Aussie

Sino Studies

4
2016

Aussie
-Sino Studies

VOLUME 2, ISSUE 4, 2016

Aussie-Sino Studies

4
2016

Contents

Socio-Economic Class and Social Mobility

Allan C. Ornstein

（St. John's University, U.S.A.）

Abstract: This paper discusses the need to promote social mobility and redistribution of wealth to ascertain the relative openness or fluidity of a society, and make U.S. society more fair and just.

Key words: Socio-economic class, social mobility, inequality, just society

Introduction

Social scientists study social mobility in order to ascertain the relative openness or fluidity of a society. They are interested in the difficulties different persons or groups experience in acquiring the goods and services that are valued in the culture and may be acquired through unequal contributions.

In *ascriptive* societies, the stratification system is closed to individual mobility because status and prestige are determined at birth. One's education, occupational status, income, and lifestyle cannot be easily changed. In an *open-class* society, although people start with different advantages, opportunities are available for them to change their initial class positions. The life chances of a welfare recipient's child born in the slums differ considerably from those of a banker's child born in the suburbs, but in an achievement-oriented society the former can still achieve as much as or more than the latter.

The emphasis on vertical social mobility in the American social structure is one of the more striking features of our class system. Kurt Mayer, in a classic sociology text, maintains that the United States puts emphasis on social mobility, more than any other nation in modern times: "Americans have firmly proclaimed the idea of equality and freedom of achievement and have acclaimed the large numbers of individuals who have risen from humble origins to positions of prominence and affluence." Indeed, the belief in opportunity is so strongly entrenched in the culture that most Americans feel not only that each individual has the "right to succeed but that it is his duty to do so." Thus, we look with disapproval upon those who make little or no attempt to better themselves—or who become "welfare junkies."

There is historical evidence of considerable social mobility in the United States. Studies of *intergenerational mobility*—the occupational career patterns of individuals in terms of their mobility between jobs and occupations during their lifetimes—reveal that a very large proportion of American men have worked in different communities, different occupations, and different jobs. Nonetheless, there are certain limits to the variety of such experiences; most notably, occupational mobility is confined primarily to either side of a dividing line between manual and nonmanual occupations and between nontechnical/nonprofessional and technical/professional jobs; little permanent mobility takes place across this basic blue-white collar line. Increasingly, little mobility takes place across class lines.

Once we were called a classless society. Class, today, is blurred by dress and credit card debt (permitting people to buy more than they can afford). Most Americans charge and borrow. As a nation, we owe more than one trillion in revolving plastic debt, a six-fold increase from twenty years ago. In recent years, the personal savings rate fell below zero for the first time since the Depression, an indication of the nation's growing debt, which was approaching $16 trillion in 2013. Under the guise of "democratizing credit" and making things more accessible to moderate-earning Americans, the credit card industry is sealing the fate of the bottom half and possibly the bottom two-thirds of Americans; they will remain buried in their lower income quartiles or classes and not have the capacity to get out of debt.

Measures of Inequality

Given the fact that we all have a different gene pool, and grew up in a different environment and our family heritages are varied, we should expect and accept some inequality. However, the major reason for economic inequality has less to do with ability or talent, and more to do with our socio-economic roots. For some of us, our ancestors were slaves with no ability to accumulate and pass on wealth. Others are descendants of peasants and refugees who came to America with little more than the shirts on their backs, a few suitcases of clothing and family trinkets. On the other side of the divide are descendants of wealthy parents and grandparents who have provided their children with investment trust funds and stocks, as well as fine art, a family business, and large homes, including beach homes on the Cape or in the Hamptons.

Most of us are the children of parents who can be classified between rich and poor, with a mom and/or dad who managed to earn a living as a laborer, factory worker, or government bureaucrat.

Many of us grew up in apartments or row houses in the cities, and others grew up in steel towns and mining towns, small suburban and rural towns. Our parents did not earn enough to accumulate wealth; rather they provided us with love, hope, and motivation to go to school and to work hard. As students, we grew up with our own dreams, and our aptitudes and performance were measured in school and predicted from early grades. More than three-fourths of us graduated from high school, about one third from college; hence, we would expect less imbalance and less stratification than what presently exists.

So long as people are able to keep their bellies full and attend to their basic needs, they are more likely to tolerate differences in income and wealth. So long as the system is perceived as fair, most Americans feel the superrich are entitled to their bundles. (Actually, there is a false belief that the system is fair when in reality it is unfair.) It comes pretty close to Orwellian logic or *doublethink*: Forget facts that are inconvenient or "draw it back from oblivion for just as long as it is needed, to deny the existence of the reality which it denies." Questions arise: What is morally right or good for the majority of people? What should be done to, if anything to regulate the smart and swift? How do we balance entitlements, opportunity, and redistribution? The answers have very little to do with a game well played, as the very rich do not play by the same rules as the common people do. They have a host of advantages and clout, of which the average person is unaware. Sadly, most people play by the rules still believe in the "dream" but get nowhere; they are barely treading water and staying afloat—trying not to accumulate too much debt and go under. One wrong choice, a stroke of bad luck, or an event they are unable to control often leads to millions each year heading to the poverty line. This is not a great testimony for the world's largest democracy, which once professed there was gold in the streets to be found for those who were willing to work hard and play by the rules.

A Just Society

Harvard philosophy professor John Rawls (now deceased) examines the notion of equality and inequality in what he calls a "just and fair society," one which is grounded in liberal and democratic principles of political rights. He provides four reasons for a society to regulate economic and social equality, and to limit inequality.

1. In the absence of special circumstances (such as war, disease, economic depression), it is wrong for the least advantaged group(s) to suffer personal *hardship*, not to mention hunger and treatable illness. In a fair society, *basic needs* for everyone should not go unfilled, while "less urgent ones of others are satisfied."

2. Political equality is essential to prevent one part of society from dominating the other. One group should not have the ability to pursue its political or economic interests at the expense of another group, or to extract a legal system or economy, or to make "many peoples' lives less good than they might otherwise be."

3. Equality of opportunity is essential so as not to "encourage those of lower status to be viewed by themselves or by others as *inferior*." Such an arrangement fosters arrogance, exploitation, and deprivation.

4. A just society must avoid the conditions of *monopoly*, not only because it reduces equality but also because it leads to inefficiency and permits the dominance of a wealthy few at the expense of the remaining populace.

These four elements help comprise what Rawls calls "democratic equality," and they should exist if society is to be just and fair, if there is to be "social cooperation between free and equal citizens," and if there is to be consideration for the common public good. In short, in a just society, "everyone as a citizen should gain from its policies." Moreover, I would add that the gains should not be overly lopsided in favor of the rich, such that the least advantaged groups get minimal benefits and there is increasing inequality. No point on the economic curve should exist where the gap is too wide to overcome by education and/or hard work, thereby curtailing mobility. In other words, there should be a floor and ceiling in determining income and wealth. Just where this point lies on the curve and how to regulate this point, is debatable and makes for liberal and conservative labels. In my world, the entertainment and sports industries, along with the corporate elite, are leaving middle- and upper-middle-class Americans behind—eventually leading to political and tax-code backlash.

Here I would add two other reasons for enhancing equality and reducing inequality. First, there must be *equality of opportunity*, whereby the least advantaged groups feel they have some chance to succeed; otherwise, they will grow frustrated and cynical and retreat from the larger society, forming a subculture of their own and rejecting the values of the larger society, possibly engaging in criminal and deviant behavior and affecting everyone in the larger society except the very wealthy, who can insulate themselves or create buffers.

Second, for people to be committed to society they must lead a decent life, a minimum level that meets their basic needs. Everyone in a democratic (and humane) society is owed at least this much; moreover, it is politically prudent to diminish the potential for civil strife and violence. The concept of minimum level is vague because guidelines and definitions fluctuate, depending on the political and moral views of those in power. Nonetheless, there is practical interest to prevent social unrest. Similarly, profits among large corporations and financial institutions should not continue to grow at the expense of workers. If allowed to continue the outcome is monopoly power of big business; whereby the common people are left behind.

The policies of a democratic (and humane) society must try to maximize the prospects of the least fortunate and avoid a culture of poverty, passed from one generation to the next, that in turn will sap the health and vitality of society. Developing a social and economic minimum level must include, today, *educational opportunity* for the

most disadvantaged populace. In this way, ability and talent can be nurtured and not lost at the expense of the individual and society. John Goodlad, former professor of education at the University of Washington, reminds us that "millions have fallen far short of their potential by the simple fact of their birth." These millions serve as a reminder that we are not the nation we think we are. We still have a ways to go in terms of humanity, opportunity, and prosperity for all.

Social cooperation and commitment, or a *common good*, whereby those in political power work with leaders of social institutions to formulate prudent public policy, must exist. If, however, self-interest or ignorance dictates policy, if the robber barons are not curtailed, if Ayn Rand's idea that business excess and greed are good for growth and productivity overrides basic checks and balances; or if Milton Friedman's unregulated capitalism overshadows the notion of justice and fairness, then by inference the common good will be shoved to second place. Here I am reminded of the graphic words of Jay Gould, the ultimate capitalist and robber baron. Bragging he could break any strike, he said in 1886, "I can hire one half of the working class to kill the other half." In 2012 146 years later, several Wall Street CEOs received $25 and $50 million annual bonuses, a form of lunacy given the fact that 23 million Americans were unemployed or underemployed and most wages of labor (including recent college graduates) were stagnate for the last ten years.

The question is, when is enough enough? How much money does someone have to earn before someone says I earn enough? A 4 percent tax increase, from 33 to 37 percent, of the richest 1 percent raises about $20 billion of revenue over five years. A tax increase to 50 percent on the same group of people would raise approximately $150 to $200 billion, enough to bolster programs like Social Security and Medicare. If we started to phase out government subsidies for special interest groups (i.e., farm subsidies cost the tax payer $20 billion per year) and funnel it to the least advantaged groups in terms of food, housing, health, and education, then inequalities would be further diminished. But "government programs, once created, become virtually immortal," and no government official wants to incur the bad publicity of taking something from anyone.

Power, Privilege, and Elite Institutions

The Ivy League colleges were built on the premise of educating the children of the elite class, originally when young men graduated from the Latin School in New England colonies and into the mid-twentieth century when they graduated from private academies like Groton, Choate, and Exeter, which were modern "knockoffs" of the old Latin School. Presidents Franklin Roosevelt, John Kennedy, and both Bush presidents were graduates of these private academies and moved easily to Harvard and Yale, despite their "so-so" academic achievement.

Up to the 1930s, most people who applied to Harvard and Yale, and other places like Princeton and Dartmouth, were admitted because people who were not from the proper social class did not bother applying, as they knew better than to waste their time. The history of admission into these elite colleges is the history of the conflict between merit and privilege. The voices of reform began to conflict with the voice of tradition over what kind of applicants to accept and to what extent should class, alumni status, and social connection trump academic ability and scholarship. According to Jerome Karabel, a sociologist from Berkeley, it was not until the Jews began to apply—students who prized scholarships, academic achievement, and high test scores—that the Ivy League colleges faced dilemma.

Slowly and grudgingly, the Ivy League colleges modified their anti-Semitic policies and allowed a small number of Jews into their institutions, although the number was restricted. Embodied by the spirit of the American dream, so characteristic of all immigrant groups, these striving Jews were merely seeking bits and pieces of the opportunity that their parents had been denied in Europe. For readers who fail to grasp the historical and contextual meaning, the story is played out in *Chariots of Fire*. Although the movie takes place at Cambridge University in England, all the reader needs to understand is that Harvard, Yale, Princeton, etc. are forged on the basis of Oxford and Cambridge universities.

Despite the shocked reaction of the Protestant establishment, the genie had been released from the bottle by aspiring Jews and once freed it paved the way for other high-achieving immigrant groups to apply; and, later, minority groups wanted the American dream. In a way, the admissions processes at Harvard and Yale, among other Ivy League colleges, provide a valuable preview of the coming civil rights movement that was to soon explode, where the democratic forces of fairness, equality, and equity were pitted against the traditional forces of protection and privilege. (You can say that this battle has been waged since Jefferson crossed swords with Hamilton, or as far back as the Greeks who tried to forge their theories of democracy in the town squares of Athens and Delphi.)

Given the beginning of the Cold War in the late 1940s and early 1950s, and the need to produce scientists and engineers to defend against Soviet expansion, the faculties at Ivy League colleges slowly began to stress academics. At the same time, James Conant was president of Harvard. He was the most influential educator of the midcentury, and when he spoke the educational establishment listened. Conant urged that American schools and colleges add academic rigor to the curriculum, upgrade teacher training, test and measure students' achievement, and devote more resources for the education of the top academic 20 percent, especially the gifted and talented students. The Boston Brahmin's idea of "The Harvard Man" was much more progressive than "The Yale Man," as perceived by Yale's president Alfred Griswold, who, in 1950, reassured the Protestant establishment and Yale alumni that the future graduate would not be a "beetle-browed, highly specialized intellectual, but a well-rounded man."

The conflict between both forces persists today by nuance, by putting as much emphasis or more on "character" than academics.

Academic merit is but one of many criteria used to judge applicants along with social skills, leadership skills, and creative/artistic skills. All these set of skills, along with alumni linkage, are designed to allow sufficient flexibility to preserve the status quo and power of these institutions, to ensure that "well rounded" students are sought and accepted. The balance between academic *mediocrity* and *merit* permitted children of the rich and powerful to be admitted because of hereditary privilege. This is the way it was, and this is the way it still is. Despite the rise of a new educated class, men and women of high academic caliber who were unable to go to Harvard or Yale, or even the likes of Princeton and Dartmouth, and had to "settle" for the University of Michigan, University of Wisconsin, or University of Illinois—all top-notch colleges, but not part of the cultural and financial elite, not part of the Protestant and corporate establishment.

If the upper class seizes the benefits of an education (say by directing their children into private schools or by spending in public schools twice or three times as much money in property taxes on their children as low-income children and by ensuring their children are admitted to Harvard or Yale), and seizes the gains of national productivity, as they have in past decades, we have a situation where the advantaged group "ruthlessly exploits its position to ensure the dominance of its class." Surprisingly, these are the words of David Brooks, the *New York Times* columnist and the liberal's favorite conservative. Members of the upper class are more likely to inter-marry, which "is really a ceaseless effort to refortify class and solidarity and magnify social isolation," and thus perpetuate their dominant position.

Given his conservative views, Brooks, surprisingly and whimsically urges "uneducated workers of the world [to] unite…You have nothing to lose but your chains." He concludes: "I don't agree with everything in Karl's manifesto, because I don't believe in incessant struggle, but I have to admit, he takes some good points." Brooks has a sense of humor, but he is making a serious point. For the last three decades, the winds of big business have been whipsawing and blowing strong, from coast to coast and through the heartland, financially breaking the lives of many ordinary people, creating a rising scourge of debt, decline, and despair among working- and middle-class America, and leaving everyone behind except the high-end and wealthy elite. To be sure, this is not the America most of us I grew up nor envision and believe in. For the sake of our children and their children, we all hope this is not the America we know when we take our last breath and make peace with the Almighty.

A Change in Meritocracy

The phrase "postindustrial society," coined by Harvard's Daniel Bell, describes the scientific-technological societies evolving in developed countries in the second half of the twentieth century. The singular feature of this society is the importance of scientific and technical knowledge as the source of production, innovation, and policy formulation. Emerging from the older economic systems in both advanced capitalistic and socialistic countries is a knowledge society based on preeminence of professionals and managers. In the United States during the 1950s and 1960s, Bell notes in *The Coming of Post Industrial Society*, "this group outpaced…all others in rate of growth, which was…seven times more than the overall rate for workers." In the 1990s computer and high-tech sectors outpaced the entire economy, reflected by a soaring NASDAQ market whose bubble burst in 2000. Nonetheless, the stratification structure of this new society produces highly trained knowledge-based elite, which is supported by a large scientific and technical staff and which has become the economic engine for the new century. Moreover, it is only the part of society that has successfully competed with the patrician (super-rich) society, at least up to the point where the "blue bloods" have taken notice of who is being admitted into Harvard and who is working on Wall Street, as well as Silicon Valley.

The basis of achievement in the postindustrial society is education and high academic expectations. Merit and differentials in status, power, and income are awarded to highly educated and trained experts with credentials; they are seen as the decision makers who will inherit the power structure in business, government, and even politics. Achievement and mobility are also related to entrepreneurship and the risk taking: What Ben Franklin would call hard work and *Forbes* magazine might call "making money the old-fashioned way." Paul Fussell, a University of Pennsylvania sociologist, labeled these postindustrial "knowledge workers" as the "X class." C. Wright Mills said the middle-class person was "always somebody's man," whereas the X person is nobody's. X people are highly independent, educated, and achievement oriented; "retirement being a concept meaningful only to hired personnel or wage slaves who despise their hard work."

This trend toward a meritocracy of the intellectual elite has aggravated inequalities. The majority of people in a democratic society accept this form of inequality, because it is based on individual talent and achievement—not inherited privilege or rank—and because this form of meritocracy is designed, at least in theory, to benefit the common good. Because of socioeconomic deprivation and limited education, poor and minority groups are unable to compete successfully in a society based on educational credentials and educational achievement. Without the appropriate certificates they are not needed by the economy; not necessarily exploited, but underpaid for their services; not necessarily discriminated against, but not in demand.

Excellence vs. Equality

In his classic book on excellence and equality, John Gardner in *Excellence: Can We Be Equal Too?* Points out that, in a democracy, the differences among groups cannot be dwelled on and we go out of the way to ignore them. He describes the dilemma: "Extreme equalitarianism…which ignores differences in native capacity and achievement, has not served democracy well. Carried far enough, it means…the end of that striving for excellence which has produced

mankind's greatest achievements." Gardner also asserts that "no democracy can give itself over to emphasize extreme individual performance and retain its democratic principles—or extreme equalitarianism and retain its vitality." Our society should seek to develop "all potentialities at all levels. It takes more than educated elite to run a complex, technological society." Every modern society, as well as every ancient society, has learned this hard lesson, some only after tremendous bloodshed and loss of life.

Every efficient and innovative society has also learned to recognize and reward various abilities, talents, and creative endeavors. In school, and other aspects of American society, the chief instrument for identifying ability and talent is a standardized test. It is not surprising, according to Gardner, that such tests are the object of criticism and hostility, because they encourage the sorting and selecting of students into special tracks and programs. The fact is, "the tests are designed to do an unpopular job." They are designed to measure what a person knows or how well a person can perform particular tasks; the data can be used to compare people and make decisions—such as who gets into what college and who gets selected for various jobs. Tests are also used for applying standards to determine quality—and who gets ahead in schools and society. Although, in our society unlike most other societies, we are given multiple chances to succeed, Gardner is still concerned that the search for talent and the importance of education in our high-tech and knowledge-based society will lead to increasing inequality among educated and uneducated individuals.

The issues that Gardner (and test specialists) raises will not go away, at least no in our democratic and heterogeneous society; they directly affect the social fabric of the country and have echoed loudly since the War on Poverty and the civil rights movement. They lead to heated arguments in the media, often where frank discussion is curtailed; the worst culprits are college campus newspapers and forums—ironically a terrible place for academic freedom if the messenger moves too far to the political Right. While Gardner talks about difference between excellence and equality, and the need to achieve some balance in a democratic society, we can also distinguish between equality and equity.

Equality has to do with similarity in opportunity or results, but equity (or fairness) deals with a person's or group's effort and the reward (or outcomes) for that effort. Inequality occurs when a person or group works harder but achieves little reward or, in reverse, when a person or group works less and receives most of the rewards. Inequity involves lack of opportunity, whereby the laws and/or social intuitions discriminate against certain people or groups based on a perceived characteristic; henceforth, those people will be disadvantaged in society. To be sure, the design of society—equal opportunity or unequal opportunity—determines what happens to people in education, jobs, health care, housing, etc., and how income and wealth will be distributed among people.

Here we are not attempting to achieve an equal result, which ignores the concept of effort or ability and assumes that everyone is entitled to equal rewards, regardless of effort or ability. Such an assumption has more to do with affirmative action and quotas. With equity, we are seeking some sort of fairness, what Harvard professor John Rawls in *Justice as Fairness* would refer to as a just society. We want to avoid a stacked deck, the existence of inequality and inequity—no matter what their effort or ability some people will always be discriminated against. The potential effects are more than just economic; the outcomes have social, political, and emotional consequences, resulting in feelings of inferiority, anger, self-hatred of others, producing pathological and delinquent behavior (in terms of crime, delinquency, and drugs), and detrimentally affects the productivity and vitality of that nation. If a person cannot find viable work, if the deck is always stacked against a person, the argument can be made: Why go to school? Why try to find a job? The system is unfair and unjust; it is easier to drop out.

When we talk about equal opportunity, eventually the question arises as to whether everyone should have the right to go to college. If everyone has the right to go to a high school education, why not college? But the pool of abilities and talent varies, and there are many children whose academic limitations cannot be traced to poverty or deprivation. Children who come from upper-class homes have the advantage of social capital, and have parents who have the ability to move to a successful school district—where schools are cleaner and more modern, where teachers are better paid and generally have more education and experience, and the school climate is more conduce to learning. But others who are less fortunate start out on a less than equal footing and continue to experience family, school, peer group, and community handicaps that only increase their disadvantages—and thus are often doomed to disappointment.

Despite ability or talent, children who come from advantaged homes have parents with political and social connections that help get their children into Ivy League colleges and high-paying jobs. Brian Berry, in *Why Social Justice Matters*, points out that competition for good jobs requires that you get into the *right* university, not just a university. Some 35 percent of undergraduates at Princeton are "from non-sectarian schools [rich kids]: over 20 times their 1.7 percent in the school population." You don't have to be a rocket scientist to get into Yale or Harvard or to work on Wall Street, and many people who accumulate the usual clutch of mansions, fancy cars, and millionaire baubles possess lesser abilities and are "C" students. Ironically, the business world is depressingly full of millionaires, who ignore their head start in life and equate their net worth with brains, that is wealthy boys and girls born on third base who think they hold the major league record for triples.

You would hope that we have come a long way from robber baron days of the nineteenth century. These were the days when business tycoons amassed fortunes by trampling competition, exploiting workers, and fleecing the public. All you need is to be reminded that big business, in the spirit of Gould, is today ready and willing to hire illegal immigrants at $7 or $8 an hour and replace

American laborers that expect $20 or $25 an hour for the same work. What does $20 an hour mean? Considering an eight-hour day, five-day work week, and fifty-week wage, which amounts to $40,000—similar to today's average American annual wage. Also consider that nearly all the major multinational companies in America are outsourcing jobs for approximately one-third to one-fourth the American wage. Sadly, the American workforce has become a disposable workforce, under the guise of competition, efficiency, and supply-demand curves.

The fact that our intellectual capital is also being drained by outsourcing scientific and technological jobs and by development of new manufacturing sites abroad doesn't seem to concern the power brokers and money movers of the American political and economic system. No one seems concerned that future generations will have trouble finding decent, middle-class jobs. The free marketers continue to tell us that globalization and unrestricted trade policies are good for the nation. Good for whom? The unemployed accountant and airplane ticket reservationists who saw their jobs outsourced to a worker in India? The small business person who manufactured furniture or worked in the garment center and had to close shop because of cheap Chinese imports? It may be good for the consumer now, but in the long run the U.S. consumer or worker will be left behind, at a du advantage; unemployed or underemployed because of global markets and technology, think of the three forces impacting on American workers (and college graduates). Robusts, Robber Barrons, and Outsourcing

Economically there is little difference in the outcome caused by the tactics of Gould and robber barons of nineteenth-century industry and the tactics many twenty-first century business CEOs and investment bankers, who move money around the world with a click of a mouse and have little or no concern about the average 9 to 5 workers in their companies. You might argue that American labor must learn to trim costs and that outsourcing and global trade is inevitable. That is all well and good, but the only people in our country benefiting from these new trends are the wealthy, who invest capital, and not their labor. Whatever increased productivity or profits is gained by hiring illegal immigrants, outsourcing jobs, or developing new plants abroad is not shared by the vast majority of American people or the American workforce.

Current Issues

The nation was conceived by the principles of political liberalism and democratic philosophy: certain natural rights, egalitarian values based on fairness (Rawls's term), excellence and equality (Gardner's terms), and equity or opportunity (Rawls, Gardner, and Berry). Capitalism would be encouraged to expand, but there would be no feudal class, no peasant class, no serfs perpetually indentured to the nobility class. There would be genuine social reform in which people engaged in different occupations would come nearer in speaking the same language and having the same opportunities and rights, the same spirit and soul, than anywhere else

in the world. That is, the American invention, or what others might refer to as the "American character."

A basic tenet satisfying the principles of democracy is to curtail a reward system based on inherited privilege and power, so that we don't consistently have the same "winners" and "losers" from one generation to the next. This idea is not based on Athenian democracy as some might believe, but rather rooted more in the ideas of Jon Locke and Jean-Jacques Rousseau, who in turn influenced the liberal wing of our Founding Fathers such as Thomas Paine and Thomas Jefferson. It is the same ideas expounded more recently by political scientists and philosophers such as Brian Barry, John Gardner, and John Rawls (all three who recently died). As in a sporting event, the winners should deserve to win, noting that chance and luck are factors and can enter into the final outcome. In a fair society, rewards are distributed on the basis of ability, talent, and creativity, and ways are provided to encourage those who have such native endowments to seek education and training to fulfill their potential.

The concept of *meritocracy*, a relatively new idea which coincides with the coming of the knowledge society and information age in the 1950s and 1960s, is based on rewarding the deserving, as long as their abilities and talents are put to good use—to benefit the larger society and contribute to the good and prosperity of others. Differences in rewards are accepted so long as those people with special endowments serve the common good and do not use them against society or an individual, say in robbing a bank or an individual. While there is an expectation that a variety of abilities and talents will be recognized and rewarded, it makes no sense to encourage or reward esoteric abilities and talents, such as standing on one's head for an hour or repeating the names and addresses of all the people under the letter A or B listed in the local telephone book which few people even use any more.

Most people in a democracy accept there will be a difference in rewards for individuals who use their talents for the general good. There is a legitimate expectation that deserving people will share in greater power, honors, and income, so long as agreed-upon rules are followed. There is also an expectation that society will establish appropriate institutions such as schools and colleges to nurture those differences in abilities and talents, but it must also provide opportunity for other people who are not as smart or talented. Otherwise, the discrepancies between high-achieving and low-achieving people will become too large and threaten the principles of democracy. At all costs we need to provide safety nets, second chances, and multiple chances for those less able to reach their full potential. We also need to recognize different forms of excellence. If we remain blind sighted to different kinds of abilities and talent, then the principles of democratic equality will be lost under the guise of a restricted form of meritocracy. Not everyone can be a scientist or musician; some of us will be plumbers and truck drivers. Not everyone will get "A's," and we need to ensure that opportunity is provided for the least advantaged groups so that society doesn't lose a critical mass of people because of background,

or differences in wealth and status.

The more the distribution of rewards is based on inherited wealth and power, the more inefficient and less innovative society is; in the end, it will become stagnant and corrupt, and possibly decay. Whatever general wealth that exists within a society, the existing inequalities should be considered for the purpose of its *redistribution*, so as to benefit less privileged groups, to the point that they feel they have some chance to succeed through education and hard work.

The problem is, despite recent tax increases for the top 1 percent, the average federal tax is relatively low, compared to the last 30 years. Still, nearly half of all Americans believe their income tax is high and the majority also reject the notion of redistribution as a code word for "idealism." Yet most Americans do not want government to cut Social Security, Medicare or education funding. Either we reduce entitlements and safety nets or we accept larger tax increases and an expanding role for government.

As for government, we've had this debate before. Teddy Roosevelt expanded the role of government in order to curb the power of large corporations and corporate monopolies. Franklin Roosevelt's New Deal was based on the notion that government had to play a bigger role to ensure American's economic status. President Johnson's War on Poverty and Civil Rights legislation assumed that government had to obey a larger rule in order to ensure the social fabric of society and assess the poor and minority populace. President Reagan changed the role of government by claiming it was the problem, not the solution to our economic concerns, ethics—and the need was to shrink government. Today Democrats line up with the Roosevelts and Johnson, and Republicans claim Reagan's philosophy as key for America's economic vitality.

Regardless of one's view of the government's role, and our willingness to either cut entitlements and safety nets as increase taxes and redistribute income, real opportunity must exist: Everyone cannot hit home runs, but everyone should get up to bat in a democratic society. What's worse is when some people never get up to bat at all. What's almost as bad is that throughout life someone has always batted last. Eventually, the sandlot ballplayer who always bats last gets the message and drops out. It's no different in school and society. It comes down to what kind of society we want. Do we want one where there is a distinct cleavage, one group always hitting doubles, triples, and home runs and another group striking out, or not even getting up to bat, living a half-life, passing time away and doing very little for themselves and society? The situation being described leads to a large economic underbelly, class antagonism, and eventual decline. If this sounds like reality, then we might as well cede the twenty-first century to China and India. We might as well crawl into our caves and do nothing, with a tiny group hoarding the money and engaging in excess (big houses, big boats, and lavish entertainment) and the masses living day-to-day, on the edge, in debt, cogs in the machinery of big government and corporate America.

To what extent wealth should be redistributed depends on the people in the power and their moral fiber and values, their belief in equality and inequality. There will never be full agreement on this issue, and that is what makes liberals and conservatives debate across the aisles. Rawls and Gardner would argue that laws and social institutions should be developed that do not lead to unfair advantages for some at the expense of others. Everyone should be working for the common good, rather than their own interests. In this connection, social and economic inequalities are acceptable so long as they benefit the larger society, including the least fortunate.

Here, I disagree with Rawls and Gardner, although I have some reservation since Rawls is considered by most informed readers to be the number-one American philosopher of the last half of the twentieth century and Gardner, founder of Common Cause, is considered one of the most enlightened public servants. When you criticize an icon or hero there is a potential to get your nose punched in by some young twerp or curmudgeon-like critic who gets bent out of shape by what you say—or thinks he or she can do better. That is part of the risk you run as an author, especially in academia, as most professors are born critics and are liberal like Rawls and Gardner.

The point is, benefits are rarely proportioned equally among advantaged and disadvantaged groups, so that the unequal distribution of the economic pie will not have the same benefit for those who are on the lower end of the totem pole. Similarly, it becomes a nightmare to try to agree that someone's success benefits the less well off. It might be easy to determine how a physician or judge benefits society, but it would not be easy to show how baseball players or rock stars earning $25 to $50 million a year benefit society or less fortunate groups. When all is said and done, most people act on self-interest. The only fair method of curtailing greed and materialism is to establish laws that restrain powerful people and wealthy people who inherit large sums of money or annually earn tens of millions. The need is to redistribute wealth so that those with natural abilities, talent, or strength do not run away with most of the gold, and at the same time do not want to move to another country to avoid taxes. The goal is to achieve compassion and charity, to be fair and just, to appeal to the better angles of our instincts.

The question is, when is enough enough? How much money does someone have to earn before someone says I earn enough? A 4 percent tax increase, from 33 to 37 percent, of the richest 1 percent raises about $20 billion of revenue over five years. A tax increase to 50 percent on the same group of people would raise approximately $150 to $200 billion, enough to bolster programs like Social Security and Medicare. If we started to phase out government subsidies for special interest groups (i.e., farm subsidies cost the tax payer $20 billion per year) and funnel it to the least advantaged groups in terms of food, housing, health, and education, then inequalities would be further diminished. But "government programs, once created, become virtually immortal," and no government official wants to incur the bad publicity of taking something from anyone.

We would like to believe in the image of a person who rose from nothing and who owed nothing to parentage. This part of the American dream and the notion of the self-made person (usually a

man); and there is just enough possibility and truth in these stories, a testimony to American democracy. But the humblest and poorest rarely rise to the top. Statistically the odds do not coincide with popular literature or folklore. For every poor or working-class person that becomes a captain of industry or a super athlete, hundreds of thousands are doomed to live out their life in the same quintile they started or slightly move, and inch or two higher. Given a highly competitive society, life is not a bowl of cherries or a rose garden and sometimes there is more rain than sunshine. All you have to do is listen to the songs of Muddy Waters, A.P. Carter, and Johnny Cash—and you hear a prickle or sad story about the human condition and reality of life.

Merit and Achievement

In education terms, what counts today is how the government spends money on intellectual capital—federal support of schools, college scholarships, retraining of labor, etc. Actually, human capital (educated and credentialed professionals and business people) is the key for creating economic capital. Should Alexander Hamilton's mob be educated (his view of the common people); and to what extent? In the final analysis, human capital (Thomas Jefferson's position) is more important than economic capital (Hamilton's' position) if democracy is to survive and if the country is going to continue to prosper. The irony is, however, inequality is exacerbated by the rise of human capital, that is by an increase of knowledge workers. Inequality is greater in cities such as New York, Boston, and Los Angeles because knowledge-based and financial-based workers easily find work in these cities and earn considerably more than people who engage in routine tasks, or low-tech and low-end jobs. But the other side of the coin is that they contribute more to society and therefore deserve to be paid more. In simple economic terms, how much more can we raise the salary of an *expert* janitor--$1/hr, $2/hr? Consider the janitor's raise vis-a-vie the raise for an expert computer programmer, scientist or attorney.

An achievement-oriented society based on academic credentials and standardized tests (which compare individuals in relation to a group score, say on IQ, achievement, or aptitude) condemns many people who cannot compete on an intellectual or cognitive level to the low end of the stratification structure. It is the classic problem: the rich (who have more resources for better education) get richer and the poor get poorer—and gaps between the "haves" and "have nots" have dramatically increased the last decade. Put in more precise terms, for the last thirty-five or thirty years, one-tenth of the population (on the income pyramid) has been improving its prospects while the remaining 90 percent has lagged behind. It is the top 10 percent, especially the top 1 percent, that have glommed almost all of the economic growth—because of increased globalization, Wall Street greed and corruption, and free-market economic policies—which create unstable conditions for working- and middle-class people. Surprisingly, no one has rebelled. The majority has not imposed higher taxes on the wealthy, as it was in

the Reagan administration (50%), Wilson administration (70%) or Eisenhower administration (90%) in fact, the opposite has occurred, partially because conservative forces since the Nixon administration have dominated the White House and Congress. The 2013 bump (from 35 to 39.6%) in taxes for those earning $400,00 or more is a drop in the bucket, compared to what it was during the previous Republican demonstrations.

As of 2012, the top 10 percent earned about 50 percent of the nation's income while the top 1 percent earned 22 percent. As for assets accumulated, the top 10 percent had a larger share of the nation's overall wealth than the bottom 90 percent, and the top 1 percent had nearly 40 percent of over-all wealth. This gap in income and wealth tops the inequality index among 32 industrialized countries (except Singapore and Hong Kong). Similarly, nearly 40 percent of the wealthiest 1 percent of the global population are Americans, although this inequality is gradually shifting to China and India. A new study authored by Jonathan Ostry and funded by the International Monetary Fund reveals that economic "growth" becomes stifled in countries like the U.S. with high levels of income inequality—slowing growth and job creation up to one third of potential. Economic inequality feeds into political and economic instability; the economy stalls or experiences major volatility, which in turn leads to fear and reduces business investments and productivity.

According to Joseph Stiglitz, in *The Price of Inequality*, excessive inequality reduces economic growth. Just as discrimination reduces opportunities for many of its citizens, inequality of income has a similar effect whereby it leads to inadequate housing and schooling, as well as limited job growth for the majority of the people. The Columbia University economist argues that today's economic policies have weakened labor and strengthened capital—resulting in greater inequality. We now live in a divided world in which the rich and super rich live in gated communities and send their children to Ivy League schools while the majority of Americans live in a world marked by second-rate housing and mediocre schools and medical care.

Merit and Human Capital

Americans now produce fewer and fewer products; however, we produce intellectual property (i.e. pharmaceutical research, computer chips, software, etc.) which has dramatically increased the nation's innovative, information and high-tech economy. This type of intellectual capital has led to millions of new jobs, the most important reason for focusing on human capital. Bill Gates, who blends Jefferson's politics with Hamilton's economics, is critical of the nation for rationing education on wealthy and suburban children at the expense of low-income and urban children. He has personally committed $1.2 billion for high school reform that would ensure that all students in his funded programs receive a college prep curriculum.

Will the efforts of Bill gates and other reformers help achieve a

more meritorious society? People are human, complicated by a host of flaws including greed and arrogance. If those who advance come to believe they have achieved economic success on their own merits, they may come to believe they are entitled to what they get—and the hell with stupid, slow, or lazy people. According to Michael Young, the English scholar, those who rise in a meritorious society can become smug, just as smug, if I may add, as people who were born on the more fortunate side of the economic divide and used their parents' economic resources and social connections to rise up the ladder of success. The newcomers to wealth, the academic elite, may actually come to believe they have morality and justice on their side.

A new form of arrogance can develop by the creation of meritocracy, by the same people who once believed in and exemplified the political theories of Jeffersonian democracy and the stories of Horatio Alger. If true merit becomes associated with heredity or innate ability, as it often is construed, as opposed to the notion of opportunity, than meritocracy becomes less of a virtue and more of a propaganda tool for patricians and conservatives to wave and use against the populace who have fewer opportunities because of their social and economic status.

In a society that prizes merit and achievement, the reward structure is linked to a person's natural ability. In *The Rise of Meritocracy*, Michael Young the English sociologist warned that such a society would put most of its resources in effective programs and schools that favored the academic elite, thus pushing the gifted and talented to the top and the less gifted and talented behind. Even worse, the process would continue over generations because of the assertive and class-based mating and the component of heredity, which people in a democracy prefer not to discuss because of its racial implications. Both bright and slow students and adults will continue to compete in school and society, partially fortified by class distinctions (environment) and heredity. Barring drastic government policies, the search for merit and achievement will move capable people to the top and less capable people to the bottom. Although some say this is the most ideal society, as it gives everyone the chance to rise to the top, it has serious implications for average and dull people, and with people who have fewer opportunities because of class. If left unchecked or unregulated, it leads to increasing inequality, and ultimately where one group feels they belong to another species—very high or very low.

Trying to figure out the interactions of environment and heredity is a hopeless policy issue, rather the crux of the problem is to deal with disadvantages of a limited environment because of class factors that twist and deform the spirit and lead to the plight of the next generation. We need to find a balance, some entitlement or safety net, that protects the lower classes and that children and parents of various abilities and talents can accept. The issue can be exemplified in reverse—the recent period which de-emphasized programs for the talented and gifted, due to pressure to create heterogeneous classrooms with a wide range of academic abilities, and in the passage of affirmative action legislation. Part of the search for balance (or fairness) is to adopt an uncompromising commitment to produce more effective schools in lower-class communities.

Conclusion

If we are forced to rely on the wisdom and goodwill of politicians, who are often influenced by corporations and special interest groups, then the working and middle class (even the mildly affluent) become unknowing victims and duped by the people they trusted. In some ways, then, we are forced reread the ideas behind a *social contract*, the principles that this country was founded on. Here I am talking about the Age of Enlightenment and the theories of Locke and Rousseau, bolstered by Thomas Hobbes's *Leviathan* and Immanuel Kant's moral doctrines. Once more it comes down to Jefferson's thoughts on the rights of people. Some readers might say the author is putting too much stock in one person, that Washington, Lincoln, or Franklin Roosevelt are presidents that no one in American history rivals. So be it! We all have our own idols, heroes, and superstars that we worship or praise. Where I stand on the political fence, Jefferson was the first American to put the important ideas of equality on paper, and in the right way.

Deficit spending is bound to influence the standard of living of our children and grandchildren by limiting entitlements and essential services and/or raising prices for those who need it the most and cannot afford it. But reduction of social, health, and education spending only increases inequality because the rich are still able to pay for services they want. Moreover, the fight for essential human services will most likely be tilted in favor of the aging baby boomers at the expense of school spending, because they represent the largest and most consistent block of voters. Education as a social category or variable cannot alone reduce inequality or uplift the masses. To put it in reverse: Only if inequalities of income and wealth are kept within a limited range can education be used as an equalizer.

To achieve greater equality and to assist the unfortunate, we need to increase taxes for the wealthy; improve tax compliance; shut down tax loopholes and offshore companies that avoid taxes; regularly audit the tax returns of the wealthy (with annual incomes of more than $500,000 and/or assets of more than $5 million); and limit estate trusts, which save taxes from generation to generation and allow the transfer of wealth. The need is to ensure a wealth transfer tax at every generation, especially after the $5 million level. (This level only affects the top 1 percent of taxpayers, but such a law would sharply reduce run-away inequality (or the makings of a financial oligarchy.) If we don't address these issues first, that is put restraints on money moguls, then we are spinning our wheels in debating equality and opportunity or the correlation between education and mobility, and whether the American dream still exists for the majority of Americans, despite what they hope or believe.

Because these measures are not being implemented, we are witnessing a rise of a new aristocratic class, based on wealth and power, far worse than the European model our Founding Fathers sought to curtail. What we need are a set of political, economic, and

moral principles that are based on our history, philosophy, and literature. The author would start with the Hebrews and the *Talmud* and the Greeks, with the "liberties of the ancients" during the time of Pericles, and work my way up to the great books and great minds of humankind. Locke, Rousseau, and Jefferson would be high on my recommended list, along with Kant and the current readings of Rawls and Gardner. Of course, anyone with a half wit already knows that I favor these voices of reason.

There is no set of recommendations for achieving equality (or excellence) that can please the entire American populace. Perhaps someone in a little cabaret in South Texas (a Johnny Cash jingo) or a coffee shop in Hoboken, New Jersey (a Philip Roth location) or a church in Yoknapatawpha County (William Faulkner's fictional but real place) can figure out a solution, as our leaders and statesmen cannot come to a consensus, and instead regularly engage in partisan politics negative and nabobs. All we can hope for is some balance—some sense of fairness in the search for talent and in the reward system that compromises our society, and some sense of fairness in the distribution of wealth and reduction of inequality.

References

Ornstein, A. (2007). *Class Counts: Education, inequality, and the shrinking middle class.* New York: Rowman & Littlefield publishers, INC.

The Value Essences and Teaching Realizing Outline of the Moral Education Curricula for Chinese Graduate Students

Yan Xiaocheng

(Yangtze University College of Marxism, Philosophy and Social Development Research Institute, Jingzhou, Hubei 434023, China)

Abstract: Moral education courses for Chinese graduate students are designed to make contribution to graduates' political maturity and successful careers, whose emphasis of teaching is on its value essences and corresponding teaching realizing ways. Two kinds of progressively intensive thematic curricula on mainstreams of moral education are necessarily included in five present moral education courses. The first curriculum focuses on the contemporary reform and development of China and the other concentrates on contemporary economy, politics and culture around the world. Two scientific methodologies are provided as selective courses, with the one for nature and natural science and the other for humanity and social science. Included content is a set of classical comprehensive texts, the example of criticism and originality and integration and great achievement of human beings. It carries out the core value of people, nation, freedom and liberalization and strengthens the humanistic care, scientific spirit, theoretic mission, historical responsibility, original passion, coordination of system, revolutionary innovation and the essence of the spirit of age. The realization of value essences mentioned above through Chinese-style teaching is the scenario simulation of making for an increasingly bright virtual future world.

Key words: Moral education course for Chinese graduate students, value essences, teaching realization, future-oriented

The beginning of Chinese postgraduate student life means the official beginning of research study that accompanied by the learning of moral education courses with Chinese characteristics. At present, there are two compulsory courses and three electives for both master and doctoral students. Five courses are quite a few for studying. However, if the value essence of the courses and the secret of the teaching realizing are mastered, the key will be grasped, the efficiency improved, the profession activated and the future human and society won over.

These five courses, sharing the same core value, have separated but related value preferences and essences. Certainly, the forms of teaching realizing are of different features.

The compulsory course of moral education for Chinese graduate students: *the Theory of Socialism with Chinese Characteristics and Practical Research*

The *Theory of Socialism with Chinese Characteristics and Practical Research* is a compulsory course of moral education for Chinese graduate students at present. It, as the main course devoting to the progress of moral education of Chinese graduate students, highlights the moral thematic education and research course for the present and future Chinese social development and is the profound exploration to the combination of contemporary Marxism sinicization and the practice of socialism with Chinese characteristics. This moral education course can be considered as the expansion, deepening and specific research of the introduction to the moral education course for Chinese undergraduate students. It much more emphasizes the practical exploration to the Chinese society rather

than the study on general theory, the thematic research instead of comprehensive interpretation, the voluntary application not the general understanding, as compared with the moral education course for undergraduate students. Included are almost the major hot and tough subjects for contemporary Chinese social reform and development in this course. Therefore, the studying of this course help Chinese graduate students to be more realistic, enterprising and dependable so as to allow them to make efforts to develop their own room for study and career according to the reality of China, contributing to making important and essential preparation for the realization of their own professional ideas and Chinese dreams.

