and then let them check their own product with reference to a checklist. In this way, the teacher lets the learners learn from mistakes. Time to time, the teacher could give them support and guideline.
2. The students can be given process writing as pair work or as group work. In process writing, the students go through multiple stages and there are much scope of drafting, revising, editing the writing skill. The teacher can ask the students to submit the first draft and final version and judge the final product.
3. Teachers should let the students do guided writing, peer review, shared writing, team exam, and persuasive writing. In addition, students should also be given group work, assignments and peer work.
4. Same handouts with differentiated instructions could be provided. The language of the handouts should be comprehensible to all level of students.
5. The students can be assigned to read each other's writing script and provide feedback to each other. Based on that feedback the students can rewrite and finalize their writing.
6. Teachers should include materials for all level of students. For the strong students teachers can arrange some difficult and extended exercise.
7. In a mixed ability language class teachers should allocate counseling hours after or before the class for the weak students.
8. Teachers should put concentration on all the students in a mixed ability class. Teachers should not express their biasness to stronger students and look down the weaker students. Each and every student should be treated equally.
9. Students should be grouped of mixed levels or similar ones. They may be grouped strong with strong, weak with weak or strong with weak. Strong with strong groups can perform better, but the weak with weak student score poor number. In a group work weak students will be motivated and

encouraged by the other members of the group. The weak student can contribute ideas towards the class activities and feel that they are not neglected. The strong students also feel like a member of a team. But all classroom tasks and activities cannot be assigned as group works because there are some students who prefer working on their own. In doing group work, teachers need to provide a variety of learning activities that will help the learners to renew their interest and pay attention.

8. Limitations of the study

Though the aims and objectives of the study were well defined, some limitations need to be considered for further improvement. The research was conducted on a small range among twenty seven students and eighteen teachers; thus, more teachers and students could not be included due to money and time constraint. The survey and the case study were conducted only in the capital, universities situated in other cities and small towns could be included for further investigation. Another limitation of the study is that only teacher beliefs have been surveyed. If students were included the researcher could find the gap between the beliefs between the teachers and the learners. However this small range of research could be used as a sample guideline to carry out research for a larger range.

Conclusion

In tertiary level, among the four communicative skills, writing is the most important and focused one. Mixed ability class is universal and in a mixed ability class teachers face different challenges to teach writing skill. But if teachers apply and practice different effective strategies to teach writing skill, the mixed ability classroom can be considered as a divine boon. The suggestions and recommendations discussed above are just a small part of the things the teachers should do with students in order to teach writing skill. Though homogenous strong students perform better, if strong students are grouped with weak students it will give forth to tolerance, team spirit, giving and sharing, creativity. Furthermore, in a mixed ability class it is important for the teachers to bear in mind the heterogeneity of the students and to create a good atmosphere where all the students feel comfortable and ask questions without feeling fearful. Finally, in a mixed ability class if the teachers can understand the needs of the students, they can achieve the target learning goal.

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Appendix

Survey Questionnaire for the Teachers

I am carrying out a research on “Teaching Writing Skill in Mixed Ability Classes: A Case Study in Bangladesh”. Please complete the following questionnaire in light of your own experience and opinion. All information provided by you will be kept highly confidential.

Name of the Institution:

Type of the Institution:

Teaching Experience:

Age:

Gender:

Contact No:

E-mail:

1. What is the average number of students in your language class? -----
2. Do you consider your classroom as a mixed ability class?
 - a. Yes
 - b. No
3. How do the students of your class differ in proficiency level of English? (Indicate the percentage)
 - a. Very proficient
 - b. Proficient
 - c. Not proficient at all
4. How do the students of your class differ in learning capacity? (Indicate the percentage)

- a. Highly capable of learning b. Moderately capable of learning c. Marginally capable of learning
5. How do the students of your class vary in learning pace? (Indicate the percentage)
 - a. Fast paced learning b. Moderate paced learning c. Slow paced learning
6. How do your students vary in concentration level? (Indicate the percentage)
 - a. Showing deep concentration b. Showing shifting concentration c. Showing marginal concentration
7. How do the students vary in attitude towards target language? (Indicate the percentage)
 - a. Showing positive attitude b. Showing mixed attitude c. Showing negative attitude
8. Which of the following are the special challenges in dealing with tertiary level mixed ability English classroom? (Mention the chronological order)
 - a. Too large class
 - b. Insufficient material
 - c. Difference of interest of the students
 - d. Difference of participation of the students
 - e. Stress on teacher
 - f. Disciplinary problem
 - g. Too short time to prepare varied material
9. What are the strategies that you can follow to deal with the mixed ability classrooms in teaching writing skill? (Indicate the order chronologically)
 - a. Positive classroom environment
 - b. Need analysis
 - c. Group work
 - d. A variety of materials
 - e. Extra homework and extension activities
 - e. Games and dramatization
 - f. Visuals
10. What are your suggestions or recommendations regarding improving writing skill in mixed ability language class?

USING MUSIC IN THE ADULT EFL SPEAKING CLASSROOM

Kanita Ridwana*

Abstract: *Music can play an important role in adult EFL classrooms and help adult learners improve their learning process. Adult learners are generally found to be slower learners than regular tertiary EFL learners, especially in a speaking class. Adults have already gathered lots of experience from life which helps them to maintain a "dignity" in the classroom. In speaking classrooms, they are sometimes afraid of losing that "dignity" in public and remain confined within themselves which results in a lack of participation. Even though adult learners are mature, experienced, and have a specific goal for language learning (i.e., better job opportunity, salary, increment, promotion, obtaining better communication skills, etc.), they could be better benefited and learn more effectively if teachers use music in their language lessons. Adult learners possess some characteristics which differentiate them from young generation EFL learners and these factors affect their process of learning a new language. A large number of adult learners are engaged in professions where obtaining fluency in their second language plays an important role. In addition, they have financial and personal responsibilities. So when they come to the class, they are stressed by professional deadlines, work-pressure, financial burdens, family responsibilities, personal problems, tension, and anxiety. By allowing fun and music in class, a teacher can have an excellent opportunity to teach with authentic English materials which help to create a strong footing. Moreover, it helps adult learners to relax by forgetting outside stresses, entertaining them, and motivating them to participate freely. Those who are usually introverted in nature become social and open when they hear songs. Music can be used as a useful tool of learning because most people can remember the words of the songs regardless of the language. Songs also provide the opportunity to improve learners' listening comprehension and colloquial vocabulary. Besides, adult ears may be challenged by pronunciation, rhythms, and intonations in the music. So the selection of music should be done accordingly. Above all, songs provide a congenial atmosphere for adults so they would less inhibited and more willing to participate. But at the same time there are some negative sides to using music. Teachers may fear that their musical work may create a disturbance for neighboring classes or it may not help the regular syllabus. But we cannot deny that a large number of adult learners who had a*

