

Translingual

The Journal of International Voices

Volume 1 | Issue 2
April 21, 2023

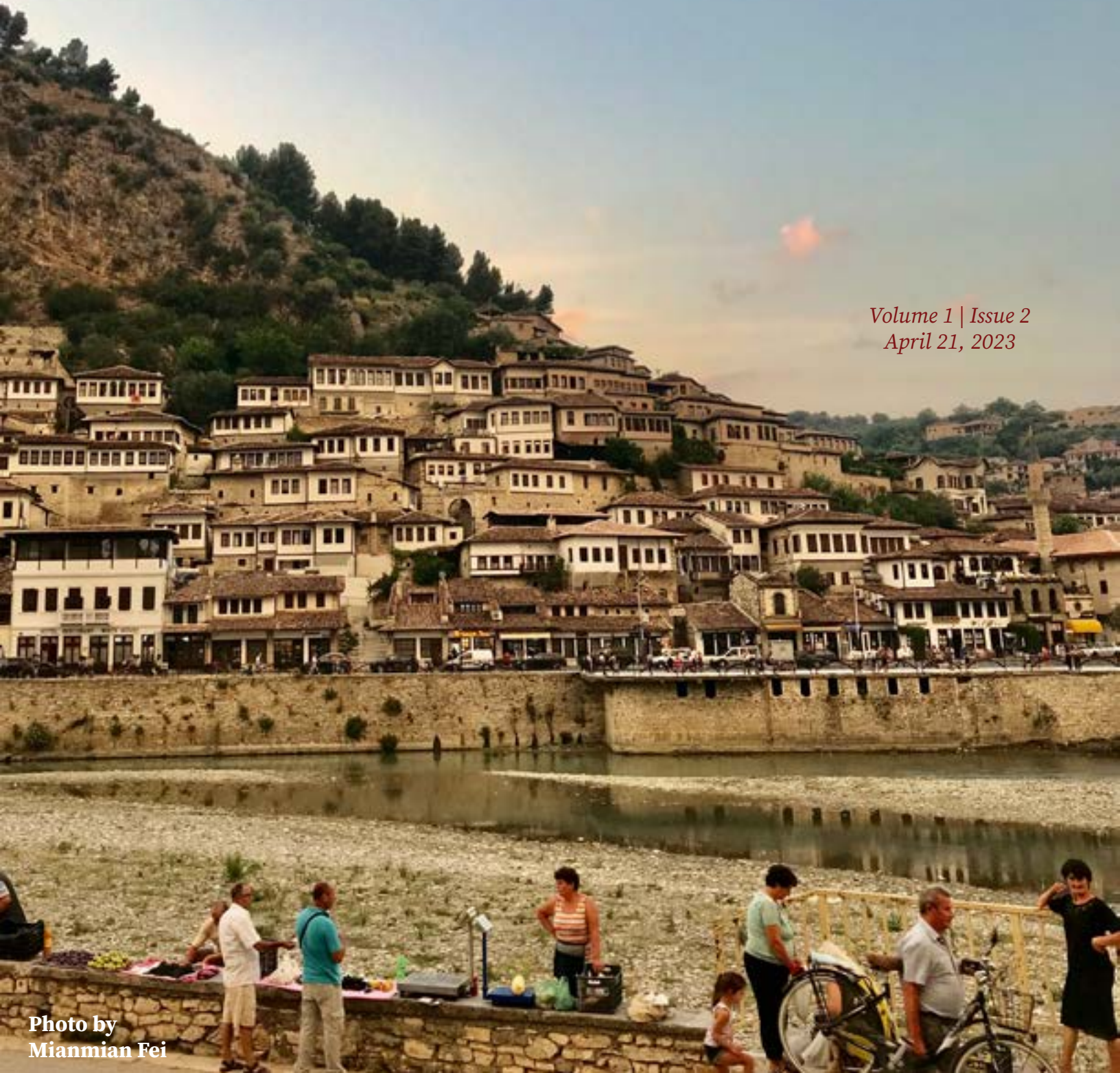


Photo by
Mianmian Fei

Letters from the Editors



This journal is growing. Submissions this semester increased dramatically, as is evidenced by the gratuitous length of Issue 2! Since we're still in an online-only format, we couldn't stop ourselves from including even more impressive pieces than last semester. *Translingual* serves so many important purposes in the Buckeye community, namely providing a space where you, the reader, can really see just how talented and expressive, meticulous, and creative these international writers, poets, and artists are. The submissions this semester come from many cultural and linguistic backgrounds, diverse fields, and ages. Within it are experiences, ponderances, visions, experiences, and research of our freshmen, faculty, staff from all OSU's campuses. Thank you, OSU, for embracing *Translingual: The Journal of International Voices!*