The core words to express the value essences of this course through to the end are people and country, prosperity, democracy, civilization, progress, reform, development and comprehensive coordination. Thus, the teaching of this course can try to consider values with different focus and various value essences as the inner core clue so as to make studies on teaching in a more pertinence and purpose manner (Another tangible clue for this course is the sequence of the outline of teaching). Among them, those graduate students who have an individual thoughts and knowledge about the moral education also can offer materials as well as express their own personal opinions. While teachers of the moral education course have always been viewed as the pilots of the direction of moral education course and the one who keep enhancing and hammering the value essence of moral education course.

A Compulsory Moral Education Course for Chines PH.D

Candidates: *China Marxism and Contemporary*

China Marxism and Contemporary is the compulsory moral education course for Chinese PH.D candidates at present. It is a thematic and study-oriented curriculum for Chinese PH.D candidates to expand their moral education globally, and the second compulsory moral education curriculum for the contemporary graduate students or the last for Chinese college students. It is able to be thought of as the interpretation and application of "the Principles" (*Basic Principles of Marxism*) and "the Introduction" (*Introduction to Mao Zedong's Though*), correspondence to and external extension of *Research on Theory and Practice of Socialism with Chinese Characteristics*, the intensive research or advanced version of two moral education courses for undergraduate students, T*he Situation and Policy* and *Contemporary World Economy and Politics* and even the final version of the compulsory moral education course for the Chinese higher education at present. The research coverage of this course to the international society involves in major hot and difficult subjects, ranging from development themes to developmental trends, economy to politics, science and technology and culture to ideologies and from ecological environment to life styles. Therefore, the research-oriented study of this course helps Chinese PH.D candidates to broaden their horizon, increase their intelligence, precisely position their main direction of researches. As a result, they are able to conduct their researches in a high accurate manner and enhance their radical cognition   for startups and innovation, establishment of an innovation-oriented country, active participation to the international competition and promotion of the advance of civilization.

The keywords for the expression of this course should be humanity, big world, foresight, science, freedom and liberation. Such an agreement between teachers and students can be followed during the realization of a series of value essences in the teaching. Teachers and students should study major recent international affairs and the Chinese-styled response to international affairs before the class (A reasonable adjustment is recommended to the order and priority of the study on teaching of the course). This course should shoulder the responsibility to help PH.D candidates to enhance their ability to the application of general principles in a correct, flexible and all-round manner. The first priority for the teaching design and teachers should be the training of competence in scientific prediction, macro research and judgment and micro precise response capacity.

The selective moral education course for Chinese graduate students facing with natural science and engineering project: *The outline for Dialectics of Nature*

The outline for Dialectics of Nature is an alternative moral education course for Chinese academic graduate students at this stage. It attaches great importance to the study and training of basic ideas of nature, natural science and engineering project and is a research-oriented curriculum for scientific quality education of Chinese education in the broad sense. It serves as an open selective course for all kinds of academic graduate students (also included in every major involving in humanities social sciences). The valuable content of moral education is the typical example of the successful combination of universal laws of materialist dialectics and achievements of modern scientific technology, and is the dialectical promotion of specific knowledge of natural science in both ancient and

modern times and professional methods of the engineering technology. As a result, the study of this course provides a platform for Chinese graduate students to further complete the fit of value and working ration, the alliance of philosophy and science, interaction of engineering project and society and the harmony of humanity and science and technology. It also can help Chinese graduate students to make an endeavor to coordinate human and nature, optimize their own research approaches and to lay a favorable foundation for enhancing the efficiency of research and life quality.

The value essences of natural dialectical curriculum as the public elective course for Chinese graduate students should be developed in aspects of nature and human, dialectical principles, scientific spirit, system control and the creation of theory. Corresponding teaching realization ways should be introduced based on the above value conception. For instance, such competence training for Chinese graduate students as strengthening the introspection and outside observation, demonstration and reference, rigorous logic and sudden change of thinking should be added in corresponding chapters. Efforts to motivate more graduate students to participate in their own scientific and technological activities should be made through the combination of relevant contents. It requires to highlight the refinement and environmental practice of the fundamental methodologies of scientific and technical discovery.

The selective moral education course for Chinese graduate students facing with the study of humanities and social science: *Marxism and the Methodology of Social Sciences*

Marxism and the Methodology of Social Sciences is another alternative moral education course for Chinese academic graduate students at present. It echoes and supplements the *Outline for Dialectics of Nature* and is the study-oriented curriculum for the quality education of humanities for Chinese moral education in broad sense, focusing on the training of fundamental approaches for the research of humanities and social sciences. Likewise, it is applicable to all majors for academic graduate students as an open selective course (with majors involving in science, technology, agriculture and medicine). It reinforces the views of methodologies for the research of humanities and social sciences under the principle of Marxism, and is the general interpretation of the scientific methodologies of Marxism in the field of research of humanities and social sciences (especially the "materialist dialectics" and "historical materialism"). What makes the paths and ways of historical contribution of Marx from those of scientific giants as Einstein, Newton and Darwin is the former makes revolutionary reform in methodology and value of whole humanities and social sciences. This set of methodology of social sciences created by Marx has remained the indicator light, monitor and error-correcting apparatus for the present analysis and research of humanities and social sciences when confronted with the complicated and changing human society, acute conflicts in ideal and value fields and the imperfection and disorder of human and methods of social research.

The essences of this course for Chinese graduate students undoubtedly lie in humanities concern, practice and progress, systematic thinking and paradox of wisdom. Teachers, in the process of teaching, can help Chinese graduate students to strengthen their social responsibility, historical mission and humanities. It requires a further

promotion of the whole and level feeling and systematic analysis ability for the Chinese researchers. It demands that Chinese researches should more actively take part in and be prudent in issues related human and society. The future researchers should be trained to foster their spirit to endure hardship and cultivate competence for overcoming difficulties and develop complicated game abilities, the courage and wisdom freely going through various conflicts.

The selective moral education course for Chinese PH.D candidates: *Selected Reading of Marxist Classics*

As the *Selected Reading of Marxist Classics* is the selective moral education course for present PH.D candidates, it is the last moral education course for Chinese college students. It is an example research emphasizing on originality, breakthrough and integration of many characteristics, reflects the enhancement of the comprehensive originality of humanities of the moral education on a broad sense and is one of research-oriented courses for classical original articles. To the point of moral education for Chinese PH.D candidates, it is an assembly area of representative cases for the theoretical originality and emergence of new ideas and also the innovative research-oriented course for the comprehensive classics (It is one of precious review of the moral education course and the eve for the return of the wold truth. The true history and reality more often than not are comprehensive). This selective course can bring us to indulge in classics, restore history and experience great discoveries and witness historical breakthrough during the concentrated studies. It is the text featurette for the real reproduction of the criticism, construction and creation of the Marxism, the concentrated reflection of the typical case and theoretical innovation during the development history of human thoughts, the repeated transition from the theoretical exploration to the top theoretical achievements and is the repeated unification of summary of history, reflection of reality and foresight of future. Any classical version (including future Chinese classics to be published) is intertwined and the essence of time spirit.

The core values of this selective course for PH. D candidates are extraordinary and are the essences of *Selected Reading of Marxist Classics,* including a sense of theoretical mission and historical responsibility, the passion for originality, revolutionary reform and the quintessence of time spirit. As a result, Chinese PH.D candidates are highly recommended to read this course voluntarily and play their talents and to express their creation independently. They can fully train their imaginary and analogue studies, make efforts to unearth the toughness and holy of the creation of truths against the background of major history

and experience the agility, innovation and reform reflected during the change of history. Teachers and students can create future-oriented classics with their passion, ideals and ration.

It can be expected that the tranquility, ration and passion for exploration of Chinese PH.D candidates will achieve a high degree of uniformity after experiencing specialized moral education and research. Perhaps, the history of China and the world and reality, theory and practice will be changed.

Two progressively extensive specialized research methodologies are inevitably included in these five moral education courses for Chinese graduate students. The first methodology attaches great importance to China's reform and development and the other focuses on the world economy, politics and culture at present. Two types of scientific methodologies are available to be selected, whose emphasis are on nature and natural sciences and humanities and social science respectively. A set of comprehensive classics, an example of criticism and originality, integration and great achievement, is able to be read and studied, whose inner cores are closely connected but with their own characteristics.

The development and dialectic realization of essences of moral education course for Chinese graduate students witness that the study of Chinese graduate students is research-oriented, the moral education course is meaningful and life, education and society are increasingly bright.

———————————————

References

Chen, X. X. (2010). Speculation and criticism of the course-setting of the postgraduate courses in ideological and political theory. *The study of the ideological and political theory, 1, 11-15.*

Comment from the Communist Party's Propaganda Department and Ministry of Education on the adjustment of the course-setting of the postgraduate courses in ideological and political theory in higher education. (No. 2, 2010, the General office of Education and Social Science)

The notice of General Office of Ministry of Education on the use of the outline of postgraduate courses in ideological and political theory (No. 18, 2012, Letters of the General office of Education and Social Science)

Zheng. Y. T. (2006). *Study of the development of moral education: exploration to the moral education of Chinese higher education for the 21st century*. Beijing: Beijing People's Publishing House.

Human Harmony: A Fresh Perspective, a New Approach

Sudipta Das

（Science Fiction Author）

Abstract: This is an attempt at taking a macroscopic holistic and evolutionary psychological perspective to pin-point, in a nut-shell, the causes and effects of the disharmony that infests Humanity today. And to devise a possible remedial course of action, a pragmatic approach, that can effectively reduce the causes of such disharmony within a reasonable span of time. Whatever exist, in the human *external* environment, have their source causes in the *internal* psychic space. So addressing the relevant *internal* issues may alleviate the *external* disharmony. Millennia old *'partial perceptions'* won't fade away overnight. But, the solution, to this enormous deep-rooted problem, need not be complicated. All we require is an effective strategy to counter the divisive disharmony and a sincere will to persevere and sustain the efforts over a considerable period of time. Consciously or subconsciously, humanity has been inching towards global harmonisation. But, the path has been hap-hazard due to the want of a holistic vision for the future. We can do much better if we take the initiative towards the inclusive harmonisation of all. And it's surely worth making the effort. For the fruits of harmony shall be a huge boon to us, in every aspect of our Human existence.

Key words: Partial perception, fractional identity, disharmony, remedial approach, human harmony

Introduction

This article is intended to go a bit into the details of the dynamics of Human Harmony. It is inspired by and richly draws from the recently published Science Fiction book, '*The extra-terrestrial delivery*', which not only goes into the evolutionary past and the happening present but also evokes a vision for the future of a race (Das, 2016). This is more like a search than research, culmination of years' of contemplation. The views expressed here are in my individual capacity and not that of any government, organisation or body.

About human harmony

The ideal of "Human Harmony" is anything but new. Perhaps, it has accompanied humanity since the beginning of civilisation. For an example, in the ancient times itself, sages uttered the Sanskrit words "VasudhaEva Kutumbakam" loosely meaning, the world is like a family; thus indicating towards a global sisterhood/brotherhood.

By the second half of the last century, it was known that not only all human beings but all living creatures on our planet Earth are genetically related (e. g., Theobald, 2010; Wigler, 2016; Pelech, 2016).

Main content: Discussion, illustration and a possible approach to harmony

Cause/s of disharmony

Even so, more than one and a half decades into the twenty-first century, we, humans, still find ourselves as divided as we are. We need to ask questions like how and why the race gets fragmented, particularly psychologically, and then try to open-mindedly seek answers to these questions and endeavour to find pragmatic solutions.

Every human baby is born with infinite potentials and possibilities. Then it is given a name. In certain culture/s, the baby is named even before it is born. We can not do without a name and so, are bound by its inevitable consequences. This is just to show how the omni-potent human psyche gets fractionalised. Potentially, the baby could be named anything, from Robert, Rahim, Raam to Ringjhing. But, the moment any one of these names is ascribed on the baby, it is instantaneously fractionalised by the limiting connotations attached to the name.

Similarly, ever since our childhood, we, rather credulously, receive one fractional branding after another from our *external* world, in the name of geographical locale, physical feature, colour of skin, language, tradition, convention, faith, nation and so on. With each such branding, our psychologies are reduced to tinier entities that progressively divert our focus from the existence of the *Whole*, that is, all of Humanity.

This happens partly because we imbibe the past and present *'partial perceptions'* from our immediate and extended milieu since an early, tender and impressionable age, but more so because we continue to exist within these fractional systems, and therefore lack a *'holistic perspective'*.

An illustrative model of the on-going natural harmonisation

In order to understand the root causes of the *'fractional identities'* that we carry on inadvertently, let's have an outsider's view at this simplified model, an illustration, about an alien Hoo race in an alien setting on an alien planet called Hoola millions of light years away from Earth, an excerpt from the science fiction book '*The extra-terrestrial delivery*', which is oriented around the central theme of Harmony (Das, 2016):

[…In the physical universe, every bit of matter attracts others by the pull of Gravity. It is this all-pervading Gravity that not only keeps the heavenly bodies in their respective relative positions, but at times, brings

Author: Sudipta Das, thinker and author, grounded to the realities. His debut book, '*The Asylum Dweller's Diary*', was published in 2011 from New York. His other Science Fiction books with philosophical flavours, '*Back to Planet Hoola'(2013)* and '*The Extra-terrestrial Delivery'(2016)*, are also centred and detailed around the cause and the ideal of Harmony.

An Indian, the author has a Science Degree with Honours in Physics from the University of Calcutta.

dispersed matter closer and unites them into a larger entity. Thus faint nebular gas molecules spread over vast expanses of space, concentrate over billions of years. The molecules collide, swirl and gather into increasingly larger bodies. Eventually, a huge mass of critical size is attained. Then, this huge mass is ignited by the tremendous pressure and heat at its central core, caused again by its own Gravity. Thus is born a star, luminous by its own light.

Likewise, ever since the evolutionary advent of the Hoos on the planet Hoola, they have been gathering into increasingly larger groups, from *individual* existence towards the *Whole*, by the power of the all-pervading forces of nature of different kinds. Of course, economics and technological advancement played their parts too.

First was the isolated *individual* scavenging Hoo struggling to survive against the forces of nature. After the Hoos had gained some knowledge and control over the elements, *family* came into being. After they learnt agriculture, settlement at a given place became possible. *Families* gathered into early rural communities. Then *villages* developed into *towns*. Eventually, economy and security of greater numbers gave rise to *kingdoms*. Kingdoms evolved into nationhoods, the present phase through which the Hoo race is passing. Often this larger picture of the ongoing socio-economic political ascent of the race remains unnoticed. It is taken for granted as if the *nations*, as great and as functional as they seem to be, will remain forever.

But *anything that has a beginning and is subject to change must also have an end.* This seems to be an unfailing rule of nature. As the various *nationalities* cherish their individual identities, their interdependence is coming to the fore, in degrees. Already groups of *nations* are associating into regional and pandemic collectives of different kinds, based on varied compulsions and intentions. Already there is an indication towards the union of the *Whole*.

Now, coming to the evolution of the Hoos' internal psychic space, a similar but subtler move, from identification of the self with the *individual* towards that with the *entire*, may be observed. This move from the *unitary* towards the *universal* is guided by, at times manifest but often subtle, power of all-pervading Love. But the impressions of the past and the present partial existences persist, and psychologically render the race retrograde. Today an average Hoo consciousness simultaneously carries the impressions of being an individual, a family, a community, a village, a city, a nation as well as a faint awareness of the Whole. Interestingly, often the identification of the self seems to be the strongest with the smallest entity, the individual, and gradually weakens as the size of the group, with which one attaches the self, increases...]

Consequences of disharmony: Effects

Coming back to Earth, should humanity continue to carry on the past and present *'partial perceptions'* and thus, incessantly continue to bear the ill effects thereof? *'Partial perceptions*' lead to '*fractional identities'*, which, in turn, gives rise to psychologically harmful and externally destructive '*intolerance'*. A '*fractional identity'*, to which an individual is psychologically attached, makes the individual consider the people with the same '*fractional identity'* as her/his own people belonging to her/his *'In-group'*. Consequently, the individual perceives all the other peoples who do not share her/his '*fractional identity'* as outside her/his own group, i.e. belonging to her/his *'Out-group'*. Thus, the *'fractional identities'*, through the development of this *'We versus Others'* feelings, fragment the Human race into myriad fractions, which are anything but the *Whole*.

Even though we may not always realise it, the impressions of the '*fractional identities'* reach and remain deep in our subconscious psychological levels, to which we have little access and almost no control. But these subconscious impressions of the '*fractional identities'*, nevertheless, continue to mould, shape and control our thoughts, words and actions.

'Fractional identities' inevitably led to most of the feuds, battles, displacement of peoples and genocides that Humanity has witnessed till date. We have already fought two World Wars; a third has the potential to nuke the planet to annihilation. Are we, as intelligent living beings, not capable of taking the reign of our destiny in our own hands?

A remedial approach to accelerated harmonisation

With almost nothing to counter the fission effects of our ascribed and/or imbibed *'fractional identities'*, we need to establish a viable system, a new stream of thought and education that may be named "Human Harmony", that simplistically puts forth the simple reality of the existence of the entire Human race as a *Whole*, on the planet Earth, which we may call our home, the only home we have so far till date. However, the focus may be on the all-encompassing Human Harmony itself, and not merely on the name. Otherwise, as deceptive as a name can be, "Human Harmony" may end up representing a group with certain limited ideas, which will be anything but the *Whole*. The key is to remain connected to the *Entire*, and to highlight and showcase the all-encompassing *Whole,* accommodating all the component *diversities* therein; and to constantly remind ourselves of our collective *common destiny*.

Another very important thing to remember is that, *external* cosmetic adjustments may be good for adaptations and they may even seem to be functional in resolving some of the *external* symptomatic disorders caused by disharmony; but such *external* cosmetic adjustments can hardly cure the real disease within, the *internal* psychological fragmentation of the Human race caused by the *'fractional identities'*, which are, again, the outcome of the *'partial perceptions'*.

Let meritorious scholars as well as people from all backgrounds come forward to engross themselves in the meditation and realisation of the *Whole*. Let them realise the significance of each individual or group being an apparently tiny but unique and potentially enormous wave, an essential part and parcel, of the ocean of Humanity. Continued learning in any field of knowledge, sooner or later, leads to the expansion of the consciousness. So, *through Philosophy, History, Economics and Science, through all knowledge and wisdom, humanity may eventually arrive at the awareness of its own Oneness* (Das, 2015).

Then, having realised the *Whole*, the harmonisers may reach out availing themselves of all possible avenues, like post-modern missionaries of a new kind, and share their expanded consciousness with the world. If we start this process now, Humanity may reach harmony as

early as in three generations' time, i. e. about seventy-five years. It is said to take three generations' time for such a change to effect.

In this regard, let us draw another reference from the book '*The extra-terrestrial delivery*' (Das, 2016). Kit, the protagonist in the Fiction, calls upon his fellow alien Hoos,

["*World Uniters*,

individuals and groups of all kinds, who have ever felt yourselves to be,

One with the *Universal Soul,* that is, one with the *Whole*

• Capable of manifesting that *Universal Soul* in every aspect of this external world

• Not fragmented by the narrowed down limited notion of the *Self* being the body, or any other form like gender, class, community, village, town or nation

• Freer than those who are compelled to relinquish the freedom of their *Souls,* to give vent to their zeal towards coveted positions of power of social, political or economic importance

• The ones who have overcome the basic selfish desire to rule and the lust for power, and instead aspire for excellence and service to all

• Beholders of the *vision of unity*, and therefore bringers of the *internal psychic union* of the race

"unite.

"Because your unity shall mark the first layer. And augment, reinforce, complement and supplement those forces of unity, which shall, sooner or later, lead the race towards that destiny of a more perfected global existence. These unifying forces, covertly or overtly, subdued or manifested, have always been there and shall ever be. Therefore, we are bound to reach that destiny. It is only a matter of time. But is it not better sooner than later? Because with the alleviation of each difference, the race is blessed and bestowed with such wonderful benefits, like peace and harmony, which forge the race light-years ahead in the path of our ascent and our freedom.

"If you cannot accept each other as you are, surpassing and transcending the differences among yourselves, then what can be hoped of those who are yet to feel the need and realise the wisdom to unite.

"Therefore, hey *World Uniters,* in spite of your own external differences, be bold and have faith in your inner call. First, unite yourselves. Even if you find yourself fewer in number now, or for that matter, if you are presently compelled to walk the path alone, do not be afraid. Do not be hesitant and do not be overwhelmed by the presently stereotyped majority. For in your heart and in your head, you hold the light that shall usher in the glorious future that awaits the race."

After a brief pause, Kit continued, "There are agencies and faculties which have been at work for this unification, as have been the dark and negative divisive forces. Significantly, but quite naturally, even these faculties of unification have grown distinctions fuelled mainly by their respective unique peculiarities, the time and place of their respective origins, and the courses of their respective developments.

"The challenge that lies before each of these unifying faculties is to preserve the fruits of its own development on the one hand, while opening its heart to be receptive and accommodative to those of the others on the other. *Organic* growth from within any of these agencies may be painstakingly slow and, sooner or later, bound to reach a saturation level well before realising the ultimate goal of *unification of all*. It may be the right time to expand *inorganically*, through *Collaboration*.

"A singular set of generalised rules may prove defunct. A singular world order may be an unnecessary ideology. It may prove to be a futile intellectual exercise, relativity of Truth itself being dynamic and susceptible to change with respect to time, place and context.

"The knowledge, understanding and realisation of the Truth may be cause enough for the unification. The Truth is not very hard to find. In fact, it is already known. No matter in how many different ways we have been programmed ever since our births, to identify ourselves in the name of tradition, convention and even culture, the Truth remains that we all are, after all, one species, one Hoo race. The sooner we come to terms with this inescapable and basic reality of our existence on this planet, which we may call our home, the better.

"What is required is to ensure to the new-comers and to those who are yet to arrive, yet to be born, the *freedom* from the *'bondage of the ascriptions'*. The rest of us, in some way or the other, consciously or more often, subconsciously, have already been soiled by these ascriptions. Let us not pass our contamination unto the new-comers without giving them a chance to think for themselves. What right do we have to such perpetration?

"Let us struggle against *forced branding*. Let us allow the newcomers to acquire knowledge and to grow up in an ambiance free from forced dogmas. After they grow up, they may choose which path they want to follow, irrespective of their parentage.

"Most importantly, let us, all the Hoos, wake up to our universal existence as a Whole."

Kit's delivery proved to be an eye-opener for the audience. While they quietly soaked up the rich wisdom, Kit remained silent for a while. Then he went even further and enumerated the possible steps for the *World Uniters* to unite. He suggested, "Let there be *interactions*.

"Firstly, through *Communication,* we may open up the door to mutual understanding and to mutual appreciation. This will prepare us for the next step, *Cooperation*. Through *Cooperation* shall grow goodwill and friendship. Then, it will have already become easy for friends to *Collaborate*, which is the third step. Thus, *World Uniters* augment the ever accumulating forces of unity."...]

A wonderful example of international collaboration is Sino-Aussie Unique Collaboration Centre for Education Study and Service (SUCCESS). This Sino-Australian initiative apparently transcends all the socio-cultural, political, economic and other diversities, and inclusively accommodates the same, through comparative studies and the resultant mutual understanding and appreciation. Endeavours like this effect people to people, culture to culture contact and exchange, enriching and expanding the consciousness of the participants, an enormously significant step towards global harmony.

Apparently, there are many other sub-national, national, international, public, non-governmental as well as individual, some

well-known, like the United Nations, and perhaps many relatively unknown, entities who, in their respective unique ways, envisage the vision of a Harmonised World. In order to accentuate the harmonising forces and to accelerate the harmonising process, each of these harmonising entities, individuals and groups of various kinds, may go beyond its own limiting finiteness. We require a global open and inclusive platform where every harmoniser is free to add to the cause of Human Harmony.

Of course, it may not be that everybody is waiting to lap up the vision of a Harmonised World. Some people, who are psychologically expanded and open to new ideas, will. Some others, perhaps bogged down with the worldly affairs of their day to day lives, may show indifference. While yet others, the no-changers and those whose vested interests may be adversely affected by Harmony, may even oppose the move. We may start with the people who are already expanded in their outlook or are willing to expand their consciousness to encompass the *Whole* of Humanity. Then, taking one step at a time, we may move ahead from there.

Conclusion

Some of the possible fruits of harmony

It's definitely worth the toil to harmonise, because the benefits of a Harmonised World are not very difficult to conceive. Here are just a few.

1. A Harmonised World will not only bring peace and prosperity to the race, but also require reduced means for war. Even a mere 10% reduction in the global annual military expenditure of about 1.75 trillion USD (e. g., Shah, 2013; Perlo-Freeman, Fleurant, Wezeman, & Wezeman, 2016) may leave surplus resources of about 175 billion USD per year, enough to alleviate extreme poverty on Earth (e. g., Riley, 2014; Anielski, 2016). So long as poverty remains, there can be no peace on the Planet.

2. In a Harmonised World, the terrorist will find little place to hide and operate from, thus further enhancing peace.

3. When, at least a majority of the seven billion strong Human race is psychologically expanded and inclined towards the *Whole*, the deterioration of the global environment will be easier to tame with the open-minded global initiatives.

4. Harmonisation can effectively reduce the risk of that third major war, which can potentially nuke the world into oblivion.

5. Improved international relations will further promote trade, which is always good for all the parties.

6. A Harmonised World would be immensely conducive to a psychologically healthy human existence.

Presently, all the above benefits and many more are not accruing to us, Humanity, mainly due to the reason that we continue to be impaired psychologically by the *'partial perceptions'*, which we have inherited inadvertently from the unavoidable past. But we can surely try and work in the present to rid our consciousness of these narrow *'partial perceptions'*, and thus, expand towards a much more perfected Global Human Harmony, in the not so distant future. So, let's reiterate Kit's words- *Hey World Uniters, individuals and groups of all kinds, unite*. The sooner we do, the better for us.

────────────────

References

Anielski, M. (2016) "The real cost of eliminating poverty in 2016." Retrieved November 21, 2016, from http://www.anielski.com/real-cost-eliminating-poverty/

Das, S. (2015). "Oneness of humanity." Retrieved November 21, 2016, from https://twitter.com/HumanHarmony1/status/591611987735416832

Das, S. (2016). *The extra-terrestrial delivery*. Chandigarh: White Falcon Publishing.

Pelech, S. (2016) "Scientists discover an ancestral 'life gene' found in all living things - and without it we would still be slime." Retrieved November 21, 2016, from http://www.dailymail.co.uk/sciencetech/article-3474723/Scientists-discover-ancestral-life-gene-living-things-without-slime.html.

Perlo-Freeman, S., Fleurant, A., Wezeman, P.D., & Wezeman, S.T. (2016) "Trends in world military expenditure, 2015." Retrieved November 21, 2016, from https://www.sipri.org/sites/default/files/EMBARGO%20FS1604%20Milex%202015.pdf.

Riley, E. (2014) "How much money would end global poverty?" Retrieved November 21, 2016, from http://www.borgenmagazine.com/much-money-end-global-poverty/.

Shah, A. (2013) "World military spending." Retrieved November 21, 2016, from http://www.globalissues.org/article/75/world-military-spending#WorldMilitarySpending SUCCESS, "Your success is our mission."

Retrieved November 21, 2016, from http://huaxiapenrith.wix.com/aussiesinostudies.

Theobald, (2010) "Do all living organisms on Earth share a common ancestor, or did life begin more than once?" Retrieved November 21, 2016, from https://www.quora.com/Do-all-living-organisms-on-Earth-share-a-common-ancestor-or-did-life-begin-more-than-once.

Wigler, M. (2016) "Living things share common genes." Retrieved November 21, 2016, from https://www.dnalc.org/view/16834-animation-40-living-things-share-common-genes-.html.

The Effect of Individual Case Management Nursing Mode on the Quality of Life, Insight and Treatment Attitude of Patients with Schizophrenia

Zhang Meixia

（Psychiatric Hospital of Henan province, Xinxiang, Henan 453000, China）

Abstract: Objective To explore the effect of individual case management nursing mode on the quality of life, insight and treatment attitude of patients with schizophrenia. **Method** From 2013 March to 2015 March, 116 schizophrenics were randomly categorized into control group and experimental group. The control group received conventional nursing mode, the experimental group received individual case management nursing mode. Schizophrenia Quality Of Life Scale (SQLS) and Insight And Treatment Attitude Questionnaire (ITAQ) were comprehensively used to evaluate two groups of patients. **Result** After treatment, the SQLS scores of the two group were significantly lower than those before treatment, and the SQLS scores at the time when patients were discharged from the hospital for six months and one year were higher than those at the time of discharged (all P < 0.05); there was no significant difference in the SQLS scores of the two groups before treatment (P > 0.05), after treatment, however, the SQLS scores of the patients in experimental group were significantly lower than those in control group (all P < 0.01). **Conclusion** Individual case management nursing mode helps patients get more scientific and effective nursing, so as to greatly improve the patient's treatment attitude and quality of life, and enhance the patient's insight and social function.

Key words: Schizophrenia, Individual case management, Quality of life, Treatment attitude, Self insight

1. Introduction

The clinical course of patients with schizophrenia, generally, is a procrastinate progress with recurrent seizures and even worse symptom. Some of patients were basically cured after active treatment, but some of them still suffered deterioration or mental disability after treatment. In order to provide a scientific and effective nursing care for patients with schizophrenia, improve the prognosis and increase the quality of life of patients, from March 2013 to March 2015, we selected 116 cases of patients with schizophrenia in our hospital to explore the effect of individual case management nursing mode on the quality of life, insight and treatment attitude of patients with schizophrenia.

2. Materials and methods

2.1 General information

From March 2013 to March 2015, 116 cases of schizophrenia patients who were hospitalized in our hospital were selected, among which, 52 cases were male and 64 were female. All of them were between 19 and 58 years old, averaged (32.5 ± 9.8) years of age. All patients, in accordance with the random number table, were divided into experimental group and control group.The difference of general information between two groups has no statistically significance (P > 0.05).

2.2 Inclusion and exclusion criteria

All patients were diagnosed as schizophrenia, and the course of disease was not higher than five years;All patients were in the age of 18 to 60 years old;All patients were physical and mental normal basically;All patients were informed consent and voluntary participation in this research.With the approval of our hospitals' medical ethics committee, we carried out this study.Patients that were physical and mental abnormal or had over 5 years' course of disease were excluded;Patients with sever insufficiency of heart, liver, and kidney were excluded.

2.3 Methods

The control group received conventional nursing mode, while the experimental group received individual case management nursing mode.The individual case management nursing mode requires evaluation of patients which includes risk assessment, evaluation of economic income, physical condition, accommodation, medical history, current state of mind, family and community support systems, and according to the results of evaluation, we develop a specific case management programs. Individual case nursing management was executed by doctors, nurses and social workers respectively from the psychological, physiology, social and occupational aspects. Finally, Schizophrenia Quality Of Life Scale (SQLS) and Insight And Treatment Attitude Questionnaire (ITAQ) were used to comprehensively evaluate two groups of patients' time of enter into the group, discharge, and six and twelve months after discharge.

2.4 Statistical methods

SPSS19.0 software was used to analyze the clinical data of 116 patients with schizophrenia in our hospital, the test data were expressed by±s, T test was used in the comparison between groups, the comparison between count data using$\chi2$ test, whether P < 0.05 or

not decided the difference is statistically significant or not.

3. Result

3.1 Compared the scores of SQLS in each of the two groups

According to the statistically analyzed SQLS scores of two groups of patients, the results showed that the SQLS scores of the two groups after treatment were significantly lower than those before treatment, and the SQLS scores at the time when patients were discharged from the hospital for six months and one year were higher than those at the time of discharged (all P < 0.05); there was no significant difference in the SQLS scores of the two groups before treatment (P > 0.05), after treatment, however, the SQLS scores of the patients in experimental group were significantly lower than those in control group (all P < 0.01).See Table 1 ~ 3.

Table 1 Compare psychological and social subscale scores in two groups（$\bar{x} \pm s$，Score）

Group	Before treatment	Discharge time	Discharge for half a year	Discharge for a year	χ^2	P
Experimental group（n=58）	48.92±17.27	18.27±11.23[b]	24.28±12.34[bc]	30.28±20.19[ad]	48.294	＜0.01
Control group（n=58）	49.28±14.28	26.37±13.29[b]	38.28±12.83[bc]	41.23±14.28[ad]	23.291	＜0.01
t	0.241	2.273	5.362	3.293		
P	＞0.05	＜0.01	＜0.01	＜0.01		

Note. compared with before treatment, [a] P＜0.05，[b] P＜0.01; and compared with discharge time, [c] P＜0.05，[d] P＜0.01

Table 2 Compare power and energy subscale scores in two groups （$\bar{x} \pm s$，Score）

Group	Before treatment	Discharge time	Discharge for half a year	Discharge for a year	χ^2	P
Experimental group（n=58）	73.29±11.28	29.19±10.27[b]	43.29±15.27[bc]	43.12±21.28[bd]	69.298	＜0.01
Control group（n=58）	71.24±10.27	45.28±12.38[b]	63.29±10.29[bc]	68.19±16.26[bc]	68.283	＜0.01
t	-0.623	6.263	7.287	6.394		
P	＞0.05	＜0.01	＜0.01	＜0.01		

Note. compared with before treatment,[b] P＜0.01;and compared with discharge time,[c] P＜0.05,[d] P＜0.01

Table 3 Compare symptoms and adverse reactions subscale scores in two groups（$\bar{x} \pm s$，Score）

Group	Before treatment	Discharge time	Discharge for half a year	Discharge for a year	χ^2	P
Experimental group（n=58）	39.28±18.27	14.29±8.28[b]	22.18±10.29[bc]	25.19±18.29[ad]	37.293	＜0.01
Control group（n=58）	41.29±17.28	20.19±9.28[b]	32.19±16.28[bc]	37.29±19.28[bd]	53.293	＜0.01
t	0.384	3.273	3.948	3.495		
P	＞0.05	＜0.01	＜0.01	＜0.01		

Note. compared with before treatment, [a] P＜0.05,[b] P＜0.01; and compared with discharge time, [c] P＜0.05,[d] P＜0.01

3.2 Compare ITAQ scores of two groups

According to the statistically analyzed ITAQ scores of two groups of patients, the results showed that the ITAQ scores of the two groups after treatment were significantly higher than those before treatment（P＜0.01），and the ITAQ scores at the time when patients were discharged from the hospital for six months and one year were significantly lower than those at the time of discharged in control group, however, the ITAQ scores were still remain a high level and significantly higher than the time before treatment. (all P < 0.05); there was no significant difference in the ITAQ scores of the two groups before treatment (P > 0.05), after treatment, however, the ITAQ scores of the patients in control group were significantly lower than those in experimental group (all P < 0.01). See Table 4.

Table 4 Compare ITAQ scores in two groups（$\bar{x} \pm s$，Score）

Group	Before treatment	Discharge time	Discharge for half a year	Discharge for a year	χ^2	P
Experimental group（n=58）	4.38±3.28	14.32±4.59[b]	14.02±5.12[d]	13.29±6.38[d]	71.293	＜0.01
Control group（n=58）	5.29±3.29	11.29±5.38[b]	6.22±3.02[b]	5.29±3.20[b]	38.293	＜0.01

| t | 0.235 | -2.943 | -7.394 | -8.126 |
| P | ＞0.05 | ＜0.05 | ＜0.01 | ＜0.01 |

Note: compared with before treatment, [b] P＜0.01; and compared with discharge time, [d] P＜0.01

4. Discussion

Schizophrenia is a clinical syndrome that is caused severe mental illness syndrome by a group of unknown causes, nowadays, the pathogenesis of schizophrenia is clinically unclear. Its clinical manifestations involve emotional, intellectual, perceptional, behavior, and other aspects of disorder and mental disabilities. At the same time, individual differences are obvious, the symptoms of same patients between different stages also differ a lot. Schizophrenia patients are usually conscious and physically, mentally normal, only a small number of them suffer an injury of cognitive function in pathogenic process. Schizophrenia clinically has paranoid type that mainly manifests delusions and hallucinations; adolescence type that mainly manifests striking disorders of thinking and emotion during adolescent period; catatonic type that mainly manifests catatonic syndrome; simple type that mainly manifests negative symptom; undifferentiated type that involves several features from different types above as well as hard to classify; and residual type that appears after acute phase of schizophrenia. Nowadays, primary treatment method of schizophrenia patients' clinical treatment is using second generation anti-psychotic disease drugs such as olanzapine, risperidone, quetiapine to carry out standardized system treatment according to several principles: full course of therapy, full dose and personalized medicine. But due to the modern medical conditions and other constraints, prognosis of schizophrenia patients' clinical treatment progress is not so good.

The SQLS scores of the two groups after treatment were significantly lower than those before treatment, and the SQLS scores at the time when patients were discharged from the hospital for six months and one year were higher than those at the time of discharged; after treatment, the SQLS scores of the patients in experimental group were significantly lower than those in control group in same period. According to the statistically analyzed ITAQ scores of two groups of patients, the results showed that the ITAQ scores of the two groups after treatment were significantly higher than those before treatment, and the ITAQ scores at the time when patients were discharged from the hospital for six months and one year were significantly lower than those at the time of discharged in control group, however, the ITAQ scores were still remain a high level and significantly higher than the time before treatment; after treatment, the ITAQ scores of the patients in control group were significantly lower than those in experimental group in same period . The results of this study showed that both individual case management nursing mode treatment and conventional nursing intervention can effectively improve the quality of life of schizophrenia patients, but individual case management nursing mode received a better result.

After intervention treatment of individual case management nursing mode , not only the illness was greatly improved, but trouble-making rate were significantly reduced. What's more, the economic burden of the patient's family and society also reduced while patients' insight and treatment attitudes were significantly improved.

To sum up, individual case management nursing mode helps patients get more scientific and effective nursing, so as to greatly improve the patient's treatment attitude and quality of life, and enhance the patient's insight and social function.

References

Anglin R. Mitochondrial Dysfunction in Psychiatric Illness. Can J Psychiatry, 2016,61:444-5.

Andrade C. Cardiometabolic Risks in Schizophrenia and Directions for Intervention, 1: Magnitude and Moderators of the Problem. J Clin Psychiatry, 2016,77:e844-7.

Azevedo JA, Carter BS, Meng F, et al. The microRNA network is altered in anterior cingulate cortex of patients with unipolar and bipolar depression. J Psychiatr Res, 2016,82:58-67.

Bergman O, Ben-Shachar D. Mitochondrial Oxidative Phosphorylation System (OXPHOS) Deficits in Schizophrenia: Possible Interactions with Cellular Processes. Can J Psychiatry, 2016,61:457-69.

Bortolato M, Walss-Bass C, Thompson PM, et al. Manic symptom severity correlates with COMT activity in the striatum: A post-mortem study. World J Biol Psychiatry, 2016:1-8.

Dazzi F, Shafer A, Lauriola M. Meta-analysis of the Brief Psychiatric Rating Scale - Expanded (BPRS-E) structure and arguments for a new version. J Psychiatr Res, 2016,81:140-151.

Jacobs P. Cost-Effectiveness Results for Early Psychosis Intervention Programs Are Influenced by the Perspective Taken. Can J Psychiatry, 2016,61:470.

Kim MY, Jun SS. [Development and Effects of a Cognitive-behavioral Therapy Based Program in Reducing Internalized Stigma in Patients with Schizophrenia]. J Korean Acad Nurs, 2016, 46:349-63.

Kawano M, Kanazawa T, Kikuyama H, et al. Correlation between frontal lobe oxy-hemoglobin and severity of depression assessed using near-infrared spectroscopy. J Affect Disord, 2016,205:154-158.

Kane MJ, Meier ME, Smeekens BA, et al. Individual differences in the executive control of attention, memory, and thought, and their associations with schizotypy. J Exp Psychol Gen, 2016,145:1017-48.

Mesman E, Birmaher BB, Goldstein BI, et al. Categorical and dimensional psychopathology in Dutch and US offspring of parents with bipolar disorder: A preliminary cross-national comparison. J Affect Disord, 2016,205:95-102.

Ortiz G, Hollen V, Schacht L. Antipsychotic Medication Prescribing Practices Among Adult Patients Discharged From State Psychiatric Inpatient Hospitals. J Psychiatr Pract, 2016,22:283-97.

Strzelecki D, Kaluzynska O, Szyburska J, et al. MMP-9 Serum Levels in Schizophrenic Patients during Treatment Augmentation with Sarcosine (Results of the PULSAR Study). Int J Mol Sci, 2016,17.

Widschwendter CG, Hofer A, Baumgartner S, et al. Therapeutic Alliance in Patients With Schizophrenia: Introduction of a New Rating Instrument. J Psychiatr Pract, 2016,22:298-307.

Weisz J, Bearman SK, Santucci LC, et al. Initial Test of a Principle-Guided Approach to Transdiagnostic Psychotherapy With Children and Adolescents. J Clin Child Adolesc Psychol, 2016:1-15.

Prevalence of Omphalitis in New Born: A Retrospective Study in St. Gregory Hospital, Budunburam, Ghana

Agunwa Blessing Ifunanya

（Researcher at WHO and West End University College, Ghana）

Abstract: There is an increased risk of neonatal infection arising through exposure of the umbilical cord to invasive pathogen where hygienic cord care practices are difficult to achieve. Omphalitis is common in developing countries, although, information on its prevalence in Ghana is limited. The aim of the present study is to determine the prevalence of omphalitis in St. Gregory Catholic Hospital, Buduburam. A descriptive retrospective survey method was used. SPSS (version 17) was used in data analysis. The studied population was 136 neonates of which male are 66(49%) and female (51%). The prevalence of omphalitis is 99(73%) with a mean age of 6 days. Male to female proportion with omphalitis are 47% and 51% respectively. Death occurred in 3(3%) of the neonates with omphalitis. Highest 21(22%) number of admission and omphalitis cases was recorded in March, 2015. High prevalence of omphalitis (73%) was recorded among studied group. No significant difference in risk for omphalitis among female and male new-borns. The mortality rate is low if case is reported early and treatment is initiated. Health workers at the facility should increase health education and demonstrations on cord care during antenatal clinic and post-natal care.

Key words: Retrospective, prevalence, omphalitis, new-born, Neonate, Ghana

Introduction

Omphalitis is an infection of the umbilicus – in particular, the umbilical stump in the new born (Bugaje, Ameh, McHoney, & Lakhoo, 2008). Omphalitis can also be defined as either pus discharge with erythema of the abdominal skin or severe redness greater than 2cm extension from the umbilical stump with or without pus (Mullany, Darmstadt, Katz, & Tlelsh, 2006; Al-Hiali, Al-Mawla, Sa'eed, & Yusuf, 2009). Each year, there are approximately 3.3 million neonatal deaths in the first 28 days, worldwide (Goldenberg, Mcclure, & Saleen, 2013). Infection accounts for approximately 36 percent of neonatal mortality worldwide (Lawn, Cousens, & Zupan, 2005), and neonatal sepsis which may start from the umbilical cord and later become systemic (WHO, 1998).

Severe cord sepsis is one of the top three causes of new born death worldwide, causing about 13% of all neonatal deaths (WHO, 2013; UNICEF, 2012). About 0.521 million (6%) deaths occurred in five countries of India, Nigeria, Democratic Republic of Congo, Pakistan and China (Black, Morris & Bruce, 2008). Omphalitis is common in developing countries, with a prevalence of 6.18% (Sawardekar, 2004) while is uncommon in developed countries, with an incidence of 0.2% to 0.7% (Mullany, et al, 2006). Omphalitis was identified in 954 of 17,198 new-borns (5.5%) during a trial survey in Southern Nepal, (Mullany, et al, 2006). Also, in similar study at Nepal revealed 16% prevalence of cord infection in neonates (Black, et al, 2008).

The prevalence of Omphalitis in developing countries has been estimated to be between 2 and 7 in every 100 live births. The umbilicus is a common route of invasion in such settings (karumbi, Mulaku, Aluvaala, English, & Opiyo, 2013; Yared, 2014). Omphalitis accounts for up to half of neonatal death in developing countries and unhygienic cord practice was identified as the main factor that is responsible for the high prevalence in Africa (Bugaje et al, 2008). Omphalitis accounted for 28% neonatal admissions in Africa (Simiyu, 2013). In Ghana, similar work done focused on neonatal mortality and infections rate. The study found that omphalitis accounts for 63% prevalence among other infectious disease of the new-born (Adegoke, Bodagala, Ayers, & Midley, 2013). The percentage is high and alarming. These prompted the researchers to further study on the prevalence of omphalitis at St. Gregory hospital, Gomoa-East, which is also a sub-district in central region, Ghana.