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depressing experience in speaking foreign languages in their academic life may gain an entertaining, encouraging, and enthusiastic learning experience which will result in successful learning outcomes. In order to do so, teachers can introduce music in their classrooms to get a successful learning outcome and motivate adult EFL learners to attain their goals.

Keywords: Adult learner, EFL learner, music as a tool

Introduction

“Music is the universal language of mankind”

—Henry Wadsworth Longfellow

Is there anything more rewarding for a teacher than to see his students smiling and laughing while they learn? The same point can be applicable for students as well. Students, who are taught and learn in a fun and creative way, enjoy their lessons and love coming to class. Thus, using music in the classroom is a great way for teachers to achieve success with second language learners. Oliver Wendall Holmes (2003) says that music is “to the soul what water is to the body” (p.250). Music can create a positive and pleasant learning environment in today’s diverse adult EFL classroom. It helps to promote variety and fun in learning instead of attending a boring traditional language class. This article investigates the benefits of introducing music in the adult EFL classroom. There are some people who may not like art, dancing, reading books, or watching movies but most people like listening to one kind of music or another. People like different kinds of music. So, teachers can use different types of music for their lessons keeping the benefit to their students and students’ personal choices in mind. Studies have shown that music has many benefits, including improvement of concentration and memory. “Music stabilizes mental, physical and emotional rhythms to attain a state of deep concentration and focus in which large amounts of content information can be processed and learned,” says Chris Brewer (1995) in “Music and Learning.” Besides, it helps to bring a sense of community to a group, helps to motivate learning, relaxes people who are overwhelmed or stressed, incorporating fun and enjoyment in the classroom, and finally helps people absorb material easily without much stress and difficulty. Music also helps to familiarize students with the culture of the target language. It increases vocabulary which leads to improved speaking as well as listening skills. A common problem for EFL teachers is how to deal with a passive class where students are irresponsive and avoid interaction. Music can be a useful tool in the adult EFL classroom to create an appropriate learning environment, to motivate adult learners to speak confidently in front of an audience, to improve

their listening power, and to help them increase their vocabulary. Songs are a useful tool for adult EFL classroom because most people can remember the words of songs without much difficulty and effort.

Outside the classroom, speaking is used twice as much as reading and writing (Rivers, 1981). Listening is also no less important than speaking as it is used twice as often as speaking. Inside the classroom too, speaking and listening are considered as the most often used skills (Brown, 1994). Both teachers and learners have recognized these skills as critical for functioning in an English language context. These skills are also logical instructional starting points when learners have low literacy levels in English or limited formal education. These shortcomings are commonly found in adult learners. That is why improving speaking skills is very important to adult learners for practical reasons. Oral language is an interactive and social process, and using songs is a natural way to experience rich language in a pleasurable way (Woodall & Ziembrosk, 2004). Music can provide fun and enjoyment to adult learners and motivate them to be confident speakers. Singing can build students' confidence by allowing them to enjoy a degree of fluency in English before they have achieved it in speaking. Neurologists have found that language learning and music learning occur in the same area of the brain and there appears to be a parallel in how musical and linguistics syntax are processed (Maess & Kowlsch, 2001). Here, adult learners have the opportunity to listen to pronunciation in a wide range of varieties of the language. As adults are encouraged by tunes, rhymes of the song, they can remember the difficult words very easily and can use it later in their speech or in writing. So songs can easily provide an excellent opportunity for adult students to improve their listening skills which lead them to be better speakers in the future.

Eken (1996, p.46) says that songs can be used to:

- Present a topic, a language point or lexis
- Practice a language point or lexis
- Focus on common errors of the learners in a more direct way
- Encourage extensive and intensive listening skill
- Stimulate attitude and feelings
- Encourage creativity and use of imaginative power
- Provide a relaxed classroom atmosphere
- Bring variety and fun to learning

Lo and Li (1998) offer similar suggestions. They say that songs provide a break from classroom routine and learning. Songs can help to develop a non-threatening classroom atmosphere in which language skills can be enhanced.

Who are the adult learners?

Adult learners are categorized as non-traditional students and they are different from regular students. The National Center for Education Statistics defines adult learners as meeting at least one of the following seven criteria:

- Delay in enrollment in study
- Have a part time job for at least part of their academic session
- Have a full time job
- Considered financially independent
- Have dependent family members
- Single parent
- Do not have a high school diploma

Characteristics of Adult Learners

Adult learners have some characteristics that set them apart from ‘traditional’ students or learners. All adult learners have come to courses with a variety and range of experiences, both in terms of their working life and educational backgrounds. This impacts how and why they participate in learning. While each student has his individual learning needs, there are some characteristics that are common to adult learners: adult learners are responsible, competent and dignified persons as learners (Bernat, 2004). When adult learners participate in classroom conversation or activities, there is a chance that they might make a mistake. This situation needs to be handled effectively. Appropriate steps should be taken to protect adult learners’ dignity and exercise their tolerance.

Adult students have accumulated life experiences. They come to courses with experiences and knowledge in diverse areas. They tend to favor practical learning activities that enable them to draw on their own prior skills and knowledge. Adult learners are realistic and have insights about what is likely to work and what is not. They are readily able to relate new facts to past experiences and enjoy having their own talents and knowledge explored in a teaching situation.

Different adults have different learning styles. They learn at various rates and in different ways according to their intellectual ability, educational level,

personality, and cognitive learning styles. They have their own methodologies and strategies. These differences should be recognized. Teaching strategies must anticipate and accommodate these differing comprehension rates. It is important to identify learners' attitudes and beliefs about second language acquisition through classroom based inquiry. The lack of understanding of EFL learners' preconceived beliefs about how languages are learned can create negative pedagogical implications.