Liz McMurray



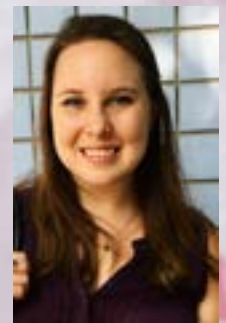
Hello, I'm Jade Josie, a third-year English and Spanish major. I just joined the *Translingual* team this year and I am so excited and grateful to be a part of this journal for the next two issues. Elizabeth and Liz are wonderful to work alongside of and they are truly passionate about *Translingual's* mission. Being a writer, I am so impressed by what we receive and thankful that I get to read each submission. They are all creative, thoughtful, and beautiful in their own way. Every day I seem to learn more about Ohio State's community, and I love it even more. I am so happy that we have outlets on campus to share our experiences and studies, and our joys and sorrows. Language is so important to me, and every time a new journal like ours is created, we all get to know a little more about each other and get closer to understanding what it means to be human. I hope you love this issue as much as I do.

Sometimes it is very easy for our worlds to feel small. Caught up in the everyday business of life, I've found my focus tightening until I'm in a little cave of just my direct connections. My classes. My department. My experience.

I have found a lot of joy looking through our submissions and seeing the array of worldviews, experiences, academic interests, and creative expressions that we have in our community. Each of these pieces has made me think or smile or wonder over the past four months, and I'm so excited to finally share them with you. OSU is home to so many who each bring their own piece of the world, cognitively, linguistically, culturally, and it has been a blessing to be reminded of the diverse community that we live and work within.

Thank you to those who submitted your work. We were overwhelmed by the support we received from our first issue, and we are excited to share this second one with you.

Elizabeth Osbourne



Contents

4	Early Spring	Youjin Kook
5	Liberia Is in (West) Africa	Larry Erhuvwuoghene Onokpite
7	Poetry Collection	Jiaqi Wu
	his music stops	
	Moontonic insomnia	
	Words and some feelings	
11	Feminist Perspective on Housewife Causes and Policy Protection	Siran Zhang
16	A Film Analysis: <i>Grave of the Fireflies</i>	Linh Thai Thuy Le
20	I'm stuck in my desires.	Xu Xinyun
21	OIA Apple Picking at Lynd's Fruit Farm	Ionell Jay Terogo
22	Poetry Collection	Ana Sophia Fierros Haro
	February 12, 2003	
	Abuela	
25	Indulgence Factor in Higher Education – A Reflective Note on the Differences between the U.S. and Indian cultures	Subbu Kumarappan
30	Photo Collection	He Zhang
34	Developments in Organized Baseball in the 20th Century	Nicole Hernandez Sandoval
38	The Investment Difference between China and the U.S.	ZeZhi Wang
41	Resident of your heart	Chandra Mallika Tupakula
42	Shades of Black	Linh Thai Thuy Le
44	The Origin of the AI? Criticism of the Turing Machine: Testing, Thinking, and Languaging	Chia-Hsin Yin

48	Physical Painting and Digital Painting: Which is Better?	Jiaqi Liu
51	Photo Collection	Mianmian Fei
52	Memories	Nicole Hernandez
54	Why Is It Important to Implement Queer Education into the School Curriculum?	Aashka Nainee Baruah
58	Hometown PR	Doris Caceres-Schumick
59	<i>Fifty Shades of Grey</i> : A movie about Sexual Enlightenment	Yingqi Gao
61	Do Children Need to Learn to Program?	Yusen Peng

Early Spring

Youjin Kook

동짓달 언 매얼음은 강이 되어 흐르는데
명월이 접어놓은 기나긴 어둔 밤은
초이레 오작교되어 펼쳐질 줄 모르네
초봄, 국유진 王船



Dong-ji: November

Cho-ire: The seventh day of the month

The frozen river now begins to flow again.

The dark night folded by Myeongwol (Bright Moon), however,
Does not unwind itself and turn into Ojack-kyo (Ojack Bridge).

Liberia is in (West) Africa

Larry Erhuvwuoghene
Onokpite

PhD student, EHE
Special Education



I began my doctoral studies at the Ohio State University (OSU) Columbus this Spring, but my application process started in September 2021, towards the end of my M.Ed. degree at Wits University, South Africa. While most of the application process was smooth, and I felt mostly satisfied with the faculty and administrators' responses, I was dissatisfied with knowing I would have to take an English proficiency test – IELTS, TOEFL or Duolingo (which I finally took). My dissatisfaction was enwrapped in disappointment and frustration; I have spoken English since birth! I have been studying in English all my life, and I have several degrees – a diploma, a BA, a B.Ed. (Hons) and a M.Ed. from English-speaking countries and institutions in Nigeria (my home country) and South Africa. But here, I must prove that my English language is “enough” to get into OSU.