Results

Gender of neonates admitted to the hospital from December 2014 to November 2015
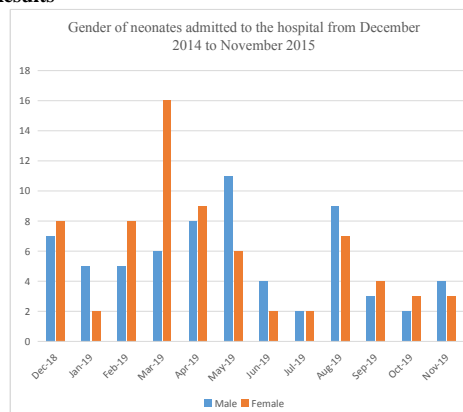
Author: Agunwa, Blessing Ifunanaya is a Nigerian Registered Nurse (BSc, RN). She has gained three years working experience in both clinical and administrative sectors (including post training service). View point surgery and zenith medical and kidney centre both in Abuja, Nigeria were the institutions she practiced nursing. At a time, the clinical practice was done concurrently with academic top-up to develop her profession. She's currently a research assistance with WHO and West End University College, Accra. My majors are research, teaching, general care of clients using evidenced based practice, care of client undergoing dialysis therapy and care of patients who has underwent a kidney transplantation. Academically, she is passionate for new knowledge, skills and practice through evidenced based research.

Report: Figure 1. Shows that more female neonates were admitted in the month of March 2015 with a frequency of 16, followed by month April with a frequency of 9, with the least frequency in the months of January, June and July respectively. There were more male new-borns in the month of May 2015 with a frequency of 11, followed by August with a frequency of 9, with the least frequencies of 2 in the month of July and October respectively.

Table 1. Infection status of the neonates from December 2014 to November 2015

Months	Omphalitis	Other diseases	Total
December 2014	10	5	15
January 2015	5	2	7
February 2015	10	3	13
March 2015	21	1	22
April 2015	14	3	17
May 2015	14	3	17
June 2015	5	1	6
July 2015	3	1	4
August 2015	10	6	16
September 2015	2	5	7
October 2015	1	4	5
November 2015	4	3	7
TOTAL	99	37	136

Report: Table 1. Shows that the highest case of umbilical cord infection was recorded in the month of March 2015 with a frequency of 22 followed by April and May with frequencies of 14 respectively.

Table 2. Prevalence of omphalitis

Infection	Frequency	Percentage
Omphalitis	99	73
Other infections	37	27
Total	136	100

Table 2. shows that the percentage prevalence of umbilical cord infection in the studied population is 99(73%) while other infectious disease of the neonates' accounts for 37(27%).

Table 3. Prevalence of omphalitis in relation to Gender

Infection status	Male	Female	Total
Omphalitis present	47	52	99
Omphalitis absent	19	18	37
Total	66	70	136

Report: Table 3 shows that 47 male neonates and 52 female neonates were infected with omphalitis while 19 males and 18 females reported with other new-born disease.

Table 4. Death from Omphalitis

Month	Number of death
December 2014	0
January 2015	0
February 2015	0
March 2015	2
April 2015	0
May 2015	0
June 2015	0
July 2015	1
August 2015	0
September 2015	0
October 2015	0
November 2015	0

TOTAL		3

Table 4 shows that out of the 99 neonates infected umbilical cord infection, 2 neonates died in the month of March 2015, and 1 neonate died in the month of July 2015.

Table 5. Measure of central tendency for Ages of the new-born

	Ages (days)
Mean	6
Median	5
Mode	2.25[a]
Standard deviation	3

Table 5 shows that the mean age of the neonates is 6 days, median of 5days, and a multiple mode of 2 days emerged, with a standard deviation of 3.

Table 6. Outcome of omphalitis

Omphalitis	Frequency	Percentage
Died	3	3
Discharged	96	97
Total admitted	99	100

Table 6 shows that omphalitis accounts for ninety nine neonates were admitted to the hospital. Ninety six (97%) got well and were discharged home, while 3(3%) died as a result of the cord infection and other associated complications

Discussion of findings

On the prevalence of omphalitis in Sub- Sahara Africa, Uganda has a prevalence of 24% (Petwa, et al, 2015), Egypt 8.2% (Black, et al, 2008) and in St Luke, Apam Ghana, omphalitis accounts for 63% of the infections of the neonate (Adegoke et al, 2013). In our study, the percentage prevalence of umbilical cord infection in St. Gregory, Buduburam is 99(73%) (Table 2). From the 136 studied population, 99(73%) neonates reported with omphalitis while 37(27%) reported with other infectious diseases of the new-born (table 1). The percentage prevalence in our study is 73%. This is high but could also be because our study focused on admitted neonates as to be compared with the study at Apam which focussed on all neonates (Inpatients and outpatients) who reported to the hospital. Also, other studies done in Africa (Petwa, et al, 2015; Black, et al, 2008) used prospective survey method in data collection which could also affect their findings as to be compared with our study which uses retrospective survey method.

St. Gregory hospital is located at Buduburam community, which is popularly known as 'Liberian Camp'. Buduburam is a refugee camp for immigrants from both Liberia and Sierra Leone. Geographical location could be a factor to a high prevalence of omphalitis in our study. St. Gregory Catholic Hospital is located in a densely populated community/ refugee camp where low income earners, and refugees resides. The high in prevalence 99(73%) of omphalitis in our study may be deduced to the study area (geography), weather condition, methodology and the study time interval. By implication, geographical location, socio-economic status, and nutritional status significantly may affect their accessibility to healthcare. This supports the literature (Sewardeka, et al, 2013). As a result of this factors, the use of cord care kits/antiseptics recommended for use by WHO in developing countries may not be effectively be in use.

This can equally affect their diets during pregnancy. The availability, affordability and choice of quality food maybe affected. Pregnant mothers in such an environment may end up consuming food which are not well balanced thereby predisposing the neonates to a high risk for infection.

The prevalence of neonatal infection varies with considerable fluctuation over time, season, and even from hospital to hospital. These variation may be related environmental condition such as weather (Sawardeka, 2004). The climate of Ghana is tropical which comprises of rainy, dry and harmattan season. Table 1 shows that most 21(22%) cases of omphalitis were recorded in the month of March, 2015, followed by April and May, with the same number of 14(15%) with the least month being October 1(1.04%). The high prevalence of umbilical cord infection in the month of March could be associated with weather condition (falls/rainy) which is an environmental factor that can harbour more micro- organisms in an environment, thereby predisposing more neonates to umbilical cord infection and this supports the literature (Sawardeka, 2004). From this study, it could be said that weather conditions could affect the percentage prevalence of a disease especially if the data are collected at a particular season, specifically during falls.

Ratio is the relationship that exists between the size, number, or amount of two things and that is often represented by two numbers. Here, it is used to identify the number of male to female proportion infected with omphalitis from the total studied population. In this study, the total number of neonates is 136(100%) of which male new-born accounts for 66(49%) and 70 (51%) of female (figure 1). It also shows that more female neonates were admitted in the month of March 2015 with a frequency of 16, followed by month April with a frequency of 9, with the least frequency in the month of January, June and July respectively. There were more male new-borns in the month of May 2015 with a frequency of 11, followed by August with a frequency of 9, with the least frequencies of 2 in the month of July and October respectively. In a Hospital based studies (Sawardekar, 2004; Faridi et.al, 1993; Bugaje et.al, 2008) from developing countries shows that there is increased risk of omphalitis among male to female. The studies are in contrast with our

study findings. In our study, the total neonates with umbilical cord infection is 99 of which males were 47 (47%) and females 52(53%) (Table 3). The difference between male to female neonates in this study findings is not significant. Therefore, it could be concluded that male to female new-borns are at equivalent risk for omphalitis. Our study supports the literatures (Mullany, et al, 2006; Al- Hiari, et al, 2009).

In this study, the mean age of all the neonates is approximately 6 days (table 5). This is in agreement with a study by Bugaje et al, 2008 which concluded that the Mean age for omphalitis in Preterm babies is 3 to 5 days and 5 to 9 days for term babies respectively (Bugaje, et. al, 2008). It could be that most of the neonates who were admitted to the Hospital that formed part of our study were carried to term. The standard deviation in our study is 3 days (table 5). This means that the mean age of the neonates are not widely dispersed. The median age for the new-borns is 6 days while a double mode of 2 days emerged.

The outcome of omphalitis among the neonates in this study are the consequences that results from the interventions of the healthcare team. These include disease process, death, degree of wellness and discharge as well as the need for continuing care. Promptly treated of uncomplicated omphalitis usually resolves without serious mortality and morbidity. In our study, of the 99(100%) new-born who were admitted for the case of omphalitis, 3(3%) were recorded dead from the infection and 96(97%) got well and were discharged home (table 6). This implies that the outcome of the disease prognosis is good if prompt treatment is initiated early. This supports the literature (Bugaje, et al, 2008). However, when presentation and treatment are delayed, mortality could be high. This study is in contrast with a comparism community based study by Karumbi, et al, (2013) which reported no mortality rate among the comparism group. Although, no mortality rate reported in their study could be because is a prospective study which compared single application of antiseptic to multiple application of antiseptic cleaning of the umbilical cord. However, it could be said that application of antiseptic either single or multiple time to the cord can markedly reduce neonatal death in Africa, especially if initiated early. This is in agreement with the study by Mullany, et al, (2006). From an evidenced based study, chlorhexidine reduces mortality rate by 31% (Imdad, et al, 2013). Based on the available evidence based literatures, our study concluded that the use of 4% chlorhexidine can be beneficial to reducing neonatal mortality and morbidity among neonates born in developing countries such as Ghana. This supports the literature (WHO, 1998).

Conclusion

The limited number of evidenced based information on the prevalence of omphalitis in Ghana did not allow for comparison of cord infection among regions, sub districts and hospitals. The relatively limited evidence available however, suggests an increasingly prevalence of omphalitis in central region of Ghana. These findings certainly raise important concerns, as umbilical cord infection increases morbidity and mortality rate in the country, and undoubtedly compete with other diseases of the new-born for the limited resources. However improper cord care practice will potentially increase the risk of developing umbilical infection with grave consequences on mothers and the entire society. Ignoring the need to educate mothers on hygienic cord care now, would certainly result in a greater burden in the near future.

────────────────

References

Adegoke, T., Bodagala, H., Ayers, C., & Midley, A. (2013). A proposal to decrease Neonatal Mortality in Apam, Ghana through Home Visitation by Community Health Nurses. *International volunteer, Rutgers Robert Wood Johnson Medical School*, NJ 08854.

Al-Hiali, S.J., Al-Mawla, S.O., Sa'eed, W.W., & Yusuf, A.M. (2009). Omphalitis in neonates Admitted to Al-Ramadi Maternity and Children Hospital. *Al-Anbar Medical Journal, 7*(1), 44-52.

Black, R.E, Morris, S.S., & Bryce, J. (2008). *Where and why are 10 Million children dying every year?* Essentials of global health, pg. 145. Google book result.

Bugaje, M.A., Ameh, E.A., McHoney, M., & Lakhoo, K. (2008). Paediatric Surgery: A Comprehensive Text for Africa, *Omphalitis*.pg 124-127. Global Help, Health Education using low cost publications.2008.

CDC, (1978). Principles of Epidemiology in Public Health Practices, Ed. 3rd. an introduction to Applied Epidemiology and Biostatistics. www.cdc.gov/ophss/csels/dsepd/ss1978/lesson3/section2.html

Dean, R.H. (2004). Retrospective studies and chart reviews. *Journal of Respiratory care, 49*(10), 1171- 1174.

Everitt, B (2002). *The Cambridge Dictionary of Statistics*. Cambridge, UK New York: Cambridge University Press. ISBN 0521593468.

Goldenberg, R.L., McClure, E.M., & Saleem, S.A. (2013). A review of studies with Chlorhexidine applied directly to the umbilical cord. *American Journal of perinatal, 30*(8), 699- 701.

Farida, M.M., Rattan, A., & Ahmed, S.H. (1993). Omphalitis neonatorium. *Journal of Indian Medical Association, 91*, 283-285.

Imdad, A., Mullarys, L.C., Baqui, A.H., El Arifeen, S., Tielsch, M.J., Khatry, S.K., Shah, R.,Cousens, S., Black, R.E., & Bhutta, A.Z. (2013).The effect of umbilical cord cleansing with chlorhexidine on omphalitis and neonatal mortality in community settings in developing countries: a meta-analysis. *BMC Public Health,13*(3), S15.http://www.biomedcentral.com/1471-2458/13/S3/S15.

Kasule, O.H. (2006). Concept of prevalence: point prevalence and period prevalence. *Islamic Medical Education Resources*-04.0608

Karumbi, J., Mulaku, M., Aluvaala, J., English, M., & Opiyo, N. (2013). Tropical Umbilical Cord care for prevention of Infection and Neonatal Mortality. *Paediatric Infectious Disease Journal, 32*(1), 78-83. doi:10.1097/INF.0b013e3182783dc3.

Lawn, J.L., Cousens, S., & Zupan, J. (2005). Million neonatal deaths: when? Where? Why? Lancet; 365: 891-900.

Mir, F., Tikmani, S.S., Shakoor, S., Warraich, H.J.,Sultana, S., Ali, S.A., & Zaidi, Z.K.M., 2011 (2011). Incidence and etiology of omphalitis in Pakistan: a community based cohort study. *Journal of Infection in developed countries, 5*(12), 828-833

Mullany, L.C., Darmstadt, G.L., Katz, J., Khatry, S.K., LeClerq, S.C.,

Adhikari, R.K., & Tielsh, J.M. (2007). Risk Factors for Umbilical Cord Infection among Newborns of Southern Nepal. *American Journal of Epidermilogy, 165*(2). Doi:10.1093/aje/kwj356.

Mullany, L.C., Darmstadt, G.L., Katz, J., Khatry, S.K., LeClerq, S.C., Adhikari, R.K., & Tielsh, J.M. (2006). Topical application of chlorhexidine to the umbilical cord for prevention of omphalitis and neonatal morbidity in Southern Nepal: a community-based, cluster randomized trial. *Lancet,367*, 910- 918.

Petwa, V., & Callender-Carter, T.S. (2015). Factors influencing the prevalence of umbilical cord sepsis among newborn babies at the China-Uganda friendship Hospital Naguta. www.grin.com/en/e-book/307433/factors-influencing-the-prevalence-of-umbilical- cord-sepsis-among-newborn retrieved on 19/11/15.

Riley, L.E., & Stack, A.R.(2012). American Academy of Paediatrics and American College of Obstetricians and gynaecologist. *Guidelines for paediatric care,* (Ed. 7th), 302. ELK Grove Village, IL, and Washington DC.

Sawardekar, K.P. (2004). Changing spectrum of neonatal Omphalitis. *Paediatric Infectious Disease Journal, 23*, 22-26.

Simiyu, D.E. (2003). Mobility and mortality of neonates admitted in general paediatric wards At Kanyatta National Hospital. *East Africa Medical Journal, 80,* 611-616.

Taylor, R.N., Zimmerman, J.I., Dellinger, R.P., Straube, R.C., & Criner, G.J. (2004). Inhaled Nitric oxide in ARDS study group. Low dose inhaled nitric oxide in patients with acute lung injury: a randomized controlled trial. JAMA 291(13), 1603 – 1609.

Triza, T., & Kakhobwe, I. (2011). Knowledge level of mothers in Zimbabwe (8); S108PMD: 19106757.

Wijkstra, P.J., Avendano, M.A., & Goldstein, R.S. (2003). Inpatient Chronic assisted ventilator care: a 15 years experience. Chest 124(3), 850- 856 .

World Health Organization (1998). Care of the umbilical cord. Geneva, Switzerland: World Health Organization .

World Health Organization (2013). Guidelines on Maternal, New born, Child and Adolescent Health: Recommendation on new born health. http://www.who.int/maternal-child adolescent/documents/guidelines-recommendation-newborn-health.pdf www.cdc.gov./pednss/how_to/read_a_data_table/calculating_prevalenc e.htm Retrieved on 8th, November, 2015 by 3:00pm.

Yared Amare (2014). Umbilical cord care in Ethiopia and implications for behavioural change: A qualitative study. *BMC International Health & Human Rights, 14*, 12. http://www.biomedcentral.com/1472-698x/14/12

Research on Graduate Students' English Curriculum Reform: A Case Study Based on CBE

Lu Jie [1]   *Wu Mengyun* [2]   *Ji Minzhuo* [2]

（1. School of Science, Jiangsu University, Zhenjiang, Jiangsu, 212013, China; 2. School of Finance & Economics, Jiangsu University, Zhenjiang, Jiangsu 212013, China）

Abstract: Independent learning is one of the important topic in today's education research, it is also very important research field in the process of college English teaching reform. CBE (Competency Based Education, capacity-based) to follow on the basis of the cultivation of ability, pay attention to the Education of personality, embody the ability as the goal of Education idea fully, the research Based on the concept of CBE, using ways such as questionnaire, from learning requirements, application ability, innovative teaching of the teaching module refactoring, and other aspects, the graduate English course reform innovation strategy is put forward.

Key words: CBE, college graduate, English curriculum reform, teaching module reconstruction

1. Distinction Between Competency Based Education Model and Traditional Model

The rapid development of today's society claims the high quality of talent, the goals and methods of traditional education can't meet the existing demands. Therefore, when the university trains students' ability of absorbing knowledge, it shall cultivate students' innovative spirit and practical ability at the same time. In the teaching process, the mode of teaching and students' learning methods should be further changed, and students' learning ability and innovative thinking should be raised. About all of these, CBE (Competency Based Education, capacity-based) teaching model provides us effective reference ideas. CBE breaks the restriction of the traditional teaching mode, cultivates students' independent learning ability in all directions, improves their English ability and comprehensive using ability (Benjamin Bloom, 1985).For this reason, this paper attempts to discuss about postgraduates' English curriculum reform, and put forward its innovative strategy which based on CBE.

CBE (competency based education), which aimed to meet the US military technology to improve the formation, was proposed in World War II art in American. Because of its distinct purpose, practice type and effectiveness, it gradually evolved into a wide mode of education, and widely used in developed countries' educational circles in Europe and America, such as United States and Germany. In the early 1990s, Chinese scholars began to research on the CBE mode of thought and application, and firstly explores in the field of vocational education, which achieved good results. Comprehending relevant studies, this paper argues that educational philosophy CBE model is quite different from the traditional teaching model either from the objectives, content, process, subject, or implementation aspects. You can see as follows:

(1) Stress demand oriented. Unlike the traditional model, whose basic is education and subject knowledge, request is educational system and class hours, response is much more slowly and feedback is passive, CBE model fits the basic principles of the system science and behavioral science theories, effectively connects the human needs, motivations, beliefs, attitudes, expectations and teaching process. It starts from the actual needs of students, through the layers of decomposition and refinement, clears ability training objectives of all levels, so as to set teaching contents for these capabilities, find the right teaching form and capacity assessment methods to ensure that "effective teaching begins with accurate aims what hope to achieve."

(2) Aimed at enhancing the capacity. Unlike the traditional model of classroom teaching and textbooks as the main teaching job content, a distinctive feature of CBE model is that the whole point of teaching goal is to make educated ability necessary. Thus, CBE model breaks the original course or subject knowledge framework through capacity-building indicators. The ability of carrying out special training to ensure that students can use the acquired knowledge flexibly to form a competency based education system.

(3) Highlight the main role of students. The traditional model's principal part of education is teachers; main test method is test scores. But we should notice that capacity building can't be achieved easily by knowledge irrigating, instead it should be cultivated by students' active activities. Thus, CBE model emphasizes the initiative of students should be further highlighted in the teaching process, while teachers should be taken the burden of management and direction in the teaching process, and be responsible for providing the learning resources which can optimize the ability training, improve learning modules, raise learning motivation, to motivate students to learn independently.

2. Postgraduate English course reform ideas based on CBE

2.1 Learning needs and motivations in postgraduate English

courses

Internet plus era, together with the knowledge of the increasing fragmentation and generalization, on the one hand, postgraduates come from different colleges and regions, the structure of English knowledge is not quite same when they enter into college, so there are inherent difference towards English demands for postgraduates; on the other hand, different studying motives, different degree classes, different development trend also determine different expectations and different aspirations they have towards English

teaching. Above all, these require the depth research to understand the impact of students' "short board" of English ability improvement, to carry out targeted teaching. To carry out more effectively postgraduate English teaching reform, we decide to adopt the form of a questionnaire, which for postgraduate courses in English once more comprehensive thoroughly research, and postgraduate courses in English learning motivation and relationship between the future and career planning to discuss specific index design shown in the following table 1:

Table 1 Postgraduate English course Demands and Motivation

First level index	Second level index
Learning demands	What the percentage of time English learning occupies in your course
	the burden of English courses
	Do you think that English courses can meet the need of professional learning, research and communication
	If the school is not required, will you participate in CET-6, TOFEL, IELTS exam
Motivation	Graduate successfully
	Studying abroad or considering studying abroad
	I am hoping to enter foreign company
	It will be much helpful in the future scientific research

2.2 Practical English Language Ability

American linguist Dell Hymes (2010) believes that language proficiency is "communicative competence (communicative competence)", which reflects the "language learning applications to solve language-related issues in real life or work," The goal of language teaching should be that students may be trained to adapt to verbal communication or written in different situations, "speaking and writing" is the basic requirement of language skills, but we also should see, "writing and speaking" turning weak is the current situation of Postgraduate English ability general status, it is necessary to further refine the ability of various types of training objectives, in order to enhance the appropriate skill level.

The aim of Postgraduate English Teaching is "to enable students to master English as a tool to carry out the professional learning, research and international exchanges." Thus, graduate English teaching must be based on service "professional research needs" and "student growth and success," the goal for the students in acquiring expertise from international forefront of academic achievement and enhance academic exchanges ability to develop research and innovation, etc. to provide more effective language Teaching. Based on this, we are in the spirit of reform and innovation graduate English courses, trying to graduate English proficiency refinement and decomposition, the ability to index each one corresponding to different needs and training objectives (as shown in Table 2).

Table 2 Postgraduate English proficiency target system

First Level Index	Second Level Index	Training objectives
Basic capabilities	----	Master of standards in line with the basic language skills
Ability to obtain professional knowledge	Foreign Literature Reading	Can read professional literature in English accurately and smoothly
	Lectures ability to participate in English	Able to understand the international academic lectures, meet the requirements in English
International communication skills	Speaking Ability	For daily dialogue, improve the competitiveness of the language in the workplace
	English speaking ability	It has a good ability to control language, and expressive appeal
Academic ability to innovate	English scientific writing ability	Independent writing of English abstracts and professional information
	Academic reporting capabilities	Able to write scientific papers and fluent English with English expressions

2.3 Reconstruction of English teaching modules

The nature of CBE not emphasizes the systematicness of knowledge, instead the application of knowledge, therefore, in the selection, training and other extra-curricular classroom teaching content should be avoided that "thousands of people one side", it

must break the original "rigid" curriculum, to establish a target range of courses module which is "flexible" in accordance with the ability, to meet the needs of different levels. Our English curriculum system of postgraduate has been reconstructed, which consists of the curricular and extra-curricular (as shown in Table 3). Curricular

teaching is divided into three modules menu (in brackets the number of hours of teaching content), each course module consists of several sub-modules, corresponding to different capacity requirements, students according to their needs and the basis for selection.

Table 3 System of Graduate Courses

	Course Module 1	Course Module 2	Course Module 3
Curricular modules	Academic Writing（72）	Literature Reading and Translation （36）	Comprehensive English (36)
	Speaking foreign teachers （36）	Speaking foreign teachers （36）	Literature Reading and Translation （72）
	TOEFL / IELTS Training （36）	Academic Writing （72）	Speaking foreign teachers （36） Academic Writing （36）
Extracurricular module	Graduate English speech contest Graduate Academic Exchange Simulation Competition Academic Forum for Graduate		

Among the module 1,it requires students to master English language and academic structure specification, and meet the basic academic norms of writing papers, successfully carry out international academic exchange and meet students abroad or higher level research needs; module 2 firstly request to improve postgraduate translation of professional literature and the ability, ask students to have some professional academic writing skills in English, smoothly carry out daily conversation in English or oral academic exchanges; module 3 is designed mainly for students who have weak English foundation, to the statement of chapter starting point, focus on training and improving students' reading and translation of professional literature's ability to gradually improve their comprehensive language skills.

At the same time, extracurricular language practice module consists of a series of composition; it requires that each graduate student must participate through group training, class selection, university race layers of practice, in which students simulate academic exchange as a team to carry out, in order to cultivate Graduate teamwork.

2.4 The implementation of innovative teaching

According to CBE teaching ideas "the unity of knowing and doing ", it adopts student-centered, mentors-participated and teachers-guided multidimensional paradigm. Students selectively learn about the target system and curriculum modules depending on their capacity requirements, fundamentally reflecting the student's subject status. Teachers will spend more time on the organization and maintenance of teaching activities, optimization and updating of content of courses, innovation of teaching method and the results of teaching methods timely feedback.

(1) Rich teaching material source. After the reform of Graduate English Courses teaching modules, while retaining a small amount of the more mature theoretical material, the rest of the teaching contents are derived from research line. One is based on the many years accumulation of English data by magazine, aggregate and classify the English abstracts manuscript and the revised draft of the articles in English in the calendar year and corresponding to the original and revised version of teaching and training, so that students of English abstracts writing method and has a very intuitive understanding of the pros and cons. Second, requiring discipline, mentors to provide the world's leading academic journals for reading material, some of the information and even school students' or teachers' work, these vivid teaching materials research closer to reality, also implement the ideas that English teaching services for the need of Graduate Research.

(2) Optimize the teaching process form. Graduate English curriculum that after the reform has changed the traditionally and solely graded teaching by student achievement, but by science, biomedical, engineering, management etc organization of teaching and other professional categories to better reflect on-demand and individualized teaching; In the form of lectures, greater use multimedia, situational teaching and interactive teaching, in "succinctly and training" approach to allow students to truly become masters of the classroom; in teaching programs and space, requiring students to form a class, group, team, in extra-curricular continuous training, simulation competition, self built English learning website also collected a large number of English learning materials, and have special teachers online interactive Q & a, which are made teaching English effectively extend from classroom teaching to after-school training.

(3) Diversified teachers constituted. After graduate English curriculum reform, English teaching is no longer English teachers' "one-man show", but by the "English teacher+ tutor + returned overseas students+ foreign language teachers+ foreign students' composition of teaching team, team members carry out their duties, complementary skills and together to accomplish the task of teaching. Returned overseas students enter the classroom to carry out the professional academic seminars and overseas knowledge for the graduate students, help expand their international perspective and mobilize the enthusiasm for learning English. At the same time, new program all hire foreign teachers mainly speaking in all types of speaking courses, and provide a foreign students for each class to manage class English courses and organize activities, these measures to create a good language environment for graduate students. In addition, the new program particularly emphasize on the "mentor tied to the carriage for graduate students about teaching English", instructors are responsible for modifying the expertise of translation or writing, English teachers are responsible for the problem such as grammatical or structure of the language, with the participation of instructors supervise will more help to stimulate students motivation to learn English.

(4) Individualized assessment methods. Capacity assessment and evaluation is a very difficult task, trying new programs through

different channels, various forms of graduate English ability to evaluate and minimize the form of a written examination, to consider more from the process, the student performance in the classroom comprehensive composition teacher appraisal, evaluation of students, teacher feedback, etc. the results of the paper. Even the need to write or translate written content, should be given full consideration Graduate personalization features. For example, science and technology papers writing "Please talk about your connection with the professional opinion of the haze," these students' professional background combined assessment methods to enable students to bid farewell to "rote" and exam mode.

3. Based on analysis of CBE postgraduate English curriculum reform effect

Since Postgraduate English Teaching Reform of CBE has implemented three years in Jiangsu University. In order to test its effectiveness, we choose Jiangsu University 2014 full-time graduate enrollment for the research objectives by a questionnaire survey, several rounds of discussions and interviews with a number of international in the form of job analysis of the status of graduate English and learning purpose. Questionnaires were distributed 300 copies, after recovery, the real effective questionnaire 281 copies.

3.1 Postgraduate English courses learning ability and motivation

In the survey of Postgraduate English ability, only 6.94 percent of respondents believe that their English proficiency to meet the "professional learning, research and communication needs," and 44.03 percent of respondents feel their English can not meet the "professional learning, research and communication needs ", as shown in Figure 1. The survey also found that, even if the graduate students are not required to learning English, there are still 77.07% of students will participate in CET-6, TOEFL or IELTS test. That shows postgraduate still have higher requirements about English from entering graduate, owing to considering increasing their employment opportunities, which is to stimulate student's autonomous motivation to learn English.

Figure 1 Postgraduate English Learning Needs Analysis
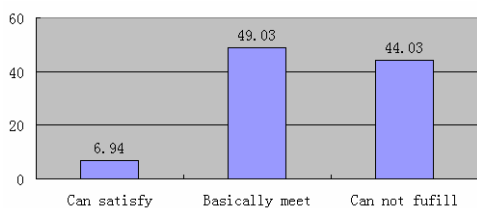
And in English learning motivation of Statistics, it found that about 23.22 percent of the students learn just for the purpose of graduating successfully, 31.95 percent of students for academic study, 36.97 percent of students for enter the foreign companies, only 7.86 percent of the students mainly learn English in order to study abroad. But in another comparative study, 43.1% graduate students consider going abroad or preparing to go abroad. Learning motivation is the intrinsic driving force of students, which determines the students' learning interest and strategies, directly impacts students' learning effect.

Figure 2 Postgraduate English Learning Motivation Analysis
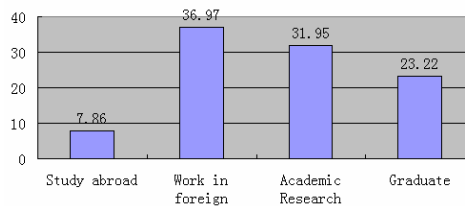
3.2 Teaching Satisfaction

Among the interview, new English teaching program has been unanimously praised by postgraduate, which completely beyond the imagination of students learning English. The vast majority of students believe that " this way is completely different with the former English learning method," which surprised them , "There is a feeling of pain and happiness." Most students also said that the new English learning method leads them to "find a new feeling," "to define the meaning and direction of learning English." Each module of teaching is also universally recognized by the students, saying that "literature reading and translating" English learning and professional capacity building to help as much as 85.11%, which is very helpful close to 50%; academic writing for professional learning and research help was 80.74%, which helped accounting for a very large 41.51%; take an English speech contest and analog academic report (PPT) to help learning English is 69.9%; speaking foreign teachers have a significant role to enhance the capacity of 96.67%. In the discussion, oral teaching is the subject of the most enthusiastic response among students, a general desire to increase the number of oral teaching, better to improve the level of spoken English. Interviews and above statistics show, based on CBE graduate English teaching better to break the shortcomings of the traditional teaching of graduate students learning English plays a significant role in promoting.

3.3 Analysis on teaching results

Capacity Improving is hardly achieved overnight, it is not easy to reflect by simple intuitive statistics, the present study will use some international indicators, from the perspective of students to participate in international practice to analyze the effect of the new program.

(1) The process of international exchange has been greatly promoted. According

to the statistical findings of Jiangsu University graduate students going abroad to participate in academic exchange (Figure 3), the number of postgraduate going abroad to participate in the 2014 academic exchange (a month or more) is nearly 100 people, compared with 2011 growth of 471 percent; through TOEFL (greater than 90 minutes) or the number of IELTS (greater than 6.5) and other international grading examinations have greater growth in the number of international participation activities significantly increase students show CBE teaching is conducive to better stimulate students' motivation to learn English at the same time respond to international events and more confidence.

Figure 3 graduate to participate in international exchange of information
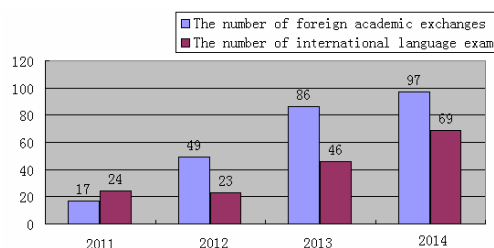
(2) Research capacity has been good upgraded. Graduate school is the force of scientific and academic activities, this Yuan Tao (2015), etc. by ESI Hot spot article The study found that the proportion of graduate students to participate in high-level international academic papers written up to 76.19%. A high level of academic language skills required support, therefore, for the international academic papers published analysis of the situation can not only reflect the quality of postgraduate training, but also indirectly reflects the ability to use language students. In this paper, Jiangsu University in 2011 and 2014 graduate students to participate SCI papers published statistics, in recent years, graduate programs in almost zero growth situation, SCI papers 2014 graduate participation included the number for the 2011 three times, and in 2012 carried CBE after the growth mode of teaching is particularly evident, indicating that CBE teaching graduate students to enhance English proficiency has a distinct role.

Figure 4 years SCI papers included case

3.4 Possible shortages

(1) Teaching organizations needs to be more perfect. CBE mode requires "targeted" to organize teaching around the ability to carry out teaching break the traditional teaching system, the existing English teachers is a huge challenge, but also the involvement of professional background exponentially increased the workload of teachers at the same time, identity change also be placed in front of English is a problem, as the managers of the classroom, how to be more reasonable and scientific coordination arrangements for all kinds of teaching needs to continue to improve through practice.

(2) Extracurricular training should be improved. Surveys show that students extracurricular result is not satisfactory, such as speech contests and analog academic exchanges, mainly due to graduate students in extracurricular activities is difficult to effectively monitor and ongoing mentoring, while there is time before the analog set academic exchange programs, as the first graduate a year in the course study, the lack of appropriate knowledge and experience of academic activities, not enough emphasis, the effect is correspondingly weak.

(3) Tutor participation needs to be further improved. Because of limited access where the tutor or self-discipline English proficiency and other factors, some students learning English tutor for feedback is not enough time, the attitude is also not clear enough, so that students learning English and the lack of effective convergence research mentor, which led to fail to achieve "win-win" situation.

4. Conclusions

Postgraduate English Teaching takes the burden of training the high-level talent who are good at international communication,

familiar with international rules, versed in international affairs of the society, competent in the international competation. Postgraduate English teaching reform is a systematic project, which should attach great importance to the English "instrumental" features. That needs full consideration about the difference of postgraduates' learning characteristics and needs to carry out individualized, to help students at different starting points obtained, in order to gain students' recognition .Since CBE of postgraduate English teaching is just an attempt of the traditional subject oriented, knowledge-based education model reform, it also needs to continue to improve by practice, so as to better meet the needs of the students to grow up, cultivating international vision, high-quality talents to adapt to the international challenge for our country and society.

References

Benjamin Bloom. Developing Talent in Young People [M]. Random House Publishing Group, 1985.

Fang Wei. Degree in English from the test to see postgraduate English Application Ability [J]. Jiangxi Institute of Education (integrated), 2012,33 (6): 131-134.

Hu Guangli, Xu Jin, MD, Innovation and Evaluation of Graduate English Teaching [J] Higher, 2013 (2): 173-175.

Miao Qing Colleges and Universities bottleneck specialized academic and Countermeasures of English Teaching - A Perspective of Legal English Teaching [J] Foreign Language Learning Theory and Practice, 2014 (3): 65-70.

Tao Yuan, Wang Zhuanyi, Hu Xuan, and the like. Our contribution to international graduate students a high level of academic papers published by how much [J]. Degrees and Graduate Education, 2014 (2): 57-61.

Yao Xiaojun, Qin, Husu Fen doctoral academic English reading test report and discussion Curriculum [J] Foreign Language Learning Theory and Practice, 2014 (3): 55-59.

Zeng Jian Bin, the Tuition Graduate English designated elective courses - the "Fudan University graduate English teaching reform and innovation program" as an example [J] Chinese university education, 2011 (10): 49-54.

Zhang Qinghua university English teachers teaching reading Practical Knowledge Case Study [D]. Beijing Foreign Studies University, 2015.

Zhou Lu Fei Xu Xia Zhang Jianyou based graduate CBE Teaching Model of "English" Teaching Reform [J] era of education, 2014 (15): 33-38.

A Study of the Constructivism-based Model for Teaching Writing to College English Majors

Zheng Xiangli

（Jilin Huaqiao University of Foreign Languages, Changchun, China, 130117）

Abstract: Writing, as one of the important skills for English learners, is widely used in considerable learning areas. While as a matter of fact, it is hard for the second-language learners like Chinese college students who major in English to write correctly and effectively. Based on the constructivism theory, the author studied the constructivism-based model training for English majors' writing. She first hypothesized a constructivism –based model, and then applied the model to English writing class in order to verify the applicability of the model. The central question of the study is whether the training can improve the students' writing ability or not. After one academic year's experiment, the author found that the constructivism-based model is effective in improving the college English majors' writing ability. It can enhance the students' motivation and cultivate their interest in English learning. To some degree, the present study supplies a theoretical guidance to teaching English majors' writing. At the same time, it may offer the students a better way to improve their English writing ability.

Key words: English writing, constructivism theory, constructivism-based model, English majors

1. Introduction

As an important tool for international communication, English, plays an important role in our daily life. Among the five skills in learning English--- listening, speaking, reading, writing, and translating, writing skill, is becoming widely used in communication, which attracts more and more attention from language teachers and the students. To some degree, English writing in China is still taught in a traditional way. For example, teachers explain the writing theories or skills; tell the students how to choose proper words , how to write correct sentences; how to build up a paragraph or complete a passage; students imitate the sample compositions. Teachers focus on their systematic explanation and introduction of writing skills, but not pay more attention to the students' response. As a result, the students are not interested in writing .They feel bored in English writing class and they can not get the satisfactory scores in the exams.

As has been mentioned above, there are so many problems in writing. How to help students improve their writing ability is a serious problem which deserves more serious study. Some researchers are now working hard to find an effective way for the learners to achieve progress in writing.

As an English teacher who has taught English writing for 8 years, the author analyzed the current problems of College English Writing in the EFL classroom and tries to experiment the students' writing practice. The theory of constructivism is applied to emphasize the writing process. The students are encouraged to write with the writing process in their mind by planning their work, discussing with their classmates and evaluating others' work, and they can get support from the teacher or other students. The author puts forward some suggestions about writing instruction and learning, Furthermore, with constructivism as the guiding theory, the author emphasizes the students' writing process rather than the writing product, therefore, she tries to create authentic writing environment for students in her class. So the purpose of this research is to find out the validity of the constructivism applied in English writing instruction of college students.

2. Theoretical Foundation: Constructivism

Constructivism is a theory that provides a description on how humans come to understand by experiences and what humans know through experiences and interactions. So, the increase in frequency with which this word—Constructivism comes in the discourse of educational research, theory, and policy is truly remarkable. Essentially, constructivists believe that they "construct" their own knowledge and understanding through ideas, content, events, etc. that they are in contact with.

As is discussed above, constructivism is based on the precondition that learning is a process of constructing meaning from the individual's interactions with the environment. With this as main principle, constructivism holds that from examining thoughts and from their previous comprehension and knowledge the students are constructing their own structure of understanding, and applying these to a new situation, and integrating the new knowledge derived with pre-existing intellectual constructs. The roots of constructivism could retrospect to the ideas of an 18th century Italian philosopher named Giambattista Vico.

Author: Ms. Zheng Xiangli is an associate professor in Jilin Huaqiao University of Foreign Languages, Jilin Province, China.

And the modern brilliant theorists who have made great contribution to the development to the constructivism are John Dewey, Jean Piaget, Lev Vygotsky and Jerome Bruner.

2.1 John Dewey's Theory of Learning

John Dewey, the great American philosopher and educator, is often classified as a constructivist, who made significant contribution to constructivism. He developed the notion that all knowledge is constructed by the learner as well as the idea that there is an interaction between the individual, the community, and the world.

John Dewey also developed the learning theory. According to him, human experience is the adequate means for shaping ideas and settling problems. This brand of constructivism is sometimes referred to as social constructivism. John Dewey supports the theory of experience that relied on two main tenets—continuity and interaction. He believes that "learning means something which the individual does when he studies. In conclusion, Dewey's philosophy of education aims at learning-by-doing rather than rote learning and dogmatic instruction.

2.2 Jean Piaget's Theory of Cognitive Development

Jean Piaget, the Swiss biologist and psychologist, is known as the ancestor of constructivism. Famous for constructing a remarkably significant model of development and learning, he is undoubtedly the pioneer of the constructivist approach to cognition in this century. All through his life, Piaget worked on creating a theory of cognition and developed an approach to epistemology. The theory of Piaget's comes from the thought that the developing child constructs cognitive structures that take external sensory input and interpret, convert and arrange it.

As a leading character in cognitive developmental psychology partially on account of his emphasis of the constructive essence of the learning process, Jean Piaget developed the constructivism theory further. He believes that teaching is the creation of environments in which students' cognitive structures can emerge and change. That is to say, everyone makes his own idea to understand the world and the experiences which surround him. These experiences help to construct learners' arrangement of the world, which alters their old knowledge frame and determines the absorbing of new knowledge. Piaget's theory of cognitive development provides a foundation for constructivism.

2.3 Lev Vygotsky's Theory of Social Constructivism

In the 1960s, another famous psychologist Lev Vygotsky made a greater contribution to the development of constructivism. Vygotsky's work in social-cognitive constructivism has a significant effect on the design of learning situations and communities. Vygotsky emphasizes the social factors of the theory, maintaining that every function in a child's development appears first "inter-psychologically" (between people) and then "intra-psychologically" (inside the child's mind). Thus, teacher and peers take on a more central role in social constructivism.

According to Vygotsky, students could resolve problems beyond their actual developmental level with the teacher's help or in partnership with other students. The teacher acts as an arbitrator and trains and encourages students to formulate their own level of understanding. The knowledge of students is also enhanced by the social interaction between the student, the teacher and other students. The function of an educational system is to establish the position whereby learners could have more abilities to iterate the new absorption to their previous schemata and reestablish their own knowledge and skills.

2.4 Jerome Bruner's Constructivist Theory and Discovery Learning

Bruner's theory of Constructivism was influenced by the earlier theoretical research of Lev Vygotsky, and Jean Piaget. He holds the view that learning is an active process in which learners build new schemes or conceptions based on their present and/or past knowledge. His theoretical framework supports the belief that learners construct new notions or concepts from existing knowledge. The process of learning is active and involves transformation of information, obtaining meaning from experience, forming hypotheses, and decision making. Throughout his work he put forward the thought that children could be energetic problem solvers and were capable of exploring more difficult curriculums of instruction.

3. A Hypothetical Constructivism-based Model and It's Application in Teaching English writing

Based on the Constructivism theory, the author makes a hypothesis of a constructivism-based model and tries the model in her English writing process. The hypothetical constructivism-based model includes the following 9 steps: prewriting-planning, drafting , self-evaluation, peer evaluation, teacher's feedback, revising, comparison and contrast, final draft and summary. This model is conducted among the sophomore students who major in English in one academic year. The author tries it in her six classes and then checks if the writing ability of students has been improved through Test for English Majors-4.The application procedure of the model is as following.

3.1 Prewriting-planning

The prewriting –planning process includes learners' thinking process--- how the author designs the writing, such as identifying the composition's genre, stimulating the background knowledge and organizing the structure, etc. Planning is not limited to a specific time period, but it can be observed throughout the writing process. Prewriting-planning in EFL writing is necessary because it leads the writers to work in the following steps .It directs writers to consider the purposes and goals for writing and to identify their readers and to design for their writings. Therefore, It is a very important procedure in the hypothetical constructivism-based model.

The first step of the model is prewriting by planning .The teacher prepares the proper topics for the students, and the students will be well-prepared for the writing. The writing topics are within the students' knowledge schemata. The students generate ideas and information by discussion. Besides, the teacher will use all possible teaching materials to help the students get ideas about the related information.

3.2 Drafting

After prewriting, students have got warmed up in writing and they have got some ideas and experiences. They wrote actively the drafts. Writing was done on every other line with the double open space between lines, which made the writing easier to read and left enough space for the

readers to write comments and corrections. Before handing it to the teacher or the other students, they are asked to check the accuracy of the theme concerned and the writing structure.

3.3 Self-Evaluation

Self-evaluation is an important step in writing process for students. During the self-evaluation process, both self-judgments of present writing performance and self-reactions to those judgments are concluded. In the process of self-evaluation, students can recognize their weaknesses and strengths, identify their needs and try to make changes. After that, they will not make the same mistakes again. Positive self-evaluation gives the students more confidence about writing and continues to work hard in writing because they believe they are capable of making further progress. However, low self-evaluation or negative evaluation will not arouse the enthusiasm of students' study, the students may not have a positive attitude towards their writing. So the low self-evaluation or negative evaluation is an obstruction for the students to make greater progress.

When finishing drafting, the students proceeded to the self-evaluation. In this process, they learn to give the comments to their drafts from different aspects, such as vocabulary, structure, organization, and theme etc. This evaluation can force the learners to judge once again whether their own thoughts in the first draft are proper. Also, learners can have an opportunity to correct or rearrange the writing. Teachers had better direct the students to evaluate the writing with clear standards or rules, which can give the students clear ideas or clues to follow in the future writing practice. Those who do not evaluate their own writings can not get much experience. It is an important and necessary procedure in learning writing.