Adult learners are independent and they can take the responsibility of their own learning (Bernat, 2004). They learn best in a democratic, participatory and collaborative learning environment. As a result, they feel encouraged if they are allowed to share their own thought and also work independently by utilizing their merit. Adult learners are intrinsically motivated (Bernat, 2004). Learners increase their efforts when they are motivated by a need, an interest, or a desire to learn. They are motivated by the relevance of the material to be addressed to them and learn better when the material is related to their own needs and interests. For learners to be fully engaged in learning, their attention must be completely focused on the material presented. In fact, motivated adult learners produce better results in their educational life.

Adult learners are goal oriented/relevancy oriented. Adults usually join EFL classes for specific reasons. They have needs that are concrete and immediate such as getting better employment opportunities, promotion, increment, higher salary, etc. They need to know why they are learning something. They can be impatient with long discussions on theory and like to see theory applied to practical problems. They are task- or problem-centered rather than subject-centered. These needs of EFL adult learners should be fulfilled by showing them various paths or giving them appropriate guidelines.

Adult learners filter information in their learning process. They pay attention to that information that is relevant, interesting, and stimulating to them. They are less tolerant of work that does not have immediate and direct application to their own objectives. EFL teachers need to understand that relevant and problem based learning exercises are interesting to adult learners as they will provide opportunity for practical application of materials/theories covered will get their attention and make their learning successful.

Sometimes the adult learners feel deprived when their normal means of communication is restricted (Allwright and Bailey, 1991). Restricting the use of first language in the classroom, according to Allwright and Bailey (1991), diminishes learners as human beings. Attempting to restrict first language has both

advantages and disadvantages. Teachers of adult learners need to decide beforehand up to what extent they will allow the use of first language.

Adult learners are sometimes tired when they attend classes. A lot of students continue classes in spite of work pressure and family responsibility. As a result, they appreciate varied teaching methods that add interest and a sense of liveliness to the class. Adult learners need to consider practical logistical issues including child- and/or elder-care, careers, social commitments, time, money, schedules, and transportation.

Adults frequently worry about being the oldest person in their class and are concerned about the impact this may have on their ability to participate with younger students. Creating an environment where all participants feel they can make valuable contributions may work to allay such concerns.

Adult learners may have insufficient confidence. Students may come to class with varying levels of confidence. Some of the students may have had poor prior experiences of education leading to feelings of inadequacy and fear of study and failure. EFL teachers should pay proper attention regarding this matter.

Research in this area

Adult learners in South Africa benefited in language learning while using music in an English course (Puhl, 1989). Some educators get benefit when they use instrumental music as a relaxation and warm up tool, and also when they use it for inspiration for writing activity and background for some activity (Eken, 1996). One study result showed that after listening to Mozart, the college students demonstrated improved short-term spatial reasoning ability (Rauscher, Shaw, & Ky, 1993). Educator Tim Murphey found that lyrics have several features that help second-language learners. For example, they contain short, common words, many personal pronouns, and conversational language. They are also sung at a slower rate with more pauses, and there is repetition of structure and vocabulary (Murphey, 1992). Another benefit of pop song lyrics is that they have many different interpretations and their meanings are fluid (Moi, 1994). Castellanos-Bell (2002) stated that research regarding use of music in EFL classrooms is still in its initial stages and he also stated that more qualitative and quantitative data are needed in this field. Medina (2000) also mentioned the requirement of future research when using music in EFL classrooms. She stated that although the effects of music on rote memorization are well documented, there is a shortage of empirical evidence that support the use of music in second language acquisition (Medina, 2002).

Reasons for Using Songs in the EFL Classroom

In the field of adult learning, songs have become an integral part of our language experience. It plays a vital role in the enhancement of adult learners' knowledge. There are three theoretical rationales for using songs in the classroom which are briefly described below:

A. Affective reasons

Rod Ellis (1985) suggests the research which indicates "learners frequently experience 'language anxiety', a type of situation-specific anxiety associated with attempts to learn an L2 and communicate in it (p.480)". Stephen Krashan's Affective Filter Hypothesis is one of the five proposed hypotheses which explain interestingly how the affective factors relate to the language learning process. It explains why some learners learn effectively while others do not. Rod Ellis (1985) found the following:

The filter controls how much input the learner comes into contact with and how much input is converted into intake. It is 'affective' because factors which determine its strength have to do with the learner's motivation, self-confidence, or anxiety state. Learners with low anxiety have low filters and so obtain and let in plenty of input. Learners with low motivation, little self-confidence, and high anxiety have high filters and so receive little input and allow even less in (p.263).

Krashan (1983) explains that for better learning affective filter of the learner must be weak during the learning period. Krashan states that the most favorable learning occurs in a setting of low anxiety, self-confidence and high motivation. The hypothesis states "acquires with a low affective filter seek and receive more input, interact with confidence, and are more receptive to the input they receive" (Richards & Rodgers, 2008:183). Teachers have recognized the need for their students to maintain a positive attitude while learning a foreign language. Horwitz, Horwitz and Cope (1986) state that "When anxiety does arise relating to the use of the L2, it seems to be restricted mainly to speaking and listening, reflecting learners' apprehension at having to communicate spontaneously in the L2 Learners can also experience anxiety as a result of fear of experience of 'losing oneself' in the target culture" (as cited in Rod Ellis.1985:480). Speaking and listening are the skills mostly affected by the affective states. If the filter is strong, the learner will not seek language input and will not be open up for language acquisition. The practical application of the Affective Filter Hypothesis is that teachers must provide a positive atmosphere to motivate adult learners to

speak freely in the EFL classroom. Songs are one of the effective methods for creating a proper relaxed environment for speaking. It removes the anxiety and stress of adult learners motivates them without fear of losing their “dignity” by making mistakes in front of the public. Finally weakens their affective filter of the adult learners and helps producing better foreign language learning.

B. Cognitive reasons

Cognitive research investigates the anatomic structure of brain and its neural functions which suggests that there are important connections between music and language:

Like language, music is a human universal involving perceptually discrete elements organized into hierarchically structured sequences. Music and language can thus serve as foils for each other in the study of brain mechanism . . . (Patel, 2003: 674).