My frustration worsened when I went over the list of countries that were exempted from the English proficiency test (<http://gpadmissions.osu.edu/intl/additional-requirements-toapply.html>):

Applicants who are citizens of, or who have received a bachelor's degree or higher by the time of matriculation from, one of the following countries are exempt from the English proficiency requirement: Australia, Belize, the British Caribbean and British

West Indies, Canada (except Quebec), England, Guyana, Ireland, Liberia, New Zealand, Northern Ireland, Scotland, the United States and Wales.

Upon realizing that Liberia is exempt from taking the English proficiency test, I was immediately overtaken by two feelings: excitement and curiosity! I was excited because a country in West Africa where I come from is judged worthy of not having to prove they understand the English language, a country whose people look like me and with whom we speak pidgin English. When this excitement faded, I wondered why Liberians didn't need to take this test to get into OSU. I wanted to email the international office immediately, but I was not convinced I would get a response, nor will my inquiry exonerate me from taking the exam before the December 1 deadline. But I felt cheated, and I felt mistrusted. If Liberians did not need to take the test, I (a Nigerian) didn't have to take the test either. My convictions were coming from a real place.

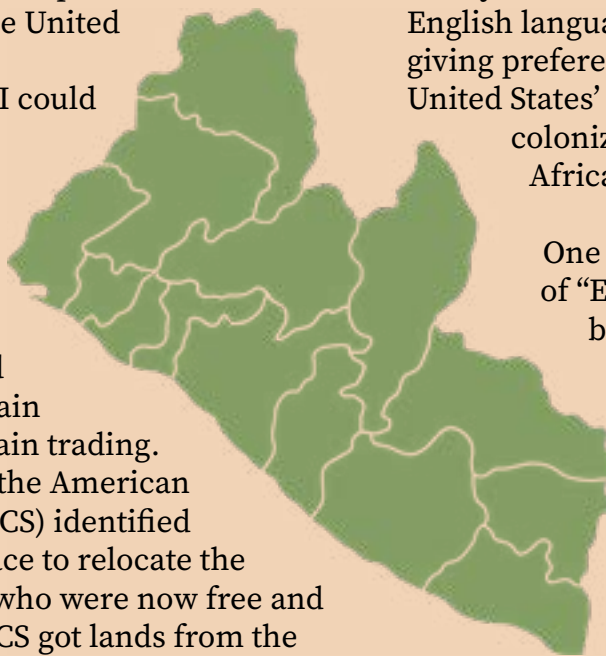
When a Liberian applies to OSU for their undergraduate studies, they use a “transcript” like the one presented by all English-speaking countries in West Africa: Nigeria, Ghana, Sierra Leone, and The Gambia, because the senior secondary school leaving certificate exam is written by all these countries under the West Africa Examination Council (WAEC).

All students in these countries in their final year of senior secondary school take this exam between May and June. In this case, the English language paper is uniform for all countries, except for the literature section, where consideration is given to country-specific literature. Hence, I was curious, why would OSU accept the English language from Liberia but not the one from Nigeria? We are from the same examination board; Liberia is in West Africa!

The history and relationship between Liberia and the United States became the only immediate correlation I could make. The area known as Liberia today was already inhabited by local people like the Kru and Bassa tribes even before the Portuguese invaded and named the area Grain Coast due to its high grain trading. However, in the 1800s, the American Colonization Society (ACS) identified the Grain Coast as a place to relocate the Black enslaved people who were now free and the “born frees”. The ACS got lands from the local chiefs and moved the free Blacks there. The Grain Coast was then named Liberia (Free place) and the capital, Monrovia, after the 5th POTUS, James Monroe, who supported the ACS. Thus, Liberia became an “American colony”. The only colony America controlled and colonized in Africa. We will remember that the son of the current president of Liberia, George Weah Jr., played for the USMNT during the last soccer world cup in Qatar.

The above history was the only correlation I could make about why OSU doesn't require Liberians to take the English proficiency test but demand other English-speaking (West) African countries to take the test. I am unsure if the President of OSU or the governing council would admit this as their reason. I think it will be a complex argument to sustain without causing further problems.

But the complexity of the Americo-Liberian relationship is hard to deny here. This could be an instance where OSU acts on implicit bias: “Liberians are our former colony; we will trust their English language more and not those of their neighbors who have been colonized many years before we took people to Liberia!” I am inviting the OSU president and its council to review why Liberia is exempted, but no other English-speaking African countries are exempted. Is the English proficiency test a matter of credibility and ability to communicate and learn in the English language at OSU? Or is it a case of giving preferences to countries that are the United States' former colonies or countries colonized by the Brits that are non-African?



One argument often made is that of “English as a first language”. I believe this is one

expression or position I rarely understand as someone from a country colonized by the Brits.