3.4 Peer Evaluation

Writing is not an act of isolated individual but a joint endeavor between writers and readers, co-constructed through the responses of readers. At this step, compositions of the students were collected and distributed to each other. Each student evaluated one of his or her classmate's writing in both content and forms such as the development of ideas , cohesion , rhetoric and organization , the overall focus on what they were writing , vocabulary , mechanics , language usage and so on.(see the peer evaluation form.) They kept the grading criteria from the peer evaluation form in mind. Students were asked to make comments on or correct compositions of their classmates'. The role of students was changed into that of readers. This change gave students a fresh experience as well as useful information for correction of their own errors. They not only gave marks of the compositions but also did some necessary or suggestible corrections with pencils instead of red pens. The students found out the advantages and disadvantages of their classmates in this process .At the same time, they can improve their own writing skills later.

Peer evaluation is very important in improving writing ability, in which both the teacher and students got involved in writing and students cooperated and learned from each other. The students got responses from others or gained knowledge from others to develop their thinking. They went beyond the limits of their own writing skills with student-student interaction, which contributed to students' self-evaluation and helped to broaden their horizons. Students got themselves more actively involved in writing activities and changed their writing attitude. In the process of peer evaluation, all the students provided ideas and suggestions which helped to make the writing products clear , logical , well-organized , to the point and accessible to the readers.

Peer Evaluation Form

Peer-evaluation Form
Editor's Name: _____   Title :
Writer's Name:_____   Score:
1. What is the purpose of the writer?
2. What are the advantages of the writing? (ideas, coherence, rhetoric and organization, vocabulary , mechanics , language usage etc.)
3. What are the disadvantages of the writing? (ideas, coherence, rhetoric and organization, vocabulary , mechanics , language usage etc.)
4. What could the writer do to make the writing better?

3.5 Teacher's Feedback

After the peer evaluation from the students, the compositions were collected, checked and marked by the teacher. So this is the process called teacher's feedback. It is one of the most important tasks for the teachers to give feedback. Teachers give every student comments on their own writings by feedback. And the feedback comments cover the aspects which have been mentioned in self-evaluation and peer evaluation processes. Therefore the teachers' feedback enables students to identify specific aspects of their performance that were acceptable and capable of improvement. Students appreciated receiving comments of encouragement and they found their teachers' feedback useful in helping them to improve their writings. Feedback proved both motivating and helpful to students to move into the zone of proximal development. On the other hand, the proper feedback inspires the learners 'intrinsic motivation. Teachers as facilitators facilitate the process of learning

which is making learning easier for students. Teachers build bridges between students' individual interest and the common skills and knowledge.

3.6 Revising

After the peer evaluation and teacher's feedback, the students get their writing back, entering another important stage of revision. The students check whether they say what they want to say in a clear or appropriate way .They revise their writing by adding, deleting, modifying, and rearranging ideas, involving polishing awkward sentences, clarifying obscure ones and checking both content and organization. Besides, it is concerned about the clear and appropriate writing purpose.

Revision is a constructive part of the writing process where the students pay conscious attention to their writing. Revising cooperatively provided them with authentic readers. It helps students make information clear and accessible in an appropriate style. It is also a good way to develop a sense

of audience in their mind in writing training. Revising is an important process that should not be neglected.

3.7 Comparison and Contrast

After the revising step, the students would have two drafts of the same topic. It is time for them to compare the two to find out the similarities, especially the mistakes or improper writing in them. And then they also contrasted the two drafts to find out which is the better way to express their ideas. By the comparison and contrast of the two drafts, the students could find a better way to organize or express their own writings. After this, students summarized their merits and demerits in their writing practices so that they will have the better performance in future.

3.8 Final Draft

Having gone through the previous 7 steps, the students had better and clearer ideas of their topic and a more proper plan of the writing task. So they could complete their more satisfying writings as the final drafts. Such drafts are logic and reasonable in organization, grammar, or the usages of words or sentences. And they are also more effective than the first drafts. The students can get the affirmation from the teachers and students ，so they have become more confident , and more interested in writing .

3.9 Summary

This step is the last one in the constructivism-based model training, but it is very important and necessary for the students. The students take down every change of mind during their writing process. From their planning, revising to final drafts, every detail is noted in this summary. Students can learn a lot from the summary in order to avoid the same mistakes in the following writing practices. They gain some valuable experiences and such experiences can improve their writing skills a lot. All in all, it is a journey that the students go through in the writing world.

4. Major Findings after the Application of the Constructivism-based Model

One academic year's application of the constructivism-based model yielded several findings. Following is a brief list of the major findings.
Firstly, the training changes the role of the students and the teachers. Most traditional writing modes are teacher-centered. The constructivism-based model is student-centered where the students become the center of the training. The teachers are the organizers, directors, helpers and also the promoters in the students' learning process. The teacher is the builder of the knowledge or the information.

Secondly, students' motivation of learning is aroused. Teachers begin to motivate the students by choosing the writing topics. The topics which were chosen are hot and interesting .The students are interested in the topics and want to know more detailed information in some specific areas. They will willingly do some research in the topic-mentioned area. So the students' writing motivation can be aroused gradually.

Thirdly, in the process of peer evaluation, students can not only be the writers, but also the readers of the others' writing. They can be more active to give their own ideas or corrections to their classmates. At the same time, they can improve their own writing skills in this way.

Fourthly, the awareness of cooperation in writing practice has increased. There are more discussions or idea exchanges during the constructivism-based model training. Different from the traditional model, students are working together, showing their opinions and evaluating each other's writing until the final draft is produced. After each step of training, the students can learn different skills or methods for their writing from their classmates.

Fifthly, most students gain much experience from the combination of self-evaluation, peers' evaluation and the teacher's feedback in writing. Experiencing the self-evaluation and peers' evaluation, teachers also give the ideas of improving. At last, students can have a clearer idea (including writing skills or organization of the writing, etc.) about their own writing topics.

Sixthly, most students' writing ability has improved after the training. Students are more interested in writing and they score higher. At the same time, the attitude of the students towards writing has changed greatly. We can assume that the students' comprehensive English levels will be improved. (The average scores that students got in 2015 in writing part are above the national average. The writing part covers one fourth of the total scores in TEM 4.)

Lastly, students benefit a lot from the summary after the experiment. It keeps records of the previous writing process, especially the mistakes or the improper expressions which were used in their former writings, which remind them not to make the same mistakes again in future.

5. Conclusion

The theory of constructivism has been used in many areas nowadays, including teaching. But it is one of the latest researches that the constructivism-based model was used in college writing teaching for English majors. The study really supplies a model for teachers and also for the English majors in college. It may be of some referential value for more researchers to do the further research and it is helpful for students in learning writing. The present study opens a new window in the field of writing teaching and has got some findings which enable more teachers to make further researches in the same field. It supplies a model for further study in the field of EFL teaching writing. More teachers or educators can do further research in writing teaching field and then can get more effective methods in teaching English majors writing . The application of the constructivism in EFL writing is only a beginning. This approach can be further improved by more studies or more experiments . Generally speaking, the constructivism-based model is well worth studying and the application of it in the writing teaching procedure provides an opportunity for teachers to find a proper way in language teaching and also for learners to learn in a dynamic environment.
Above all, more theoretical and empirical studies on Constructivism-based Model training should be conducted to improve the English teaching and learning levels in our country. It is hoped that the limitations can be overcome in the future research and more information about the training in different situations can be revealed. The researcher herself will continue to have the training in her writing class to make the study yield more fruitful results in teaching. And she will make further

study of the constructivism-based model in teaching writing in her future job.

_____

References

Anderson, N. J. *Exploring Second Language Reading: Issues and Strategies* [M]. Boston: Heinle & Heinle, 1999.

Badger R. and White G. *A Process Genre Approach to Teaching Writing* [J]. ELT Journal 34 (2) , 2000.

Brown H.D. *Principles of Language Learning and Teaching* [M]. Beijing: Foreign Language Teaching and Research Press, 2001.

Harris. *Rethinking Writing* [M]. London: Athlone Press, 2000.

Jigang Cai . *A Contrastive Study of Writing in English and Chinese*.[M]. Shanghai: Fudan University Press, 2001.

Jigang Cai. *A Contrastive Study of Writing &Rhetoric in English and Chinese*.[M]. Shanghai: Fudan University Press, 2006.

Macaro E. *Teaching and   Learning a Second Language: A Review of Recent Research* [M]. New York: Continuum, 2003 .

Muncie J. *Using Written Teacher Feedback in EFL Composition Classes* [J]. ELT Journal, 5491), 2000.

Yanchun Zou. *The Development, Origin and Logical Starting Point of Constructivism   Learning   Theory*   [J]. Studies in Foreign Education. 2002.

Innovation Research on Bilingual Teaching of Accounting Course for MBA Foreign Students in China

Dr. Lu Jie [1]   *Xu Miaomiao [2]*

（1. School of Management, Jiangsu University, China; 2. School of Finance & Economics, Jiangsu University, China）

Abstract: Economic globalization puts forward the requirements of the international universal talent training; the bilingual teaching of MBA students is a concrete attempt to comply with this requirement. It is found that the bilingual teaching of the accounting course of MBA international students in china can be improved from the following aspects: Focusing on the effective integration of MBA overseas students in the context of Chinese culture; using the cultural background and interactive teaching mode of foreign students; prudent selection and training of Teachers; selection and adaptation the suitable materials; Rich teaching content especially case teaching method, etc.

Key words: MBA international student; Accounting; Bilingual Teaching

1. Introduction

Along with the rapid development of economy and education, the global economic integration, economic globalization and the internationalization of higher education, as well as the international economic and trade exchanges are becoming more frequent, more and more business cooperation, so as the more and more MBA overseas students choose China, MBA international students also become an important part of the higher education in our country's business administration. However, the talents are critical shortage who can applied to English and Chinese, the two languages, and familiar with the international accounting standards and China's current situation and practice of MBA professionals on the basis of understanding Chinese culture, politics, economy and history. Therefore, to a large number of MBA overseas students coming to China, Chinese learning and mastery is urgently necessary, only truly integrated into the host country cultural context and learning atmosphere, based on the related professional knowledge learning, effectively applied specific knowledge into the reality of the situation, as to receive the excellent learning effect. The bilingual teaching of the Accounting course is to cultivate foreign MBA students in China with the international perspective and innovation consciousness, the ability engaged in accounting, financial management and other aspects of the work, to meet the requirements of economic globalization. Based on the questionnaire survey of the bilingual teaching of MBA students from Jiangsu University, this paper analyzes the requirements of teachers, teaching materials, teaching methods and conditions, and the integration of MBA students themselves and the situation of Chinese culture to study the innovative bilingual teaching of Accounting course of MBA international students in China.

2. Feasibility analysis of bilingual teaching in the course of accounting for MBA overseas students

MBA professional students are a special group, the industry's views are different in whether it is feasible for the bilingual teaching implementation, whether to achieve the original intention of bilingual teaching in schools, whether the students of this new teaching mode is adaptable, whether teachers have full English teaching ability and curriculums are reasonable. In view of this situation, the paper discusses the practice of bilingual teaching of MBA in Jiangsu University, and puts forward the counter measures and suggestions to enrich the theory of bilingual teaching in China. The questionnaire survey was carried out in 2008, 2009, 2010, and 2011 grade MBA students in Jiangsu University, which received a total of 35 questionnaires and 1 valid questionnaires were excluded. All valid questionnaires contain 18 girls', 17 boys'. The questionnaire survey mainly analyzes the feasibility of bilingual teaching from the teaching methods and means, teachers, teaching materials, teaching environment and conditions for the University of MBA students in the "Accounting" course.

2.1 There are some defects in the current teaching mode of the course of "Accounting"

The teaching object of "Accounting" is relatively special. It is mainly a kind of non accounting professional economic management undergraduate. The purpose of this course is to enable economic management students to master the necessary knowledge and skills of accounting to make the right decisions in the future. For MBA students, the study of bilingual accounting knowledge must have a certain accounting, English and Chinese basis, because in the study of this class, they will encounter many professional terms, and a lot of vocabulary that the meaning may literally and accounting is not

the same. For example, fees, which literally means the cost, but in the service oriented enterprise fees refers to the revenue provided by the service, which is opposite with literally meaning; At the same time, the current for the students of English teaching mode, the study of English learning is capability, but English mode is not conducive for students to better understand the context of Chinese culture, and

carry out comparative study and Research on the accounting theory and practice at home and abroad, especially the Chinese characteristics of accounting professional knowledge learning, it will be twice the result with half the effort with the master of some knowledge of Chinese. Teaching methods and means of this study are shown in Table 1:

Table 1 necessity of bilingual accounting teaching to MBA students

The defect of the established teaching model	Proportion (%)
The whole English model is not conducive to the country's language integration	65%
There is a lack of comparative study and research at home and abroad	20%
Bilingual teaching can meet the needs of language learning and professional knowledge learning	10%
No feeling	5%

Table 1 shows that the view that the established teaching mode exists many defects accounted for 95%, and that the bilingual teaching mode is conductive to the country's language integration accounted for 65%, that bilingual teaching mode for domestic and foreign accounting professional knowledge of comparative study and research accounted for 20%. Thus, "Accounting" bilingual teaching model takes into account both the MBA students of language learning and their professional knowledge learning, is conducive to the students to apply what they have learned.

2.2 The bilingual teaching mode for MBA students is urgently needed in the global integration of accounting development

With the deepening of China's market economy, the enterprise management and operation gradually convergence with western countries', and the United States, Britain and other western developed countries have experienced similar institutional change, and their corresponding financial system and guidelines have become perfect. Therefore, the study of western mature financial system should become the focus of the teaching of "Accounting". However, learning western financial system does not mean overall copy, but in the study of western experience at the same time, according to China's relevant system and standards, understanding the frontiers of knowledge, which can enhance student's professional ability of analysis and understanding of China's national conditions and the reality of economic status. On the basis of the using of the original teaching materials, and based on the reality of our country, both in English and Chinese bilingual way to further elaborate, make appropriate adjustments according to the degree of difficulty of the course and students' understanding, so as to help students to achieve the purpose of learning and applying.

2.3 Bilingual teaching mode is helpful to further develop the international compound talents

Since 2009, we have taken on the bilingual teaching of accounting course in business administration, international trade and MBA (Accounting), and most of the students are from Africa, and

there are some students from India, Mongolia and other countries. India and African students English pronunciation is difficult, with a thick unique regional accent, but generally they behave far beyond the mainland students in oral and written communication, the reason is that Indian and African students in China are suitable to be the bilingual context, that is the official language is English except in their respective regional languages, Which is meaning that they have the ability to adapt to the bilingual context; at the same time, the teaching theory and teaching methods, English teaching and Chinese language teaching are immersion, that is not to be separated from the mother tongue while taking into account other subjects knowledge, teaching materials, classroom teaching, teachers and students exchange interaction, work and so on both in English and Chinese, so as to achieve the knowledge of the professional knowledge, while the acquisition of target language is acquired as a by-product. If they can study the practical situation of the students, applying the immersion in bilingual study they will be able to overcome the influence of a large number of professional vocabulary on the reading barrier and the way of thinking of the mother tongue, and thus enhance the comprehensive and overall grasp of the accounting professional knowledge.

3. Discussion on bilingual teaching mode of MBA in China

3.1 MBA students "bilingual teaching of accounting" should be "win people by virtue"

With the development of higher education in China, the education of international students is a new teaching field and subject. Because of the particularity of the teaching object, a higher request is needed of the teacher who plays a leading role in the teaching, the teacher's own quality is not only a personal image, but also affects the overall image of the school and reflecting the quality of College Teachers in our country. Foreign students come from many different countries, their political, economic, religious, cultural, living habits different from us, and different from each other. As a teacher, we should first fully understand and respect these

differences, respect their political beliefs and habits, not to publish personal views and comments to some sensitive issues or problems with political tendencies so as not to cause unnecessary misunderstanding and unpleasant. At the same time, teachers should reflects Chinese teachers good professional ethics, and rich professional knowledge, decent manners, friendly affection in classes, and through their own efforts to win the respect and praise from the students, which is not only return teachers hoped, also benefit to carrying out the teaching.

3.2 Bilingual teaching methods strive to inspire and guide

Due to the relative specificity of the teaching object, "Accounting" course teaching is to let students understand, and not just a simple mechanical accounting operation. Such as in 2010 in the bilingual teaching of MBA Garner students accounting course,

when teaching the depreciation of the contents, we use more time to discuss why to depreciation, what accounting principles guide the depreciation, what nature of the assets need to be depreciated, as well as the existing issue about China and Western countries for depreciation and a comparative analysis. In the class, the teacher only made a brief demonstration and then explained the essence and the practical application of the two methods in detail, and the students can master the depreciation method through some practices after class. Therefore, the classroom teaching activity is actually the process which inspires the students to think and leads students to solve the problem. With inspiration and comparison, the students are willing to learn and the teachers are willing to teach. In this study, we investigated the effect and satisfaction of the students in the bilingual teaching, as shown in Table 2:

Table 2 Satisfaction evaluation of bilingual teaching effect

Very very satisfied（5）		Very satisfied（4）		Satisfied（3）		General（2）		Dissatisfied（1）		Evaluation value
number	proportion	number	proportion	number	proportion	number	proportion	number	proportion	
27	50.94%	15	28.30%	5	9.43%	4	7.55%	2	3.78%	4.15

Note: the calculation formula of evaluation value: $value = \sum (proportion \times satisfaction\ value)$

As shown in Table 2, the reflect of MBA students to the bilingual teaching in the course of the creation of a better teaching effect, between very satisfied and very satisfied, and the recognition of students on the bilingual teaching mode is relatively high.

3.3 Encourage students to take the study of both the Preview before class and review after class

"Accounting" is a professional course, and use the bilingual textbooks, we should encourage students to do a good job in the preparatory work, and encourage students to practice in English and Chinese. for the majority of non accounting professional students Many professional terms is the first contact, as long as the study it is able to learn some basic terms. Such as accounting cycle, asset, revenue and do on. so we can suggest that the students recite the related vocabulary words in front of the class and spend more effort to look back; in addition, it is suggested that the students prepare a special English dictionary of accounting, because many words may not be the same as the meaning between accounting and literally, a good accounting dictionary can help students to better understand the special terms of accounting; at the same time, we believe that in the future teaching, it is necessary for students to after-school reading and review. The understanding in the classroom will help them to read and understand the relevant chapters of the textbook, and after reading is supplement from the depth and breadth of the classroom teaching. After class exercises can help them consolidate their knowledge, but also to test whether they really understand the contents of this chapter.

3.4 further promoting the Work Team model

The American Accounting Education Reform Commission

(AECC) believes that the change in the world working environment is also bound to bring a revolution in accounting teaching. Many social organizations, government departments and business organizations have adopted a team or a participatory management model. In this mode, the target is achieved by the team, not the individual. Combined with a previous teaching practice, this paper argued that in the future teaching process, we can try to divide the class into 4-6 groups, each group will work closely together in the entire semester of the "Accounting" course, the task is to participate in the classroom group discussion, to complete the assignments and a large term accounting project. The assignments include the contents of the class and students' self-study. The form includes discussion questions, calculation exercises, case analysis, etc.. These assignments are difficult to deal individually, but through the cooperation of the group, they can be successfully completed. Every student in the classroom has 5-10 minutes to explain the assignments in English. Assignments will be account for about 5%-10% into the total score; the score will be based on the group rather than the individuals.

3.5 adopting suitable teaching cases, variety teaching contents and forms

Because of the western accounting books are written in the western economic environment, and many of these cases are not suitable for China's economic situation, therefore, students will be confused or compare with China's national conditions when they see these cases in bilingual learning, in this case, the teacher should try to encourage students to understand, grasp and practical apply of the professional knowledge, it will be necessary to further adaptation to

the cases, in order to meet the facts of China, to facilitate students to understand and to further understand China's national conditions; And in the choice of foreign original teaching materials at the same time, we can take "making foreign things serve China" adaptation or downsizing of original textbooks, which conforms to the requirements of the syllabus of China, and can ensure the authentic language. Also, we should choose domestic authoritative textbooks or cases as teaching aids, recommend to students or analyzes in the course of teaching, teachers can also printed lecture notes according to the contents of the course and students' acceptance level, enhance students' understanding of the knowledge points.

In addition to the new teaching methods, it is also very important for students of the course performance assessment. In addition to the above mentioned in the group as a unit of after-school homework, classroom discussion and term projects, but also to the students individual units of each chapter, a small test of 10 minutes, the score as a result of the usual score of 30-40%.The final exam, the total score of 50%-60%. Diversified assessment has urged the students to learn, and promote their understanding of each of the different and relevant sections of the content. Students' final score can measure the degree of understanding of the course of the students, and thus truly fair and equitable.

References

Li Yanshuang. The implementation of the whole English Teaching in Colleges and universities to explore the . China Electric Power Education, 2010 (36).

Wu Rongjuan. Discussion on the full English teaching method of accounting course. Chongqing Electronic Engineering Journal of Career Academy, 2010 (9).

Xu Xiaole, Zhang Wei. The practice and experience of foreign students in the teaching of Pharmacology for English teaching and learning in northwestern medical education, 2009 (12).

HE Ying. Research on the Application of Graphic Teaching Method——Taking Accounting Course as an Example. Guide of Science & Education, 2016.

On the Functions of English Articles

Xu Yiying

（The No.1 Middle School of Yiyang, Yiyang Hunan, 413000, China）

Abstract: English articles include indefinite articles ，definite article and zero article. But indefinite articles are recognized as not to express definiteness, and articles with definite functions must be "the", and the fact is not as this, the noun phrases with indefinite articles modification also get the same definite concept as definite article withe the features of "specific reference" and" generic reference"

Key words: Indefinite articles, definite article, zero article, determining function

1. Introduction

In daily conversation,every English sentence includes noun phrase(s) and verb phrase with noun phrases to be modified by determiners,but sometimes,by indefinite articles,by definite article or zero article,and sometimes by qualifiers.Only for the noun phrases modified by articles in sentences,their qualifying meaning and indefiniteness determine the semantic understanding of the sentences.In English study in middle school,we can see that articles are found of indefinite and definite articles,sometimes the indefinite articles can express determinative meaning except definite article "the".We'll discuss the functions of articles in the followings.

2. The Functions of Indefinite Articles

Articles includes indefinite articles and definite article.In our daily lives,the general understanding for us is that indefinite articles can't express determining meaning.The different expressing models in middle English studies are as follows：

（1）There are two kinds of indefinite article "a"and "an": "a" is used ahead of words beginning with consonant phonemes,and "an"is used ahead of words beginning with consonant vowel phonemes.

E.g.:a cat；　an elephant

（2）They indicate the concept of "yi"，but they do not emphasize the numbers,only state the nouns are not "specific reference",that is to say they do not mean any concrete persons or

E.g.:A student is coming to the school.

There are five days in a week.

（3）When the indefinite articles indicate the concept "yi",the concept of number is not so strong as "one"in degree,in the understanding of sentences ,it is unnecessary for us to regard it as the concept of "one",especially in version,it is unnecessary for us to translate it as "one".

E.g.:I am a student."我是学生"。It is unnecessary for us to translate it as "我是一个学生。"It does not fits for Chinese custom.

（4）It is "generic reference"used ahead of single countable nouns,referring to one type of persons or things.

E.g.：He is a rich person.

（5）It is used in some fixed word-combination.E.g.:a lot of, a moment of

3. The Usage of Definite Article

The definite article"the"have 3 kinds of usages:specific reference,generic reference and solitary reference.The uniqueness the definite article expresses is"internalized uniqueness"which is not absolute,it concerns with context.

"Specific reference"shows in the following aspects:

（1）Specifically refers to some one or some thing.

E.g. ：The car over there is mine.

（2）The persons(s) or thing(s) two sides also know .

E.g.：Where is the book?

（3）The persons(s) or thing(s) in the context.

E.g.：I come from a remote village，the village is very beautiful.

（4）Used before ordinal numbers and Superlative adjective.

E.g.:The first one is the biggest one.

（5）Used ahead of names of plural form to point to the family.

E.g：The Toms have been visiting London.

（6）Used in some idioms.

E.g.：in the afternoon, the day before yesterday, all the same

"Generic reference"shows in the following aspects:

（7）Used before some adjectives to represent this kind of persons,they are plural concept,the verbs follow them are used in plural form.

E.g.:The poor are always in poor conditions.

"Solitary reference"shows in the following aspects:

（8）Used in the front of the nouns representing the things which are unparalleled.

E.g.:the sun,the earth,the moon.

When these nouns are used as descriptive attributive,these nouns can be modified by indefinite articles.

E.g.:a drop of golden sun

（9）Used before common nouns to form proper nouns such as parties,countries,,and rivers,seas,mountains,islands,straits,gulfs,etc.

E.g.：

Author: Xu Yiying（1999-），Female，Native of Yiyang City Hunan Province, A Student in Class 1401,No. One Middle School of Yiyang City.

The Great Wall was built in Qin Dynasty.

The Yangtze River flows to the sea.

The Communist Party of China was founded on July 1st, 1921.

4. The Usage of Zero Article

In English,it is unnecessary for some noun phrase to be modified by articles in the front,we regard this as the time to use zero article.It is used in the following aspects:

（1）No articles before weekdays,months,seasons,holidays.But articles are generally used before the traditional Chinese holidays

E.g.：

Liming came here on August 2, 2015.

Merry Christmas.

If winter comes, can spring be far behind?

（2）Used before title and rank nouns.

E.g.：

Mr. Wang is the president of our university.

Uncle Pordger arrived at the station and caught the train in time.

（3）Used before the plural forms of nous representing a certain of persons or things.In this time when the noun of plural form is modified by a determining attributive,the definite article"the" must be added.

E.g.：

I like mooncakes very much.

The mooncakes in the shop are very delicious.

（4）Used before the nouns representing 3 meals,ball sports,chase games,subject names.If articles are used before these words,meanwhile,the nouns this time represent some certain concept.

E.g.：

（4）We had lunch together with our classmates' parents . It's a very delicious lunch.

So many boys likes   football play.

To play chess is so interesting to me.

（5）Used before the proper names and uncountable nouns such as material nouns,abstract nouns,names,geographic names.If the uncountable nouns are modified at this time by other determiners,the definite article"the" must be added.

E.g.:

Tom is cat.

Children like to drink milk.

The water in the river is not clean.

（6）If the determiners as "this，that，my，your，some，any" are used before nouns,this time,zero article is used.

E.g.:

This way, please.

I've some questions to ask you.

5. The determining Functions of Indefinite Articles

The determining meaning of noun phrases refer to the nouns, to which the speakers point, with an identifiable element in a conversation or context,in which the hearers can clearly see they are definite nouns(not indefinite nouns) uncertainly not modified by"the" in appearance according to the utterance context of speakers.There are 3 kinds of expressions in the definiteness of nouns:at first,the definite article"the"is used to modify nouns,e.g.:the apple on the desk.Secondly,the indefinite article"a or an"is used to modify nouns,e.g.:I bought a new bike in the morning.thirdly,definite demonstrative pronouns and possessive pronouns are used to modify nouns,e.g.:"That man/His son I met in the street is a handsome guy[1]。In traditional grammar,"a bike" ,in the second case,is an indefinite reference,but foe me,the writer,it demonstrates a definiteness.In some special context like "a bike",the indefinite article"a"(not definite article"the") is used to modify "bike",in this case,the speaker means a specific reference.In the literal meaning,"a bike" represents any bike on shows,but in fact,in the second case of"a new bike", it is on question to say it is a determining noun phrase ,specially refers to what kind of brand,what color, what size,what parameter,etc., it does not represent any bike on shows any more.This phenomenon always happens in our daily life.For example:"ke ren(guest)" in the sentence"ke ren lai le"is definite,referring to "the guest to come to our homes or other places "

6. Conclusion

We have discussed the functions of English articles.In traditional grammar,the definiteness of noun phrases is determined by the definite article.But for me, the write,indefinite articles "a(an)"can demonstrate the determining concept in the need of certain utterance context in the expression of definiteness besides definite article"the".So It can be solved by utterance context analysis in the semantic understanding of definiteness and indefiniteness of noun phrases.For some noun phrases modified by "a(an)" may contain definiteness,but some noun phrases modified by "the" may contain indefiniteness.

References

Chen Jianwen. Semantic Analysis on the Definiteness and Indefiniteness of Arguments Modified by Articles[J].Yun Cheng College Journal,2008（5）.

On Instructor's Roles of English Listening Inquiry Teaching in the New Media Environment

Yao Lizhi

（College of Foreign Languages, Hunan City University, Yiyang, China 413000）

Abstract: One of the aims for English teaching is to develop learners' communicative capability. English listening teaching is an important part in English teaching. Nowadays inquiry teaching (The following is abbreviated as IT) is advocated to carry in the fundamental education curriculum. IT means that learners get knowledge and information forwardly through their own efforts and personal experience, and learners solve problems with their knowledge and information under the instructor's guidance. IT focuses on improving self-directed learning abilities, it's an effective way for learners to absorb the knowledge in class and really master the foreign language. In the modern information society, new media environment plays an important role in English listening teaching and many new kinds of teaching media provide instructors with advanced technology to support teaching. According to some typical cases, this article discusses instructor's roles of English listening IT in the new media environment, analyzes the practicability and development tendency of English listening IT, and points out some issues that we should pay attention to in our future teaching in order to provide the practical foundation for listening teaching and promote the development of educational information.

Key words: instructor's role, English listening, inquiry teaching, new media environment

Introduction of Study on Inquiry Teaching

John Dewey, an American educator, is the first person who advocated to use inquiry teaching (The following is abbreviated as IT) method. Dewey said that scientific education not only made learners get enough knowledge, but also made them master the learning way, in other words, he advocated "learning by doing". Schwab, who is a professor of Chicago University, clearly put forward that IT should be regarded as a necessary teaching method. In 1961, he built IT method which has operability in teaching based on discovery method. In 1980s, IT method has been studied in China. Cai Wangqing(2015) wrote a book called *Theoretical Practice And Cases of Inquiry Teaching*, in which he explored the IT theoretical basis, he also analyzed the problems in IT and the research direction in the future. In traditional English listening class, there are too many disadvantages in teaching method. Nowadays IT is regarded as an important way to improve learners' abilities. In the new media environment, the instructor plays all kinds of roles in English listening class. Ministry of Education (2001) published *The Outline of Basic Education Curriculum Reform (trial implementation)* that pointed out that we need to cultivate a new generation who have basic knowledge to adapt lifelong learning abilities. We need to change the trend which focuses on teaching knowledge in class, emphasize the learners' positive attitudes towards learning, develop the learners' abilities that include searching information, getting new knowledge, analyzing and solving problems, learning to exchange and cooperate and so on. Under the great policy of national education, as a significant strategy, IT is changing the education situation and we should pay more attention to it. This paper discusses instructor's roles of English listening IT in the new media environment.

The Definition and Features of IT

IT refers to a modern method that the instructor just gives learners some examples and questions when learners start to learn new concepts and theory principles. The guiding ideology of IT is to regard learners as the main body under the instructor's guiding, let them explore actively, and know how to solve the problem. The learners use all kinds of methods to explore knowledge and get conclusion by themselves. By researching world's objective attribute, they discover the cause of thing development and internal relation. They also find the regulation, and then form their own concepts. During the IT process, learners find out that their dominant position and independent abilities get strengthened. In IT, there is an equal relationship between the instructors and learners, who respect each other and explore the truth together. The teaching model follows a principle called instructor-student interaction. We focus on two points of view to learn about IT. On the one hand, we analyze the meaning of IT from the instructor's view. The instructor's guidance is so significant in class. He can not only teach the learners text knowledge, but also make them study actively; On the other hand, we analyze the meaning of IT from the student's view, IT method is a study process in which the learners play a significant role and any teaching activity can't be carried out without learners' participation.

There are four main features about IT. The first one is autonomy teaching process. As the organizer, instructor and participator, the instructor helps learners to deal with information and solve problems. In this study process, learners deal with information by themselves. Then they ask questions, share answers and have a communication with others.

Of course, they also take part in teaching activities positively relying on their previous experience and knowledge. After exploring and practicing, learners can get new knowledge and try to solve problems by what they have learned. The second one is practicality. IT emphasizes that learners should have practical activities. The instructor encourages learners to show their different opinions in class and get correct answers by way of practice, which is useful to develop learners' learning abilities. The next one is teaching procedure. In IT, the instructor not only pays attention to learners' learning outcomes, but also concerns about their learning process. Learners need to experience the learning process, which can help them improve abilities. Openness is the last one. In IT, the learning goal isn't so specific like knowledge goal and learners can open their mind actively. They ask some questions and discuss with partners so that they can develop their creative awareness.

The Definition and Some Types of New Media

New media most commonly refers to content available on-demand through the internet, accessible on any digital device, usually containing interactive user feedback and creative participation. It enables people around the world to share, comment on, and discuss a wide variety of topics. Unlike any of past technologies, new media is grounded on an interactive community. Common examples of new media include websites such as online newspapers, video games, blogs, or wikis, and social media. Most technologies described as "new media" are digital, having characteristics of being manipulated, networkable, dense, compressible, and interactive (Cooper, 2006)

In fact, new media is an opposite conception, it's a mode of transmission based on computer technology, communication knowledge and digital broadcasting. It uses telephone, computer, television, MP3, IPTV and so on to spread information. More and more English learners get the language learning resources which the picture and its accompanying essay are both excellent by computer. Learners read English current news on the mobile phone, which can help them get lots of news language. Meanwhile, learners can listen to television programs by English learning software and Internet. Nowadays, with the development of technology, new media plays a significant role in English listening class, and gradually the instructors can find different ways to improve learners' listening abilities.

Comparisons of Instructor's Roles between Traditional English Listening Teaching and English Listening IT

Nowadays, most instructors adopt traditional English teaching method, which is dominated as instructor-centered. Traditional English listening teaching over-emphasizes instructor's main position. Learners' position is ignored in this method and they may lose their interest in English listening. Here are comparisons of instructor's roles between traditional English listening teaching and English listening IT.

Instructor's Roles in Traditional English Listening Class

Lu (2012) considers the present situation of English listening teaching is like this, instructors are relaxed to teach while learners are nervous to listen. Many instructors ignore the significance of listening in class, they over-emphasize grammar and sentences by the influence of traditional grammar translation.

The traditional English listening teaching method has many disadvantages which have brought English learners some problems in English listening. There are some serious problems about learners' English listening. First, learners have poor vocabulary and they don't remember words well. We know English listening is based on enough vocabulary. Second, learners have understanding difficulty because of their lack of basic phonetic knowledge. For example, they can't distinguish the pronunciation of "shoot" and "shot", "bed" and "bad" and so on. Third, learners have listening difficulty. When people communicate with others, it's easy to cause expression difference because of pronunciation and intonation. Usually, learners can listen to words and phrases clearly but they hardly understand the sentences, especially in situational dialogues. There is another problem, some learners' psychological state isn't good. Good psychological state has a great effect on English listening. Sometimes learners would like to tell their answers after listening, but they may not get correct answer every time, gradually they lose enthusiasm in English listening. There are some true cases in Heshan Middle School of Yiyang in China. When the instructor plays the tape at the beginning of class, most learners just look at their text book without any behaviors because they don't understand the listening material at all. Some learners pay little attention to the tape. They have already lost interest in this lesson. In traditional English listening class, learners listen to the tape several times a week, most of the listening materials are from text book. The instructor just checks the answers, then continues to teach the new lesson. Obviously, learners' listening abilities are not improved in this way. All these shows that the instructors need use some efficient and interesting ways to catch learners' attention and instructors have no time to delay to change the teaching method and play new roles in listening class.

Instructor's Roles in English Listening IT

In English listening IT, the instructor is the organizer, controller and partner. As an organizer, the instructor plays listening material, then he tells learners the teaching tasks and gives them specific aims in order to make learners know how to implement activity and have a conclusion. The instructor has to create a language environment as far as possible; in other words, a proper context can not only enhance learners' learning initiative and enthusiasm, but also improve learners' study interest and communication abilities. At the beginning of class, the instructor organizes learners to finish listening, then, he arranges learners to have their own discussion groups, such as group work and pair work, which can make the listening class more relaxing and interesting. As a controller, the English instructor is in charge of learners' learning initiative, the learning progress and the effectiveness of learning tasks, just like an orchestral conductor.

In IT, the instructor-oriented classrooms have been changed into student-oriented classrooms by interaction between the instructor and learners. The instructor gives learners necessary help and direction, meanwhile, he observes learners' behaviors in the discussion and listens to them carefully.

As a partner, the instructor keeps a cooperative relationship with learners. He takes part in the activities and finishes the listening tasks together. As a responsible partner, the instructor should set an example about how to answer the questions after group work or pair work which can give learners an opportunity to imitate. In order to adjust the learning progress, the instructor always asks the learners if the teaching task is too difficult to finish or something else. Meanwhile, the instructor plays a specific role in class activities. When learners get into trouble, the

instructor must give them more information and attention. In English listening IT, cooperative learning supplies free atmosphere for cooperation and communication among instructors and learners, thus it can help to develop the listening abilities.

Instructor's Abilities and Teaching Arrangement in English Listening IT in the New Media Environment

In English listening IT, as a leader, the instructor leads the learners to find new things and get knowledge, a good instructor must have necessary teaching ability. It's advisable for the instructor to develop learners' listening abilities through successful classroom teaching design and teaching procedure.

The Teaching Abilities

In the classroom management, the instructor plays a guiding role. How to take part in learners' learning process is a significant aspect that the instructor should pay attention to. Sometimes if learners don't solve problems by themselves before the instructor gives them answer, they may lose a chance to find the answer independently. Sometimes learners also get trouble in terrible condition if the instructor doesn't lead them to a bright situation in time, they may waste time in class. Then, playing a guiding role in class is a kind of an art, it isn't necessary to repeat previous knowledge all the time, learners need to get experience by themselves and make mistakes. Learners may get bored with instructor's unnecessary introduction and they can't keep on inquiring learning. When learners have communication with their group members, the instructor need to concern about their discussing process and ask them several questions, for example: "What do you think of it?" "Do you agree with him? Why?" In English listening IT, providing lots of listening materials for learners is important, and it's difficult to arrange classroom activities without proper material (Makhanya; Mandlenkosi Stanley,2002)

Secondly, having teaching evaluation ability is necessary for a good English instructor. When finishing listening, learners are encouraged to assess their own performance during the learning process. If the instructor doesn't give comments to learners, learners may think that their inquiry learning is meaningless. The instructor can have a short conversation with every group, he can also share opinions with them and ask them how many tasks they have finished, the instructor often asks "what's your answer?" "Do you think it's easy?" All these behaviors can encourage the learners to build their confidence and make them more active in class.

The Teaching Steps

In general, teaching steps is divided into five. Firstly, making a preparation before class. According to learners' listening abilities and teaching objective, the instructor chooses proper listening material for a new lesson. In the new media environment, the instructor can use new media to collect information. Sometimes the instructor may choose some soft music, an interesting film, an interesting English program or a piece of news and so on. In a short, the instructor need to make enough preparation for a successful listening class. Secondly, building a teaching situation. At the beginning of class, the instructor gives learners a contextual leader. For example, when listening to a story, learners are told what happened in this story, then learners begin to listen to the story and finish the assignment. When the learners begin to listen to English news, the instructor gives them a specific impression about the news in order to

make learners a listening situation. The instructor always creates an interesting or infectious context before playing listening material. Obviously, learners are interested in this teaching model and willing to take part in the listening activity. Then, after listening to the materials, the instructor asks them to write down the correct answer and give them tasks to help them improve their listening abilities, such as asking them to repeat what they have listened to or expressing their own opinion, even writing some articles. Asking learners questions is an efficient way to develop their learning abilities. Through these tasks, the instructor almost knows whether learners understand the listening material or not. What's more, the instructor can judge their comprehensive language skills. Next, learners explore knowledge independently. Under instructor's guidance, learners start to the self-construction of knowledge. They search information, discuss questions. and get answers more efficiently by this means. It's effective to promote learners' self-development. Finally, making a conclusion. According to the listening material and discussion, learners answer questions actively group by group, meanwhile, they get experience about how to improve listening abilities.

The Teaching Design

Lead-in is the first and necessary part. In general, Many learners are short of English cultural background knowledge, so the instructor should help learners to solve these problems. In this part, the instructor shows some pictures to explain cultural background information and presents new words, learners need to get over the words and learn new vocabulary before listening, which can reduce listening difficulty. Then, audition link is another essential part in listening class. In traditional English listening class, the instructor always plays the tape and commands learners to catch the main idea immediately. In fact, it's difficult for learners to sink into the language atmosphere in a short time. Maybe they just get little information. Obviously, doing some warm-up exercise before listening is necessary. For example, the instructor plays a bit of English news or something else at the beginning of class, it can help the learners to finish listening to materials more efficiently. Next, as teaching tools, films and songs are used for English listening class. Now foreign music and films are more and more popular in China, learners have more and more chances to listen to native spoken English. Meanwhile, music and images can attract them deeply. Learners can understand teaching contents easily through watching film. After finishing the film, they think a lot by themselves. Gradually the teaching objectives are achieved in class. The instructor chooses proper English songs as listening material in listening IT, which can inspire the learners to listen and remember new words. Finally, the instructor-student interaction and learners-learners interaction are necessary for classroom teaching design. Li (2009) holds IT emphasizes that learners are the main participants and the instructor is just a guider. If the instructor has more communication with learners in listening class, learners will take part in the teaching activity more passionately. With the instructor's help, learners make a warm discussion about what they have heard in the new media environment, it's necessary to create a lively class atmosphere and raise learners' study interest.

The Practicability and Tendency of English Listening IT in the New Media Environment

In recent years, English listening IT has been carried out in many schools in the new media environment. A researcher named Su Fang(2014), tries to use nine-step educational design created by Robert

M. Gngne, an American famous educational Psychologist to give English listening lessons. During the learning process, learners get new English knowledge about weather report completely. This case shows a successful example about English listening class in the new media environment. According to the successful cases, we can sum up some experience and get the practicability and development tendency of this teaching method, we can also find out some issues that should be noticed and spare no effort to solve them in the future.

The Practicability and Development Tendency

Learners can not only learn lots of knowledge from Dewey's "learning by doing", but also learn the method and process about how to get knowledge. It's feasible to use IT in English listening class. First of all, exploring is a fundamental ability for learners who have strong ability of learning something new and pay attention to having communication with others. Meanwhile, they have creative awareness and performance desire. Next, learners need to develop and improve their abilities. Third, school education and instructor's education can't completely meet the learners' need of development, so learners have objective condition and subjective desire to achieve self-exploration in English listening. Learners can improve their English listening abilities by all means in the new media environment,. Forth, in fact, learners have enough essential English knowledge and practical experience, there are a lot of English resources beyond the textbook, and they provide learners with favorable condition to have exploratory self-access learning. In the future, the development tendency of English listening IT in the new media environment will be bright, more and more English listening instructors use IT, because the learners become interested in this teaching method and they can improve their listening abilities.

Some Issues

A research work about English listening IT shows there exist some issues in quality of achievement. These issues should be mainly shown in the following several aspects:

Firstly, English listening IT is short of systematic theoretical basis. The research of IT just bases on the translating foreign studying achievements. We don't analyze IT by philosophy, psychology and the foundations of education. Next, in English listening IT, the teaching goals may not be achieved because of the formalization of research. Thinking of the problems in English listening teaching deeply and systematically, it can provide references for improvement of the teaching method.

Meanwhile, the instructor should introduce the objective and requirement of self-learning to learners in order to make learners choose the right listening material and proper learning method. Learners are inspired to learn from each other and ask the instructor for help in class.

What's more, schools should have a well-established system and rationalize the number of learners in a class. It provides better condition for development of English listening teaching in the new media environment.

Conclusion

To sum up, English listening is a significant aspect for English studying and developing learners' communicative capability in English. It is one of the most chief aims for English teaching. As a significant strategy, IT changes the present educational situation and people should pay more attention to this teaching method in the new media environment.

References

Cai, W.Q.(2015).*Theoretical practice and documentation of inquiry teaching*. Nanjing: Nanjing university press,20.

Cooper, Natalie, Lockyer, Lori, and Brown, L. (2006) Media analysis and production: developing multileteracies in technology-enhanced environments, *ITALICS, 5*,78

Li, Z.M.(2009). *The effects of instructor role in web-based autonomous English listening learning*. Dalian:Dalian university of technology, 13

Lu, Y. (2012)..On the teaching of English listening. *Theory and Practice in Language Studies, 2*,4.

Makhanya, and Mandlenkosi, S. (2002).What Do Instructors Do? A Qualitative Analysis of the role of the Instructor, *Springer Joural, 15*, 21.

Ministry of Education(2001). *The outline of basic education curriculum reform (trial implementation)*. Beijing:Ministry of Education, *17*.

Su, F.(2014).A case study of College English listening teaching design from the perspective of "nine steps of Gagne's teaching design", *Science and Technology Economic Market,12*,34

A Study of the Autonomous Learning Model of College English Reading under the MOOC Environment

Zhang Fan

（School of Foreign Studies, Language and Teaching Technology Institute, Central South University of Forestry & Technology, Changsha, Hunan 410004, China）

Abstract: Nowadays, college English reading teaching is faced with challenges and opportunities in the MOOC environment. Facing a series of problems of college English reading teaching, how to cultivate students' autonomous learning enthusiasm and how to guide students to master the methods of autonomous learning are very important. Under the guidance of cognitive theory, actively building online courses, using advanced teaching mode and teaching method are important ways to create a new autonomous learning model of College English reading under the MOOC environment.