According to Bialystok's (1978) theory of second language learning, there is an interface between learners' explicit and implicit knowledge. Learners' implicit knowledge is developed through exposure to communicative language use and is facilitated by the strategy of 'functional practicing'. 'Functional practicing' is attempts by the learner to maximize exposure to language through communication. Explicit knowledge arises when learners' focus of the language code and it is facilitated by 'formal practicing'. 'Formal practicing' involves with conscious study of the second language or attempts to automatize already learnt explicit knowledge. Automaticity is the performance of a skill without conscious control of it. Gatbonton and Segalowitz (1988) define automaticity as a "component of language fluency which involves both knowing what to say and producing language rapidly without pauses." It results from the graded process of proceduralization of L2 learning. In the area of cognitive psychology, Anderson (1992) expounds a model of skill acquisition, according to which persons use procedures to apply their declarative knowledge about subject in order to solve problems. After repeated practice, these procedures develop into production rules that the individual can use to solve the problem, without accessing long-term declarative memory. Performance speed and accuracy improve as the learner implements these production rules to the learning. DeKeyser (1997) tested the application of this model to his L2 language automaticity. He found that subjects developed increasing proficiency in performing tasks related to the morphosyntax of artificial language, Autopractan, and performed on a learning curve typical of the acquisition of non-language cognitive skills of the learners. This evidence conforms Anderson's general

model of cognitive skill acquisition, supports the idea that declarative knowledge can be transformed into procedural knowledge.

The main cognitive reason for using songs in the classroom is to develop automaticity of the adult learners. Obtaining automaticity is important for adult speaking classroom because adults are often found fumbling on sentences and are not capable of expressing their thoughts and ideas in proper way. In order to achieve automaticity in the language development process, songs help a lot. Gathbonton and Segalowitz (1988) state that we must "place students in an environment in which it is appropriate to use target utterances in a genuinely communicative fashion" (p. 473-492). The nature of songs is fairly repetitive and helps teachers to create real communicative environment so that students can be able to create their own progressive sentences promptly with much ease and enjoyment.

C. Linguistic Reasons

In addition to automaticity, there exists a linguistic reason for using song in adult EFL classroom. Fonseca Mora (2000) asserts that songs have a positive outcome on the students' language acquisition and that lexical patterns stored in long-term musical memory can be retrieved with ease at a later date for mental rehearsal, memorization or during oral interaction. Wilcox (1995) studied the pronunciation of target language vocabulary in adult learners through use of music cues to aid prosodic memory. There are some songs which offer great opportunities for students to develop conversational language. For example, a song by Bruce Springsteen "My Best Was Never Good Enough" is an example of a song that presents colloquial language use. This song contains some phrases like "Every cloud has a silver lining." and "Every dog has his day." Using songs in the adult EFL classroom will help students to be familiar with real conversational language, become more fluent in English and also help them to enrich their vocabulary. Vocabulary building is very important for adult learners, because they are full of new ideas and experience but unable to express those thoughts in words because of shortage of enough vocabulary. Having music as a classroom learning tool they can happily and effectively enrich their word stock and unconsciously use these new words in their speech. This helps to remove their "language anxiety" to learn an L2 and communicate in it.

Strategies to use songs

A. Listening and Oral Activities

Moriya (1988) stated the importance of using songs for Asian learners for their pronunciation practice since there are many phonic differences exist between

Asian languages and English. Songs help students to discover compacting and stretching of the stream of English speech. For example, the reduction of the auxiliary have to the sound /uv/ can be heard in the song by Toni Braxton "You've Been Wrong for So Long" (2000). Also, the change of word final t + word initial y to /ch/ can be heard in a line from the Tracy Chapman Song "All that You Have Is Your Soul" (1989), where the singer says, "Don't you eat of a bitter fruit."

In fact, Students using different languages can benefit from these lyrics. For example, they can summarize the theme of a song or they may engage in giving oral presentation about a song. Here, we can select a song by Mark Salling and Matthew Morrison's "Somewhere over the Rainbow". The rhyme and lyric of the song is attractive and understandable to general students. The students will listen to the song once and again the song will be repeated again and they will do fill in the blanks (appropriate preposition, missing word) work. In addition, some true-false activity can be introduced in which students will participate orally that which statements are right or wrong and why these statements are right or wrong according to the lyrics of the song. These language activities can be made according to the understanding level of particular EFL students. In order to engage the whole class students can write a response sheet regarding what they have enjoyed, learned new and write comments about presentation. There are many songs tell stories and these stories can be rewritten or retold to practice narrative or summarizing skills. Sometimes students can hear the first half of these types of songs and can be asked to predict what is there at the end of the song. This activity helps building their predicting ability. Finally students will enjoy the complete song and compare and contrast what they have predicted and what is really there in the song.

B. Reading and Writing Activities

In order to get benefit from songs, students can be involved in writing and reading activities. One example of such writing activity might be involving them in speaking responses to songs, such as, comparing music in students' home country with music in the United States. By doing such activities they can again develop comparing and contrasting skill.

Students can also be involved in word choice activity by exercising fill in the blanks (cloze) during or after listening to a song. Moreover, words can be deleted in order to practice prepositions, nouns, key words (Griffie, 1990). An example of this might be, in the famous Enya song "Only Time" (2001), the auxiliary "can" could be omitted. ("Who can say where the road goes, where the

day flows, only time. And who can say if your love grows, as your heart chose, only time.")

Another activity might be to break the lyrics into lines as they listen to the song and engage students to organize them in the correct order. In this activity students can be grouped or they can do it individually. The song can be played several times so that the students can hear it properly. Another way to do this activity is to divide the students into several groups with sets of strips and see which group can organize the strips in the correct order first.

Dividing students in groups while doing activities can help build teamwork skills. After hearing a small song students can work in small groups and put the lyrics together. This involves reaching a decision together regarding tense, word choice, parts of speech etc. Finally students can compare what they heard and what they wrote at the end of this activity. Students can also be asked to complete writing prompt or answer a question from the point of view of the narrator or the other characters in a song. For example, the Nancy Wilson's song "Guess Who I Saw Today" (1960) is sung by a wife catching her husband's romantic lunch with another woman. The prompt of the song could require the students to respond to the accusations in writing, saying what the husband might say.