I do not know what a first language means. I am more convinced that

I, like many other English-speaking Africans, identify

as “simultaneous bi/multilingual”. This multidimensionality is overlooked in the conversation about English as the first language. For many people in countries formally invaded by Britain, we are simultaneously bi/multilingual. English is our first language as much as our local languages are our first languages. For example, all official government communications and addresses in Nigeria are in English. The radio stations and TV channels that air local languages are fewer – the major radio stations are mainly in English. It is unfair to ask students who want to come to OSU from English-speaking countries to take an English proficiency test. This is an injustice. Also, if OSU exempts Liberia, it can exempt other Africans from English-speaking countries. Remember, Liberia is in West Africa. Liberia is in Africa.



Poems
by Jiaqi Wu

his music stops

Brew a pot of black tea, raw sugar stolen
from another land, a bitterness added by his absence.

Dancing with aloof buddha's looming shadow
sipping oblivion, habitual amnesia is
the careless angel he's chilling with, were
the white lilies that bloom and shroud under
the last light of the cancer sun,
where time is just a swaying
the dead and the others partake in between

"But where you'd go? Grandpa, you left me in nostalgia.
Write me a letter, when you reach the East Arcadia, I'm begging"

His music stops, while I am living in another country
with a life that seems less important
In the pot, endurance & stupidity boils on
Take another sip, before death hear us
Keep breathing, maybe life would just slow down



Moontonic insomnia

I left my key, in a room of two.
Now I am stuck here, staring at the familiar
muttering clouds, drama of grandiose, moonlight drizzles
in meshes, glimmers on the mirror lake, a faint glint in gray ripple
a dash, drawing out shape of nostalgia

Moon shines & washes from within,
brushing my pale skin with the unfamiliar grass-rust.
Wind that comes below, clouds that blow above, -- a sigh
to those who can't keep a secret. Sorry
a grimace, I must blame myself

An apology to my lung and liver,
I start to smoke again, though all I need is some wisdom
or genuine laughter, like a gleaner of dismal tales, but usually, they come too
fucking late, guess that's why I am a long liver.

A puff, ebbs, and flows in air, I seem to see
oh, Martian dust, rising sun, surging billow, and a lonely boat: Fata Morgana
All inhaled, with a wisp of smoke.

Torrent of needles, hundreds of dots, dozen circles,
touching, overlapping, pumping
my heart, my dream breaks in yellow
sunrise, piercing through leaves with basso-ing breeze,
round and round -- eh-- applaud to myself
because I am here, first to watch.

Words and some feelings

mind, drought, eroded, pierced by water of a pus.
An inertia of frenzy, fades, and with it
the words, sunk underneath somewhere,
or perhaps floating in the air, I don't know
The words they fear the shameful exposure

a confused child, makes a little murmur
the unsureness rotting to an untold story
Laughs along to a joke he doesn't comprehend, as if
the bracing ennui came walking out of him, unmasked
joyous, as if finding the way back to a plain view

mountain cat and plain bison, the two cuddle
sometimes, sketching the mystery of life
In a snowing mesa, walks afloat
a suicidal samurai, with a pair of naked feet, scooping flake by toes
Sometimes there is a touch of warmth, and it withers, and with it, some mystery

an elder heart, a baby mind
a boulder, and a grain of sand
seasoned in the scission of themselves
grooving with the whirlwind and
stranger singing in another language
for another crowd with different despair
not mine to acknowledge, not mine to feel belong to, no more than I know
who threw the pebbles, leaving them to age under the backwater, or where they are

Excerpts from

Feminist Perspective on Housewife Causes and Policy Protection

Siran Zhang

1. Introduction

In countries across the globe, housewives have long been regarded as a vulnerable demographic. With the advent of feminism worldwide, public policy researchers, notably feminist public policy scholars, have given this group a considerable deal of consideration. Diverse academics have performed in-depth research on policy protection for housewives from a variety of scholarly viewpoints. Several nations in Japan, the United States, and Northern Europe have issued and implemented policy protection in practice, including employment protection, tax incentives, and political engagement, in accordance with their respective national circumstances. These research endeavors and national norms have somewhat relieved the hardships experienced by housewives, but in fact, they do not resolve the inequity issues they face. Sorting out the causes of the inequality dilemma of housewives and examining policy protection practices in several countries, this paper reconceptualizes the group of housewives and their occupational attributes from the feminist and constructivist perspectives, considers the constructive housewife, and reconceptualizes the contradictions in the design and implementation of the policy protection system for housewives. On this basis, we suggest the construction of a policy support framework for the professional growth of housewives.