Key words: MOOC environment, college English reading, new mode of autonomous learning

The development and characteristics of MOOC

MOOC (Massive Open Online Course) is also called "mu class", namely large-scale online courses. In 2008, Dave Cormier and Bryan Alexander put forward this concept for the first time. *New York Times* took 2012 as the first year of MOOC. Its emergence is changing the form, structure and content of traditional courses. Through the curriculum revolution, it is changing the form, structure and landscape of higher education, and the concept of the university classroom, teaching mode, teaching process, teaching values as well. The information technology revolution represented by MOOC is causing a thorough revolution at the university.

In the MOOC era, the student is the center of learning. To improve the efficiency of autonomous learning of college English reading, the change of teaching mode and process forces teachers to change their teaching ideas, from "teach" to "guide". In the teaching process, the student is the master of learning; the teacher is a facilitator, a guide or a collaborator. Teachers guide students to explore through the communication and cooperation, let them experience the emergence and development process of knowledge, to cultivate their ability of independent thinking and problem solving. MOOCs also put forward new and higher requirements for students, for example, how to form the online learning atmosphere, how to enhance the consciousness and initiative of learning, etc.

Under this background, to research a new mode of autonomous learning of college English reading, and to explore the implementation efficiency and individualized foreign language teaching and learning mode have a great guiding significance and will become a hot spot in today's foreign language education research. The results will also provide second language acquisition with empirical basis and data support.

Status quo of college English reading teaching

Therefore, how to strengthen the interaction between teachers and students in reading teaching, and how to improve the reading performance are the problems we need to solve. The traditional teaching mode emphasizes the absolute power on the part of teaching activities. What to teach, how to teach and teach how long are held by the teacher. This model cares less about students' needs and feelings. Students can only accept passively. Large classes are generally taken and teaching is difficult to cover different levels of students. In the classroom, teachers usually teach grammar, vocabulary, sentence patterns, syntactic and discourse analysis, etc. "Knowledge chalk"," cramming teaching ", and "injection teaching" received criticism , so a reform is urgently needed.

Students' purpose of learning is to pass the CET exams, relatively one-sided, and their autonomous learning ability is weak, subjective initiative poor, which are not conducive to fully develop the students' learning interests and comprehensive ability to use English.

Therefore, how to strengthen the interaction between teachers and students in reading teaching, and how to improve the reading performance are the problems we need to solve.

The necessity and feasibility of the combination of college English reading teaching and MOOC

In July 2007, the higher education department of the ministry of education in China formally promulgated "college English curriculum requirements". General requirements about the reading comprehension ability are to understand basic general topics of English articles, to read specialized English with the help of a dictionary, to be able to use effective reading method and so on.

In 2012, the ministry of education issued four tasks on the teaching of college English: building quality standard system of college English education; using modern information technology, to improve college English teaching methods; building high quality

teaching resources sharing system; improving English teachers' teaching ability. At present, the inefficient problems exist in college English reading teaching, which is embodied in that students spend long time on foreign language learning but get unrewarding result. Therefore to improve foreign language teaching methods and the efficiency of foreign language teaching are not only the general problems, but are related to the whole strategy of China's higher education quality (Yang Zhiqing, 2003). Yang Zhiqing and Zhang Fan (2009) have proposed that one of the major goals of education is supposed to be looking for effective teaching mode to improve the efficiency of teaching and learning. In the MOOC era, we think to research a new model of college English reading teaching and to improve students' reading ability of autonomic learning have a great necessity and an important significance.

How to combine college English reading teaching with MOOC

Firstly, creating micro-course platform is very important. In the MOOC era, the connotation of university class correspondingly changed, namely from the traditional classroom to an online one. Teachers also should convert roles, and promote their effective integration. Teachers will arrange 10-20 minutes videos according to the course content, students can use the fragment time to learn effectively; If there is any question, students can choose to playback, or fast forward according to their own learning progress. Students can also choose to study at their most efficient time. Students are required to finish five to seven modules every week, but learning time is not more than two hours. Teachers will cut up course videos into "micro courses", do the video interpretation, and set quizzes as well, which make a good interaction. While learning, students are experiencing clearance process like video games, only right after pass can continue to listen to the classes. If they meet unsolvable problems, students can get help from teachers online.

Secondly, adopting the flip classroom teaching mode is necessary. MOOC emphasizes the students' "learning". It reflects the value orientation of teaching is completely different from "teaching" as the center to "learning" as the center. The focus of classroom teaching is correspondingly from "teaching" to "guide", to organize the student to carry on the discussion, inspire thinking, answer questions, better realize the internalization of knowledge, and improve students' ability and quality. The popular "flip classroom" in the United States is one such model (Kathleen F, 2012). This class mode is a kind of way to increase student-teacher interaction and personalized communication. Students can have independent learning environment. Teachers are no longer the saints, but nearby of the teacher. "Flip classroom" will not make the students who get illness or participate in other activities fall behind. The content of the class is permanent, and is available for access and correction. All the students who are involved in the study can get personalized education.

Thirdly, attaching great importance to the cognitive theory can help improve the efficiency. In the context of cognitive theory, especially the roles of emotional factors in the dual coding theory and metaphor in the process of language acquisition should be taken seriously. The combination of integrating graphic understanding and language acquisition is of great significance.

In previous research guided by the schema theory in reading comprehension, we only pay attention to the understanding of the content, but neglect the other aspects. DCT gives special attention to emotional reactions and the image got by readers.

In image system, the emotional reaction is extremely important. DCT holds that images can cause emotional reaction. The formation of images tends to be accompanied by that of the reader's emotional response to the discourse.

The paragraphs which are most likely to produce images are often those which are most likely to lead to emotional reactions (Sadoski & Goetz, 1991). So they tend to be the most important paragraphs. The more images readers get, the more they understand the discourse. Therefore,

While teaching reading comprehension, teachers should guide students to pay attention to their own emotional reactions, in order to more firmly memorize input information and get more thorough understanding. (Zhang Fan, 2012).

Conclusion

Under the environment of MOOC, college English reading teaching is faced with challenges and opportunities. In the face of the current situation of college English reading teaching and a series of problems, how to cultivate students' autonomous learning motivation and guide students to master the methods of autonomous learning are very important. Actively building online courses, such as micro course platform, optimizing the teaching mode, combining the cognitive theory and language acquisition, using metaphor and emotional factors as a means of reading, adopting advanced teaching methods can further improve comprehension. Converting the roles between teachers and students and transferring from traditional classroom to online one play an important role in seeking a new mode of autonomous learning of college English reading.

References

Kathleen F. (2012). Upside Down and Inside Out: Flip Your Classroom to Improve Student Learning [J]. *Learning and Leading with Technology*.

Perna, L. W.&Ruby A.(2013).Life Cycle of a Million MOOC Users. Invited Presentation at the MOOC Research Initiative Conference[R]. *Arlington, Texas*.

Sadoski, M., Paivio, A.,&Goetz, E. T.(1991).A Critique of Schema Theory in Reading and a Dual Coding Alternative [J].*Reading Research Quarterly*, 463-484.

Yang Zhiqing & Liu Xiaoling. (2002）.Foreign Language Learning Efficiency Model [J]. *Foreign language and foreign language teaching*,1,37-44.

Yang Zhiqing & Zhang Fan. (2009).A Systematic Study of Foreign Language Efficiency [J]. *Journal of foreign languages in China,* 1.

Zhang Fan. (2012). A Study of Foreign Language Reading Efficiency Based on Metaphor and Affective Effect in DCT，*Journal of Inner Mongolia University for Nationalities,*12.

On the Disillusion of American Dream in The Egg from the Perspective of Neohistoricism

Peng Zhongzhe

（Hunan Normal University, Changsha, Hunan, 410083, China）

Abstract: The egg is one of the most famous short stories of Sherwood Anderson. The story was set on the era when people in America were in passion of wealth and social reputation. It is feasible to analyze the historicity of the "American passion" and the textuality of the American Dream in the story from the perspective of neohistoricism. The father's failing to deal with his personal defects, such as shy, weak and child-like characteristics can be analyzed through his "self-fashioning" and "negotiation" with the society, which can make the readers have a better understanding of the inner factors that caused people's disillusion of their American Dream.

Key words: Neohistoricism, historicity, textuality, self-fashioning, negotiation

1. Introduction

Sherwood Anderson is primarily remembered as the author of *Winesburg, Ohio*, which is a collection of stories about "grotesques" or twisted characters. After that, Anderson published collections of stories such as *The Triumph of the Egg* (1921), *Horses and Men* (1923) and *Death in the Woods and Other Stories* (1933), the characters in the stories are mostly people with "grotesque" qualities, which make them become "the Other" of the society. They live under the lowest level of society, struggling to achieve the success of social position and acceptance of normal people. Anderson let them speak out their life experiences to discover the truths of life, which corresponds with the plurality of historical voices. Just like the focus on the historical narratives of marginalized people is an important feature of new historicism, the focus on the "grotesque" people is the central feature of Anderson's works. The grotesque characters are often people who believe in artistic values or values that honor creation with imagination and hands. However, these values are eroded by values of an increasingly materialist culture. How ideology operates in the formation of personal and group identity is also an important issue that neohistoricism considers.

The Theory of Neohistoricism

Neohistoricism is a school of literary theory which first developed in the 1980s. It was primarily proposed by Stephen Greenblatt, a critic and professor at the University of California at Berkeley and Harvard, when he remarked in a special issue of *Genre* that "the new historicism erodes the firm ground of both criticism and literature." (Zhu,2001：259)

Neohistorical criticism has little in common with traditional historical criticism. The latter focuses mainly on the studies of the author's life, in order to discover his or her intentions in writing the work, or to reveal the spirit of the age, which the text was then shown to contain. For traditional literary historians, literature exists in a purely subjective realm, however, history consisted of objectively discernible facts. Thus, literature could never be interpreted to mean anything that history didn't authorize it to mean. For new historical critics, a literary text doesn't embody the author's intention or illustrate the spirit of the age that produces it. They believe that " literary texts are cultural artifacts that can tell us something about the interplay of discourses, the web of social meanings, operating in the time and place in which the text was written, and they can do so because the literary text is itself part of the interplay of discourses, a thread in the dynamic web of social meaning."(Lois Tynson, 2006:291) The well-known terms of "historicity of texts" and "textuality of history" were produced by Louis A. Montrose. In *Professing the Renaissance: The Poetics and Politics of Culture* (1989), he explained the two concepts as follows:

"By the 'textuality of history', I mean to suggest, firstly ,that we can have no access to a full and authentic past, a live material existence, unmediated by the surviving textual traces of the society in question—traces whose survival we cannot assume to be merely contingent but must rather presume to be at last partially consequent upon complex and subtle social process of preservation and effacement; and secondly, those textual traces are themselves subjects to subsequent textual meditations when they are constructed as the 'documents' upon which historians ground their own texts, called 'history'.

By the 'historicity of texts', I mean to suggest the cultural specificity, the social embedment, of all modes of writing—not only the texts that critics study but also the texts in which we study them." (20)

Historicity of the "American Passion" and textuality of the American Dream

Sherwood Anderson's *The Triumph of the Egg* (1921) was published during one of American's greatest period of economic development. America expanded its borders and developed its

industries between the end of Civil War in 1865 and the stock-market crash in 1929, and people had accumulated large private fortunes. Everyone in America knew the success stories of millionaires such as John D.Rockefeller, Andrew Carnegie and James J.Hill. At that time, there was a popular belief that any poor man in America with the right personal qualities could make the same success as those millionaires. This kind of wish for success was known as the American Dream. In the definition of American Dream, James Truslow Adams wrote in *The Epic of America* (1931) that "life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement regardless of social class or circumstances of birth."

In such social environment, the American Dream became a unique theme of the American literary works. Many books that explained how poor boys could rise to great wealth flourished at that time. For example, Austin Bierbower's *How to Succeed* (1990) and Andrew Carnegie's *The Road to Business Success* (1885).In Sherwood's *The Egg*, the mother as a school teacher "had no doubt read books and magazines", we can imagine that those books and magazines are probably something like the so-called success manuals. "She had, I presume, read of how Garfield, Lincoln, and other Americans rose from poverty to fame and greatness", which leads her to induce the father to "give up his place as a farm-hand, sell his horse and embark on an independent enterprise of his own". As a result, "the American passion for getting up in the world took possession of them".

Though the discourse of realizing the American Dream was at a dominant position

in the whole society, many people doubted the reality for poor people to realize their dream and criticized the deceitful success manuals. Without education and scientific instruction, lots of people got bankrupt on their way chasing the American Dream. The father in *The Egg* is such an instance. Raising chickens was a way recommended to make a fortune. The son said that he had seen "how a literature has been built up on the subject of fortunes to be made out of the raising of chickens", but he perceived the absurdity of this way to make a fortune and despises what the experts has advised, "Go hunt for gold on the frozen hills of Alaska, put your faith in the honesty of a politician......but do not read and believe the literature that is written concerning the hen".

The Triumph of the Egg portrays the disillusion of the family's dream, it disclosed the prevailing social discourse chasing for the American Dream and the absurdity for the poor people to realize their American Dream, thus reflected the idea of "historicity of texts" and "textuality of history".

Subversion and containment in the story

The subversion and containment are two of the key concepts in neohistorical theory. In the book *Political Shakespeare*(1985:23),Stephen Greenblatt adapted "subversion" and "containment" to study Shakespeare's historical drama *Henry V* and other historical documents of the Renaissance era.

According to Zhu Gang(2006:388), subversion stood for a questioning about the dominant social ideology of the ruling class and provided an outlet for those ordinary people who lived under the government of ruling class to release their dissatisfaction and anger. As for containment, it meant the containment to the subversion, it put the degree of subversion into an approved and acceptable extent, making sure that it had no tendency or ability to further on to factual effect.

In *The Egg*, the mother is an educated, strong-willed, sapient and ambitious school-teacher, while the father is an unsophisticated farmhand, standing aloof from worldly success. Before marriage, father could "drink several glasses of beer and stood about in Ben Head's salon—crowded on Saturday evenings with visiting farmhands", though he was poor, he was "quite happy in his position in life". However, after the father married the mother, "something happened to the two people". Mother was not satisfied with the mediocre life in the countryside. Under the mother's requirement, the father sold his horse, which made him unable to visit other farmhands in the town to drink and play at weekends any longer. The traditional image of a mother is tender, obedient and uneducated woman. However, Anderson subverted the traditional view that men were superior to women in the story. The mother in the story not only had the same knowledge and ambition like a man, but also owned the absolute leadership in the family. On the contrary, the father didn't have the characteristics such as self-assertiveness, courage and insight that a man was supposed to have in the common sense. Mother converted the traditional image of women, which stood for the conversion of the dominant social ideology. Meanwhile, father contained his pursuit of happiness and freedom, he could not put the subversion into an approved and acceptable extent, which resulted in the loss of his discourse power and the loss of his own personalities.

Neohistoricism believes that "re-situation of literary text in the historical context 'defined primarily in terms of hierarchies of power determined by gender, race and class' and redefinition of literary studies in terms of an activist agenda 'which is ideologically committed to the goal of the subversion of hierarchies of power'".(Zhu Gang, 2001:260) In the story, Anderson subverted the ideology of power between man and woman, which indicated the great change of the American social ideology.

In addition, Sherwood Anderson made the subversion of the American Dream theme. As having discussed previously, under the influence of social ethos, people in America hold the firm belief that as long as they followed the advice of those successful men and worked hard, they could finally realize their American Dream. The success manuals were popular among all classes of the society at that time. In literary works like Willar Cather's *My Antonia* (1918), Sinclair Lewis' *Babbitt* (1922) and F.Scott Fitzgerald's *The Great Gatzby* (1925), all of them described some self-made men who made fortune from a low social position and realized their American Dreams. Although self-made men often spoke of their poverty, they did so only to celebrate how far they had come. And the form that

celebration took constitutes a denial of historical reality because the self-made men saw their suffering youth as nothing but a prelude to their success. Looking back on their lives, they saw their boyhood selves as future millionaires in training, so to speak, being honed in the workshop of hard knocks and fired in the kiln of poverty. Such an ideology didn't permit them to see the debilitating effects of the poverty they escaped on those who didn't manage to do the same. Therefore, Anderson paid attention to those poor people who struggled to improve their living condition but remained in poverty and desperation. Through the subversion of the social ideology, Anderson tried to manifest the social truth: everyone might have the wish for wealth and happy life, but not all could succeed, most of the ordinary people went bankrupt with their disillusion of American Dream.

The failure of self-fashioning in the negotiation with "the other"

Self-fashioning is another main concept proposed by Stephen Greenblatt in *Renaissance Self-fashioning: From More to Shakespeare*(1980). He noted that the self-consciousness of literary characters were developed in the joint power of self and social culture. According to Stephen Greenblatt, self-fashioning can only be obtained through something considered heresy, strange or terrible, and these threatening factors must be attacked and destroyed.(Zhu Gang, 2006:389)That is to say, the formation of literary image created in the process of struggle between characters and environment. Self-fashioning is achieved through the negotiation with others, which refers to the struggle and fighting between all kinds of social power.

The reason why father transformed from a happy and simple man to an ambitious and irritable man is that he could not deal with the negotiation with "the other" in the process of self-fashioning.

There are three kind of "the other" in the story. The mother was the first "other" for father. She imposed her ambition and American Dream on the father. The father didn't negotiate with mother, instead, he just accepted mother's willing and did everything that the mother asked to do. He sold his horse and ran the chicken farm under the requirement of the mother. The anxious and stressful days on the farm made him become "habitually silent and discouraged". Though the chicken business became a failure at last, he didn't inspect the reason from the failure and still had some absurd and unrealistic thoughts. For instance, he preserved the grotesque chickens in alcohol and dreamed of "taking the wonder about to county fairs and of growing rich by exhibiting it to other farms". The mania to become rich distorted father's humanity and made him a "grotesque" person.

The second "other" was the son in the story. Though he had no communication with his father throughout the whole story, but in the subconscious of a father, he must want to become the proud of his son. His self-respect and vanity as a father made him refuse to accept his failure and continue to chase for the illusory fortune.

The third "other" was the customers in the restaurant like Joe Kane. They could not understand father's behavior and were indifferent with his performances, which led to the mental collapse of him at last. The customers were father's last hope to rebuild his confidence and make his business a success, however, no one was interested in his magic performance and exhibition of the grotesque chicken, instead, when Joe Kane was about to leave at the door, he "turned and laughed " at the failure of father's magic performance.

The repeating failure of father finally made him despair. He dropped on his knees beside the mother's bed and cried, which indicated his failure in negotiation with the "other". The father's transformation from a lighthearted farmhand into a neurotic businessman also implied his self-lose in the process of self-fashioning.

Conclusion

The age that Sherwood Anderson lived in was the rapidly developed period of America's economy and industry. People who lived at this time were more eager to become success and rich than ever. People from different social classes were all maniac about wealth and social position. The father in *The Egg* was also such a character. However, he failed to realize his American Dream because he was unable to contain the subversion from different social power. Father could not negotiate with the others and thus made himself a "grotesque" in self-fashioning. He was a typical victim of those who blindly pursue their American Dream. The failure of father was not an individual phenomenon, but a reflection of the disillusion of the American Dream that many people had experienced at the beginning of the twentieth century. The American Dream still existed nowadays in different forms, therefore the story had   universal and everlasting significance, it alerted us not to follow the social passion blindly and suggested us treat people properly, which can help us avoid the tragic destiny like the father in the story.

References

Adams,James.*The Epic of America*[M], New York:Greenwood Press,1980.

Dollimore, Jonathan.*Political Shakespeare*[M],*Manchester:* Manchester University   Press,1985.

Greenblatt, Stephen. *Renaissance Self-Fashioning: From More to Shakespeare*   [M].Chicago: University of Chicago Press, 1980.

Montrose, Louis Adrian. *Professing the Renaissance: The Poetics and Politics of   Culture*[M]. London: Routledge, 1989.

Tynson, Lois. *Critical Theory Today* [M].New York: Routledge, 2006.

童明：《美国文学史》[M]，北京：外语教学与研究出版社，2008.

朱刚：《二十世纪西方文艺批评理论》[M]，上海：上海外语教育出版社, 2001.

朱刚：《二十世纪西方文论》[M]，北京：北京大学出版社，2006.

An Analysis of the Employment Situation of Xinjiang Minority College Students and Employment Strategies for Improvement

Julaiti·Maimaitiming

（University of Kashen, Kashen, Xinjiang, 844006, China）

Abstract: Xinjiang, as an important minority nationality gathering area in the northwest of China, has important strategic significance to China, but also related to the harmonious development of multi-ethnic groups. Currently, it is necessary to pay attention to employment development of ethnic minority college students in Xinjiang from the angle of human resources construction. Starting from the background of aid towards Xinjiang, his paper analyses the problems and causes of employment of ethnic minority college students in Xinjiang, and then puts forward the countermeasures for the development of minority students. Through the analysis of this subject, we can provide an effective reference for the employment of ethnic minority college students, and further expand the market space pf scientific development of Xinjiang human resources market.

Key words: Xinjiang, ethnic minority college students, employment; problems; countermeasures

1. Introduction

In recent years, Xinjiang, which is in the northwest border area of China, has made great progress in social and economic development, with the help of the aid towards Xinjiang and the great development of the west. Xinjiang's sustainable development should pay special attention to the deep excavation and use of ethnic minority college students' human resources. Xinjiang's ethnic minority college students are the most powerful human resources to promote the development of Xinjiang. We should pay attention to employment guidance of minority college students in Xinjiang and improve their employment. With the rapid development of popularization and popularization of higher education, the employment of ethnic minority college students in Xinjiang is facing many problems, and there still exist development dilemma, which is affected by ethnic differences, local economic backwardness and employment concept. This paper analyzes the problems of Xinjiang ethnic minority college students' employment and the corresponding development countermeasures from the analysis of the policies of Xinjiang and the development of the western regions. It is hoped that through the research, it can provide a powerful reference for the employment of ethnic minority college students in Xinjiang.

2. Study on the Importance of Minority College Students' Employment

Xinjiang ethnic minority college students are excellent talents for Xinjiang's development and excellent representatives of local talents. The study on the employment of ethnic minority college students in Xinjiang is related to the long-term stability and development of Xinjiang's social stability, and is also related to Xinjiang's ability to seize the development of Xinjiang and western regions. Opportunities, the use of the nation's outstanding cultural and technological personnel, the development of Xinjiang's social economy. Xinjiang ethnic minority college students' employment can make full use of talent development of Xinjiang's beginning, so the study of ethnic minority college students in Xinjiang employment has its importance.

2.1 Theoretical significance

Xinjiang is an important autonomous region in the northwest border area of China. The ethnic, cultural and religious relations in the region are complex, with unique geographical features and complex nationalities. For the social development of Xinjiang, Xinjiang ethnic minority college students have a special role, Xinjiang ethnic minority college students in Xinjiang sustainable development, strong and excellent human resources. It is of great strategic significance to do a good job in employment guidance for Xinjiang ethnic minority college students and solve their employment problems, and to integrate Xinjiang's social progress, economic development and ethnic relations. It is necessary to study the employment problem of college students of ethnic minorities in Xinjiang in the theoretical sense. It is helpful to deepen the policy guidance of digging and narrowing the employment of college students of different nationalities, pay attention to the employment guidance of minority college students and adopt scientific and reasonable employment policy. Helping to promote the Xinjiang ethnic minority universities in the employment and running a clear positioning, identify the direction of reform of higher education.

2.2 Practical significance

It is of great practical significance to do a good job in the employment of ethnic minority college students in Xinjiang under the favorable background of the current Xinjiang government 's aid - aid policy and the western development strategy. The development and utilization of high-end talent is related to the success or failure of local economic construction, especially for Xinjiang as a special area where ethnic minorities live in. Geographical position is especially important. Human resources competition is the core problem of economic development. Xinjiang local excellent high-quality development of talent, must begin to solve their employment, promote the Xinjiang ethnic minority talents to join the development of Xinjiang and social and economic reform. From a certain point of view, to solve the employment of ethnic minority college students in Xinjiang is to seize the western development strategy and aid to work in Xinjiang is conducive to opportunities, is fully able to fully utilize the national talent to promote local development of scientific initiatives.

3. The Employment Situation and Problems of the Minority College Students

3.1 Chinese language level of minority students in Xinjiang restricts their employment

At present, the minority students in Xinjiang have a low level of Chinese, which is an important obstacle to their employment. As an important language carrier for the development of science and technology and the development of higher education, Chinese has become the minimum condition for the introduction of talents in all walks of life. Minority college students can improve the friendly degree of interpersonal communication of different nationalities by learning Chinese well. Through the Chinese communication, can promote the minority college students to obtain better social status and fame, become the minority college students to obtain ideal work one of the necessary conditions. However, most of the students who are born and raised in southern Xinjiang have relatively low level of Chinese language, especially speaking ability and writing ability, especially in southern Xinjiang. Which to a certain extent, restricted the employment of ethnic minorities and their future work in the sustainable development.

Minority college students can improve the friendly degree of interpersonal communication of different nationalities by learning Chinese well. Through the Chinese communication, can promote the minority college students to obtain better social status and fame, become the minority college students to obtain ideal work one of the necessary conditions. However, most of the students who are born and raised in southern Xinjiang have relatively low level of Chinese language, especially speaking ability and writing ability, especially in southern Xinjiang. Which to a certain extent, restricted the employment of ethnic minorities and their future work in the sustainable development. By selecting 400 graduates of Xinjiang ethnic minorities with different Chinese proficiency levels, among them, there are 100 people without MHK certificates, 100 persons

with MHK3 grade B or above certificates, 100 certificates with MHK3 grade A or above, MHK4 certificates or above Of 100 people, a total of 400 people of these four kinds of people looking for the work of the ratio, through statistical analysis are as follows:
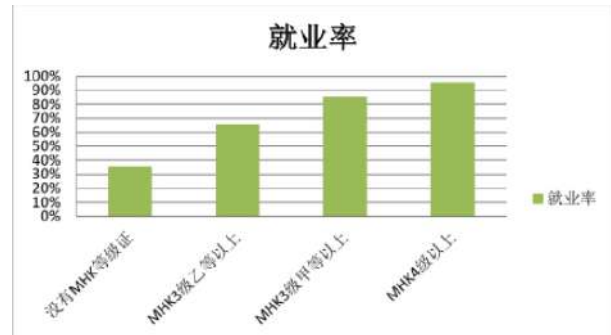

Figure 3-1 Schematic Diagram of the Relationship between Chinese Proficiency and Employment of Minority College Students

It is found that the level of Chinese proficiency is closely related to the employment of ethnic minority college students in Xinjiang, and the level of Chinese proficiency affects the employment of college students of ethnic minorities in Xinjiang. Under the same conditions, the better the graduates of Chinese universities the greater the likelihood of a good job. The worse the level of Chinese, the less likely he is to find a job, this student cannot find a good job of their own ideals, Xinjiang University graduate before graduation must reach MHK3 level B and above, ethnic minorities Students who have passed the MHK test at level 3 or below cannot be completed on time and will be able to prove that the diploma and diploma of the MHK test are linked. The level of Chinese proficiency has a significant impact on the participation of ethnic minority college students in Xinjiang and their self-confidence in interpersonal communication.

3.2 The students are not fully aware of their future employment situation

Table 3-1 Statistics on the employment of ethnic minority college students in Xinjiang

Very seriously considered	Considered	Never considered	Total
35.4%	56.3%	8.3%	100%
290	462	68	820

Note：（Unit：%；Person）

Through the statistical analysis of the questionnaire, we find that only 35.4% of the ethnic minority college students in Xinjiang can seriously consider their personal work plan. More than half of college students of minority nationalities have considered, there are still 8.3% College students fail to consider employment planning. From the analysis, we can see that among the ethnic minority college students in Xinjiang, the plans for their future work are still fuzzy, and because of inadequate preparation of time, experience and personal ability, Xinjiang's ethnic minorities University students for the future planning of individuals is not enough, but also to a certain extent, affect and restrict the employment of ethnic minorities in

China's Xinjiang Universities.

3.3 The backward concept of employment, deficiencies of long-term planning
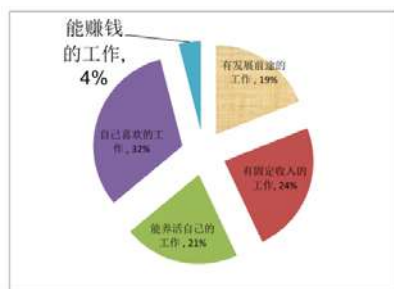

Figure 3-2 Statistics of employment attitudes of ethnic minority college students in Xinjiang

From the above analysis it can be seen: the minority ethnic college students in Xinjiang on the attitude of employment issues, ethnic minority college students, looking for a promising work accounted for 19% of the number of students that have fixed income jobs 24%, advocates choose to support their own work 21%, 19% of the work of the future, through analysis we can see that ethnic minority college students for the future career choice concept is still more traditional, there is the problem of long-term planning.

3.4 Employment Guidance of Students in is not in place

Because the undergraduates are inexperienced, there is no deep understanding of the occupation, and cannot fully grasp the future development trend of social occupation. Therefore, it is very important for Xinjiang ethnic minority college students to carry out employment guidance. However, the employment guidance system of university students in Xinjiang is not perfect, and there are some problems in the employment guidance for ethnic minority college students, which restricts the employment development of Xinjiang ethnic minority college students to a certain extent.
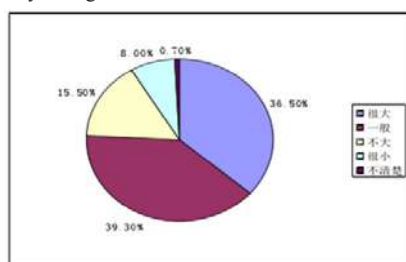

Figure 3-3 Xinjiang ethnic minority college students' employment guidance map

It can be seen from the analysis that for the employment guidance of ethnic minority college students in Xinjiang, the role of university employment guidance center is not obvious, 39.3% of the students think that general guidance of employment; only 36.5% of college students think that employment guidance role is very great. From here we can see that some colleges and universities in Xinjiang, the work of college students is not in place to guide the employment of employment for minority students play a limited role in promoting employment guidance needed to be strengthened.

The employment guidance of college students is in a form of developmental state, the quality of the employment guidance course is not up to the standard, the title structure of the teacher is unreasonable, and the employment guidance lectures of some universities are not rich. The lecture on employment of university students is big and empty the lack of operability of the case analysis, the role of guidance for college students is limited, many college students Career Guidance Center in terms of curriculum, or content in the classroom are very theoretical, not able to college students from the employment Of the practical needs.

In general, the employment guidance of university students in some colleges and universities in Xinjiang is not in place, and the promotion of minority college students' employment is limited, and the employment guidance work needs to be strengthened urgently. The employment guidance of college students in some colleges and universities in China is through the opening of employment guidance, most of the employment guidance lectures are large and empty talk, for minority students employment guidance role is limited.

4. Strategies to promote the development of students' employment in Xinjiang

4.1 The government should continue to promote the development of Xinjiang higher education

At present, all levels of government in China should continue to increase efforts to aid Xinjiang, adhere to the policy of aid Xinjiang, pay attention to the development of Xinjiang higher education. From the perspective of political heights and ethnic relations, continue to push forward the aid Xinjiang policy, with the help of the current favorable opportunity for the development of the western region, pay attention to the development of higher education in Xinjiang Minority, from "blood" to "hematopoietic" , Attach importance to the employment of ethnic minorities in Xinjiang, can be used as an important part of the work of aid in Xinjiang, increase employment guidance, pay attention to higher education investment in Xinjiang Minorities, Xinjiang higher education for infrastructure and equipment upgrading, From the hardware facilities to the implementation of policies such as emphasis on the development of Xinjiang higher education. The state should increase the strength of aid in Xinjiang, attach importance to counterpart assistance, use of coastal provinces in higher education and human resources advantages to help the development of higher education in Xinjiang; Xinjiang colleges and universities in Xinjiang to send people to send supplies assistance, Xinjiang University in the personnel training, talent shortage, enhance the construction of teachers in Xinjiang, Xinjiang higher education to improve the quality of teachers. Through continuous implementation of the Xinjiang policy, Xinjiang can expand the space for the development of higher education of ethnic minorities, provide more and better qualified personnel for the construction of Xinjiang, and effectively alleviate the employment

difficulties of ethnic minority college students in Xinjiang from a political perspective.

4.2 The state should encourage students to expand employment channels in Xinjiang

At present, for the ethnic minority college students in Xinjiang facing difficulties in employment, the state should tilt from the policy level, Xinjiang ethnic minority students' employment development effective development channels. For example, it is possible to set up a training base for ethnic minorities' employment of ethnic minorities through higher education for ethnic minorities in Xinjiang and to encourage them to start their own businesses by setting up funds to provide employment incentives. The state should support and guide the ethnic minority college students in the policy to boldly change the traditional concept of employment, expand more employment channels, and enhance the autonomy of entrepreneurship and employment. First, for the national employment of ethnic minority students in Xinjiang's preferential policies, the Government can be recognized by the form of laws and regulations, to take specific and effective measures to ensure implementation. Clearly define the college students and employers signed a contract in the two sides of responsibility and obligation to ensure the employment of ethnic minority students in Xinjiang legitimate rights and interests. Second, the state according to the actual situation of minority students in Xinjiang with the development of Xinjiang, through the government issued by the Government to recruit talented high-quality talent development plan to encourage and guide Xinjiang University students actively participate in the construction of Xinjiang, Xinjiang, to reduce human resources market Development pressures. Thirdly, the government set up a special college employment training center for professional training and guidance for ethnic minority college students in Xinjiang. The government has increased the special fund support for employment of ethnic minority college students, strengthened the employment training, and helped and boosted Xinjiang college students' real employment. Finally, the state should increase the policy on the employment of ethnic minorities in Xinjiang capital compensation to improve the employment of college students in poverty-stricken areas of ethnic minorities wage and economic subsidies to encourage minority students to venture, self-entrepreneurship for ethnic minority college students in Xinjiang business Offer concessions, to open its green channel.

4.3 Help students to establish the correct view of employment

At present, the government should strengthen the education of the minority nationality college students' occupation view through the government, strengthen the propaganda to the socialist concept of occupation, explore the necessity of self-sacrificing to the profession and help the minority college students to establish the correct profession Values and outlook on life. For the choice of career not only to pay attention to its material development for their own satisfaction, but also to see the career behind the spirit of the

pursuit of whether it can and students pursue their own values fit life. The government, through vocational education, helps ethnic minority college students in Xinjiang to expand their career choice, and can also improve their life. The government should confront the difficulties faced by ethnic minority college students in Xinjiang at present and help the students to combine their personal pursuit and social development needs, choose their own development strength and prospects, and abandon the negative occupation concept of living and working in peace and contentment. Only employment of ethnic minority college students, abandon the original concept of occupation, advancing with the times, and establish a proactive demand to achieve their own pursuit and social development needs of the scientific integration of the workplace.

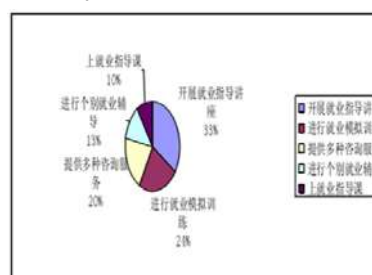**4.4 Universities should increase employment guidance, build a scientific guidance system**

Figure 4-1 Statistical analysis of the diagram of strengthen students' employment guide

At present, colleges and universities should strengthen the construction of college students 'employment guidance system and construct a scientific and reasonable guidance system for college students' employment, so as to enhance the feasibility and effectiveness of the guidance for the employment of ethnic minority college students in Xinjiang. During employment guidance of most colleges and universities in Xinjiang, they are facing all the college students, and have not been able to formulate specific employment guidance suggestions from the particularity of the ethnic groups of university students in Xinjiang and their employment characteristics. It is impossible to find out the particularity and difference of Xinjiang minority nationality students from the universality of college students' employment guidance. Of course, the employment of ethnic minority college students should also be analyzed from the actual needs of their employment, strengthen human and financial resources Support and gradually realize the gradual improvement in the process of building the employment system of minority students in Xinjiang, from the institutions, departments, classes and other levels of the level of employment guidance training, strengthening employment guidance for ethnic minority college students in Xinjiang, from Curriculum construction, training mechanism construction, professional education, entrepreneurship training and other aspects of strengthening ethnic minority college students in Xinjiang employment training guidance.

4.5 Improve the employment security mechanism, increase unemployment relief efforts

At present, according to the difficulties faced by ethnic minority college graduates in Xinjiang, the government should guide the employment of Xinjiang university students by gradually perfecting the employment mechanism and increasing the unemployment relief efforts. For the minorities in Xinjiang after graduation, if the year cannot find a suitable job, the government can through the payment of minimum living allowance as a relief to help minority students out of the woods, and gradually can find suitable for their work. Through the government to build employment security system can effectively achieve by extending the time of ethnic minority college students job selection, but also can enhance the employment of ethnic minority students in Xinjiang confidence, is conducive to stabilizing the society and promote the improvement of employment system in Xinjiang college students. Xinjiang, through the practice and improvement of the integration of social security system, employment guidance mechanism for college students, labor intermediary and other employment assistance service mechanism, and gradually realize the scientific promotion of government, colleges and universities, society and individuals of different responsibilities, clear responsibilities and obligations, Constructing the Unemployment Security System for College.

5. Conclusion

In conclusion, Xinjiang ethnic minority college students can take the initiative to construct their own scientific and reasonable knowledge system and employment by analyzing their own reasons and combining the needs of the state, the government and the society. Meanwhile, the ethnic minorities' Guiding ideology, through the government aid Xinjiang policy support, to build a scientific and rational guidance system for college students employment, increase government laws and regulations, colleges and universities to build a scientific system of employment guidance for college students, the state to build unemployment insurance mechanism to increase relief

efforts to achieve help Xinjiang college students can achieve the value of life and career pursuit and social development, and then do a good job of Xinjiang minority students employment guidance work.

────────────────

References

Bahar Guri Harrick. Xinjiang ethnic minority college students to establish a common ideal [J]. New West (late. Theory Edition). 2011 (02).

Bahar Gulik Harrick. Xinjiang ethnic minorities to establish common ideals of the influential factors and approaches [J]. New West (late. Theory Edition). 2011 (03).

Chen Lun, Ma Xiaojie, Jiang Bo, Research on the Employment of Ethnic Minority University Students in Xinjiang [J], Guangxi Light Industry (J), 2009(02).

Chen, Xiaokuan, Research on the Employment Situation of Minority College Students in Xinjiang [J]; Xinjiang Finance and Economics; 2011 (03).

Liu Kaizhen. Minority students' sense of social responsibility training approach [J]. New West (Theoretical) .2014 (10).

Wang Jianping, On the Employment Problem of Xinjiang Minority College Students [J]. Science and Technology Information, 2010 (05).

Tursunaya Isaimat, Azziguli Abdullah, A Survey on the Employment Guidance of Ethnic Minority University Students in Xinjiang [J]. Journal of Ideological & Theoretical Education, 2010 (02)

Yin, Xiaomei, Minority college students' employment problem [J], Journal of Heilongjiang Nationalities Institute, 2009(01).

Zhang, Minglu, The Employment Situation, Problems and Countermeasures of Ethnic Minority University Students [J], Occupation time and space .2012 (02).

Zhao, Xiaofang, The Particularity of the Employment Problem of Ethnic Minority College Students and the Countermeasure Suggestions, Journal of Northwest Ethnic University (J.), 2009-04.

On the Construction of Public Created Platform of "Workers' Home" Based on IMS: A case study on university's trade union in Shaanxi Province

Zhang Ling   Zhang Zhengyue   Ren Junying

（Xi'an University of the Technology, Xian, Shaanxi,710054, China）

Abstract: The "Workers' Home" is an important platform for trade unions to play a role in promoting the construction and innovation of "the homes of the workers". The study reported on this paper found that the "Workers' Home" constructed by the trade unions in Shaanxi's universities and colleges followed traditional mode, which lacked innovation. This paper proposes to innovate the "Workers' Homes" by the IMS platform, and build a "home of workers" through the combination of online and offline, using IMS mobile client, 3A integral model, and theses ways are used to effectively improve teaching staff participation and enhance their enthusiasm, which in turn achieves the purpose of promoting the development of the "Homes of Workers".

Key words: IMS, public created, workers' home, trade union, Shaanxi universities

1. Introduction

On December 29, 2014, the Political Bureau of the CPC Central Committee considered and adopted the Opinions on Strengthening and Improving the Work of the Masses of the Party, proposing that "the cause of mass organizations is an important part of the party's cause, A regular, basic work of the administration is an important weapon for the Party to organize and mobilize the broad masses of the people in their struggle to accomplish the central task. [1] This shows that the work of trade unions need to improve the innovation, and "home workers" as a comprehensive assessment of grass-roots trade union work of the main carrier, the image reflects the characteristics and characteristics of trade unions, is an important factor in trade union work, , The "home of workers," the improvement and innovation, is particularly important.[2]，At present, with the development of "Internet", websites, micro-letters, microblogs and other new media continue to innovate and use, huge information content, rapid spread, convenient access channels and unimpeded communication. Workers, especially the new generation of employees, frequent contact and use of new media, spiritual and cultural needs, lifestyles and values are undergoing significant changes. [3] Therefore, in the era of new media, "staff house" to develop, we need to increase the innovation on the basis of the old model, join the information, intelligent management, use of new media, create a new staff exchange platform . Based on the analysis

of the status quo of the "Workers' House" of grassroots trade unions in Shaanxi Province, this paper finds out the problems during building the family and puts forward the construction of the public creation system based on IMS (the instant messaging software) platform. Staff participation, co-innovation, aimed at improving the participation rate of workers) "family of workers," the specific measures.

2. The overall analysis of "workers' home" in Shaanxi Universities

The construction of the "Workers 'House" began in 1983, but the National Federation of Trade Unions (ACFTU) launched the "Workers' House" in 1984. It is an important measure to promote trade unions to focus on grass-roots level, enhance the vitality of grass-roots trade unions, play the role of grass-roots trade unions and enhance the work of grassroots trade unions. [4] At present, the "Workers' House" has become an important platform for implementing the party's line, policies and policies, safeguarding the rights and interests of the staff and workers, enhancing the union's cohesion and coordinating labor relations.

As can be seen in Figure 2-1, in the Wanfang database search for "home workers" keywords, search to 2569 documents, nearly seven years of "workers home" research trends show that the "home of workers" in 2014 Year, but in 2014 after the beginning of a gradual decline in the hot words we can see that the basic annual

"home of the workers" have emerged in the "construction" of the word, we can see, for the construction of the "staff house" has always been the focus of the study, but the research is generally on the "family of workers," the traditional model of research, the lack of new forms of exploration. In this paper, the survey of "workers' home" mainly adopts self-compiled questionnaire survey, interviews and data analysis, among which 220 questionnaires were distributed and 167 were effectively recovered. The questionnaire survey was conducted in institutions of higher learning in Shaanxi Province. Including "985" and "211" key institutions 2, general institutions 4 and private institutions 1), data analysis using SPSS17.0 for Windows statistical software for data processing, statistical description and correlation analysis, the Spearman-Brown split-half reliability index and Cronbach's Alpha index were all higher than 0.77, and the overall reliability of the questionnaire was good. At the same time, the content validity of the questionnaire was tested by SPSS software, The results show that the factors have a significant positive correlation with the construction of the "workers' home", which shows that the content validity of the questionnaire is good.

On the basis of the traditional model of "staff and workers' home", the staff and staff of the colleges and universities are organized to carry out a series of activities suitable for the situation of the faculty and staff members, and to a certain extent, The staff of the amateur life, and enhance the "staff of the house," the cohesion, and promote the building of the school spiritual civilization and harmonious campus. From the following table 2-1 and the interview, we can see that the grass-roots trade unions in Shaanxi Province

have a good overall trend in the creation of the "Workers 'Home", creating the "Workers' Home" %, Which shows that schools attach great importance to the construction of the "staff home", but in the "home of the workers," the quality of the construction of some differences, the results are different, faculty for "home workers" The "Home for Worker" activities have been carried out as frequently as 97.6%. This shows that the "Home for Worker" activities are very important for carrying out activities. , But in the interview we learned that the activities of the staff of the home basically rely on the Association, the Association in the key institutions in the more popular in the general development of institutions in the slow, almost no private institutions There are many associations and only a few of the Association of high utilization rate, the other Association of idle phenomenon; faculty in the event of disputes are basically willing to seek trade unions, but to seek the extent of not the same. After investigation, the grass-roots trade unions of Shaanxi colleges and universities in the "home workers" construction, although the overall development of good, but basically maintained a steady state, the reason is still in use more than 30 years ago, China's traditional model of family activities, and Not with the new era of the Internet, new media, combined with the "family of workers" mainly rely on trade unions to organize a number of cultural and sports activities, holiday benefits to cohesion faculty, a single way, the most important is the low participation of faculty, So that teachers and students really into this "home", the lack of innovative forms to attract faculty.