C. Cultural Knowledge Activities

Knowledge of culture can be enhanced by introducing music in adult EFL classroom. Songs used in English classes can, in one way shed light on interesting musical traditions in countries and can also teach adults to appreciate other cultures. Songs can be used as a great source of history, custom, ethics and diversity. For example, hearing the recordings of freedom songs from the civil rights movement can be a strong accomplishment to watching Martin Luther King Junior's "I have a dream" speech on video. So, we can say that for adult learners music can be source of a rich mine where they get the information about human relations, ethics, customs, humor, history and regional and cultural differences. (Lems, 2001)

D. Vocabulary Building Activities

In an adult EFL classroom, songs can help build new vocabulary to students. Students can write down the words unfamiliar to them and then try to find out their meaning. They can also write the synonym and antonym of those new words. Another activity might be students can be divided into two groups and one group will tell a word from the song and the other group will tell the

antonym of that word. Sometimes, songs may have idioms that might be difficult to explain, depending on the level of the students. Many a time, the expression of a phrase can be confusing to English language learners and may need to be discussed prior to listening to the song.

Research Methodology

A research work was conducted on the using music in Adult EFL Speaking classroom.

a) Participants

All the participants in this study are private university undergraduate students who have obtained a diploma degree on a field of engineering or architecture but did not achieve their bachelor degree. The majority of them have long or short term study breaks between attainment of their diploma and undergraduate study. Private university students are chosen here because in Bangladesh adult learners are not allowed to enroll in undergraduate programs in public universities. Moreover, students of private universities are more oriented to the English Language learning environment. 60 students were randomly selected from Stamford University Bangladesh, who have either completed or are still going through their English language credit courses (i.e. speaking class). Among these 60 students, 20 students are from English Department, 20 from Electrical and Electronic Engineering, 10 from Architecture department, 5 from Film and Media, and 5 from Computer Science.

Their age range spans from 26-48 years. A majority of them (with few exceptions) are engaged in part time / full time job along with their academic study. Only a limited number of students are full time bachelor degree students. All of these students had English as a compulsory course in their Secondary and Higher Secondary levels and have completed English Composition course in tertiary level study.

b) Data Collection Process

The survey was conducted with a questionnaire consisting of 14 questions among above mentioned group of students after taking public speaking class for four months of a full trimester.

The class was conducted in a traditional way of a language class for the first two months of the trimester. In the first two months of the traditional class, the teachers provided guidelines; practical tips to the students about how to deliver speeches effectively before audience. After attending few time practices students

were asked to present a self-introductory speech and an informative speech before their classmates whereas teachers ranked their grades. In the later two months of the course, music (as a learning tool) was introduced in the classroom and the students were asked to participate on music based task (appendix-II) and they responded in a very enthusiastic way. Then, at the end of the trimester, students were given the survey questionnaire (appendix- I) in which they have to give their opinion regarding their classroom based experience.

- Question no. 1-11 were a 5 point lickert scale format which ranged from 'strongly disagree' to 'strongly agree'. They are rated as follows: Strongly Disagree-1, Disagree-2, Neutral-3, Agree-4, and Strongly Agree-5. Question no.12 was a multiple choice type and question no.13 & 14 were an open ended question.
- Question no. 1 was designed to find out whether classroom environment is important for students in their speaking in or not and can music create that effective motivating environment in classroom.
- Question no. 2 was designed to find out what is the chief purpose of adult learners EFL learning-whether the adult learners are extrinsically motivated or intrinsically motivated.
- Question no. 3 was designed to find out the personal factors that makes learning difficult for adult learners.
- Question no. 4 & 5 were designed to find out whether anxiety and fear of humiliation created obstacles in adult learners natural and spontaneous speaking outcome. Is there any past negative speaking experience leaves an impact on adult learners speaking outcome?
- Question no. 6 was designed to find out whether state of anxiety really influence students' affective learning or not and can music lessen or remove that anxiety.
- Question no. 7 & 8 were designed to find out the skills which students find out to be most affected by affective states.
- Question no. 9 was designed to find out students' opinion regarding teacher's role in lowering affective filters.
- Question no. 10 was designed to find out the students' opinion of the role of music as ice-breaking tool and to develop automaticity and fluency in speaking skill.

- Question no.11 was designed to find out whether only music based activity is enough for making students fluent EFL speaker in real life.
- Question no. 11 was designed to find out whether students did participate in music based activity in language class room before or not.
- Question no.12 & 13 were designed to find out the positive and negative factors of using music based activity in classroom.

c) Results

The survey results show that, majority of the students have participated in the music based activity for the first time ever in their life. Only a few number of students had prior experience in attending music-based work before and overall they were enthusiastic about the musical activity. Most of the participants find classroom environment to be a major factor influencing their EFL learning and they think that music can successfully improve that environment. It is also found that the main purpose of adult learners EFL learning is to get better job opportunity, promotion, increment and such practical reasons as a large number of adult learners have dependent family members. Fear of making mistakes and losing social dignity in front of classmates makes adult learners uncomfortable and anxious and that obstructs his natural ability to deliver speech in public. Sometimes negative past experience tends adult learners poor self-confidence which results in bad performance in speaking class. Music based language work lessons stress level, helps to forget outside stress and creates congenial atmosphere in the classroom. Learners also find that speaking and listening are most affected skills influenced by affective states and music based activity helps to improve that affective state of the adult learners. It also helps to develop automaticity and fluency of the learners. The role of teacher plays a very important factor in this context. At the end, the students believe that participation in music-based activity, students will be encouraged to participate enthusiastically in the activities but the main success depends on to develop their habit of listening and practice speaking in the target language outside classroom.

In analyzing the students' professional status we can see that among 60 participants 20 participants (33.33%) are full time job holders, 35 participants (58.33%) are part time job holders and only 5 participants (8.33%) are full time students. So, we can see that total 55 participants (91.66%) carry on their studies along with their academic studies. Among these 60 participants, 40 participants (66.67%) said that they are self-dependent whereas 20 participants (33.33%) said that they are financially dependent on other members of the family.