3. The policy protection for housewives is modified to reflect the designation of this occupational group.

3.1 Policy safeguards for job equity and its paradox

Modern urbanization and industrialization brought about a shift in the social and familial structure, which led to the emergence of housewives. In contrast, population reproduction, family, and housework require someone to pay for related labor, and more women

must return to the home. Nonetheless, because this domestic labor does not directly create revenue, it is discriminated against by males who earn a living in society. Therefore, married women who perform

unpaid domestic labor are exploited by the situation's benefactors, their husbands [7].

Long-term feminists tended to advocate for female independence, believing that the lack of economic independence of housewives led to a lack of personal freedom, isolation from socialized mass production and public life, and even a crisis of divorce and infidelity. This portion of academics would argue that economic independence is a precondition for women's independence and that women must obtain work. Long ago, women were caught between the necessity for independent employment and the requirement to pay more for household labor than males in terms of policy protection, i.e. rules that protect women's and equitable employment. To assure fairer employment treatment for women, for instance, the state must tighten market limits. The protection of women's job rights and interests has been greatly increased to prevent fresh instances



of discrimination, yet this might lead to policy contradictions. For instance, China presently prohibits employers from discriminating against women based on their gender, imposing maternity restrictions on women, or terminating pregnant employees. The state intends to align itself with its goals by tightening policies and regulations and increasing market limitations so that market units (such as businesses) can also encourage women's employment. However, corporations whose primary objective is to pursue the economic rewards of the current system will select their personnel so as to maximize labor efficiency.

The most efficient workforce model is built on patriarchy, ableism, and capitalism, that is, a largely healthy male population of young adults, while specifically excluding women who are likely to be burdened with home tasks and care for young and elderly family members. As a result, the majority of corporations and businesses will adopt tacitly sexist recruitment practices. On the Weibo account @ EmploymentSexDiscriminationPantry, for instance, there are several submissions linked to employment sex discrimination, with "this position is restricted to males" and "men first" as the prerequisite conditions.

In addition, the neglect of women's unpaid chores may result in government measures that give women with market incentives to work. In addition, the policy trend increases women's time burden [8]. In this situation, businesses may face a complex dilemma: if they do not implement policies to protect women, women's employment rights will be compromised; on the other hand, the more they strengthen policies to protect women, the more likely it is that employers will use various excuses to avoid hiring women. For instance, the establishment of maternity insurance coverage will balance the load of women's maternity costs on employers. However, corporations will remain the primary contributors. Moreover, various hidden or incidental expenses will be connected with women's maternity, such as reduced work due to women caring for children, disruptions, and a lack



of job continuity due to maternity leave. The costs will be primarily borne by businesses and pregnant women. The costs are borne mostly between the employer and the pregnant employee.

3.2 Reconceptualization of the housewife occupation and Analysis of the Policy Protection

Social perspectives have evolved. On the one hand, society acknowledges that caring and domestic duties such as cleaning, cooking, and child care are valued as reproductive labor. Other feminist scholars would underline that housekeeping is labor and that

women contribute time, physical power, and energy at home, despite the intensification of childcare responsibilities. Domestic labor is not essentially distinct from socialized types of domestic labor that exist in the commodities sector, despite being frequently mistreated as worthless. The sole distinction is that the market economy

compensates laundry, restaurant, and nursery workers but not housewives [9]. In some nations, laws and other measures protect homemaking as a career. In an increasing number of nations, new technical tools and public policies are employed to restructure traditional family and societal institutions.

3.2.1 Exploration of the housewife system in Japan

The Japanese housewife system has a long history, dating back to the national policy of giving tax breaks to male employees whose spouses are full-time housewives, the establishment of a basic pension system for housewives, and the establishment of a lifetime employment system in the corporate system to guarantee a stable family income. This arrangement discourages housewives from participating in market work. According to the survey, Japanese housewives are anxious that their income would surpass the support level (1,300,000 yen), so requiring them to pay additional social insurance premiums and lowering the amount of time they spend working outside the home [10].

Studies have shown that the emergence of

housewives in Japan is intimately tied to the country's post-World War II economic growth and the rise of the middle class [11]. The growth of the middle class has contributed to the popularity of housewives in Japan. For example, The 1963 national White Paper on the People's Livelihoods shows that the popularity of housewives has reached an equalized level among Japanese households of all incomes [11]. The widespread acceptance of housewives is an essential indicator of the birth of the contemporary housewife [11]. Moreover, after Japan's industrialization, the contemporary Japanese urban lifestyle is particularly conducive to the prevalence of full-time housewifery, which is more likely to exist with the higher income level of the husband. International studies show that Japanese women spend considerable time on housework because it is considered a "service of love" rather than labor [12].