Figure 2-1 Trends of research on "Home of Workers"

Table 2-1 Survey on the status quo of grassroots labor unions in Shaanxi Province

对象 \ 内容	高校基层工会是否开展了"职工之家"创建活动	高校基层工会是否制定了职工之家的目标和要求	高校基层工会是否制定了检查、考核、评定职工之家的办法	教职工发生与学校纠纷时是否愿意找工会协调解决问题	是否建立协会
重点院校	是	是	是	一般愿意	建立
一般院校	是	是	是	一般愿意	普遍建立 但仍有个别学校没有建立
民办院校	是	是	是	十分愿意	基本没有建立 个别学校建立

Table 2-2 Frequency table of the "Workers' House" created by grassroots unions in colleges and universities in Shaanxi Province

		频率	百分比	有效百分比	累计百分比
有效	是	165	98.8	99.4	99.4
	不清楚	1	.6	.6	100.0
	合计	166	99.4	100.0	
缺失	系统	1	.6		
合计		167	100.0		

Table 2-3: Frequency table of activities of the "Staff Home" in grass-roots trade unions of colleges and universities in Shaanxi Province

	频率	百分比	有效百分比	累计百分比

有效　是	163	97.6	98.8	98.8
否	1	.6	.6	99.4
不清楚	1	.6	.6	100.0
合计	165	98.8	100.0	
缺失　系统	2	1.2		
合计	167	100.0		

3. Analysis of the problem of "Workers' Home" under the traditional mode in Shaanxi universities

Firstly, there is no clear channels to safeguard the rights and interests of teaching staff. "Workers' Home" should perform their duties, but the traditional model of Shaanxi Province, the grassroots "Staff Home" in the rights and interests of teaching and administrative staff of the phenomenon does not have flow channels. At present, Shaanxi colleges and universities basically follow the old model. In the event of rights protection, labor disputes are usually handled through labor mediation committees. There are few channels for the protection of rights and interests. The trade unions of colleges and universities Rights organizations, a single, time-consuming and laborious disputes, and may not be able to get a direct reply, the feedback is not timely. For example, in the investigation, we found that a private institution in Xi'an, in the event of disputes between faculty and schools, "Staff Home" in order to safeguard the interests of teachers and staff repeatedly in the staff and schools, spent a lot of Time and energy. And "House of Staff" in dealing with disputes between teachers and staff, we also found that only pay attention to solve the problems of workers in front of the phenomenon, not from the people-oriented management and long-term point of view for workers more legitimate rights and interests, not properly play legitimate rights and interests of workers The role of defenders, so that the immediate rights and interests of employees is difficult to be effectively protected, and even appeared in the legitimate rights and interests of workers infringed rarely resort to the "workers home" situation, resulting in lack of workers a sense of belonging to the trade union work, The organization does not feel the "home" presence, experience less than "home" warmth, loss of "home" trust.

Secondly, staff enthusiasm for participation in activities is not high. "Staff home" should carry out activities to enrich the lives of faculty and staff, serving the masses of the staff, but the current model of Shaanxi Province under the grassroots "Staff Home" in the faculty participation enthusiasm is not high. After research, in the "home of workers" activities, first of all, trade unions in Shaanxi colleges and universities generally take the form of associations, but there are still a few schools have not opened associations. Association is mainly based on the interest of staff self-organization, to assist the "staff home" for the staff of the group activities of the organization. At present, the colleges and universities in Shaanxi Province set up associations including the Badminton Association, Table Tennis Association and many other associations, but after the establishment of these associations, there are only individual associations more active phenomenon, and some associations of

organizational activities in the form, still in accordance with the old union development The content and form of the activities organized by the faculty and staff members are less discussed, and the content and form of activities organized by the staff house are not as high as those expected by the faculty and staff members. Second, the trade union activities time arrangement with the college work sometimes conflict, colleges and universities, departments are more, resulting in different working hours, and sometimes trade unions to carry out activities, most faculty want to participate, but there activities time and working hours Uncoordinated phenomenon. Finally, in the "staff house" activities related to the disclosure of information, although there are direct release documents or publish information, but sometimes because of the complexity of the inter-level, resulting in the transmission of information barriers, delay and other phenomena, resulting in part of the teaching The staff of the "home workers" activities of the relevant information to understand the problem is not comprehensive.

Thirdly, the existence of the phenomenon of uneven distribution of benefits. "Workers' home" should be the organization for the benefit of all workers, should reflect the fair and equitable, but the traditional model of Shaanxi Province, the grass-roots "workers home" in the uneven distribution of the welfare of the phenomenon. In the survey, we found that the grass-roots trade unions of colleges and universities in Shaanxi Province before the promulgation of the central eight provisions, trade unions in organizing activities, the majority of faculty generally enjoy the same faculty benefits, but very few colleges and universities in accordance with the title, The phenomenon of different subsidies, high subsidies given to high titles, given the low title of the low subsidies; "eight" promulgated, this phenomenon has improved, but still exists. This unilateral decision by the trade unions in accordance with the title of teachers to give different subsidies, resulting in staff for the "staff home" psychological gap, for "home" sense of belonging and a sense of responsibility for teachers not only did not form incentives Role, but let the staff feel unfair, to participate in trade union activities, the enthusiasm is not high.

Fourth, the criticizing mechanism is not perfect. "Workers' Home" should improve the mechanism of the judges, to ensure the perfection of self-construction, but the traditional model of Shaanxi Province, the grass-roots "workers home" in the evaluation mechanism is not perfect. After the survey, first of all, the grass-roots trade unions for the "staff of the House" selection activities, the frequency of uneven, and some schools once a year, some schools a few years, selection of forms of voting in the form of relatively simple form, The process of selection is easy to appear in

the form of flow, with the flow of the phenomenon, resulting in the loss of their original meaning of critics activities, resulting in the authenticity of missing critics. For a critics activities but also to organize specialized venues, time-consuming and labor-intensive. Secondly, many colleges and universities index indicators and form of a few years or decades are unchanged, "Staff Home" in addition to the selection of indicators to pay attention to whether the implementation of the higher level and party committee system, policies, strict implementation of relevant laws and regulations, is the effective maintenance The utilization rate is the "family of workers" is an important manifestation of the implementation of their duties, therefore, in the evaluation of the family we should also pay attention to the "home of the workers," the staff and workers, Usage. In the survey, we found that the utilization rate of the "staff house" in grassroots unions in Shaanxi Province was not high, mainly in the following aspects: on the one hand, the activities of the "Workers' House" were outdated. On the other hand, Some of the venues closed doors and windows throughout the year, the utilization rate is very low, for example, a university in Shaanxi Province, there have been "workers home" often locked the door of the phenomenon.

4. Constructing IMS-based public building "workers home" platform

Firstly, the use of IMS mobile client, unimpeded demands of workers channels. Today 's trade unions by the traditional model of trade union restrictions, resulting in workers demand channel is not smooth, the staff did not form a common sense of participation in the public. By using the IMS mode, as shown in Figure 3-1, change the original communication channels, express the demands of workers, join the IMS, the integrated use of new media technology, the establishment of demand platform for workers ⑤. When the staff and workers have their own rights and interests against the need to "house of workers" to help resolve disputes, you can "House of the House" IMS mobile client to choose the appeal channel, as shown in Figure 3-2, the question in the form of their posts To take anonymous or not anonymous way to release, not only can see their post, the other faculty can also see that if there are other faculty members to see or union leaders to see, you can directly reply below to achieve direct and effective feedback , So as to avoid a single workload caused by the use of labor conciliation committees. IMS is an open and open platform, any faculty can at any time, any place to express their views, through this form so that workers demand channels more direct, effective, convenient, so as to listen to the views of faculty , The purpose of safeguarding the rights and interests of faculty. In addition, the union leadership can also directly through this way a clear understanding of the concerns of faculty and staff to understand the needs of workers in the legitimate rights and interests have been infringed, standing in the long run for the sake of workers, not only from the root But also fundamentally protect the political and cultural rights and interests of workers, not one-sided

solution to immediate problems, so that the legitimate rights and interests of staff to implement, to avoid relying on their own experience one-sided solution to the problem through the phenomenon, through the experience of the workers, The establishment of an interactive participation of the public-style appeal platform to increase staff's "home" sense of belonging.


Figure 3-1 The IMS Home Client Interface

Figure 3-2 Demand Channel Mobile Client Interface

Secondly, through interactive discussion, to stimulate the enthusiasm of staff participation. If you want to stimulate the enthusiasm of staff participation, we must first gather staff together, IMS can be a very good way to achieve this, through the IMS to establish groups, "Staff Home" in the classification of construction workers, for example, according to (See Figure 3-3). Each group elects an administrator, who organizes the activities of the group and publishes the activities that the associations want to organize in the group , The group of staff to participate in discussions with the time, place, content, form, brainstorming, co-innovation, through this interactive discussion, by the administrator to summarize the most appropriate activities, and published in the group , This public process to effectively avoid the level of excessive communication lead to the emergence of information barriers, to avoid the unilateral decision because of the activities of time and place of staff and working hours caused by the conflict of time activities. It is also possible to upload the time, location and content of the association activities to the newsletter of the "Staff Home" in the "Mobile Home" IMS mobile client, which facilitates the activities of other associations' faculty and staff. This will not only help faculty and staff at any time and place can be the most convenient way to learn about their activities in association activities to enhance the enthusiasm and participation of staff participation and enhance understanding between faculty and staff, but also conducive to staff Understand the activities of different associations of content, will be the organic integration of the Association.

Thirdly, the use of 3A integral model to promote the welfare balance. In terms of faculty welfare, "staff house", in addition to increasing the explicit benefits of faculty and staff, and invisible benefits (solving logistical problems for trade union members and reducing the potential pressure on union membership), Benefits. "Staff home" is the maintenance and development of the rights and interests of staff, unite the faculty of trade unions, should always reflect the fairness and justice, for the rewards and punishments of trade union members should use the points system management, where the premise of the activities to create the public - the article - 3A (integral) model of the activity-article-advice (3A), integrating the teaching staff by 3A: 1 point for participating in the cultural activities of the "Workers 'House" organization, and the activities of "Workers' House" And was adopted by trade unions published in the union news in the plot 1 points; proposed novel and interesting trade union activities program plot points. Points to one-year cycle for the liquidation, the final score will be from high to low ranking workers, according to the "staff home" specific proportion of the situation, to achieve more labor, fair trade unions fair, high scores of these teachings Workers to give additional benefits subsidies, balance the welfare of trade unions, to avoid the phenomenon of partial favoritism of individual faculty, and the higher the score will be additional welfare staff name in the "Staff Home" publicity, to recognize and inspire others role, which Kind of integral model can effectively mobilize the enthusiasm of the staff, so that staff take the initiative to participate in the "home of the staff" activities.
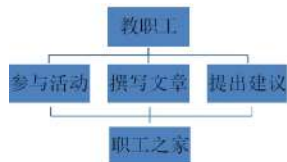
Figure 3-4 The integral model of teaching staff

Fourthly, the use of IMS network convenience attributes, improve the online critics mechanism. First of all, the school unions to regularly on the two "staff home" building selection, the use of IMS network convenient property, the use of online critics function (see Figure 3-1), which can effectively enhance the participation rate of staff, the results More objective and realistic, you can save a lot of manpower and resources, with the most concise way to gather staff together. This new way of online critics compared to the traditional model, not only to avoid the staff in the selection process due to the impact of others caused by the voting results are not true phenomenon, but also can avoid the staff can not participate in activities caused by the critic The final results of the activities of the missing part of the phenomenon of judges, but also to avoid the

organization of special events held by critics, time-consuming and labor-intensive phenomenon. Through this form of online critics, to improve the sound "home of the staff," the purpose of the evaluation of the family. Secondly, to carry out the activities of judges should develop relevant guidance documents, clearly delineate the evaluation index, the "staff home" utilization rate into the selection of indicators, thereby enhancing the "staff home" usage, regularly through IMS discussion, (Such as beverage machines and recreation areas), so as to avoid the phenomenon of "low utilization rate" and "idle time" in the "Worker's Home". For example, the staff of a university in Shanghai Founded a good, regular staff to organize activities, and trade union members to provide the appropriate sports equipment, coffee, recreation and other hardware equipment. Only by strengthening the utilization rate of the "staff house" can we promote the integration of faculty and staff into the "staff house". Only in this way can the faculty and staff truly show their inner thoughts in the activities of judges, Home "of the critics activities to be truly implemented and carried out.

5. Conclusion

Through the analysis of the way to build "staff house", this paper puts forward the proposal of building the "home of workers" through IMS platform, which is a new form of innovation, which is a new era. "Staff Home" platform construction to a certain extent, through the new media approach to enhance the faculty for the "staff home" activities in the participation rate in an efficient and convenient form to show the "Staff Home" functions and information, and promote the "House of workers" building from the traditional model to a new platform for change.

References

China Workers Publishing Union Education Training Course [M] 2014. P.175.

Shaanxi Provincial Federation of Trade Unions, Shaanxi Province, Shaanxi Institute of Trade Unions in 2014 the results of outstanding research union compilation [M] 2014. P.384.

Sun Li Ming trade unions in the "thirteen" to play a greater role in the work of the workers - Daily News 2015 (12).

The CPC Central Committee issued on strengthening and improving the work of the party group views [EB / OL] Xinhua 2015 (2).

The "Workers 'House" put forward six new demands on the building of workers' houses for 25 years. [EB / OL] People's Daily - China Union News 2009 (11).

The Postmodern Features of New Age Music: Its Ethereal Beauty and Egalitarian Spirit

Wen Qiaoping

（Hunan City University, Yi yang, Hunan 41300）

Abstract: New Age music is a genre of popular music which first appeared during the 1960s, became prevalent in the 1980s and is still now very popular. It is notoriously hard to define and suffers from identity crisis. However, as one of the genres acknowledged by the Grammy Award, it certainly deserves attention.

From the perspective of Cultural Studies instead of musicology, this thesis is dedicated to disclosing the ethereal beauty and egalitarian spirit of New Age music from a postmodern perspective. As a music form emerging from the post-modern era, it shares the traits with other post-modern phenomena, for instance, indeterminacy, the application of pastiche, and the propensity to become pure simulacra. These features slightly distance the listeners from it and give it a sense of ethereal beauty. Moreover, other postmodern traits like the effacement between the mass and high culture, the revolt against the grand narrative and participation are also easy to be found on New Age music. These features all involves balance and equality and manifest the egalitarian spirit of New Age Music.

Key words: New Age music, Post-modern, Pastiche, Simularum

1. Introduction

New Age music is a popular music genre which is unduly comprehensive with annoyingly vague boundaries. It had its first appearance in the 1960s in German, became familiar in 1980s and very popular in the last two decades of the 20th centaury. Originally, it's the combination of two paradoxical trends of music, namely the electronic music which is imbued with technology and the acoustic music supported by those musicians who are against it. This combination becomes the prototype of New Age music.

Since its inception, new age music has undergone a process of change, incorporating more and more different elements and encroaching on the land of other genres. It becomes an umbrella term for miscellaneous kinds of music that are hard to be definitely labeled. Thus, New Age music becomes tremendously complex, hard to pin down and is criticized as an empty term with no contents. However, New Age music does have its own characteristics and fields. The appearance of New Age music as a genre on the agenda of Grammy Award in 1987 is the most convincing evidence. Moreover, New Age music has an international influence with fans from all over the world.

The elements of New Age music are diverse and colorful, ranging from the classical, religious, ethnic and indigenous musical materials to the electronic, synthesized and sampled sounds. Different elements are utilized by different musicians and often composites are produced by combining seemingly incompatible elements, producing, by contrast, harmonious effect. Above all, the atmosphere is what should be accentuated, which is different from other music forms. It tries to create all kinds of atmospheres, sometimes mysterious, more often calm and tranquilizing. In order to create such atmospheres, artists exploit different methods. They either have recourse to the high-technology of synthesizing and sequencing or simply make their music as simple and easy as possible. The result of such efforts is the mellow overtone of the music and the harmonious coexistence of all these elements. Such effects help to soothe the mood and balance the mind. For such qualities, New Age music is often used for meditation and releasing pressure.

Maybe because of the notoriously precarious identity of the New Age music, the researches about it, whether conducted from the perspective of musicology or cultural studies, are very rare both home and abroad. From the scattered articles written by the Chinese and foreign scholars, it can be seen that scholars are mainly interested in the ethnic elements in the New Age music, its relaxing effects on mind and the implication of high technology in its composition. There are a few articles which see New Age music from the perspective of postmodernism, chiefly pivoting around the its aesthetics and cultural utility. No article seriously discussed the ethereal beauty and rebellious spirit of New Age music.

This thesis intends to have a panoramic view of New Age music to discuss its ethereal beauty, and rebellious spirit from a postmodern perspective. It is divided into 2 parts. The first part is centered upon the ethereal beauty of New Age music. This part draws on the theories of Ihab Hassan, Fredric Jameson and Jean Baudrillard to account for the some of the postmodern features of New Age music. Such features as indeterminacy of identity, frequent appearance of

---

pastiche and the inclination to become pure simulacrum turn out to give New Age music an aura of ethereal beauty. The second part revolves around three other postmodern features of New Age music, which are the effacement of mass and high culture boundaries, the devotion to fighting the grand narrative of western music tradition and the invitation for listeners' artistic participation. These features prove to show New Age music's egalitarian spirit.

2. The Ethereal Beauty of New Age music: From a Postmodern Perspective

As a music form which is born in the postmodern era, New Age music shares the traits with other post-modern phenomena. Some of such traits wreathe it in a layer of aura which endows it with a sense of ethereal beauty, making it distant, mysterious and elusive. The most debated uncertainty of it identity is one aspect of its post-modern traits. New Age music has a blurry and undeterminable identity with no boundaries being delimited. This indeterminacy is one characteristics of postmodern culture. Many people are disgusted with the indeterminable identity of New Age music as a genre but such a postmodern characteristic allows New Age music to be mysterious and enchanting for many other people. Moreover, pastiche as a predominant artistic expression of postmodern art appears frequently in New Age music creation. All kinds of materials from the past are parodied without apology or ulterior intention. Such quaint materials were decontextualized from its distant and ancient castles. Their origins and backgrounds fascinate the audience but are seldom explained, enticing the listeners with a past mirage. Then, this mirage of the past endows New Age music with ethereal beauty. The high-technology played a crucial role in the birth and growth of New Age music and it is also conducive to the disappearance of the real sound in New Age music recording and its resultant propensity to become pure simulacra, which according to Jean Baudrillard, are prominent in postmodern era. All kinds of sound effects can be created through utilizing synthesizer, sequencer and music software. This again gives New Age music an ethereal beauty of being distant from the basic reality of sound. On the whole, New Age music evinces postmodern features from different aspect and such features give it a sense of unearthly and ethereal beauty.

2.1 The Indeterminate Identity as a Genre: Mysterious and Elusive

Even though New Age music is recognized by the Grammy Award as one of the major genres of popular music and many big music stores including the music department of Amazon, the famous online shopping website and cdbaby, a very influential music store, have New Age music as a genre for selecting and browsing, New Age music can't be accurately and completely defined.   This is, in nature, the post-modern characteristic of indeterminacy. For indeterminacy is usually appreciated and applied in postmodern art. Such ambiguity of identity also helps to make New Age music as a genre appreciable in terms of its mysteriousness and elusiveness, distancing the listeners and thus infusing it with a sense of ethereal

beauty.

In terms of the instruments used in the music, New Age music presents us with a very complicated picture. There are many musicians under this genre use very traditional western instruments, such as piano, violin, cello, guitar and so on. By contrast, there are still other musicians who just prefer instruments which are so divergent from western music tradition, such as sitar, sarod and many other Eastern instruments. Even some musicians they just invent their own instruments and devoted themselves to popularizing their beauty of originality, of which the best example is the Tones invented by Conburn Tuller who is a New Age musician from America. Thus, if one tries to identify New Age music through the instruments it utilizes, he is doomed to failure. There is possibility that all kinds of instruments or only one kind of them is to be found.

If the use of vocal materials is set as one of the standard of identifying New Age music, the situation will be also complex and one can only beat around the bush. There are artists under this genre whose music almost has nothing to do with vocal elements, such as George Winston, Ludovico Einaudi, Mars Lasar, Lisa Lynne and so on. Still, there are others who exploit the art of vocal elements of this genre to its extreme, and they sing the vocal part mainly by themselves. Their voice is what captures the listeners' attentions. Enya, Máire Brennan, Loreena McKennitt, Sarah Brightman belongs to this type. For them, their major role in the work is to sing, and that's also their selling point. Furthermore, it easy to notice some artists among them who uses vocal materials very unpredictably and they sometimes invite other artists with a nice voice to participate in their album creation. For them, the vocal elements are important but not crucial and indispensable. Such artists include the Secret Garden, 2002 whose recent album begun frequently using vocal materials, Dania Arkenstone and so on. Thus, whether vocal materials are applied or not just can't be the factor which influences the identification of New Age music. Some of the artist may enjoy vocal elements, others may ignore it and still some other may sometimes season their music with vocal parts.

Some may argue that New Age music is often relaxing and alleviating, and therefore should be simple, artless and unsophisticated. They are partially right to say so. Musicians, like George Winston, Jim Brickman, David Lanz, Kevin Kern, David Young, and Gheorghe Zamfir and so on, have their music created in a very simple and easy way with no complex structure and miscellaneous ingredients. Some of them even only use one instrument, most frequently piano, without accompaniment, often improvising. However, if the whole picture of New Age music is considered, this is far from the truth. The spectrum of complexity (here only in terms of the diversity of instruments, technology and musical materials used) is well demonstrated in New Age music creation. There is minimalist music which is simple and easy as said above. There is also moderately sophisticated music with more diverse elements and rich ingredients. Among them, Secret Garden and 2002 are the best example. Their music used more instruments

and incorporated richer elements but still is more or less within the western tradition. There are some other musicians whose music gains nutrition from soils all over the world and show us a vista of musical and cultural heterogeneity. Their music shows great craftsmanship and broad horizon with very complex orchestration, multifarious themes and diversified musical materials from different cultures, providing the listener with very different experiences. Enigma, David Arkenstone, Yanni and Deep Forest are among such artists. So, the degree of complexity can be anything but a determining factor to distinguish New Age music from other forms of music.

There are other factors which seem to be able to define New Age music and yet turn out to be failure. The preference of the artist for acoustic or high-tech influenced sound is such a factor. There are a lot of New Age musicians who are quite adroit at applying high-technology in their music orchestration. They can sometimes even use rather rare and futuristic high-technology to add to their freshness. For instance some artists use those databases of virtual instruments specially designed by some professional companies who are dedicated to providing neatly archived virtual sound for musicians. One of them, Davol frankly admitted his recourse to such databases and said that his sound set includes instruments from every major software synthesizer manufacturer during his interview with John P. Olsen, who is a famous New Age music critic. However, some New Age musicians just prefer acoustic music and try to make their music less influenced by high-tech elements. 2002 just confess during their interview with John P. Olsen that they want to leave their performances as natural as possible, without relying too much on the software to perfect everything. In consequence, New Age music can be both acoustic and immersed in virtual sound.

Then, what could be New Age music since it's entwined with so many contradictory characteristics? How to define New Age music? Some may argue that it is the coexistence of many distinct subgenres that is accountable for such disparate aspects of New Age music. One is partially right to say so. However, the incorporating of those subgenres itself is problematic and arguable since many subgenres are an independent entity and many people tries to distinguish them form New Age music. For instance, many artists are not willing to be labeled as New Age musicians and would rather be put under the genre of World Music, Chill-out, and Instrumental, etc. Such artists include Nicholas Gunn who prefers his music to be called World Music and Mike Oldfield, regarded by funs as one of the forefathers of New Age music, who, embarrassingly, prefers his music to be put under the genre Chill-out. The subgenres of New Age music tend to undermine its integrity and However, New Age music is also inclined to encroach on the fields of other genres. These two processes must have causal relationship and the result is the arguable nature of New Age music.

Those who are intrepid to take the trouble to define and pin down New Age music play their last trump and argue that the atmosphere it created is its hallmark. This sounds to be a trait that can without special effort distinguish New Age music from other music genres. However, if one thinks twice, its generality is to be questioned. Though New Age music is atmosphere-oriented, atmosphere itself is a very vague term and can't be properly pinned down itself.

Thus, it is futile to give a New Age music a concrete form. It has a fluid identity and resists the efforts to determine its nature. Indeterminacy of its identity as a music genre becomes its prominent though sometimes notorious attribute. As have been argued by many post-modern theorists, indeterminacy is a salient feature of post-modern culture. Ihab Hassan, a famous post-modern theorist, in his excellent essay "The Question of Postmodernism", put indeterminacy on the chart of the characteristics of postmodernism. In another essay of his, "Pluralism in Postmodern Perspective", he rank indeterminacy as the first attribute on his catena of postmodern features and define it as "all manner of ambiguities, ruptures, and displacements affecting knowledge and society". (504) Thus, the ambiguity of New Age music's identity is anything but accidental it is the reflection its post-modernity

The indeterminate identity of New Age music has aroused different responses from different people. Many musicians, as mentioned above, resist being labeled as New Age artists. "Critics were generally dismissive of New Age music, calling it "aural wallpaper" and claiming that it was devoid of content."(Coffey, 506-507) However, as we all know indeterminacy as a postmodern trait is usually extolled and exploited by many post-modern theorists, novelists and artists, such as Derrida, Lacan, and John Fowles and so on. It is the same case with New Age music. There are still musicians, who embrace the ambiguous identity of New Age music, including one of the initiators and exponents of this genre, Michael Cretu, who is the core member of Enigma. During an interview with Karthik, he said, "it is a compliment that ENIGMA often is categorized as New Age music, because they cannot find a category where this music fits into". He seemed to be very satisfied with the indeterminate nature of New Age music's identity as a genre and find such indeterminacy a virtue. The reason is simple that its post-modern indeterminacy helps to keep New Age music shrouded in a mist of mysteriousness and elusiveness. This kept a distance between the listeners and the genre, inviting and tantalizing them, as a result of which a sense of ethereal beauty is evoked in the appreciator.

On the whole, from whatever perspective, people find it hard to give New Age music its suitable definition and fail to grasp its concrete form. Whether it is in terms of instruments, vocal elements, complexity, subgenres, atmosphere or other factors, New Age music still keeps its mysterious and impregnable postmodern indeterminacy, emanating ethereal and intangible beauty.

2.2 Pastiche and Nostalgia: Shrouded in Mirage of the Past

Pastiche is a postmodern phenomenon thoroughly expounded by the famous Marxist and postmodern theorist Fredric Jameson. For Jameson, pastiche is blank parody and postmodern culture is inundated by pastiches which parody the past without purpose,

resulting in the so called "nostalgia mode". Such a postmodern trait is prevalent in New Age music which incorporates different materials from the past, such as folk songs, Gregorian chants and classical tunes and so on. The consequence of the embezzling of the past elements is not the faithful representation of the past. Instead, those elements are deprived of their contexts and could only be the mirage of the Past. Such a mirage effect mantles New Age music in a quaint but foreign aura. By distancing the listeners with the past elements, it makes them nostalgic for the past but find the past beyond their grasp, creating a sense of ethereal and elusive beauty.

There are many kinds of pastiches prominent in New Age music. Generally they can be divided into 3 kinds and each kind is reminiscent of a different aspect or period of the past, but every kind is immersed in the "nostalgia mode", evoking the listener's longing for the past.

The first kind is created through appropriation of folk songs, which are from the very ancient past and preserved as traditions. These folk songs are from different cultures and passed down from generation to generation without clear authorship or being formally published. They reflect the life style of people live in the age when the songs were first sung. They often tell stories of young lovers, religious events or Christmas felicity. Such folk songs are often transcribed for instrumental play or sung by the singer with accompaniment of popular music elements. In another way, some artists imitate and blankly parody the style and characteristics of folk music to write songs of their own. The most conspicuous subgenre which frequently applies folk songs or imitates their styles in their music creation is Celtic. Celtic is a very outstanding subgenre of New Age music with a lot of artists who are born or interested in the Celtic culture. Most of them are from Ireland, such as Enya, Clannad, Máire Brennan, Celtic Woman, Alan Stivell, Meav Ni Mhaolchatha, Nightnoise and so on. Some are from other countries, such as Loreena McKennitt. In the music of these artists, a lot of Irish folk songs are borrowed and revitalized with carefully arranged background music. For instance, Clannad in their albums include such old folk songs in Irish such as, *Dúlamán* (In English it means a kind of seaweed, this song is about the gathering of seaweeds for different purposes), *Siúil a Rún* which tells the story of woman whose lover is in the army and she sings to express her willingness to support him, and *Buachaill Ón Éirne* (*Boy From Ireland* in English) and so on. In their album Magical Ring, there are even 4 songs out of 10 which are traditional ballads. Moreover, some folk songs are refurbished and arranged by not only one but also many other artists, like the above mentioned *Siúil a Rún* by Clannad is also a track on the namesake album of Celtic Woman with a different arrangement. The famous Irish folk song *She Moved through the Fair* has many New Age versions respectively by the Celtic Woman, David Arkenstone, Alan Stivell, James Galway, Oliver Shanti, and Loreena McKennitt and so on. It is the same case with some other famous Irish folk songs like *Carrickfergus, Down by the Sally Garden* (It melody is borrowed from *The Moorlough Shore, a*

traditional Irish love song), *Danny Boy*, *The Rose of Tralee* and so on. Certainly other folk songs besides the Irish ones are also easy to be found in the New Age genre which exploits them to the extreme. For instance, *Greensleeves*, which is an English traditional folk song, is a favorite target for those New Age musicians, who are eager to add folk elements in their music. But Irish folk songs appear more often that others and they draw more attention. No matter what tradition such folk songs stem from, the effect of arranging and adapting them for pieces of New Age music is more or less the same. Such pastiches of a folk music tradition never clearly or thorough presents a vivid and understandable past. Instead, the past is refurbish and re-contextualized to cater for the taste of the present listener. They are fascinated by the glimpse of the old but unfathomable folk tradition while denied the opportunity to look deeper into it at the same time. The music sounds to them inviting and ethereal.

There are some other musicians whose music draws energy from the religious elements. They often blankly parody the style of religious music or directly appropriate religious chants. Religious music, which is often heard in church during mass or other activities, is very serious and austere. With a very long and rich history, it accumulated diversity and complexity. Many famous classical musicians composed religious music, including the music genius Mozart. Thus, burdened with such a long past and shrouded in its holy aura, religious music to a certain extent is not so familiar to the majority of the people nowadays. When a track of religious chants is heard, the listeners are sometimes surprised and taken captive by its mysteriousness and sacredness. It may be sacrilegious to embezzle religious elements to create New Age music, but it is also rewarding to rejuvenate the religious music through allowing it to have a popular facade. Moreover, it is also a sign of nostalgia for the past. The major New Age musicians who are associated with this trend are the three New Age bands, Engima, Era and the Gregorian. Engima is the first one in this genre to use religious element in the creation of New Age music. Their first album *MCMXC a.D.* is famous for the innovative infusion of Gregorian chants and it capture many people attention with its magnificent setting, transcendental atmosphere and unearthly voice, so sublime and stunning. In two tracks of this album are the Gregorian chants re-contextualized, namely, *Principle of the Lust* and *Knocking on the Forbidden Door*. After the success of this album, many New Age musicians started to imitate them. A lot of New Age albums start to be suffused with religious chants. Among them, Era and the Gregorian are the most successful. Unlike Enigma, what Ear and Gregorian do is not only directly recording and sampling the chants, but they also imitate the style of Gregorian chants and create their own music or arrange other songs. In this way, their music assumes the austerity and sublimity of the religious tinge and becomes impregnable enigmatic and spectacular to the listeners. Also, the past religious age is reminded and evokes the nostalgic feelings. All in all, whether the religious chants are directly mixed in the music or their style is blankly parodies, the resultant pastiches

which are consumed by music lovers have the same allure, which is the aura of sacredness, mysteriousness and solemnity. Keeping the listeners from the real past of religious chants, New Age music successfully enticed their curiosity and in turn created a layer of ethereal beauty around itself.

The last kind of pastiche is the appropriation of classical music in the New Age music arrangement. Usually, traditional classical music is open to the interpretation of the conductor and performer. Every conductor or performer has his or her own style of interpreting the music of a classical composer. However, their freedom of interpretation is quite limited and anything goes out of the line will be regarded as unprofessional. Their music is often pure classical, acoustic and recorded with sound of high quality if they are to be replayed. This character draws the clear boundary between classical music and New Age music despite of its precarious identity. However, classical elements frequently appear in New Age music, such appropriation may have different impact upon the listeners for their music taste. The pure classical music lovers may regard such appropriation as blasphemy of the classical music tradition. However, for those who are not familiar or even had never listened to classical music, it's another case. The tunes of the classical music are re-contextualized, decorated with popular elements and arranged for the ears of the new era. Such classical elements are not only quaint and fascinating, but also wreathed in decorum of the past music. New Age artists who frequently turn to classical elements are Secret Garden, James Galway, Dan Gibson, Ludovico Einaudi, and David Lanz and so on. Some of These artists are actually with classical training and very successful as classical performer. For instance, James Galway is both a classical virtuoso and a lovable popular flutist. Their New Age albums borrow the style from the classical music to arrange the current popular songs. Their contents draw the popular music listeners near to the artists but their style still keeps a certain distance of austerity. However, for artists like Dan Gibson, the case is vice versa, many of his albums are appropriated classical contents added with arranged background of sound sampled from nature. In both cases, what's the same is that the classical element is more or less accentuated and therefore noticed by the popular music listeners whose ears are not trained for pure classical music. For most people classical music retains its prestige as a gracious and high-brow art, mainly because of its laden glory accumulated since long ago. The quaintness of it is what distinguishes it from other kinds of music and the longing for its quaintness is a symptom of nostalgia. However, this nostalgia for the past music which has been canonized is forbidden to ordinary listener by its inaccessibility as an elite culture form. Thus, such music pastiches gives the popular music listeners pleasure of releasing their nostalgia for the quaint music but at the same time an aura of the so-called high-art, to some extent, still keeps them at a short distance. Thus, a pleasant ethereal effect is created.

New Age music again shows its postmodern trait with the frequent appearance of pastiches, these pastiches include the blank parody of the folk songs, religious chants and classical music. Among the pastiches permeates nostalgia for the past, which however is never graspable through the simple and condensed presentation by New Age music. Just as Frederic Jameson believes, the pastiche "endows present reality and the openness of present history with the spell and distance of a glossy mirage" (21). Though it threatens the historicity of our present, it certainly has its own beauty. In New Age music, the mirage of the past shrouds it, giving it an aura of ethereal beauty.

2.3 Simulacra: An Illusionary and Ethereal Musical World

Jean Baudrillard, a famous postmodern theorist whose discussion of the condition of basic reality in the postmodern era aroused both critical and curious response, has described the four stages of the sign. According to him, in the first stage, "it is the reflection of a profound reality" (5), namely the sign give faithful presentation to the reality. During the second stage, "it masks and denatures a profound reality" (5), meaning that the reality is distorted and given unfaithful presentation. When it comes to the third stage, "it masks the absence of a profound reality" (5) and there is no longer the reality to be reflected. The last stage is the most interesting because "it has no relation to any reality whatsoever; it is its own pure simulacrum" (5). The reality no longer pertains to the sign. For Baudrillard, the third and fourth stage of the sign corresponds to the condition of the postmodern era. In the postmodern world, the sign take precedence over the reality and simulacrum becomes independent.

If we take the music record as the sign, we may find the development of music recording, to a certain degree, fit very well into the description of Baudrillard. Since the invention of phonograph by Thomas Edison in 1877, the music recording began to have its history. The early purpose of music recording is innocent and simple, namely to preserve the real sound, though at that time the quality of the recorded sound is not on the level of high-fidelity. This original pursuit can still be found in many music records today. Classical music is the most devoted follower of this goal. Good classical music records should always be the faithful presentation of the performance and the sound quality should be of extreme high-fidelity. Even the small details of the music should not be left out. The position of the instruments and the movement of the instruments with the performer should be able to be visualized. However, with the development of the technology, the reality principle no longer exerts its absolute supremacy. The recording of some kinds of popular music have recourse to the high-technology to beautify the voice of the singer, to blend many layers of vocal sounds and to give a voice a digital tinge. Such methods are often used in some electronic-influenced popular music. This corresponds to the second stage of the sign described by Baudrillard. The real sound is not faithfully recorded. Instead, they are the distorted version of the reality.

When technology is exploited to the extreme, the recording music came to the third and fourth stage. A great portion of New Age

music recordings belongs to these two stages. The simulacra take precedence over reality in these recordings, which prove another postmodern trait of New Age music. There are many New Age musicians who turn to database of virtual instruments for help as before said. In the many interviews that the famous New Age music critic John P. Olsen had with different New Age musicians, the frequency of the appearance of synthesizer and sequencer is very high. For instance, Michael Brant DeMaria, a New Age musician who is nominated for Grammy Award in 2009, told in the interview that when he first got a synthesizer at the age of 18, he became very excited and couldn't contain his happiness. The use of synthesizer and sequencer can help to imitate different miscellaneous instruments. The virtual instruments which are created by specially design software can also, to a certain degree, replace the real instruments. Moreover, these technologies are nowadays so mature and effective that people sometimes simply find it hard to distinguish the real from the virtual instruments. Piano, violin, guitar, and cello and so on can be perfectly imitated. Even, the sound of symphony can be reproduced with the virtual instruments. The result of the highly advanced technology is that some New Age artists simply don't have to be cumbered by hardware instruments anymore. Davol confess to John P. Olsen that there are both advantages and disadvantages of his software-synthesizer studio but he still choose to simplify his life by choosing it and even can't do without it. The high technologies of audio processing can not only conjure up virtual sounds of the instruments, they can also create other sound which has never existed on the earth before. They can imitate the sounds of the water flow, the wind, the noise of the insects, etc. and arrange them into music. Such music takes the characteristics of the original sound but differs from them. So it sounds so unique and creative. David Whaler has told John P. Olsen during their interview that he enjoyed designing new sounds with synthesizer to compliment the traditional elements of his music.

When the descriptions of the third and fourth stages of the sign by Baudrillard is considered, it is not hard to find the situation of New Age music recording corresponds very well to the descriptions, though the dividing line between these two stages are not so clear. The virtual instruments are simulacra of the real one in music creation. With the disappearing of the hardware instruments in the recording of some New Age music, the reality gradually recede to a place that is not to be know and the simulacra of them, namely the virtual one, tries to present a faithful picture of the original sound of the hardware instruments. The result is that the listeners are whether cheated into believing that the sounds are imitated from the reality, namely the hardware instruments, or confused by the shockingly similar but slightly different imitated sound. In both case, the intention of the simulacra is obvious and stark, namely to hide the fact that the reality is absent and gone. The simulacra successfully revolt against and replace reality. Thus, some of the New Age music just conforms to the stage third with its relentless recourse to the finely fabricated stories to be told as reality to the listeners.

Furthermore, the innovatively invented sound by the synthesizer presents another side of the story. With the frequent use of the synthesizers, the virtual instruments no longer satisfy the adventurous musicians since their creative mood will not allow them to stay stagnant and refuse to make advancements. They are eager to explore new technologies and methods of creating new sounds. However, on the whole, it is the need to create different and new effect in the music. For their devoting efforts, different timbres and effects are created with the synthesizer. Timbre distinguishes one instrument from another. Based on this timbre, a new virtual instrument can be invented. What's different from the former virtual instrument is that it doesn't imitate any hardware instruments; it is its own simulacrum. In New Age music creation, the innovation of new sound is anything but rare. In order to create the atmosphere that is desired by the musicians. They can only turn to the synthesizer for help. Thus, with the disappearing of the imitated reality, the innovative sounds are directly planted into the album through synthesizers and software without even recording in the conventional sense. The sounds are the simulacra of themselves instead of having original ones to be simulated. This aspect of the New Age music recording conforms to the fourth stage described by Baudrillard.

The high-technology brought New Age music its different appearance. Through the synthesizer and software, the real instruments and sound are no longer necessary and essential in some of the New Age music. The music itself becomes highly simulated and digitalized. This aspects of New Age music has it pros and cons. However, on the whole, part of New Age music becomes etherealized and futuristic with many original and innovative elements. The listeners are inundated with the virtual sounds created by virtual instruments, experiencing a virtual journey through the music. Some sharp-eared listeners never failed to detect the slight nuisance of the virtual instruments used and yet they can't be sure whether the music is recorded from hardware instruments or completely fabricated with virtual instruments. This confusion of reality and virtual sounds gives New Age music richness of interpretation and kept it swathed with the sense of insubstantiality. Moreover, the virtual instruments help to create the spatial sense for part of the New Age music, allowing it to have a very stereo sense with a huge sound stage. The atmosphere is accentuated with the finely fabricated digital sounds, permeating the music with very unearthly and creative sounds. All this is conducive to giving New Age music its ethereal beauty.

The recording of New Age music manifested its postmodern tendency. With a lot of high technologies involved, its recording process diverts obviously from the traditional music recording. The synthesizer and virtual instrument software help to release some of the New Age musicians from the burden of the hardware instruments and gives them more space to explore. The result of this revolution is the virtual sound of the virtual instruments fights to hide the disappeared real sound of the instruments and, in another case, no real sound is imitated, leaving the virtually created sound to be its

own simulacrum. These correspondingly fit into the description of the third and fourth stages of the sign by Baudrillard in his *Simulacrum and Simulation*. The arrival of New Age music recording to these stages shows its postmodern propensity. Such propensity again endows it with the quality of ethereal beauty.

3. The Egalitarian Spirit of New Age music as a Postmodern Art Form

As a popular genre, New Age music share one of the characteristics with other popular music, namely its accessibility. Without much professional knowledge or cultivated taste, New Age music can be understood intuitively as long as the listener follows the rhythm and rhyme. However, New Age music is also very different from other popular genres for its miscellaneous ingredients. It can incorporate so many different kinds of elements, ranging from classical music, ethnic music, to even popular music of other genres and so on. It is really at the same time a melting pot and salad bowl because some of the components still retain its independence while some others not longer take on its original shape and still others are newly produced after the melting process. With so complex an identity, New Age music is at the same time eclectic and full of egalitarian spirits. Such spirit is also accounted for from the perspective of its postmodern features. These features as the effacements of boundary between high culture and mass culture, the discredit of the grand narrative and democratic participation in art creation are found in the New Age music. Firstly, New Age music is one of the precursors to bridge the mass and the elite music. There are many musicians in this genre who negotiate the field of classical music and popular music. Their music takes a significant part in healing the breach between the highbrow and mass culture. Secondly, the non-Western music is heard by the world through the broadcasting of New Age music. The non-Western music seldom has their voice heard in the western world many years ago. However, with the gradually collapse of the grand narrative of western traditional music, non-Western music as one of the small narrative started to have its due place on the stage of western music. New Age music, with its strongly seasoned non-Western elements, is a strong force which helps to release the narrative of non-Western music in the western world. Thirdly, New Age music invites the listener to participate the completion of the art production. A large part of New Age music can't be called complete art except through the participation of the listeners. They are open instead of closed, mainly for the meditation which is often involved. These aspects of New Age music shows it egalitarian spirit through giving equality to the mass culture and high culture, the non western culture and the western culture, and the artist and the listener.

3.1 Bridging the Mass Culture and High Culture

Fredric Jameson regards "an effacement of the older distinction between high and so-called mass culture" (63) as a characteristic of postmodern cultural forms. Such characteristic is also found in New Age music. As mentioned above, Many New Age music artists create

musical pastiches of classical elements and they themselves often are well trained in the traditional western classical music. This part will elaborate on this issue to manifest the effacement of the gap between mass culture and high culture in New Age music as a postmodern art form and how it help to bring the classical music to the masses, thus showing its egalitarian spirit.

Classical music is always regarded as a high cultural form. On the one hand, western classical music is a constantly polished music form. The violins and cellos gradually changed for the better with new materials to perfect their sound. The canons are performed and re-performed by generations of artists. Burdened with the devotion and creation generation after generation, it becomes finer and finer with very subtle and high-brow taste. On the other hand, it is like the ancient Greek or Latin, extremely well preserved but very hard to understand. Like other elite cultural forms, the majority of the people are kept out of the door of classical music and the gap between the masses and the classical music becomes very wide. As mentioned in chapter 2, the result of the existence of such a gap is that classical music becomes something with a tinge of solemnity and that the masses can only resign to the fact that it is beyond their reach.