In response to Q.1 we can see that 42 participants (70%) strongly agreed, 10 participants (16.66%) agreed and 8 participants (13.33%) were neutral. It supports

that most of the participants think classroom environment is really important for students' better motivation level and music as a tool really helps students to improve classroom environment.

In response to Q.2 we find that, 48 participants (80%) strongly agreed, 7 participants (11.67%) agreed and 5 participants (8.33%) disagreed with the idea. We find that promotion, increment, better salary, and better job opportunity are the most effective driving force behind most of the adult learners EFL learning. As a result, we can say that adult learners are intrinsically motivated which means that they learn for their self-development and competency. But at the same time, promotion increment, better salary structure are the driving factors behind their EFL learning which shows that they are extrinsically motivated also.

In response to Q.3 we find that 50 participants (83.33%) strongly agreed, 5 participants (8.3%) agreed and 5 participants (8.3%) disagreed with the idea. So we can see that a large number of adult learners think that their professional and personal responsibilities creates stress in classroom and hampers normal speech delivery.

In response to Q. 4 we can see that 45 participants (75%) strongly agreed, 12 participants agreed (20%) and only 3 participants (5%) remained neutral. In response to Q.5, we find that 35 participants strongly agreed, 5 participants (8.33%) agreed, 10 participants (16.67%) were neutral, whereas 10 participants (16.67%) disagreed. As a result, we can see that majority of participants feel that fear of making mistakes and losing dignity in front of public makes an impact on the successful speech delivery. A good number of participants think that their negative past classroom experience influences their present performance in class.

In response to Q. 6 we find that 45 participants (75 %) strongly agreed, 10 participants (16.67%) agreed and 5 participants (8.3%) remained neutral. So, we can find that a large no of participants believe that music based activities helps them a lot to lessen their anxiety, makes them confident and to motivate them to participate.

In response to Q.7, 45 participants (75%) strongly agreed that speaking is the most-affected skill by affective states. In response to Q.8, 35 participants (58.33%) agreed that listening is another skill highly affected by affective states. So, we can find that speaking and listening are the skills that mostly affected by anxiety states.

In response to Q. 9 we find that 48 participants (80%) strongly agreed to the idea which shows that most participants believe that the role of the teachers in making the class effective is very important.

In response to Q. 10, we find that 50 participants (83.33%) strongly agreed to the idea. That means that a large number of participants believe that music helps to develop the automaticity of speaking.

In response to Q.11, 43 participants (71.66%) strongly agreed to and 31 participants (51.66%) agreed to the idea. It means that quite a good number of participants are conscious that practicing music based task in classroom is not enough to build up effective speaking skill. Outside classroom, sufficient practice is very important for achieving goal.

In response to Q.12, 50 participants (83.33%) expressed that they never use music as a tool in classroom where as only 10 participants (16.67%) told that they rarely used music in classroom.

In answer to open ended Q.13 &14, participants came up with different responses and gave some valuable feedbacks which are given below:

48 (80%) participants were amazed to hear music in classroom as they have never thought of having music inside classroom. They discovered it as a source of entertainment and learning all together.

40 (63.33%) participants suggested that selection of the music is important for the participation of all students in the classroom activity.

35 (58.33%) Participants believed that it is mainly the credit goes to the teacher who plans how to use it effectively in classroom. The success of the story mainly lies on that ground.

A few suggestions and recommendations for music selection and use it in language class

When selecting songs for adult EFL classroom, teachers should be careful as the success of using music in classroom mainly depends on proper selection of the songs. In my classroom, I have observed that the following points to be considered carefully to achieve the full benefit of using music in adult classroom:

- Songs in the classroom should be selected carefully in order to avoid violence, sex and explicit languages. Material designs on songs should be prepared considering the need and proficiency level of the students.
- Vocabulary load should be appropriate to the proficiency level of the students. As adult learners come to the class with diverse areas of

experience and knowledge, so the same song may not be appropriate for all the same level of students. So the teacher should be careful in selecting appropriate song for the class.

- Lyrics of the song should be clear and loud enough for the students but at the same time should be taken care that it may not create disturbance for the neighboring classrooms.
- Using short, slow songs for beginning-level students and activities such as creating song, word puzzles, drawing a song, or displaying related pictures and videos with the song can be effective for students. With higher level of students fast and longer songs with less high frequency vocabulary items can be appropriate. If the students cannot understand the lyrics perfectly by listening to song, the teacher may give them a print out of the lyrics once the song has finished or may try to work with another song.
- While selecting songs for adult EFL classroom, students' choices should be the prior consideration. If the students do not like the song, they may feel bored and may not feel interested in participating song related task. Another point to be noted here that sometimes students may enjoy songs but they are reluctant to do the language task based on that song. In this situation, the teacher should ensure that all students are participating in classroom activity.
- There are some teachers as well as some students who may not like music based tasks but the number of people in this category is very low.

Conclusion

We can conclude that in order to create effective learning environment in adult EFL classroom music can play a vital role. The survey conducted for this paper also supports this conclusion. Most of the participants in this survey feel that music can play an important role to lessen the anxiety and stress level of the students and motivate them to participate freely and effectively. In fact, music can help create an appropriate learning environment for adults, improve their listening power, increase their vocabulary, and can raise their confidence level to cope with their learning environment. In conclusion we can state that more research is needed in this area regarding how to create an effective learning environment by using songs those can help to improve the speaking skill of adult EFL learners.

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Appendix I

Survey Questionnaire on Using Music in Adult EFL Classroom

Below are a number of statements with which you may agree or disagree. Please indicate your opinion by ticking the boxes below which best indicates the extent to which you agree or disagree with the statement. Your statement will be kept confidential.

Department: _____ Age: _____ Dependent/Self-dependent

Professional Status: Part time job holder /full time job holder/ full time student

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Using music in your language classroom acts as an effective motivating tool to create a proper motivating environment in classroom.					
2. A major motivation for you to learn English is, you want to get a good job, promotion, better salary, status and such practical benefits					
3. Your family care responsibility, career, time and money, social responsibilities, time management create pressure on your normal delivery in classroom.					
4. Fear of making mistakes and to lose dignity and respect in front of your classmates makes you anxious and obstructs you to speak before audience.					