However, when women return home as housewives, they rely solely on men for their children's education and their families' upbringing; they are forced to rely on men to provide for their families and educate their children. Thus, this leads to a dilemma for both men and women, as men do not wish to return home after work but rather seek solace in a bar. Women also suffer from the expectations and demands of society as a whole as housewives. Nowadays, many Japanese youngsters do not even wish to get married. The Japanese housewife model has not yet proven itself successful in every

way. In the present day, Japanese policies are also undergoing transformations, such as fostering flexible employment for women after marriage and dividing family duties between men and women. There is also a "de-housewifeization" tendency. However, public policies do not strongly support these reform measures, including policies advocating flexible employment for women after marriage, which give housewives less flexibility for flexible employment outside the home due to differences in employment time limits and tax levies on men, and the housewife pension policy. Japan has emerged as one of the countries with the largest gender disparity among high-income nations, with the World Economic Forum's 2022 Global Gender Gap Report indicating that Japan ranks 116th in the global gender gap, at the bottom of both the East Asia and Pacific area and the G7 nations. The survey indicates that Japanese women have low involvement rates in politics and the economy [13].

3.2.2 Exploration throughout the United States and other nations.

Diverse countries in Europe and the United States employ vastly different strategies. For instance, the United States promotes female employment, and there are numerous female vice presidents, chief executive officers, and other professional women. The market-driven strategy addresses the reproduction of this segment of women. For example, a white middle-class woman may hire



a person of color from the working class to care for her family, whereas women of color may be forced to hire their moms or even more marginal illegal immigrants to care for them. As a nation of immigrants, the United States' intersectionality differs considerably from place to region. Diverse classes and ethnicities acquire childcare services on the market for childcare, cascading reproductive labor downward to meet caring shortfalls. As a result, each woman must pay an additional amount to support her children. In addition, this unbalanced distribution disproportionately impacts women with lower socioeconomic positions. They have higher morbidity among family members and less access to social services that help reduce the burden of care because they have less income to purchase care from the market and tend to have more children [14]. Even nations like the Philippines, where Filipino domestic workers are the backbone of the economy, exploit third-world nations. This "global chain of care" has also contributed to the global reproductive crisis's spread.

countries for gender equality [15]. Women and the Nordic countries have a tight relationship. The state assists women during pregnancy, childbirth, and parenting by providing different material advantages and public services, as well as low-cost, high-quality childcare services. The Nordic countries have the greatest rate of female political participation in the world, which is another component of the tight relationship. Even Finland elected its youngest "post-1980s" female prime minister in 2019, who leads a cabinet with a majority of women. Due to a long-standing commitment to gender equality, Nordic women are at the heart of social life, and their fertility rate is greater than the European average. Iceland, Norway, and Sweden have implemented standard parental leave, allowing parents to determine the length of their leave within the legislative limit. Paid parental leave for mothers is also greater than 11 months, while fathers receive a quota-based leave [16]. If one member of the family takes half of the leave, the state will provide an additional payment for gender equality.



According to a quantitative study by Evertsson and Duvander, in Sweden, parental leave does not significantly affect women's advancement possibilities or salaries. Moreover, if women return to work within a maximum of 15 months after giving baby, their professional prestige is expected to grow by at least 10 percent. This approach is extremely effective for improving female childcare motivation and gender equality in Nordic employment [17]. The circumstance outlined above reduces social discrimination towards pregnant women.

3.2.3. Nordic Countries Model

According to the World Economic Forum's 2022 Global Gender Gap Report, the Nordic countries, led by Iceland, are the world leaders in gender equality out of 146 countries. Iceland has been the most gender-equal country in the world for 13 consecutive years, while fellow Nordic countries Finland, Norway, and Sweden are the second, third, and fifth-ranked

4. Policy support system for housewife career advancement: an exploratory study

4.1 The legalization of housewife work requires systemic policy support

In order to overcome the conventional feminist thinking of disadvantaged groups and to reconceive the housewife profession, it is necessary to further

refine the housewife profession into multiple stages where people of different genders can enter the profession at different stages. Men can, like in the Nordic model, become housewives at a certain age. Second, the specific qualities of this profession should be evaluated, and a number of state welfare measures should be devised to encourage employment in this field. Legislation is also required for the protection of these policies.

4.2 Establishment of a system of lifelong learning and ongoing development of effective pathways to realize a pluralistic profession for housewives

To completely comprehend the features of the housewife's career and its needs for professional skills at various phases, differences, and time duration, and to stimulate the diversification of other occupations by offering chances for lifelong learning. Policy support for the coexistence of full-time and part-time occupations to compensate for the difficulty of attaining a market-level income in the housewife's sole occupation and successfully increase its labor worth.

4.3 Leverage the benefits of information and digital technologies to liberate housewives from time and space constraints and increase their job growth potential.