However, the advent of New Age music helps to change the situation. New Age music blends diverse musical elements and creates music that bordering at the same time on classical music and popular music, bridging and healing the gap between these two genres. Though classical tinged New Age music still keeps it some aura of solemnity of classical music, it is much more accessible to the masses. Listeners take their first step toward classical music and some who are curious enough will even explore further in the world of classical. It builds a bridge between the masses and the grand hall of classical music. The masses are gives the opportunity to catch a glimpse at once forbidden castle and their understanding of classical music is renewed. There are generally three forms of incorporating classical elements into New Age music, part of which has been very simply introduced in chapter 2. The first form is often associated the artists who use very traditional western musical instruments. They follow and give new life to the style of classical music by having their own melody performed. The second form is related to those artists who arrange popular songs for their instruments. The artists related to the first and second form overlap frequently. The third kind is by those artists who play the classical canons on the synthesizer, sampler or acoustic instruments, adding various kind of background music to them.

The artists who are associated with the first form follows and adapt the style of the classical music. Unlike the orthodox classical performer who is dedicated to performing and interpreting the great works of the famous musicians from the past, they create their own works and perform it in an attenuated classical form. Their music inherits the grace and quaintness of classical music but at the same time infuses new life into it with the melodies of the new era. These artists including, George Winston, Secret Garden, Jim Brickman, Ludovico Einaudi, Kevin Kern, David Lanz, Karen Marie Garrett

and Paul Cardall and so on. Their music is never very complex and sophisticated. Often their music is play on the piano, or the violin in the case of Secret Garden, with smooth and slow melody. Instead of aiming to be put on the pedestals of classical canon, such music has no pretention of great craftsmanship. With no ambition of stupefying the listener, it nestle them in its arms of friendliness and tenderness. Sounds like piano sonata, the melodies played on the piano of George Winston, Kevin Kern and Jim Brickman has never attains or tries to attain the transcendence of Beethoven's Piano Sonata No.8, No.14 and No.23. They simply tell the composer's own feeling toward life, his or her understanding of nature, the beautiful moments, the stories to share, and the touching scenes and so on. For example, in Kevin Kern's albums, many tracks are describing the natural scenes conjured up in his mind since he is born blind, such as the *Endless Blue Sky, The Glistening Pond, Field of Gold, A Million Star and Through the Arbor* and so on. These everyday things peacefully flow into the melody and come back into the mind of the listeners. Such melodies are moody and contagious with very common themes and simple arrangement. With such characteristics, they are easily accessible to the listeners and loved by the masses. When the popular music lover began to enjoy the peaceful and mellow music performed by the classically trained artists, their ears are gradually tuned to the classical music by their classical tinged performance and it's quite possible that they will be invited to listen to classical music. The similarity between the classical music and music of these New Age musicians will be greatly helpful in this process. The piano tracks of George Winston and Ludovico Einaudi sound like piano sonatas and the music of Secret Garden which often are played by the cooperation of violin and piano sounds is quite like violin sonata or chamber music. Therefore, immersion of the popular music lover in the music of these artists will prepare them for the classical music which is more difficult to understand.

The second form is usually found in the music of those classical artists who are both very much interested in popular music and classical music. They often arrange the popular songs for the classical instruments. This phenomenon is prevalent in the New Age music genre with many popular songs finely arranged. The arranged songs are instilled with new energy and the instruments find more vigor playing such different melody. James Galway, Kevin Kern and David Lanz and so on are very good at arranging popular songs for their own talented instruments. They combine the classical and popular music together through this way and reinterpret the beauty of both. In James Galway's album *Wind of Change,* many tracks are arranged popular songs. The track of the album's namesake *Wind of Change* is from the famous German heavy metal band Scorpion, which laments the disasters brought by the war and appeal to peace. Other arranged songs include the famous love song of the band Chicago *If You Leave Me Now*, Whitney Houston's famous *I Will Always Love You,* and Eric Clapton's *Tears in Heaven* and so on. As a very famous classical flutist, James Galway has great renown in the field of classical music. Much against the expectation of those

who believe that the wading into the arrangement of popular songs will degrade a classical music performer, his adventure was very successful and very much widened his audience. David Lanz, a Grammy nominated New Age pianist, not only compose his own music, he also arrange popular music for his piano. The famous *Season in the Sun* by Terry Jacks is transcribed into a beautiful melody on the piano. His album *Liverpool – Re-imagining the Beatles* is exclusively dedicated to the Beatles, arranging many songs of them for his piano. Such arrangement of the popular songs allows the popular music lovers to quickly adapt to the classical style of these artists and gradually enrich their taste for music with broadened understanding about music. Thus, on the one hand these classically trained artists were allowed to freely incorporate popular music elements in their creating of New Age music; on the other hand while appreciating their music, the mass is gradually influenced by their classical tinge and guided into the realm of classical music.

The last form is even more prevalent in New Age music. There are not many famous artists who major in such forms of music which is the classical canons, played on synthesizer, acoustic instruments and sampler, which are provided with the background of sampled natural sounds or other sounds and music. However, these forms of music sparsely dot among the less known New Age musicians and sometimes appear in the album of some famous ones. Such as the once famous New Age music label Windham Hill has release some collections of such kind of music with tracks made by various artists. Such as the collection *Adagio: a Windham Hill Collection* collected 12 tracks which are all classical canons refurbished with modern arrangements. *Mozart Variations* is another collection which invites a lot of New Age musicians to reinterpret the canons of Mozart. Dan Gibson may be the most famous artists who have many albums with music like this kind. Dan Gibson is best known for his sampling of sound from the nature and he often set the sound of nature as the background of the synthesized or acoustic classical canons. Albums like, *Dan Gibson's Solitudes: Exploring Nature With Music: The Classics, Beethoven: Forever by the Sea, Christmas Classics, Classical Garden, and Blue Sky Classics and so on.* Gibson is a very prolific New Age musician and there are a lot of such albums to be found among his works. Such popularized or "naturalized" classical canons are highly de-contextualized and become more accessible to the masses. They no longer frighten the popular music lovers away. By contrast, their newly gained freshness and sweetness fascinate them and give them the pre-lesson for classical music.

Despite the difference of the three forms, what remains the same is that New Age music acts as a bridge which can help to fill the gap between the mass and the high culture. The classical music is no longer kept in its ivory tower. It began to walk into the lives of the ordinary people. Though they still keep their respect for the tradition and regard classical music as high-brow music, the masses are frightened away by its solemnity and aura of austerity no more and they are often pleased to feel that the classical music can be accessed. Moreover, they are also invited to know more about

classical music after they are introduced to it by New Age music. Classical elements give New Age music its ethereal aura but New Age music also helps to introduce the classical music to the masses. In doing so, the masses can learn to appreciate classical music, and the classically trained artists can incorporate the cultural elements of the masses. As a postmodern art form, mass culture and high culture frontier is effaced and these two forms coexist or blend together in New Age music which allows it to be a bridge above the gap between the mass and high culture. Thus, New Age music has it egalitarian spirit shown.

3.2 Releasing the Narrative of Non-Western Music

Jean-Francois Lyotard, a famous French postmodern theorist, believes that in the postmodern era, the grand narrative or metanarrative is no longer valid. In his book *The Postmodern Condition: a Report on Knowledge* he has described that "The grand narrative has lost its credibility, regardless of what mode of unification it uses, regardless of whether it is a speculative narrative or a narrative of emancipation" (37). For Lyotard, the small and local narratives should replace the grand narrative. In western music history, the grand narrative seems to have dominated for a long time, the traditional classical music have always been regarded as the benchmark of decorum and beauty. With the dawn of the postmodern era, many forms of popular music flourished and become prominent. The grand narrative of music aesthetics has been invalidated and the voice of different kinds of music is heard. Among them non-Western music get its narrative released and become more and more conspicuous in the Western world. And New Age music takes a significant role in promoting the non-Western music through incorporating different musical elements from all over the world. As postmodern art form, it joins in the fight against the grand narrative and help to the release the narrative of non-Western music. Through helping non-Western music to gain its due place in the western world, New Age music evinces it egalitarian spirit.

Miscellaneous non-Western musical elements are absorbed into New Age music with its growth and we still see such a trend in New Age music. New Age musicians are not satisfied with only some of the non-Western musical elements they discovered as interesting. They often try to explore as many such ingredients as possible and devoted themselves to the discovery of more and more beautiful music which is ignored by the westerners. For instance, the French New Age music project Deep Forest releases album one after another, all with different non-Western music traditions. Their first album *Deep Forest* includes music samples from the many countries and regions of Africa, like Congo, Solomon Islands, and Burundi and so on. Their album *Boheme* become different and has sampled songs from the Eastern Europe gypsies. Their later albums subsumes more music from other parts of the world, such as *Deep Brasil*, their 2008 album, which explores the Brazilian culture and *Deep India*, their 2013 album, which probe into the lives of the Indian people. They also intend to release an album with traditional Chinese music elements. They are persistent in having more colors in their painting

of the world. With the efforts of such artists, the non-Western music is given more and more chance to shine on the stage of the western music.

The New Age artists or projects involved in familiarizing the non-Western music to the western world are from different countries and different cultural background but their music mainly is consumed in the western world. Such artists or project have different ways of incorporating the non-Western musical elements in their music and is hard to give a generalized overview of it but do share the same characteristic which is combining western music with the non-Western music to the effect that the western part help to create familiar atmosphere and conduce to the acceptance of the western audience. The major artists or projects who frequently adopt the methods of making music are numerous and since the few initiator of this method introduce it to the creation New Age music, a lot of other musicians start to imitate them. Some of those imitators are successful and some are not. However, the prevalence of such a trend in New Age music is indubitable. Enigma, Kitaro, Karunesh, David Arkenstone, Medwyn Goodall and Yanni, (to name a few), have all used the non-Western musical ingredients in their works. However, the kind of non-Western music they are interested in is quite diverse and distinct, which in turn make the panorama of New Age music more colorful and undulating. Thus, it's very interesting and worthwhile to know what kinds of non-Western music are presented in the New Age music.

Tribal chants are one kind of non-Western music materials that are very often used in the music of the New Age musicians. Bursting with the life of the wildness and recalling the spirit of the nature, these chants evoke the imagination of the tribal lives, the hunting, the planting and the dance around the fire and so on. Such music can bring people closer to nature and heals the gap between the wildness and the world of modern human life. Thus, when such chants start appear in New Age music of some of the musicians or projects, they are immediately warmly welcomed. Then, many other New Age musicians one after another started to imitate this style. However, the most successful of them and the progenitor of this style is the two New Age giants, Enigma and Deep Forest. Enigma start to use the tribal chants in their second album *The Cross of Changes,* and most notably in the track *Return to Innocence*, in which the *Jubilant Drinking Song*, a song sing in Amis chant by the Amis singer Difang Duana, is sampled and blended with modern western music. Enigma, though claiming to mistake this song to be in the public domain is subsequently accused of plagiarism However, the dispute is resolved personally and all further release of this song is authorized by Difang Duana. Despite of this scandal and the infringement, the success of this single is not be neglected. On the music chart of many countries, it makes great successes and many countries feel pleasant to hear the chants of Difang. In this album, other tracks are also laden with sampled chants from other parts of the world. *The Age of Innocence* and *The Eye of truth* include sampled Mongolian chants. The silent warrior contains the sampled Native American war chants. The

project Deep Forest, unlike Enigma, started to use tribal chants since their first album. The track Sweet Lullaby gains immediate success with the sampled Baegu lullaby from the Solomon Island. Other tracks also include sampled chants from other parts of the Africa. Besides these two projects, many others are also eager to use tribal chant in their music. Their music help to give the tribal chants a chance to be heard by wider audience.

Native Americans have their ancient and impressive culture. Their music is also very touching and splendid with its passion and richness. The instruments used by them are very different from the traditional western music. The Native American music elements frequently appear in New Age music. Many New Age artists or projects have a preference for the Native American musical materials. They are inspired by those enchanting instruments and wished to explore the world of music with them. Michael Brant DeMaria is a New Age musician who is especially interested in Native American music and once nominated for Grammy. He confess during the interview with John P. Olsen that he was brought to tears the first time he hear the music coming from the Native American flute. His album *Siyotanka* is an exclusive tribute to the Native American flute with a story behind the music, which is about how a boy through his adventures finally found his life goal and invented the flute. Other New Age artists or projects that are very adept at infusing Native American music into their music include Ah Nee Mah, Nicholas Gunn and Sacred Spirit and so on. Ah Nee Mah was a project consists of David Arkenstone and then-wife Diana Arkenstone. Under the name of this project 6 albums are released and most of them are suffused with Native American musical materials. David Arkenstone plays the Native American flute extremely well and the echoed Native chants permeated the atmosphere. Blended with the modern sounds from the synthesizer and the melody from the guitar, the scenes of the Native American life recreated. Nicholas Gunn's *Sacred Fire* is also an album which borrows heavily from the Native American music. Sacred Spirit is maybe a New Age project which is most influenced by the Native American music with its many album having the title directly claiming their course. As a project which is honored by being nominated for the Grammy, its members participate in all kinds of activities which are dedicated to protecting the rights of the Native American people. Their music features chants from different native tribes and set them against the background of the mellow synthesized sounds. Through both art and substantial action Sacred Spirit did help to make the voice of the Native Americans heard.

Certainly, there are other non-Western music forms which start to gain prominence in the western world, such as the Tibetan music from the Tibet province of China which has been re-interpreted by many musicians like Waterbone, David Arkenstone and Tangerine Dreams and so on, Ancient Egyptian music which has been instilled into the music of Jeffrey Goodman and also Waterbone in his *Orion Prophecy*. All these small narratives of non-Western music gradually join the course to break the dominance of the orthodox western

music tradition before. The traditional classical music no longer has its grand narrative overwhelming the other music narratives. Instead all these small narratives gain it equally place and play their suitable role, telling their own story. In consequence, New Age music, while assisting the releasing the narrative non-Western music, support the project of giving different kinds of music their deserved equality and shows its egalitarian spirits.

3.3 Appealing for Democratic Participation

Participation is a very conspicuous feature of the postmodern culture. Different art forms appeal to the appreciators for their participation. The open ending novel is just one kind of such art form. John Fowler, a very famous postmodern writer whose best know masterpiece is *the French Lieutenant's Woman*, is one such novelist who will give the reader the freedom to have their own ending. Ihab Hassan regards performance and participation as a characteristic of the postmodern era. He contends that "Indeterminacy elicits participation; gaps must be filled. The postmodern text, verbal or nonverbal, invites performance: it wants to be written, revised, answered, acted out" (507). Then, postmodern participation becomes the way that the role of the artists and the audience start to converge and overlap with each other. With distinction between the part of artists and that the audience blurred, their place in the process of art creation becomes equal. The artists don't determine everything now and respect the choice of the audience.

In New Age music, the phenomenon of participation is very normal and widespread. Unlike other genres of popular music such as rock n' roll, R&B, and Jazz and so on. New Age music seldom has their contents directly expressed to the audience. Instead, they are highly evocative of not only emotion but also imagination especially when such music is designed for pressure releasing and meditations. Generally, they will create a certain atmosphere, often warm and pleasant but sometimes mysterious and enchanting. In such an atmosphere, under the indication of the track or album title and sometimes the vocal and specially designed guiding words, the listeners explore in the imagination by themselves. The album is simply an uncompleted art form without the listener's participation since the most valuable part is the different imaginative responses from the listeners. A track titled, for example, *A Flurry of Golden Leaves* by Kevin Kern can be given various interpretations through the participation of the listener's imagination. They can conjure up images of a scene in the garden, a pot of plant by the window, or a tree in the corner of the street and the listener even can imagine himself to be surrounded by the flying golden leaves. The answer to this track is not fixed or decided by the artist. Instead, the listener's part in giving this track its definition is also very important.

There many forms of invitation for the participation of the listeners from the New Age musicians. They can be like the music of Kevin Kern which creates a very easy and comfortable environment and then pulls the listener to the world of imagination, allowing them to play freely with the melodies and build them into the concrete images in the mind. They can also be music specially designed for meditation and spiritual healing. Such music depends even more on

the participation of the listener and it is the purpose of their consuming of this kind of music. Such music is especially common in the genre of New Age and many people get to know New Age music through the need for meditation. There are also those kinds of theme-oriented New Age music which gives a very specific theme for the listeners to explore. This kind of New Age music provides the listeners with a vicarious experience of the themes describe. The listeners complete the theme with the visual images in the mind and give completion to the album.

Those artists who create a pleasant and relaxed situation for the listeners don't have their albums designed for meditation. They simply aim to give the listeners a pleasant mood and bring them sweet melody. Such music mesmerizes them into languidness and entices them onto the sofa, allowing their mind to drift to different realms of their imagination. Then, the listeners in their daydream build all kinds of stories and fascinations, which give the melodies their final expression and significance. Thus, the participation allows the listener to complete what is left for them by the artists to finish. Such artists are usually pianists who play slow on their piano. They include Kevin Kern, Robin Spielberg, George Winston, Fiona Joy Hawkins, and George Skaroulis and so on. Sometimes they have a specific theme but generally they are not theme-oriented. Even when they have a theme, for limited number of instruments and technologies, the theme is usually not obvious. Despite of the variation of the artists' style, such music is very similar and easy to be distinguished from other styles of New Age music. They are devoted to alleviating the stress and giving a change for the listener to escape from their focused condition. They are very simple and unsophisticated but they allow the listener to expand the possibilities of its interpretations. Their simplicity becomes their virtue, and the responsibility of enriching its contents falls on the shoulder of the listeners. The listeners accept such responsibility with alacrity for the interpretation is simply a process of daydreaming.

Meditation is very important part of New Age music and it also has the power of healing. New Age albums which are specially designed for meditation and healing are very easy to found. Some such New Age artists even boast to have done very thorough study in this field. Steven Halpern is one of them. In his early days, he devoted himself to the study and research of therapeutic music. And after he became a New Age musician, he is devoted to the production of healing music. He is prolific with more than 70 albums and almost all of them are related to meditation and healing. Albums like, *Deep Alpha: Brainwave Synchronization for Meditation and Healing*, *Healing Sound of Earth & Sky*, and *Meditations for Personal Growth*, all are intended for the listener who wants to do meditations and music healing. Other artists or projects like Liquid Mind, Deuter and so on. Chuck Wild, the leading member of the Liquid Mind, in the interview with John P. Olsen said that he gets to produce New Age music for meditation because he has psychological problems and meditation help him to get better. As a result the albums of Liquid Mind are quite meditation-oriented, such as *Liquid Mind X: Meditation*, *Relax: a Liquid Mind Experience* and so on. Deuter also produces many such albums like, *Koyasan: Reiki Sound Healing*, *Spiritual Healing*, and *Dream Time* and so on. New Age music for meditation and healing also needs the participation of

the listeners. In order to go through the meditation and healing process, the listeners should totally given up their attention to the outside world and immerse themselves in the music. Rapt in the music, the listeners actively absorb the melodies and release all his or her pressures. Without the appropriate participation of the listeners who seek for calmness in meditation, such music will loose their significance and have their artistic value unrealized. Such listeners acted out this music through their changed mood and psychology.

The theme-oriented New Age music is usually very delicately produced with much variety and complexity, showing great craftsmanship. They sometimes lead the audience to a journey to a foreign and different place, like the Atlantis, the world of the ancient mythology and, even in rare cases, the story worlds fabricated by the artists. Such music gives the listener a vicarious experience and it also invites the listeners to complete the images in the listeners' minds, which it fails to paint for the absence of paint. David Arkenstone, Diana Arkenstone, Clifford White, Al Conti, Chris Spheeris and Mars Lasar and the Nexion-Project are those artists who are very deft at creating theme-oriented New Age music. David Arkenstone and Clifford White have both based their music on the theme of Atlantis with their two different albums which share the same title. Diana Arkenstone tries hard to bring the listener to the world of the underwater through her album *Aquaria: a Liquid Blue Trancescape*. Mars Lasar's album *11.05 Revival* pivots around the theme of the mysterious or futuristic things of our mother earth. *Northern Sea* of Al Conti takes the Norse Mythology as its theme. Chris Spheeris' *Eros* is an album specially dedicated to the Grecian god Eros. The most interesting one is *The Land of Dreams* by the Nexion-Project. It also best shows the beauty of the theme-oriented New Age music because it is recorded like soundtrack of the movies with its own designed stories written on the booklet of the CD. To listen to this album is just like to watch a movie with the screen in your brain and you are to project the scene on the screen. Therefore, for these theme-oriented New Age albums, the participation of the listeners is crucial. These albums are designed to be revitalized with the imagination of the listeners. Without their participation such music loses their significance or at least fail to realize their value.

Participation as a very salient feature of postmodern culture is frequently found in the New Age music. The artists create their music not simply for the entertainment of the listeners. Instead, they try their best to engage their listeners in the completion and sublimation of their music with open gaps for them to fill. With the participation of the listeners, the artists and the listeners interact with each other. New Age music successfully brought the artists and the listeners to complete the art creation together and give them equal status during the process. So, the New Age music as a postmodern art has its egalitarian spirit shown through such democratic participation.

4. Conclusion

New Age music as a popular music form born in the postmodern era manifest postmodernity through many different aspects. It is a genre notoriously difficult to define. No matter what aspects are considered, its identity still can't be defined and pinned

down. This indeterminacy is also found in other postmodern cultural forms. Pastiche as a characteristic of mangy postmodern arts frequently appears in the creation of New Age music. Folk songs, Gregorian chants and the Classical styles are remorselessly and blankly parodied. Closely related to the high technology, the recording of New Age music gradually deviates from the traditional methods. Many virtual instruments are used and sound that has been never heard before are fabricated by synthesizers. The basic reality of music started to melt way in the recording of some New Age music. It has the propensity to be its own simulacrum, which is also one of the characteristic of postmodern culture. These three postmodern traits of New Age music all give it a sense of ethereal beauty. Its indeterminate identity shrouded it in mystery. The pastiche of the past elements distances it from the present. Becoming simulacrum deprive it of the basic reality. These together kept a little distance between New Age music and the listeners, creating an ethereal aura.

The effacement of the frontier between the mass and high culture as a postmodern phenomenon is also found in New Age music. The mass and high-brow culture converges in New Age music, which is chiefly substantiated by those artists who are classically trained but choose to step into the realm of New Age music. Those artists are influenced by the popular music and sometimes even arrange popular songs for classical instruments. Their music also galvanizes them into getting to know more about classical music. The mass and high-culture are bridged. The postmodern feature of the small narratives' revolt against the grand narrative appears in New Age music too. The non-Western musical materials, whether they are sampled chants of the ethnic tribes, the instruments of the indigenous people or others, are instilled into the New Age music. This joins in the revolt against the grand narrative of traditional music aesthetics. All kinds of small narratives of non-Western music are released and have their own voice heard. Participation, which is prevalent in the postmodern art, pervades New Age music. The artists invite the listener to complete and extend the music they created. This allows the artists to have equal place in the art creation process and the listener are no longer passive and yielding. Whether it's to bridge the high and mass culture, releasing the narrative of the non-Western music or inviting participation of the listen, the Egalitarian spirit of New Age music is shown.

References

Baudrillard, Jean. *Simulacra and Simulation*. Trans. Sheila Glaser. Ann Arbor : University of Michigan Press, 1994. Print.

Becker, Kathryn A. "Dissociative States Through New Age and Electronic Trance Music." Journal of Trauma and Dissociation 5.2(2004):89-100. Taylor And Francis Online. Web. 10 Aug. 2013

Creto, Michael. Interview by Kartik. *Milliblog*. Milliblog, 2008. Web. 10 Aug. 2013

Colley, Ann, Adrian North and David J. Hargreaves. "Gender Bias in the Evaluation of New Age Music." Scandinavian Journal of Psychology 44.2 (2003): 125-131. Online Library Wiley. Web. 12 Aug. 2013

Coffey, Dan. "New Age Music." *St. James Encyclopedia of Popular Culture*. Ed. Sara Pendergast and Tom Pendergast. Vol. 3. Detroit: St. James Press, 2000. 506-507. *Gale Virtual Reference Library*. Web. 9 Aug. 2013.

"Deep Forest" Wikipedia: The Free Encyclopedia. Wikimedia Foundation, Inc. 22 Aug 2013

"Enigma(music project)" Wikipedia: The Free Encyclopedia. Wikimedia Foundation, Inc. 22 Aug 2013

Fasmer, BT. *New Age Music*. BT Fasmer. n.d. Web. 30. July. 2013

Goodwin, Andrew. "Popular music and postmodern theory." Cultural Studies 5.2(1991): 174-190. Taylor And Francis Online. Web. 10 Aug. 2013

Hall, Dennis. "New age music: A voice of liminality in postmodern popular culture." Popular Music and Society 18.2(1994): 12-21. Taylor And Francis Online. Web. 10 Aug. 2013

Hall, Susan G. "New Age Music: An Analysis of an Ecstasy." Popular Music and Society 18.2(1994): 23-33. Taylor And Francis Online. Web. 10 Aug. 2013

Hassan, Ihab. "Pluralism in Postmodern Perspective." Critical Inquiry 12.3(1986): 503-520. JSTOR. Web. 12 Aug. 2013-09-01

Huang Ke. "A Study on National Elements in New Age Music" Studies in Culture and Art. 4.4(2011): 57-74. Wan Fang Data. Web. 7 Aug. 2013

Jameson, Fredric. *Postmodernism, or, the Cultural Logic of Late   Capitalism*. Durham : Duke University Press, 1991. Print.

Lyotard, Jean-François. *The Postmodern Condition: a Report on Knowledge*. Trans. Geoff Bennington and Brian Massumi. Minneapolis: University of Minnesota Press,1984. Print.

"MCMXC a.D." Wikipedia: The Free Encyclopedia. Wikimedia Foundation, Inc. 8 Aug 2013

Olsen, P. John. *New Age Music World*. John P. Olsen. *n.d*. Web. 20. July. 2013

"Return to Innocence" Wikipedia: The Free Encyclopedia. Wikimedia   Foundation, Inc. 23 Aug 2013

Smith, Jonathan C and Carol A. Joyce. "Mozart Versus New Age Music: Relaxation States, Stress, and ABC Relaxation Theory." Journal of Music Therapy 41.3(2004): 215. ProQuest. Web. 14 Aug. 2013

Tan Yuling. "Aesthetics of Music between NewAge and Postmodernism." Journal of Guangdong AIB Polytechnic College. 26.3(2010): 84-86. Wan Fang Data. Web. 7 Aug. 2013

Underwood, Lee. "Women in New Age Music." Psychological Perspectives: A Quarterly Journal of Jungian Thought 22.1(1990): 216-217. Taylor And Francis Online. Web. 10 Aug. 2013

Yang Hua. "An Analysis of the Religious Elements in Western Pop Music of the 20th Century." Journal of Guizhou University. 23.4(2009): 32-35. Wan Fang Data. Web. 7 Aug. 2013

The Utilization of Three Elements of Permanent Exhibition of Archaeological Site Museum of Nanyue Palace

Zeng Liuxiang

（1. Library, Chengdu Normal University, Chengdu 611130, China; 2. the College of Literature and Journalism, Sichuan University, Chengdu 610065, China）

Abstract: Three elements of museum exhibition, referring to conception, exhibits and space, are directly linked to the quality of an exhibition. The Archaeological Site Museum of Nanyue Palace boasts for its unique design with a characteristic of innovation in terms of the conception of exhibition, selection and arrangement of exhibits, space design, and the coordination of color and light as well as various sense organs, and plays particular attention to the blend of three elements of the exhibition. It can be used for a certain reference to site museums.

Key words: Archaeological Site Museum of Nanyue Palace, the Archaeological Site Museum of Nanyue Palace, exhibition design

1. Introduction: the three elements of exhibition and the Archaeological Site Museum of Nanyue Palace

The exhibition is one of vital indicators to the determination of merits of a museum. Visitors learn values and significance of a museum from its exhibition. It was said (2001) that the display of a museum is based on cultural relics and specimens and supported with some auxiliary exhibits which are arranged within a given space in accordance with a certain theme and sequence and art forms...and it is the main way for the museum to fulfill its social function. Whatever the forms of exhibition are, these three elements (conception, exhibits and space) and their successful coordination are the key to determine the quality of the exhibition of a museum. Therefore, these three elements-conception, exhibits and place-should be highly concerned in the design of an exhibition. The conception determines the exhibiting theme, sequence and the arrangement of storyline. Exhibits are the most direct way of presentation. While design and use of space contribute to the blend of contents as an organic whole. Only the reasonable design of conception and exhibits as well as space can make the best performance of the whole exhibition possible.

The Archaeological Site Museum of Nanyue Palace of Guangzhou especially highlights the coordination of those three elements. Among them, the Nanyue palace, a permanent exhibition included in the Chinese world cultural heritage tentative list in 2006 issued by the State Administration of Cultural Heritage, is known for its dedicate design with remarkable historical significance and has achieved a relatively good exhibiting effect, which can be used for reference in the design of permanent exhibition of site museums. It is not only a best example for the protection of historical remains but a model for the design of exhibition of site museums.

2. The conception of exhibition: highlighting the historical value of historical sites, palatial garden and cultural relics

2.1 General idea

Conception is the primary element for the exhibition design and a reasonable conception is the prerequisite for the design of a wonderful exhibition. Conception should emphasize on the determination of exhibiting characteristics and the information to be conveyed, in other words, the specific content and information displayed by the museum.

The Archaeological Site Museum of Nanyue Palace is built based on the ruins of Southern Nanyue palace. The emphasis of this exhibition should be on the displaying of important cultural value and historical significance of the Archaeological Site Museum of Nanyue Palace, the national key cultural relics protection unit. By presenting the archaeological achievements of the remains, the ingenious design of Archaeological Site Museum of Nanyue Palace and imperial garden can be interpreted so as to highlight the historical positon of the state of Nanyue in Lingnan district and local features, and to unfold the two thousand years of history of Lingnan as the central place pioneered by the state of. Nanyue.

As a result, the Nanyue Palace site, palatial garden, various palace and garden and unearthed architectural relics are the characteristics of Archaeological Site Museum of Nanyue Palace. It was pointed out that the palatial garden of Nanyue palace is the earliest imperial garden in Chinese archaeological findings, and the state of Nanyue is the first feudal Kingdom in Lingnan district. Guangzhou has been considered as political, economic and cultural center of Lingnan district since Zhao Tuo built the state of Nanyue, with Panyu as its capital, 2000 years ago (1995). Numerous building materials for palace and garden, bricks, pipes, china, wooden slips and flora and fauna fossils have been unearthed in the site of Nanyue Palace, which have significant historical values.

It is essential to present the content of exhibition after defining its whole conception. The conception design of the exhibition is challenged by the connection of a wealth of cultural relics in

accordance with a certain structure to emphasize on the exquisite design of Nanyue Palace and the reasonability of the imperial garden, and by the clear presentation of two thousand years of the magnificent history of the state of Nanyue to highlight the historical value of unearthed cultural relics. The resolution of these matters lies in the arrangement of storyline, preparation of the content and form design of the exhibition.

2.2 The arrangement of storyline

The storyline should be drawn in a certain sequence so as to ensure a clear organization and be straightforward to visitors. The storyline of Nanyue Palace, the permanent exhibition of the Archaeological Site Museum of Nanyue Palace, has adopted a narrative order from whole to local and presented in chronological order. The storyline of whole exhibition can be divided into two parts defined by different floors. The exhibition hall is depictured in a macro view. The history of unification of Lingnan by Qin and Han dynasties and the state of Nanyue have been dated back in a chronological order at first, and then the remains of palace, drainage facilities and imperial garden introduced with a clue of the capital and palace of the state of Nanyue. The second floor presents the furnishings of the inside palace microscopically, introducing the bricks, bronze and iron implements, remaining facilities used by the royal family and wooden slips with pottery inscriptions in sealed earth used in the palace. Last but not least, ecological environment before two thousand years ago in Pan and Yu districts has been described. The outline of whole story is organized logically, schematized from whole to local and from macro to micro and in a chronological view according to the development of history. It has restored the history, political policies and culture of Nanyue palace in a vivid, stereoscopic and multidirectional manner, highlighting two thousand years of historical position of Lingnan as the central place and the scientific nature of the garden design. This outline is easier to be understood and accepted, helping visitors to rapidly grasp the skeleton of this exhibition in spite of starting from any routes.

2.3 Details of the exhibition

Every part of exhibition should be detailed with the general idea and the outline of story of the exhibition defined. To be specific, the content of exhibition can be divided as follows:

The history of unification, building and regime changes of the state of Nanyue should be tracked back so as to explain the groundbreaking significance of the establishment of the state of Nanyue by Zhao Tuo in Lingnan district.

Efforts to the description of the constructing system of the imperial garden and the layout of capital and palace of the state of Nanyue should be made to recreate the landscape of the palace and imperial garden of the state of Nanyue to interpret their unique and scientific characteristics.

The archaeological achievement made in the remains of the Nanyue palace should be unfolded and the economic, political and cultural environment should be recreated in accordance with the

building materials, drainage installations, remaining implements, bronze and iron implements used by the royal family and wooden slips, and sealed earth used in the palace.

The contribution of the state of Nanyue to the cultural exchanges between Chinese and western countries and the national amalgamation should be acknowledged.

The remains of flora and fauna and their survival environment in Pan and Yu of Guangzhou two thousand years ago should be pictured.

This comprehensive and detailed arrangement has presented not only the history stories in a chronological order but the imperial gardens, buildings and various cultural relics in a spatial order, and also introduced the culture, diplomacy and ecological environment of the state of Nanyue. It enables the visitors to have a profound understanding of the history of Nanyue palace and the state of Nanyue from many aspects.

2.4 Forms of exhibition: the unification of seriousness and interest

It is essential to interpret the seriousness, decency and scientific nature of this exhibition as the state of Nanyue has a long history with a profound cultural background and it, as a site museum, has an educational function itself. The form of exhibition should focus on the quality of decency and primitive simplicity so as to create the in-depth insight of history of the state of Nanyue. It should also be diversified and attractive to all social groups based on the content and reliable data, leading to the unification of seriousness and interest. Color and light should be used to create atmosphere and activate all visual, audible and touch sense organs. All require the utilization of multimedia. This will be analyzed in the following parts.

3. Exhibits and ancillary supplies: the coordination of historical value and enjoyment

The Archaeological Site Museum of Nanyue Palace mainly exhibits the cultural relics unearthed from the remains of Nanyue Palace. The designers should consider how to select representative cultural relics from many unearthed relics. This museum has combined the history value and ornamental of cultural relics when exhibits are selected and displayed, and focused on the unique and representativeness of exhibits, such as the earliest glaze and biggest bricks in archaeological discoveries and delicate tiles inscribed with characters of "Wan Sui (Long Live)". Ancillary supplies, meanwhile, also displayed so as to highlight the significance of relics in the given historical environment.

For instance, king-sized and printing rectangular bricks are exhibited in the part of "large bricks and glaze", of which the king-size bricks are the largest one in our Chinese archaeological discoveries (2008). The highly valuable king-sized brick is put in a separated showcase convenient to be appreciated in an all-round manner. Visitors are impressed by its huge size at the sight of it. While the printing rectangular bricks printed with ornaments are

delicate and exquisite. Both are an indicative of the design level of imperial palaces in the period of the state of Nanyue. Visitors are easily attracted for their rich historical value and ornamental performance. Exhibits are mainly the actual cultural relics unearthed in remains. A few exhibits hard to be displayed are presented in copies. For example, the inscribed wooden slips are replaced with copies, as they are easy to be rotten. However, copies have little impact on the integrity of exhibition.

Ancillary supplies are also used to make the content and information of exhibition more complete and direct. For instance, to show the whole view of the Nanyue Palace, a sand table model is made to allow visitors to better learn the macro view and location of this palace. Diagrams to count tiles and iron pivots are made respectively, which facilitate visitors knowing the specific position and function of scraps of building materials in the palace. When glazes are present, analysis diagram for glaze is provided. For the separated glaze and iron pivot exhibited are hard to allow ordinary visitors to understand their actual function and significance. The utilization of ancillary supplies offers a physical survival environment for the isolated exhibits such as building materials for palace, ceramic fragments and glaze, emphasizing the historical significance and scientific value of relics in context.

The layout of exhibits in Archaeological Site Museum of Nanyue Palace is quite particular. Titled tables have been used to highlight parts of small-sized exhibits, such as copper coins, ceramic fragments and cross-section of tiles, making the appreciation easier. The tilted table has been fixed with a base for preventing exhibits from falling. The height of bases varies from different types of exhibits, making the classification clearer and more logical. For example, although the pottery inscription, sealed earth and brick inscription are put in a showcase, their bases are different in height and tilted angel. As a result, visitors are able to clearly learn the fact that those exhibits belong to different types. Another example is the representative relics, the titles with the Chinese character "Wan Sui (Long Live)". Watt head of the imbrex and non-imbrex are located at the different height of bases, allowing exhibits to be well-arranged and artistic.

4. The space design: the exquisite coordination with the content of Nanyue Palace presented

4.1 The general design style of the architecture

The design for the hall are blend with the content of Nanyue Palace and the display space are built with the imitation of red black wall of palace of the state of Nanyue. All these allow visitors to be as if in the actual palace of the state of Nanyue when under the exhibiting space. A few ceilings of halls have imitated the ancient palace design as a triangle titled shape with a sprung roof using crossed blown wooden, which creates a feelings of extension for the headspace. Each side of the red wall is decorated with black wedges to create a classical atmosphere. The coordination of the building style of the hall and the content of exhibition contributes to the air of

magnificent and profound history of the Nanyue palace.

4.2 The interior space design of the hall

The space of lobby is relatively wide. The names of past dynasties from the Qin dynasty starting from the unification of Lingnan district in Qin Dynasty to the modern times are written on the floor of lobby, making people as if in the thousands of years of history. Either side of the wicket guide visitors to the formal hall where visitors as if entered into the tunnel of history to start their journey of exploration to the state of Nanyue.

The interior exhibiting space of the Nanyue palace has adopted the series connection structure. "The series layout refers that every lobby is linked end-to-end...allowing every lobby to be visited in sequence and making the road lines clearer (1997)". The display space of the lobby in the first floor is relatively narrow, extending as a straight line. The visiting road line thus starts from one end to the other one. This design is linked with the chronological development of history, contributing a clear historical development for visitors. The hall in the second floor is wider than those in the first floor. As a result, the visiting road line is shaped as the Chinese character "Hui (回)". Entering from the middle of hall, visitors begin their journey from either side direction, then back to the middle, and continue from the other side. The construction of visiting road line is a series space connection with a certain sequence.

4.3 The isolation of space: the use of partition

Partition, with a function of guidance, has been highly concerned during the arrangement of space to separate exhibition space so as to distinguish different themes. "Partition can effectively increase the coverage of extension line, define and guide the visiting road line by means of isolated layout, making display, exhibiting room varied (1997)". For instance, every part of the display space of the hall in the first floor has been isolated with a large red wall so as to distinguish different themes. Therefore, each theme of the hall are independent and focused, rather than be plainly visible for visitors. The secluded hall is echoed with the design conception of ancient garden in Lingnan district.

A large display space generally corresponds with a big theme, with some small supported themes added. For instance, a small partition has been used to isolate a small room from that large display space in the second floor to introduce the "the firing of tilts" sprinkled in the "remaining instruments used by loyal families". It is because the tilts are the essence of the relics unearthed from the Nanyue palace. As a result, introducing the firing of tilts is the supplementation of the making process of such relics as tilts exhibited in the remaining instruments used by loyal families. It is an indication that themes exhibited are not only relations but also distinctions.

5. Diversified exhibition forms: presenting the history of the state of Nanyue in a vivid and three-dimensional way

The Archaeological Site Museum of Nanyue Palace highlights not only the coordination of the content, exhibits and space but the

diversification of exhibition forms. For instance, the cooperation between lights and color activates various sense organs such as visual and touch senses. The use of multimedia improves the interaction between exhibition and visitors.

Firstly, the coordination of lights and color facilitate the creation of atmosphere. "The color design should be arranged as a whole. Therefore, the specified and primary color should be considered at first, as they are the tone color for the exhibition (1998)". The lobby is relatively bright. As a result, the color for lobby should be mainly greyish-white to create a wide view for visitors. The color tone of the formal hall, which can be entered from the wickets in each side of lobby, changes immediately with lights fairly darken. The matching of red wall and black wedges shows a link with the red black palace of the state of Nanyue, creating a sense of seriousness, which allows visitors to be as if passed through the history and were in the actual palace of state of Nanyue.

Apart from the reasonable utilization of color and light for the creation of atmosphere, the Archaeological Site Museum of Nanyue Palace also concentrates on the activation of touch sense of visitors to create interaction between visitors and exhibits. "as visitors are able to direct interact with exhibits displayed, and explore or even touch exhibits by themselves (2006)". For example, parts of tilts made in the period of the state of Nanyue have been inserted in the wall of hall in the second floor when large bricks and glazes are exhibited, allowing visitors to touch while watching the appearance of tilts to truly feel the texture, size and volume of tilts. As a result, the distance between visitors and relics are bridged.

Meanwhile, this museum also makes a full use of multimedia. Television screens are displayed in every hall, introducing the history and buildings of palaces of the state of Nanyue. It provides a good opportunity for visitors to learn the state of Nanyue. Touch-screen computers are also installed at the end of hall and equipped with history resources and jigsaw puzzle for tilts, which enables visitors to learn more of history about the state of Nanyue as they are entertained. The dynamic exhibition of static relics increases the interaction between exhibition and visitors, changing the exhibition from a pale education to a vivid and interesting study.

6. Conclusion: the exquisite coordination of conception, exhibits and space

To sum up, Nanyue Palace, the permanent exhibition of Archaeological Site Museum of Nanyue Palace, focuses on the historical value of the remains of Nanyue palace and its unearthed cultural relics, the delicate design and local characteristics of imperial garden of the state of Nanyue when take the conception of exhibition into consideration. The selection and arrangement of exhibits emphasize on the combination of historical and ornamental values and the reasonable utilization of ancillary supplies makes the scientific value and historical significance prominent. As to the space design, the building style is blended with the content of exhibition, and the series place connection structure delicately isolates walls to distinguish different exhibition space. The forms of exhibition are diversified, using color, light and multimedia to activate various senses so as to increase the interaction between visitors and exhibits. All in all, the blend of three elements, conception, exhibits and space, of the Archaeological Site Museum of Nanyue Palace has enabled the information spread by the permanent exhibition, "Nanyue Palace", to be appreciated in all groups and achieved the unification of seriousness and interest.

———————————————

References

Archaeological Site Museum of Nanyue Palace (2010). *The remains of Archaeological Site Museum of Nanyue Palace: two thousand years of Lingnan as a central place.* Guangzhou: Guangzhou People's Publishing House.

State Administration of Cultural Heritage. (1997). Museum exhibition. Beijing: Cultural Relics Press.

The preparation office of the Archaeological Site Museum of Nanyue Palace (2008). *The site of imperial palace of   the state of Nanyue: a report on the archaeological excavation in 1995 and 1997 (the first volume)*. Beijing: Cultural Relics Press.

Wang, H. J. (2001). *The foundation of Chinese museology.* Shanghai: Shanghai Chinese Classics Publishing House.

Yan, J. Q. (1998). *The theory and practice of museum.* Hangzhou: Zhejiang Education Publishing House.

Zhang, R. F & Huang, Y. Z. (1995). *The history of the state of Nanyue*. Guangzhou: Guangzhou People's Publishing House.

Zhou, J. S. (2006). *"visitors participating" "closing to life"—two issues on the reform work of the display of historical museum in contemporary China. Proceedings of museology (Chen. J. Z.).* Xi'an: Shaanxi People's Publishing House.

On the Chinese Private Universities and the Expected Teachers' Professional Qualities

Dr. Chen Jing [1]   *Dr. Cong Jianmin* [2]

（1. Jilin Huaqiao University of Foreign Languages, Changchun, 130117; 2. Baicheng Normal University, BaiCheng, 137000）

Abstract: In the past 30 years, Chinese private universities have developed rapidly in both quantity and quality. In order to survive and develop, it is essential for private universities to improve their education quality. Only by constantly promoting teachers' professional development, the education quality can be ensured. However, what kind of professional qualities should private university teachers have? Why should they have such professional qualities? This paper reports a study, which found that the ownership, the internal management and the practice-orientation are the main factors that influence the expected professional qualities. The paper argues that because of the particularities of Chinese private universities, their teachers are expected to have "private and practice-oriented type" professional qualities.

Key words: Private university, teachers' professional quality, private ownership, internal management, practice-orientation

Introduction

In the past 30 years, Chinese private universities have dramatically developed in both quantity and quality. By May 21, 2015, there are all together 2553 higher education institutions in China, of which 729 are private, which takes 29.6% of the proportion.[] Private universities help the higher education meet people's diversified need. They are taking implacable place in the higher education system in promoting the national quality, equality and life-long learning society in China. In order to survive and develop, it is essential for them to improve their quality. The key to improve the quality of teaching lies in teachers. Only by constantly promoting teachers' professional development, the education quality can be ensured.