5. At times, your past negative experience of your learning creates hindrance in your response in classroom					
6. Music based activity lessens your stress level, helps you to forget outside stresses and motivates you to response confidently.					
7. Speaking is the most-affected skill by affective states					
8. Listening is another highly-affected skill by affective states					
9. Teachers can play very important role in creating positive classroom environment.					
10. Music helps to create environment to response promptly and automatically					
11. Students should not expect that the classroom environment to be 100% congenial for them and they will be a fluent speaker only by using music based activity in classroom; otherwise they can grow habit of listening and practice speaking in the TL (Target Language) outside classroom.					

12. Did you ever use music based classroom activity before undertaking this course?

a. yes-always b. sometimes c. rarely d. no-never

13. According to your view –what are the factors that music can bring into classroom?

14. What are the difficulties that you face in participating in musical work?

Appendix II

Students will listen to the following song in audio in the classroom and after listening to the song they will do the activity of the worksheet based on the song. The song can be repeated according to the requirement of the students.

Worksheet on the Song

“Somewhere over the Rainbow” by Mark Salling and Matthew Morrison

1. Pick up the appropriate prepositions from the box and fill up the blanks:

in	to
over	

Somewhere _____ the rainbow [student's answer: over]
Way up high,
There's a land that I dreamed of
once _____ a lullaby. [student's answer: in]

Somewhere _____ the rainbow [student's answer: over]
 Skies are blue
 And the dreams that you dare _____ dream [student's answer: in]
 Really do come true.

2. Read the following stanza:

Someday I'll wish upon a star,
And wake up where the clouds are
Far behind me
Where troubles melt like lemon drops,
High above the chimney tops.
That's where you'll find me.

2. a) Pick up three prepositions from the stanza:

i. ii. iii.
[Student's Answer: i. upon ii. behind iii. Above]

2. b) Pick up three verbs from the above stanza:

- i. ii. iii.

[Student's Answer: i. wish ii. wake up iii. melt]

3. Tick True/False in the following sentences.

- a. A lullaby is a kind of a story.
True/False[Student's answer: false]
- b. The singer of the song wants to fly like the birds.
True/False[Student's answer: true]
- c. The birds fly right under the rainbows.
True/False[Student's answer: false]
- d. The singer eats lemon drops in the song.
True/False[Student's answer: false]

4. Read the following stanza:

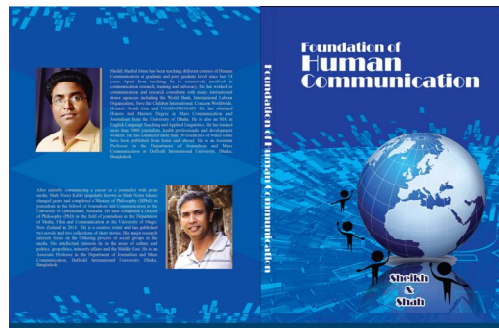
Somewhere over the rainbow
Bluebirds fly
Birds fly over the rainbow
Why, then, oh, why can't I...?

5. Briefly describe what the speaker is expressing in these lines.

[Student's answer: The speaker regrets if bluebirds can fly over the rainbow, then why cannot I able to fly?]

UNDERSTANDING HUMAN COMMUNICATION FROM YOUR OWN CONTEXT

Muhammed Rashedul Hasan*



Foundation of Human Communication. (2015). Sheikh Shafiul Islam & Shah Nister Kabir. Dhaka: Anyadhara. 160 pp., BDT 400, \$ 50. ISBN: 978 984 503 2102

Foundation of Human Communication (2015) is a recent contribution of Sheikh Shafiul Islam and Shah Nister Kabir to the academic practices of communication studies in Bangladesh. It is the first ever attempt to make the basics of communication understandable from local context in this country. The authors tried to draw a comprehensive picture of human communication on proverbial canvas of the readers and they succeed in deed.

Since the inception of journalism education in Bangladesh in 1962, human communication has been taught and understood by using the books written by the foreign writers particularly from USA. With the analysis and example from the west, students always face difficulty to get oriented with the preliminaries to human communication in their early days of university education. It is found sometimes that the students perceive human communication partially or in a wrong way. This sort of misconception turns them into fear about communication studies which is a great challenge to utilize the students'

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potential properly in the sectors of applied communication. In that case we can rather consider this book as an 'Oriental Attempt' to understand and apply human communication not only in academic arena but also in our daily life.

In *Foundation of Human Communication* the authors introduced the basic aspects of human communication which are distributed in ten chapters. The first chapter contains definition, value, purposes and scope of communication. The second chapter illustrated the emergence, nature, types, tires and principles of human communication. Components, models, types and meaning of human communication are discussed in chapter three and four. Basic forms of communication with adequate discussion are available from chapter five to seven. Strategies and techniques of successful conflict management and developing communication skills are discussed in chapter eight. An overview of attitude and credibility which play very crucial role in human communication process is available in chapter nine. The last chapter contains types and nature of communication research and some essential and mostly used research methodology.

As I mentioned earlier, students face challenges to understand human communication and mostly fail to correlate the analysis and example since all the books they read are coming from the other part of the world with unfamiliar social context. But this is not the only reason. The authors of those books use comparatively advanced English to write the books which also causes another drawback in the learning process of human communication in Bangladesh. The foremost strength of *Foundation of Human Communication* is, the book is written so lucidly that while reading it the readers will surely go through a feeling as if someone is talking about the fundamentals of human communication sitting in front of them. Using simple language, I want to name it 'communicative language' to define and discuss human communication is not usually found in the available books in this discipline. From this perspective the authors of *Foundation of Human Communication* are remarkably successful in communicating the subject human communication to the readers in more communicative way.

Appropriate examples from local context and experiences added a unique value to this initiative. In most of the cases the authors analyzed the concepts from socio-economic, cultural and political context of Bangladesh and gave examples from the same. For example, while describing 'minimizing myths and misunderstanding' as a function of communication the authors cited an event from political unrest of recent years in this country which is the propaganda of

Moulana Delwar Hossain Saydeei's visibility in the moon. Another one of this section is about people's misconception about contraceptive uses in this country in 1970s. The authors described how effective communication can minimize this kind of myths and misunderstanding in a given society.