By maximizing the space provided by information and digital technologies for the career development of housewives, we effectively increase the participation rate of housewives in many types of work, broaden their employment options, and encourage housewife entrepreneurship, thereby significantly expanding the employment scale of housewives with low levels of education. In China, the digital economy has created 57 million female jobs in digital trade, e-commerce, live streaming, and more, according to a statistic. More housewives have realized lucrative economic rewards, improved family life, and increased their sense of accomplishment and access.

4.4 Exploring diverse career development pathways for housewives, taking into account the national conditions of various locations.

In the event that there are still several misconceptions about the job of a housewife, such as the assumption that it should be performed only by women or that it does not immediately generate cash, these prejudices should be dispelled. It does not generate value and merely necessitates high professional standards emphasizing lifelong learning, not holding two jobs simultaneously, not supporting the coexistence of full-time and part-time employment, and more. The path



towards the professionalization and rationalization of housewives is still somewhat lengthy. Numerous nations have conducted investigations tailored to their own circumstances. To encourage improved human reproduction and the sustainable development of society, it is worthwhile to examine them in depth and derive effective strategies to promote them.

5. Conclusion

Feminism is concerned with the nature of inequality and the public policy decisions that result from it. In order to make better public policy decisions in response to the international challenge of housewives' inequality, feminist public policy experts must have a thorough understanding of the nature of this inequality dilemma.

This article reconstructs the group of housewives and their vocational characteristics from feminist and constructivist viewpoints. It acknowledges the ambiguities inherent in the protection of housewives in a new latitude. On this basis, this paper proposes supporting the legalization of housewives' occupations through policy, implementing lifelong learning systems to promote the realization of housewives' multiple occupations, and breaking the temporal and spatial limitations of housewives' employment through information and digital technologies. The article also wants to use this investigation as an opportunity to expedite the resolution of the housewives' inequality challenge.

>>Read full article with References

A Film Analysis: *Grave of the Fireflies*

Min Le



Almost a century has passed since World War II; still, its echoes persist as unhealed trauma thanks to the practice of literacy and visual works. Unlike the horror genre, antiwar stories “haunt” people without the use of jump scare, or constant fear, but via the heightened emotions and lasting sorrow shared among protagonists and viewers that altogether develop an aversion to war. According to Cato Conroy (2017), an antiwar film “is any movie that makes war look horrible” by “highlighting the futility of it all, the psychological impact, or even the impact on a family” (Conroy, para.#2,13). In evaluating titles that have been capable of transmitting such a humanitarian mission, the Japanese animation *Grave of the Fireflies* surprisingly turns out to be one of the most outstanding candidates. Despite socio-political subjectiveness, the 90-minute movie manages to depict the destructiveness of war due to great investment in setting, symbolism, and character depth.

Grave of the Fireflies is a Japanese tragedy anime about two young siblings’ struggle for survival during World War II. After escaping from the firebombed house, Seita (brother) and Setsuko

(sister) are adopted by Aunt Yokokawa, a distant relative of their deceased mother. Life is not easy under the same roof where the children continuously receive offenses from the selfish aunt, which later causes them to move away to live on their own in an abandoned bomb shelter. As time flies, the excessive lack of nutrition and proper hygiene makes the siblings suffer greatly, and Seita does not miss a chance to feed his little sister, even resorting to stealing crops and is beaten severely later on. Tragically, when Seita finally manages to bring food home, little Setsuko has gone forever while her brother is attempting to cook their first hearty meal.

The movie is based on the true story of Akiyuki Nosaka who wrote the novel of the same name as expressing regret and grief towards his lost sister during World War II. Since it was reenacted in 1988 by the director and founder of Studio Ghibli, Takahata Isao, the film immediately received tons of compliments and has been recorded to move many audiences to tears with a 100% score on Rotten Tomatoes (*Grave of the Fireflies*, n.d). According to New York Times’ top critic Glenn Kenny (2019), it is

“One of the most startling and moving animated films ever” (Kenny, para.#4). Heartbreaking and powerful, *Grave of the Fireflies* is undoubtedly a successful film work in the sense that generates contemplation of humanity beyond basic emotional touch.

Despite being an animated movie, *Grave of the Fireflies* does a great job in honestly portraying the brutality of war setting. The film illustrates a devastated Kobe, Japan’s port city, during World War II. Familiar associations of the war, whether visual or auditorial, are utilized effectively and contribute to most graphic scenes - from the repeated appearance of US combat aircraft and rapid firebombs to scarce resources of food, shabby bomb shelters, and charred bodies of unfortunates. One of the most impressive scenes is as people flee from emerging bomb attacks, wooden houses burst into flames and successively collapse into the roads, crushing down the entire town but the riverside along with ill-fated innocents. Emphasizing still poses and focusing less on motions, Takahata’s drawing style of landscapes and design choice of characters successfully adds realism to the movie. Thanks to the sophisticated artwork and proficient sound effects, these setting elements altogether lead audiences to the tough, desperate wartime even though we have never really been there ourselves.