Private university teachers should have the same basic professional qualities as public teachers, since they are part of the Chinese higher education system. However, unlike the research-oriented universities, as newly-built higher education institutions, private universities are practice-oriented, which put forward some special requirements to their teachers. [] Private universities are quite different from public newly-built universities on ownership, internal and external management as well as the institute running orientation.

The Private Ownership of Private Universities

As part of the higher education system, private universities are educational institutions and public welfare like public universities. However, they are fundamentally different from public universities on the ownership, corporation and the internal management system.

The private universities are private-owned, so they get much less support financially from government. From this perspective, private universities are very much different from public universities, that run financially easier because of the annual funding from government. Chinese private universities are also different from the private universities in some developed countries, that are invested by wealthy social organizations or individuals and supported with continuous investment and donation during school-running. But in China, it is impossible for the founders to put money continuously to school, because to some degree, they are taking school-running as an investment for profit. Without much donation and funding from the national and local government, the main source of school fund of private universities is student's tuition. In the fierce market competition, without stable support, no matter how exalted, private universities inevitably run under the market rules pursuing profit. They rely on the surplus to ensure school running. So scholars put forward the idea that there are both funding crisis and concept crisis in Chinese private universities. [] For the above reasons, private universities always expect their teacher to be more dedicated to their work.

There are already series of laws for private universities including "Non-state Education Promotion Law of the People's Republic of China", which makes such a regulation to their legal status as: "Both the private and public schools have the equal legal status" .[] However, the laws themselves have some defects. The definition of legal person as "non-state, non-enterprise" is the logical starting point of the problems of private education, which causes barriers of the implementation of relevant policies. There is no type of corporation which is named as "non-state, non-enterprise", so there is no legal ground for the status of private universities as "non-state, non-enterprise". In practice, "non-state, non-enterprise" is always treated as "enterprise", which causes lots of problems to private education, especially the teachers' welfare. Before the reform, the staff endowment insurance system of private and public universities are quiet different. Public university buy for their teachers

institutional endowment insurance, while private universities buy their teachers endowment insurance according to the lowest enterprise standard. When retiring, private university teachers get much lower pension than public university teachers. In 2014, the implementation of the system of endowment insurance system seems to be able to enhance the fairness between the private and public universities, but that is not the case. Public universities buy their teachers much higher insurance than private universities. Besides of that, public universities raise their salary, which is more than enough for the teachers to assume personal insurance. This "some job, different pay" phenomenon causes the private university teachers' lack of professional sense of security.

The Internal Management System

The main characteristics of internal management system of private universities is mainly embodied in the decision-making mechanism and democratic supervision mechanism. Decision-making mechanism is the core of the private university internal management system. Although "Non-state Education Promotion Law of the People's Republic of China" and "Enforcement Regulations of Non-state Education Promotion Law of the People's Republic of China" make some regulations to the board of directors, most regulations are not very specific. So in practice, the regulations are not well implemented. In private universities, it is always the chairman that is in control of school major issues, while other directors are mostly honorable. The democratic supervision mechanism is the most important problem in the inner management system to balance the powers. However, currently the democratic mechanism has not yet been perfected, and supervision mechanism has not yet been established. The teachers' congress, labor union, students' union and students' congress have not well organized, so both the students and faculty have very weak consciousness of democratic participation in school management and rights protection. All the above problems cause serious lack of teachers' professional identity and commitment.

The practice-orientation

With the development of popularization of higher education, the diversity of higher education has become increasingly prominent. Based on "International Standard Classification of Education", Scholars always divide the Institutions of higher education into three basic types: Academic research university, applied professional single disciplinary or multidisciplinary universities and occupational technical colleges (vocational).[] A proper school-running orientation is the basis of an institution to survive in higher education system. Private universities set their school-running orientation according to the expectations of society, economy and culture as well as the environment and conditions where the school is run.

Social expectation is the external foundation of the practice-orientation of private universities. The external law for higher education to bey is to adapt to the social development. Higher education must be restricted by certain social politics, economy, culture, and serve for the development of the social politics, economy and culture. [] Without any exception, the school-running orientation should be based on

its external environment, especially the economic and social development.

Private universities take an important part in Chinese higher education popularization. Moreover, in a healthy and sustainable society, the high level researchers, the higher level managers, qualified specialized personnel and skilled workers are pyramid-structured in population. At present, along with China's economic development, the adjustment of economic structure and the acceleration of industrial upgrading, there is a large amount of need for practical and innovative people to support the economic structure adjustment and industrial upgrading. However, the contradiction between social demand and higher education is still prominent. On the one hand, it is a great challenge for college students to get employed after graduation. On the other hand, there is a large number of vacancies in many institutions.

The school-running condition is the internal foundation of the practice-orientation of private universities. At present, all the research-oriented universities are unexceptionally public universities. Those universities have long history and have won good social reputation. Private universities are incomparable with public universities no matter in the aspect of school-running experience, capital investment, scholarship, or the quality of teachers and student outcomes. In the long run, there is still some possibility for private universities to develop their students into high-level academics and researchers. But at present, private universities should be market-oriented, developing the students into practice-oriented people to meet the large demand of society. Besides, practice-orientation helps private universities to be very close-connected with the local industry, which is a good way to set up their own distinguished features. China is a large country, so the differences between regions and the local industries are dramatic. The differences provide possibility for the private universities to avoid homogeneity. In short, It is a wise choice for private universities to be practice-oriented to meet the expectation of market.

The Expected Professional Knowledge of Private University Teachers

There are various classifications of teacher's professional knowledge. The professional qualities of private university teachers are more complicated because of the practice-orientation. Private universities, as practice-orientated universities, aims to develop their students into professionals after graduation. So the teachers themselves are expected to have some specific practice-oriented knowledge.

The first is general cultural knowledge. As required by all universities, teachers are expected to have a wide range of profound cultural knowledge and make it internalized into private cultural literacy. Having a wide range of knowledge is the basic requirements for private university teachers, including the relatively broad knowledge on cultural, social and economic development at home and abroad, and the new development of modern science and technology, etc.

The second is disciplinary professional knowledge. To offer practice-oriented education to prepare students for the future profession, the teachers themselves should be "double-professionally-titled teachers" who have not only profound theoretical knowledge but also practice

experience. The disciplinary professional knowledge should be closely integrated with practice. It is knowledge to interpret what the theory is beyond "can do", namely the knowledge of "why I know how to do" .

The third is curriculum knowledge. Private universities, as practice-orientated universities, emphasize "market-oriented" specialty construction. The core content of specialty lies in course construction, because curriculum is the basic element of a specialized subject and the social expectations for the specialty are mainly reflected on the curriculum. So private university teachers should have a good understanding of the courses they teach, including the feature and value of the courses, the courses aims, course design, course implementation and course evaluation.

The fourth is knowledge of profession. To be practice-oriented, private universities expect their teacher have not only the basic theoretical knowledge, but also some rich knowledge about the related profession. The teachers should have the knowledge of the current situation of the related profession, the development prospects, as well as the expected criteria of the professional. The teachers should also be local society concerned, monitoring the local social culture, superiority and the development of local industry, so that help the students prepare well for the future career.

The fifth is the education academic knowledge. Like all the other university teachers, private university teachers are expected to have the educational academic knowledge, to fully exert students' potential, promote the students' ability of self-learning, enhance development of personality. Differently, private university teachers are expected to have education belief which fits well with the practice-orientation, understand the characteristics of private universities and know the practice-orientation education model.

Although, we divide the private university teachers' knowledge into five categories, different categories are closely related in the process of teaching. While teaching, the knowledge teachers use is not separate, but integral.

The Expected Professional Abilities of Private University Teachers

The practice-orientation also determine that private universities teacher are expected to have not only the ability all the teachers have but also some special, practice-oriented knowledge.

The first is the ability of teaching design. Private university teachers should have the ability to design the curriculum and teaching goal according to the expectation of the society. They should also have the ability to design the teaching plan including the arrangement of the teaching process, the teaching content, teaching method to enhance the development of students' practice ability.

The second is the ability of teaching organization and management. Practice teaching is the key content to develop students' practice ability. So it is essential for private university teachers to create the platform for students to cooperate with each other and to practice what they have learned. Teachers are also expected to create a kind of "conversational" classroom atmosphere to make the teaching and learning challenging but

comfortable and harmonious, by discussing, debating and researching, to arouse the enthusiasm of students' participation and to inspire the students' critic thinking.

The third is practical teaching ability. To develop students into high level professional, private university teachers should have "double" professional characteristics, namely, educational and occupational characteristics. Private university teachers should have good ability of practice teaching to adjust with the teaching goal, teaching content and teaching method according to the development of the related professional.They should also be able to supervise or tutor students' practice.

The forth is the ability of educational evaluation. Private university teachers should be able to take various methods to evaluate students' learning process and learning outcome, to develop effective evaluation tools, and to do the data collection and data analysis, in order to know the students learning and to offer suggestions to improve student learning. Besides of this, reflections on their behavior, attitude and outcome is also very important for teachers to enhance self-development.

The fifth is the ability to do applied research. As practice-oriented university, the researches should be practice-oriented. Teachers' scientific research is expected to focus on applied research. Teachers should be able to follow closely the professional development trends and cooperate with industry to do the applied research to serve for the development of local economy and society. On the other hand, teachers can inspire the students with the project they are doing.

The sixth is the communication ability. To make practice teaching effective, private university teachers should be good at communicating with people in and out of the school, especially with coordinator in enterprises. It is very important to help students carry out the social survey and social practice, to guide the students to participate in various social activities, internships, etc.

The last but no the lest ability is the ability to use information and technology in teaching. Teachers should be able to take good use of the developed information and technology to meet to needs of both students and society.

The Expected Professional Spirits of Private University Teachers

For private university teachers, to some degree, the professional spirit is more important than that to public university teachers. It is the spiritual power for teacher to persist to their profession in private universities. Professional spirit includes the education belief, professional identity, professional ethics and consciousness of self-developing.

The first is the education belief. Both the private ownership and the school-running orientation need the private university teachers develop their specific education belief, mainly including the belief on life-long education, student self-learning and cooperation. Private university teachers are expected to be "instructors" to develop students' ability of self-learning, practicing and critic thinking.

The second is professional identity. The specialty of private universities determines the importance of teachers' professional identity.

Professional identity refers to the love to and the pride of the occupation. With the identity, teachers can find and achieve their personal value in teaching. It also refer to identity to school culture and philosophy. Only with the unbreakable belief and sense of identity, can the teachers have the sense of responsibility and be dedicate to the career in private universities.

The third is professional ethics. Professional ethics refer to the consciousness of professional responsibility. If private university teachers do not have a clear picture of the duty they are taking, they will take work as a tool to make a living. Without the consciousness of loving the profession and serving the society, it's not much possible for private university teachers to love his career.

The forth is the consciousness of self-development. University teachers are faced with unprecedented challenges in the age of information, with the explosion of information and the fierce competition of higher education at home and abroad. With the fast development of society, the cycle of updating knowledge and skills is shortened. It is essential for university teachers to have strong sense of self-development, so as to keep with the development of the society and the need of modern higher education.

Conclusion

Chinese private higher education have achieved a great progress in the past 30 years. It is not only the product of open door policy in education but also the requirement of the society to meet the need of the people's education. The private ownership makes a great challenge for the professional qualities of Chinese private university teachers. On one hand, Chinese private universities are quiet different from the private universities in some developed countries. They were born in a very poor condition, both in finance and quality. On the other hand, private universities are quiet different from Chinese public universities in their private ownership. Because of the non-state ownership, private universities can not get the annual funding and other financial support from the central and the local government as the public universities do. So the teachers in private universities are comparatively in weak position in social and financial status. It is this problem that makes it necessary for private universities to have some specific professional spirits. Chinese private universities are practice-oriented, which diversifies the aim of higher education to meet the need of the society for practical professionals in different fields. The practice-orientation also fits the school running conditions. The practice-orientation requires the private

university teachers to be practice-oriented in their professional knowledge and abilities. According to the special ownership and the school-running orientation, we believe that Chinese private university teacher are expected to have the "private and practice-oriented typed" professional knowledge, professional abilities and professional spirits. The professional knowledge consists of the general cultural knowledge, disciplinary professional knowledge, curriculum knowledge, knowledge of profession, and education academic knowledge. The professional abilities consists of the abilities of teaching design, teaching organization and management, practical teaching, educational evaluation, doing applied research, communication and the ability to use information and technology in teaching. The professional spirit includes the education belief, professional identity, professional ethics and consciousness of self-developing. Undoubtedly, the above knowledge, abilities and spirits can not include all the qualities the private universities expect their teachers to have. Since the teachers are expected to have specific professional qualities, what is the current situation of the teachers' professional qualities? What is the problem and how to do with the problem? All the above questions will be our concern with the teachers' professional qualities at Chinese private universities.

References

Chen Yuanwu. (2007). How to Go Out of the Trouble of Low Education Quality of Chinese Private Universities. *Education Research*，7, 44.

Chen Changya.(2008). How to strengthen the disciplinary, specialty and course building at non-research-oriented universities. *Jiang Su Higher Education*，6, 82-83.

Ministry of Education of China.(2015). The List of Institution of Higher Education. http://www.moe.gov.cn/srcsite/A03/moe_634/201505/t20150521_189479.html. 2015-05-21.

Non-state Education Promotion Law of the People's Republic of China(2002). http://www.gov.cn/test/2005-07/28/content_17946.htm.

Pan Maoyuan. (2009). On the Course Building from the Perspective of Classification of Higher Education Institutions. *China University Teaching,* 3,4.

Pan Maoyuan, Wang Weilian. *Higher Education*.(1995). Fu Zhou: Fu Jian Educational Press, 36-52.

Yu Bin.(2008). The Problems and the Countermeasures of the Professional Development of Practice-oriented Universities Teachers. *Research on Educational Development,* 11, 81-83.

Promotion and Utilization of Plantation Grown Timber Species in Ghana: The Kiln Drying Schedule of *Khaya Ivorensis*

Appiah-Kubi, E. [1*]*, Mensah, M.* [1]*, Tekpetey, S.L.* [1]*, Andoh, E.O.* [2] *and Opuni-Frimpong, E.* [1]

（1. Forestry Research Institute of Ghana, Kumasi ; 2. Takoradi Polytechnic, Takoradi, Ghana）

Abstract: Mahogany is ranked as one of the best known and most valuable commercial tropical timbers on the international market. These species are becoming more scarce in the wake of dwindling forest cover in Ghana with illegal logging as the major contributing factors. Since plantation species have not been used enough in the past, their kiln schedules and their drying rates are unknown. In this study kiln drying schedule for plantation grown *Khaya ivorensis* was developed. The testing method followed Terrazawa: 1965. Results indicate that the mildest drying conditions for the plantation species would be the initial and final temperatures of 65°C and 90°C respectively and this coincided with the temperature schedule T11. The wet bulb depression (WBD) of 5.5°C which also corresponds to WBD schedule of 5 was recorded. Madison Drying Schedule T11-B5 is therefore proposed for the plantation grown *Khaya ivorensis*.

Key words: *Khaya ivorensis*, temperature, drying schedules

Introduction

In recent times, an increasing understanding of the science of ecology and society pressure, are causing a re-evaluation of our natural resources with emphasis on sustainable timber production, environmental awareness and improving rural economies. Ghana used to export large portions of its wood in log forms and rough lumber. In taking advantage of the social and economic benefits created by each additional processing operation, Upton and Attah (2003) reported of a paradigm shift towards the production of processed wood products. Currently, the use of wood from planted forest is something we cannot avoid, once society consumption demands an increasing of the wood production with quality and environmental care (Klitzke and Batista 2008).

As the volume of timber from preferred species decreases, potential for the commercially less-accepted species increases (Simpson 1992). When the primary wood species becomes extinct and the availability of plantation species becomes the raw material for wood industry, there would be the need to inform industry of the properties of these timber species. Green boards are usually dried as a first step in their utilization. Improved utilization of tropical wood species can help increase the economic value of the forest and thus improve the chance of sustainable management. Since drying is one key step in processing wood products, solutions to drying problems will help establish value for the species (Ofori and Brentuo 2005; Simpson 1992). Information is therefore needed on the drying of plantation species.

Mahogany is ranked as one of the best known and most valuable commercial tropical timbers on the international market. It is acknowledged that these species are becoming scarcer in the wake of dwindling forest cover in Ghana with illegal logging as the major contributing factor. Foli *et al* (2009) described *Khaya ivorensis* (Dubini) as a fast growing species, which does well in semi-deciduous and evergreen forest, tending to do better on banks of streams.

Kiln drying of wood as defined by Hart (1966) is a dynamic balance between heat transfer from air stream to the wood, surface evaporation from the wood, diffusion of moisture through the wood and mass flow of free water in the wood. Kiln drying of wood, according to Klitzke and Batista (2008) is currently recognized as a vital element in the value of processed solid wood, with an emphasis on the improvement of its quality and cost reduction.

Generally, a schedule is developed so that drying stresses or degrade (such as checks, splits, collapse) do not exceed the strength of the wood at any given temperature and moisture content. Tsoumis (1991) defined drying schedule as a carefully worked out compromise between the need to dry lumber as fast as possible and at the same time avoid severe drying conditions that would cause drying defects.

Since plantation species had not been used enough in the past, their kiln schedules had also not been developed and that their drying rates and sensitivity to stain, surface checks, collapse, honeycomb, and warp are unknown (Simpson 1992). The Forestry Research Institute of Ghana (FORIG) has a plantation of *Khaya ivorensis* at Amantia in the Moist Semi-deciduous ecological zone in Ghana which had attained felling

diameters of 90-110 cm. The objective of this study was to determine the kiln drying schedules for the plantation grown *Khaya ivorensis* and compare results with schedules of samples from the natural forest.

Materials and Methods

Sample Collection

The timber species, *Khaya ivorensis* (about 40 yr) were felled from both the natural forest and plantation plot of the Forestry Research Institute of Ghana (FORIG) at Amantia in the moist semi-deciduous forest zone of Ghana. *K. ivorensis* from the natural forest served as the control. Three discs (30 cm thick) were cut from different sections of each bole (1.3 m, 3 m and 7 m sections) and prophylactic treated with Dursban to prevent staining.

Sample preparation

A flat-sawn section of 2.5 x 12 x 25 cm from the heartwood was cut from each disc and planed through a Livello Olio (Model 700) thicknesser machine to a dimension of 2 x 10 x 20 cm with the 2 x 10 cm faces being flat-sawn. Six replicates each for the natural forest and the plantation were wrapped in polythene bags and kept in a freezer to avoid moisture lost. One end of each specimen was marked and selected for end-checking observation.

Two reference lines were drawn across the face of each specimen at right angle to each other and each 1 cm from the left most edge. The intersection of these two lines formed a reference point at which each micrometer reading was taken in the radial direction.

Each specimen was weighed using a digital balance for the initial green weight. This was done to be able to calculate the moisture content of the samples. The dimension of each specimen was measured using the micrometer screw gauge for thickness and the digital and the sliding veneer calipers for the width and length respectively.

At intervals of 10 minutes, one specimen out of six specimen from the plantation and the natural forest, was placed edge-wise in a well ventilated oven which was maintained at 103-105°C for free air circulation.

Each specimen was then taken from the oven every hour for the first eight hours on the first day. The specimen was then weighed; depth and width measured and at the same time, end and surface checking that was developing during drying at the marked ends were observed and recorded. The purpose was to ascertain the maximum value of the end check and the surface checks that was appearing in the initial stages of drying. These measurements were repeated on the second day at an interval of six hours and the last readings done on the third day. The longitudinal readings of the specimen were done only at the beginning and at the end of the drying process.

Degree of honeycombing

At the end of drying, the centre line of each specimen was cut off to give an approximate 2 x 10 x 10 cm piece in order to observe the degree of honeycombing and the cross-sectional deformation that had occurred. The newly exposed faces were examined for honeycomb defects and the specimen awarded a predetermined honeycomb classification set by Terazawa (1965).

Spool-like deformation

The two extreme ends at the cut edge for each half was labeled (A), and a point (1-2 cm) apart from (A) with a reduced thickness was also labeled as (B).

A: The thickness at the edge, B: the thinnest 1-2 cm apart from the edge

Figure 1. Method for evaluating spool-like deformation on the section
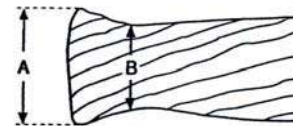
Thickness at points A and B at the four edges of the two halves were measured using the micrometer screw gauge. Differences between the thickest and the thinnest for each of the four was then determined. An average value for the four differences, thickness and thinnest (A-B) for the edge of each sample was evaluated. The overall mean difference for the six replicates was determined by computing the average value of the six mean differences obtained.

The degree of spool like deformation for each sample was evaluated by computing the overall mean differences obtained with values awarded in the deformation classification set by Terazawa (1965).

Kiln schedule code

The adopted class of initial moisture content, and wet bulb depression corresponding gives a code which in combination with temperature gives a propose schedule from the code. Each schedule is represented by a two-letter and two-number designation, such as T4–D2. The schedules merely represent a systematic way to develop the whole range of degrees of drying severity.

Results and Discussion

Susceptibility to drying defects

The appearance and closing of end checks at the initial stages showed, in the case of the plantation species, while 33.34% started closing as early as the 6th h, the rest (66.67%) closed after 30 hours of drying. As regards those from the natural forest, the earliest closing of checks on the samples was the 3rd h (16.66%) and others were between the 5th h (66.67%) and after 31 h (16.66%) of drying. The longest closing

time registered for natural forest *Khaya ivorensis* may be attributed to felling injury which resulted in an end to surface checking during drying as depicted in the figure below. In all cases there was no evidence of internal checking or honeycombing.

Evaluation of spool-like deformation

Differences in spool-like deformation for the two species were evaluated as shown in Tables 1 and 2. On the cross sectional face of the cut samples, sides labeled A refers to thickness measurement taken at the edge and the B the thinnest 1-2 cm apart from the edge (A). Values recorded for side B was subtracted from side A. This was repeated for all the eight edges from a sample.

In Table 1, results show the mean differences in thickness between A (the thickest at the edge) and B (the thinnest 1-2 cm apart) of each sample. The mean minimum thickness recorded for plantation grown *Khaya ivorensis* was -0.02 cm whilst the mean maximum difference in thickness was 0.12 cm. From similar calculations, species from the natural forest, Table 2 depicts the mean thinnest (0.10) and maximum thickness (0.26).

Drying conditions corresponding to the adopted defects classes

The susceptibility class relationship (or drying conditions corresponding to adopted defect type class) shows the type and class of drying defects obtained for the two types of *Khaya ivorensis*. In Table 3, the type and sizes of defects (initial checks, honeycombing and spool-like deformation) that occurred on the samples were assessed from a predetermined corresponding classification numbers done by Terezawa (1965). The shape and degree of the initial checks that appeared on the samples in the early stages of drying, was classified 1 or 2 accordingly.

Under honeycombing or internal checking, the shape and sizes of appearance on the samples were classified using Terazawa (1965). From Tables 1 and 2, the values from the mean differences recorded for the samples were used to classify for spool-like deformation. Records of Initial moisture contents (%) were also classified.

The three drying conditions (the initial temperature, wet bulb depression and final dry bulb temperature) from all the defects classes were classified and the mildest conditions (i.e. overall lowest initial temperature, overall smallest initial wet bulb depression and overall lowest final temperature) of 65°C, 5.5°C and 90°C and 60°C, 4.3°C and 85°C adopted for plantation and natural forest *Khaya ivorensis* respectively.

In similar manner, the same procedure of assessing the

corresponding values for all types of defects were determined for the possible drying conditions for natural forest *Khaya ivorensis* as depicted in Table 4. In both species type, the predominate class B for initial moisture content was adopted in proposing a drying schedule for them.

Proposed drying schedule

The mildest drying conditions (that is the lowest initial temperature, smallest initial wet bulb depression and the lowest final temperature) in Tables 3 and 4 were used to propose kiln drying schedules for the samples worked on. For the plantation species, the initial and final temperatures of 65°C and 90°C respectively from Table 3 were used in Appendix 8 from which their corresponding range of temperature coincided with the temperature schedule T11. The wet bulb depression (WBD) of 5.5°C also corresponded with WBD schedule of 5. So for the plantation species, in putting together the mean adopted classes of initial moisture content of B, the WBD class of 5 and the temperature schedule of T11, Madison Drying Schedule T11-B5 is proposed as depicted in the Table 5. In similar manner, a schedule code of T10-B4 was proposed as the schedule for natural forest *Khaya ivorensis*. The proposed drying schedule is therefore the table 8.

Conclusion

The oven drying method adopted attempts, to estimate sensitivity to drying and ultimately a kiln schedule by observing the characteristics of the various kinds of defect that developed. The wood was not susceptible to collapse or honeycombing but checked moderately in the early stages of drying. Based on the experiment at high drying temperature, initial temperatures and wet bulb depressions for *K. ivorensis* were 60-65°C and 4.3-5.5°C respectively. However, these drying schedules need to be modified during its implementation and adjusted to kiln drying condition, initial moisture content and the lumber dimensions, because drying schedule vary by species, thickness, grade and end use of the lumber.

Acknowledgement

Tables

Table 1. Spool-like deformation of plantation grown *Khaya ivorensis*

Sample Replicates	Thickness of cross section (A) at ends of boards (mm)				Thickness of boards (B) at 1cm away from (A)				Mean difference
No.	A1	A2	A3	A4	B1	B2	B3	B4	A-B
1	19.44	19.31	19.42	19.33	19.56	19.26	19.44	19.31	-0.02

2	19.46	19.41	19.51	19.47	19.39	19.33	19.43	19.4	0.08
3	19.71	19.5	19.59	19.44	19.55	19.45	19.49	19.37	0.09
4	19.54	19.26	19.45	19.22	19.35	19.18	19.32	19.15	0.12
5	19.56	19.47	19.56	19.5	19.49	19.36	19.5	19.41	0.08
6	19.9	1962	19.87	19.61	19.79	1958	19.81	19.57	0.06

Table 2. Spool-like deformation of *Khaya ivorensis* from natural forest

Sample Replicates	Thickness of cross section (A) at ends of boards (mm)				Thickness of boards (B) at 1cm away from(A)				Mean difference
No.	A1	A2	A3	A4	B1	B2	B3	B4	A-B
1	19.09	19.41	19.11	19.31	18.98	19.21	18.95	19.13	0.16
2	19.57	19.48	19.4	19.52	19.27	19.23	19.24	19.27	0.24
3	19.46	19.2	19.46	19.2	19.22	18.99	19.26	18.95	0.22
4	19.45	19.21	19.4	19.15	19.23	18.97	19.18	18.9	0.23
5	19.67	19.28	19.41	19.42	19.47	19.17	19.32	19.23	0.15
6	19.8	19.5	19.55	19.59	19.65	19.2	19.22	19.35	0.26

Table 3. Type and classes of drying defects for plantation grown *Khaya ivorensis*

Defects type and initial M.C.	Defect type class on samples						Drying conditions corresponding to adopted defect type class		
							Initial dry bulb temp. (°C)	Initial wet bulb temp. (°C)	Final dry bulb temp. (°C)
	1	2	3	4	5	6			
Initial checks	1	2	2	1	1	1	65	5.5	90
Honeycomb	1	1	1	1	1	1			
Deformation	1	1	1	1	1	1			
Initial MC (%)	41.91	52.03	60.35	61.43	54.45	48.25			
MC Class	B	B	C	C	B	B			

Table 4. Type and classes of drying defects for *Khaya ivorensis* from Natural forest

Defects type and initial M.C.	Defect type class on samples						Drying conditions corresponding to adopted defect type class		
							Initial dry bulb temp. (°C)	Initial wet bulb temp. (°C)	Final dry bulb temp. (°C)
	1	2	3	4	5	6			
Initial checks	1	3	3	2	1	1	60	4.3	85
Honeycomb	1	1	1	1	1	1			
Deformation	1	1	1	1	1	1			

Initial MC (%)	50.65	52.94	45.16	55.66	38.11	45.98
MC Class	B	B	B	B	A	B

Table 5. The proposed drying schedule T11-B5 for plantation *Khaya ivorensis*

STEP	MC (%)	Temperature (°C)		R.H (%)	EMC
		Dry bulb	Wet bulb depression		
1	above 50	65	6	74	11.5
2	50-40	65	6	74	11.5
3	40-35	65	6	74	11.5
4	35-30	65	8	67	9.8
5	30-25	70	12	52	7.6
6	25-20	70	20	35	5
7	20-15	80	30	39	4.8
8	15-final	80	30	39	4.8

─────────────────────────

References

Foli, E.G., Agyeman, V.K.,and Painstil, M. (2009). Ensuring Sustainable Timber Supply in Ghana: A case for plantations of indigenous timber species. Forestry Research Institute of Ghana. Technical Note No.1 2009.

Hart, C.A. (1966). The drying of wood. Raleigh, North Carolina Agricultural Extension Services.

Klitzke, R.J. and Batista D.C. (2008). *Proceedings from the 51st International Convention of Society of Wood Science and Technology*. Concepcion, Chile.

Ofori, J. and Brentuo, B. (2005). Green moisture content, basic density, shrinkage and drying   characteristics of the wood of *Cedrela odorata* grown in Ghana. *Journal of Tropical Forestry Science*. 17(2), 211-223.

Simpson, W.T. (1992). Drying Technology issues in Tropical Countries. Invited Paper. IUFRO ALL-Division 5 Conference. Nancy, France. 497- 507

Terazawa, S. (1965). Methods for easy determination of kiln drying schedules of wood (in Japan). Japan Wood Industry, 20 (5), 216-226.

Tsoumis, G. (1991). Science and Technology of Wood; structure, properties and utilization. Van Nerstran Reinhold, New York, 494pp

Upton, D.A.J. and Attah, A. (2003).a Commercial Timbers of Ghana: The Potential for Lesser- Used Species. Forestry Commission of Ghana, Accra.

Reflection of the Concept of Ecological Civilization on the Construction of New-type Urbanization

He Junxin   Zeng Shulan

（Hunan City University, Yi yang, Hunan 41300）

Abstract: Urbanization is an important carrier for the completing the building of a moderately prosperous society in all respects and also one of key points for the strategic adjustment of economic structures. Seen from the history, although human beings have created huge material fortune during the process of acceleration of industrialization and urbanization, they have also paid a heavy price for the resource and environment. Consequently, the ecological problem has gradually become the central issue of the social development. It is the concept of ecological civilization set forth that is the source of the profound introspection of mankind to the development. Such basic national conditions as huge population, shortage of resources and insufficient capacity of ecological environment have determined that China's urbanization has to highlight the concept and principle of ecological civilization and should take the road of new-type urbanization in a green and low-carbon manner.

Key words: Management theory, new urbanization, ecological civilization, harmonious

1. Introduction

It has reported in the 18th National Congress that "Promoting ecological progress is a long-term task of vital importance to the people's wellbeing and China's future. Faced with increasing resource constraints, severe environment pollution and a deteriorating ecosystem, we must raise our ecological awareness of the need to respect, accommodate to and protect nature. We must give high priority to making ecological progress and incorporate it into all aspects and the whole process of advancing economic, political, cultural, and social progress, and work hard to build a beautiful country, and achieve lasting and sustainable development of the Chinese nation". This statement has not only enhanced the construction of ecological civilization to the level of the four constructions of economy, politics, culture and society but has considered the "the construction of a beautiful China" as a grand goal of a socialist ecological civilization. It is an important interpretation to the scientific outlook on development, and one of vital turning points where our human beings understand and transform nature, even a major historical decision to promote the progress of human civilization. To construct a socialist ecological civilization, it is required to emphasize on the master of new-type urbanization, an effective carrier for the ecological civilization, and to pay attention to the binding point of humankind and nature with the harmonious development and to highlight the concept of ecological civilization so as to explore a rode for the new type of urbanization.

2. Harmoniousness VS Confrontation: a historical enlightenment from the relationship between human and nature

The developmental history of the progress of human civilization on the whole is the concentrated history of raise and fall of the ecological environment and also the relationship history of the population, economic development and resource and environment. The relationship between human beings and nature was harmonious at the first several millions of years of history of the dawn of humanity. Both the interaction between human beings and nature as well as the interaction within the humanity only intend to struggle to obtain living materials and resist natural disasters and take advantage of each other for survival.

The relationship between the men and nature has evolved from the utilization of to the conquest of nature since the humanity entered into the civilized society. Consequently this relationship has changed from harmoniousness to the confrontation. Two phenomena are always inseparable: the economic development, decline of resources and environmental deterioration. This confrontation has contributed to getting away from the primitive life that human beings made their living as hunters and nomads. On the other hand, it has led to the blind development of human beings for the resources and environment, resulting in the gradual decline of many an ancient civilization with good ecological environment (Gao, 2004).

Mankind has enjoyed unprecedented material civilization and rapid development from the development of industrial civilization within only more than 200 years. However, a huge threat to the survival and development of human beings themselves has been also aroused meanwhile. Marx and Engels have deeply revealed and criticized this kind of confrontation of human beings to nature during

the period of industrial civilization. "It was pointed that human being are a part of nature" (Marx & Engels, 1979), and "The governance of nature is by no means the same as the control of foreign ethics for conquers and the dominance of men from outside of nature to nature. On the contrary, we ourselves and our bodies and bloods as well as our brains belong to nature and are existed in nature. The control of the whole nature relies in the fact that our men are stronger than any other animals and we can learn from and correctively make use of nature laws". "Let us not, however, flatter ourselves over much on account of our human conquest over nature, as nature takes revenge on every conquest of human over nature" (Marx & Engels, 1972). "The capitalist production mode enables the men gathering at various central cities to be more competitive. As a result, it collects the motive force of history of the society on the one hand, but also causes damage to the material exchanges between human and the land. That is to say, it makes parts of land consumed by human for foods and clothes fail to be recovered, resulting in destroying the permanent natural conditions for the lasting fertility of the land". "If thousands of years of work can only enable us to learn a bit about how to evaluate the relatively profound natural effects of our production activities, to foresee the far profound social effects of these activities is much more difficult". When "the profound social effects made by our production activities in an indirect manner are gradually understood by our human beings, they may be able to be dominated and regulated. But only understanding the results of these production activities is not enough for such a regulation which requires a complete reform of existing production modes and social systems concerned" (Marx & Engels, 1972). Therefore a new road is explored for the harmoniousness of human and nature and the reconciliation of human beings (Marx & Engels, 1979)".

As suggested above, human beings enjoyed a harmonious relationship with nature during the agricultural civilization times. It is partly because the whole biosphere was not threatened by the confrontation between human beings and nature as the materials and technologies mastered by human beings were limited and the internal confrontation within human beings was not able to allow the humanity to be in danger. Additionally, there was a small population and were only 500 million people around the world by 1650. Therefore, even if the war or environmental degradation occurred in one place, people would still be able to migrate to another place for survival. Thirdly, human beings themselves still were humble compared with nature and had little knowledge of the earth, the details of themselves and of life and spirit. Society and nature were full of mystery. As a result, they are in awe of nature and society. Although such dozens of ancient agricultural civilization as Mesopotamia ancient civilization, the ancient civilization of Nile River Basin in North Africa and Indus River in South Africa and Maya civilization in Central America have successively declined, this kind of declination was still kept in the bearable limit of human beings, society and ecological cycle.

Driven by the nature of the endless expansion of capital, human

beings are subjectively considered as the master of nature and nature is deemed as the object to be conquered in the times of industrial civilization. No one has been aware that the harmoniousness between human beings and nature is the premise of further development of society and economy. As a result, it has aggravated the confrontation of mankind and nature, leading to the exhaustion of natural resources and the deterioration of ecological environment. Human beings have enjoyed the material pleasure brought by the natural resources in the times of industrial civilization. However, they are also confronted with the shortage of natural resource, deterioration of environment and the failure of sustainability, such as the sandstorm, soil erosion, discontinuous rivers and sharp decrease of forest and meadow. The consequence of industrial civilization is to aggravate the conflicts and collision of human beings and nature, leading mankind to be in an unprecedented ecological danger. Human beings have paid a heavy price for the crazy revenge of nature to the human beings.

3. Ecological civilization serves as the key to the development of modern China

The "ecological" in the terminology of ecological civilization has incorporated both the coordinate relationship between organic creature and nonorganic environment and between organic creatures, and individuals and groups. To build an ecological civilization is, as a matter of fact, to develop a resource-conserving and environmentally friendly society with the sustainable development as the goal and based on the sustainability of resource and environment and on the principle of the law of nature.

Since the implement of the policy of reform and opening up, China undoubtedly has made remarkable achievements. However, China has long been seeking the undue growth of GDP to promote the economic development as a result of historical and practical reasons, leading to the extreme deterioration of environment with widespread phenomena that when one party is committed to the governance of environment problems, environmental destruction is spreading elsewhere throughout the country. The temporal shortage of resource and energy and the regional ecological environmental crisis have severely restricted the normal development of China's economy. The Chinese civilization was once nurtured a beautiful and affluent country with abundant water and plants and verdant trees, but now this country is gradually replaced by a land with frequent natural disasters, exhaustion of resource, soil erosion and desolated land. The beautiful pasture with a scene of "flocks and herds appear as grass bends to wind" has become the vast desert that "between the vast sky and the desolated earth, a big wind rises, dusts are driven away". Therefore, it is an irreversible tendency for the development of human civilization and one of key decision for the growth of modern China that the industrial civilization will be replaced by the ecological civilization.

The concept of construction of ecological civilization has been put forward by the Party's first generation of central collective

leadership with Comrade Mao Zedong at the core from the practical perspective. It highlighted that the construction of ecological civilization should emphasize the afforestation and forestry construction based on the elimination of wasteland and barren Mountain. It had made efforts on the greening of our motherland, ecological restoration, environmental protection, regulation of resources and prevention of pest and diseases in a practical manner. Chair Mao called for the campaign of "greening our motherland" in the "*Messages from the CPC Central Committee to the Meeting of Afforestation by the Young in Five Provinces (Autonomous Regions)*" in 1956. He also put forward such suggestions as "Efforts should be made to green our motherland" and "Any places which are able to be greened should make the campaign of afforestation to gradually green our country and our environment for our physical and mental work, study and life " in 1958, which laid a foundation for the basic ideology of environmental protection.

A consensus has been reached that the harmonious development of human and nature should be made by taking the road of sustainable development, which becomes the common mission for the people around the world after the concept of "sustainable development" was put forward in the United Nations Conference on the Human Environment held in the Stockholm in 1972.

China has a profound understanding of the importance of sustainable development when entering into the 1990s. China enacted the *China's Agenda 21st century - 21st century White Paper on Population, Environment and Development in China* in 1994, which has defined the overall strategy and main goal of the China's stainable development in 21st century base on the specific national conditions of population, environment and development.

The "Ecological Civilization" was firstly included in the report of National People's Congress (CPC) in the 17th congress of CPC, marking the preliminary form of the theory of ecological civilization. While the 18th congress of CPC has initially deemed the "Beautiful China" as the grand goal of future construction of ecological civilization that is discussed on the level of general layout. It has reflected the profound understanding of the general layout of socialism with Chinese characteristics for our Party and indicated the fundamental attitudes of Chinese nation and highlighted the determination of the resource and energy conservation and environmental protection.

4. The construction of new-type urbanization should highlight the ecological civilization

Such problems as high energy consumption, severe environmental pollution have not been radically controlled during the construction of urbanization in our country, with water and air pollution and solid waste pollution seriously threatening to the health of inhabitants. The basic nation conditions with huge population, shortage of resources and limited capacity of ecological environment have determined that China's urbanization should be developed based on our national condition. As the new type of urbanization refers to the urbanization of people, it requires that the concept and principle of ecological urbanization should be integrated into the whole process of urbanization so as to construct a new type of urbanization, the green and low-carbon urbanization.

4.1 The core of new-type urbanization should be the human, resource and environment

The core of new-type urbanization is the urbanization of people. While the value orientation for the ecological civilization is "people-oriented" during the construction of new-type urbanization. Therefore, the nature of new-type urbanization and ecological civilization are consistent. It is because the value of human beings should not and shall not able to be over nature during the historical development of mankind. The development of human beings and nature should be uniformed. As a result, the construction of new-type urbanization should bend the human with nature to highlight the concept of ecological civilization so as to reflect the "people-oriented" principles and advocate green and low carbon cities and towns. One the one hand, environmental pollutions in our county is mainly from cities. It is estimated that cities has consumed 85 percent of energy and resources and discharged the same percent of waste and exhaust gas, and that 80 percent of rivers flowing through cities are suffered severe pollution. Therefore, "Green" should be in the first place of the new-type urbanization. Apart from the concept of beautiful environment, it also includes such basic connotations as green travel, green architecture and green consumption.

On the other hand, low carbon has reached a worldwide consensus against the background of global warming. According to the statistics, the total amount of urban energy consumption is three times that of rural areas. Every increase of 1 percent of urbanization ratio requires the increase of consumption of 50 million tons of standard coal, leading to the increase of emission of 10 thousand tons of Ammonia Nitrogen, 195 thousand tons of nitrogen oxide, 25.25 million tons of carbon dioxide and 5.27 million tons of houses refuse. However, China is a country with lower per capita energy resources and limited capacity of forests and grasslands. If the indicator of low carbon productivity for a city is lower than 20 percent of the average level, this city can be defined as a low carbon city in accordance with the evaluation standard issued by the Chinese Academy of Social Sciences in 2010. However, no city in China has reached this standard so far. The construction of low carbon cities and towns should not be only a slogan but be a part of the connotation of new-type urbanization.

4.2 Green evaluation system should be set forth in the new-type urbanization

Since the implement of the policy of reform and opening up, the China's urbanization has quickly completed the quantity accumulation in "quick, collective and rough" manners, which leads to various "urban diseases". If the "ecological city" and "garden city" are interpreted as the construction of landscape projects such as larger squares, wider road and larger gardens, huge resources will be

wasted. Some cities are keen on the development of new cities and high-end properties so that the renovations of such collective residential areas for low and middle income residents as old cities and the gathering place of the floating population are neglected. Some other cities that "look down up the poor and flatter the rich" only take the requirements of registered population and rich people into consideration when making the construction of infrastructure of cities, which not only widen the gap between urban and rural areas but raise the threshold for farms to have a permanent home in a city.

With the enhancement of income standards and the convenience of information exchanges, more and more farms have a request to enjoy urban life simultaneously. It has put forward new requirements to the Chinese urbanization, making the development of urbanization be challenged by the massive immigrants to the cities and the pursuit of high quality life of the people living in cities and towns. As a result, it is highly demanded that efforts should be made to the establishment of national green evaluation system for the urbanization and set up the mechanism to share resource and responsibility, pay for the use, charge for the wastage and pollution and compensate for damages, and other powerful cooperate and coordinate mechanisms. It is an inevitable choice made to free confronts between human beings and nature from aggravation and ensure the coordinate development of population, resources and environment during the growth of urbanization.

4.3 The new-type of urbanization should protect and absorb the outstanding civilization achievement of Chinese nation

The developmental trends of outstanding civilization achievement of Chinese nation are consistent with that of ecological civilization, which pursues the "Unity of Man and Nature" and emphasize the harmoniousness of human beings and nature. For instance, the houses and villages formed from generation to generation which are surrounded by the water and mountain, toward to the sun and back the wind are not only the reflection of the agricultural civilization but even the thousands years of the accumulation of traditional agricultural culture. They are the culture and resource that should be protected and used in a serious manner.

It is known that the ecological basis for rural areas is different from that of urban regions. Many a village is still the land of untouched nature, where villagers have been harmonious with nature. However, some places emphasize too much the "demolition and reconstruction" and invest enormous manpower and material resource to the artificial modification, causing a great damage to the original ecological environment. Therefore, the construction of new-type urbanization should focus on the conservation of primitive ecology to protect the original ancient trees, water sources and rivers in villages and the original vegetation and forests so as to comply with nature to protect the ecology and improve the farms' life. Only when the ecological civilization is highlighted during the construction of new-type urbanization and the attention to the coordination of relationship between human beings and nature are paid can a rode of new-type urbanization with Chinese characteristics be taken.

―――――――――――――――

References

Gao, D. M. (2004). *Adherence to the scientific outlook to the development and take the road of the development of ecological civilization*. Tianjin Daily, Sep. 27th, 2004.

Marx and Engels. (1972). *Karl Marx and Frederick Engels (Volume 3)*. Beijing: People's Publishing House. *157-158*.

Marx and Engels. (1972). *Karl Marx and Frederick Engels (Volume 3)*. Beijing: People's Publishing House. *518-519*.

Marx and Engels. (1979). *Karl Marx and Frederick Engels (Volume 1)*. Beijing: People's Publishing House. *503*.

Marx and Engels. (1979). *Karl Marx and Frederick Engels (Volume 23)*. Beijing: People's Publishing House. *552*.

Marx and Engels. (1979). *Karl Marx and Frederick Engels (Volume 42)*. Beijing: People's Publishing House. *95*.

Sun. J. J. (2005). *Reflection of the relationship among human beings and nature and society in the new century*. Journey of Pecking University. *117*.