Numbers of images and illustrations have been used in this book which will help the readers to understand the concepts more appropriately. More appreciable thing is some of the illustrations have been prepared by the authors which are unique in nature. Research in Communication which is the last chapter of this book is an exclusive section in its kind. Readers will get a comprehensive scenario of communication researches which are usually carried out in Bangladesh. Brief discussion on basic communication research methodology and sample data collection format will be of a great help to the undergraduate students and may encourage them to move forward with immense enthusiasm.

Besides the strengths of this book the authors could give a second thought regarding some issues. There are some repetitions in the earlier chapters. Types of communications were described in chapter two while the same is also available in chapter four. This would be more justified if they could give an overview in the introductory chapter and go for the details later. Some headlines are confusing in this book. Chapter two is named as Human Communication: Emergence, Definition and Nature, but types, tires and principles of communication are also discussed in this chapter. Chapter six is named as Interpersonal and Group Communication but this chapter contains Organizational Communication additionally. Content analysis and discourse analysis are two separate methods in communication research arena, but in this book authors labeled both of them in one which can confuse the readers about their uniqueness.

Lack of coherence is found in some topics. For example, while listing down the functions of communication it can be arranged in a way that readers will be oriented with the primary ones then the secondary and the other ones. But in this section the functions of communication have been discussed in a scattered way. While discussing the basics of interpersonal communication, interpersonal relationship development has been discussed in such a way as if establishing relationship is the only dimension of it. When the relationships turn into personal from impersonal level we can call it relational development. In that sense interpersonal relationship development is positive relational changes which take place over the time. The authors described briefly 'Relationship Deterioration' while writing about 'Five-stage model of Interpersonal

Relationship'. If they would discuss relationship development, stability and deterioration in a comprehensive manner alongside the model, the readers could get a complete understanding about interpersonal relationships. Leadership is discussed in chapter eight under Communication Skills and Handling Situation which is a bit unusual. If leadership had been discussed in chapter six under Group Communication it would be more appropriate.

'Perception' is an essential topic while talking about self in communication. Chapter five of this book would be more inclusive with this one. Language is the ultimate tool of human communication. The authors could put more focus on this to give the readers fundamental idea about the communication process. Similarly, nature and role of culture in human communication is an important topic to be discussed in such a book. Though some resources have been cited for topic wise discussion, list of references is unavailable in this book. There is a list of books and journals for further reading at the end of the book but it is found that some references used in the text are not available in this list.

A book on human communication that is worthy of its subject must introduce the readers to the dynamic interaction of a number of diverse fields. The authors of *Foundation of Human Communication* deserve to get this recognition that they met this requirement with their knowledge, experience and sincere effort. As the book has been designed following the curricula of universities and keeping the comprehension level of the beginners in mind, the undergraduate students of communication studies will be more benefited by reading this book. Moreover, the teachers, researchers and other stakeholders in human communication can also make a good use of it. In this competitive world and age of information and communication those who want to survive as excellent communicators, this book is for them.

Notes to the Contributors

Format of the paper

Paper should begin with an introduction and rationale stating the research problem and unique contribution of the paper in the literature.

Based on the rationale analysis, broad and specific problems of the paper may be set. It is important for the author(s) to clarify the objectives of the paper before beginning the methodology and analysis.

Research methodology is an important part of the research studies and thus we encourage author(s) to elaborate the method of analysis including primary or secondary data collection process.

There must a result section which analyses the findings of the study. Findings can be demonstrated in tabular or graphical manner. We expect to get explanation on the statistical findings. Authors should not only describe the numbers that are displayed in the Tables.

A recommendation section along with conclusions should be at the end of the paper.

Please use footnotes sparingly only when necessary. References should be put after the conclusion. Please make sure that all the references cited inside the main body are listed at the reference section.

Guidelines for authors

All parts of the manuscript should be typewritten in 12-font of Times New Roman, 1.5-spaced, with margins of at least one inch on all sides. Please number manuscript pages consecutively throughout the paper. Authors should also supply a shortened version of the title suitable for the running head, not exceeding 50 character spaces. Each article should be summarized in an abstract of not more than 150 words. Avoid abbreviations, diagrams, and reference to the text in the abstract.

Maximum length of the paper is **8,000 words** including abstract, footnotes, acknowledgement and references.

Key words must appear. Keywords spelled out in all caps followed by period, first word capitalized. (e. g. KEYWORDS. Service quality, dimensions, attitude, competence, convenience)

Use of heading: 1 heading: SET CENTERED (all caps)

2 headings: Set Flush Left (initial caps)

3 headings: *Set Para Indent and Italics* (initial caps)

Tables and Figures: At the initial stage, put all Tables and Figures within the text of the article. However, after the acceptance of the paper, Tables and figures (illustrations) should not be embedded in the text, but should be included as separate sheets or files. A short descriptive title should appear above each table with a clear legend and any footnotes suitably identified below.

Tables should be numbered and completely labeled. TABLE 1 in all caps followed by a period. Then caption, initial caps – not ending in a period. For instance, TABLE 1. Reliability Coefficients for Job Facets. Figures should be completely labeled, taking into account necessary size reduction. Captions should be typed, double-spaced, on a separate sheet.

References: Cite in the text by author and date (Smith, 1983). Prepare reference list in accordance with the APA Publication Manual, 6th ed.

Examples:

Journal: Jacks, J.Z., & Cameron, K.A. (2003). Strategies for resisting persuasion. *Applied Social Psychology*, 25, 145-161.

Books: Brehm, J.W. (1966). *A Theory of Psychological reactance*. New York: Academic.

Contribution to a Book: Tajfel, H. & Turner, J.C. (1979). An integrative theory of intergroup conflict. In W. Austin & Worchel (Eds.), *The social psychology of intergroup relations* (pp. 334-47). Monterey, CA: Brooks/Cole.

Appendix: Optional, set after references as number 1 section head. More than 1 appendix should be lettered. (Appendix A, Appendix B).

Proofs before publication: Page proofs are sent to the corresponding author before the publication. They must be carefully checked and returned within 48 hours of receipt.

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