It is not only the external contexts that display the destructiveness of war, but the complexity of the characters also gives audiences valuable insight into this theme. In the movie, Seita appears to be a young 14-year-old boy who has to take on tons of responsibilities in the absence of his parents. While the character’s genuine love and care for his sister Setsuko are unquestionable, Seita is not built as a flawless figure. War is harsh in terms that it forces people to

grapple with dilemmas, and the protagonist himself as a teenager is not mature enough to avoid making mistakes. Impulsive and full of pride, Seita’s decision to leave the aunt’s house indirectly leads to the siblings’ suffering and Setsuko’s death afterward. Despite the farmer’s advice, he refuses to return and apologize to his aunt even when Setsuko is enduring serious malnourishment symptoms. This is also said to be the biggest regret of Akiyuki Nosaka, the original author of the story, as he rewrites his experience in Seita’s name. Furthermore, the character’s illegal commitment when he attempts to steal crops from the neighbor, also reveals the negative effect of war on human nature. Extreme hunger and poverty take away moral standards from a previously well-educated boy, making him resort to wrongful methods to get by. This



aspect of the war on human characteristics is also showcased by Aunt Yokokawa. The aunt plays her role as a selfish and strict guardian of the siblings after their mother's death. Although she first appears to feel sorry and care greatly for her niece and nephew, Aunt Yokokawa refuses to feed the children enough rice during meals and frequently insults them for being such a burden. This however is not a sudden shift in the character's personalities. Instead, her tough attitudes toward Setsuko and Seita is a proof of the war's cruel consequences. Those days of upheaval make everything luxurious, and to survive on one's own is hard, let alone to feed three mouths. Therefore, it is evident that adversity turns the aunt into a tough and narrow-hearted woman, even with her family members. Adding depth to these characters by having their personalities and backgrounds distorted, the movie manages to point out the brutality of war with a humanistic approach.

From the title itself, *Grave of Fireflies*' use of symbolism contributes to the overall theme of war's brutality. Throughout the movie, fireflies take multiple forms that contain significant metaphorical meanings, one of which is the idea of fragility (Medzińska, 2020). In the dark

shelter where the siblings live, fireflies serve as their sole lighting resource, and possibly implied further as a beam of hope in the darkest phases of life. However, such a natural beauty does not last long until the following morning, when Setsuko buries the dead fireflies in a grave and questions these insects' and their mother's loss. Sadly, this is also a signal of the little girl's short fate eventually, as they all represent the ups and downs of life. The fireflies also resemble firebombs as they are simultaneously shot from warplanes. In this scenario, their flaring lights however symbolize destructiveness. Having these two representatives blended in the movie poster, where Setsuko and Seita stand under a sky full of fireflies, the film suggests that the siblings' hope for survival is fragile in the theme of crisis. Their contrasting meanings surprisingly complement each other and ultimately highlight the aversive war theme.

The only factor that makes the movie controversial to global audiences is its socio-political context. As the idea of nationalism is somewhat accentuated, it incidentally gives a bias that prefers the Japanese as the sole victims and the US army as leading to the tragedy. Subjectiveness in the assumed roles distracts audiences from appreciating the movie in the



complete sense of war criticism. Fortunately, the effect of this particular aspect is discernible, given that the movie gains greater focus on the emotional development of the plot and characters and less on combats.

In summary, the setting, characters, and symbolism reflect the destructiveness of war in various aspects, whereas the subjectiveness in the socio-political context slightly distracts the theme. The movie draws out many consequences that war leaves by depicting the significance of loss as well as the decline of humanity. This includes having many realistic war associations in the illustration, which helps the audiences better relate to the protagonists' backgrounds. Moreover, the film's focus on the characters' depth and use of metaphors make it more internally valuable. Since people's emotional experiences are greatly satisfied by these elements, their concern for political bias is minor. Beautifully tragic and profoundly ethical, *Grave of Fireflies* is an unmissable masterpiece that goes beyond the animation market.

References

- Conroy, C. (2017). What is An Anti-War Film. Serve. <https://vocal.media/serve/what-is-an-anti-war-film>
- Grave of the Fireflies (n.d) Rotten tomatoes. Retrieved September 20, 2022, from https://www.rottentomatoes.com/m/grave_of_the_fireflies
- Kenny, G. (2019, January 3). 'Grave of the Fireflies' Review: A Pioneering Animated Classic. The New York Times. <https://www.nytimes.com/2019/01/03/movies/grave-of-the-fireflies-review.html>
- Medzińska, O. (2020, February 28). Fragility, Pride, And Historical Legacies In Isao Takahata's "Grave Of The Fireflies" (1988). Honours Review <https://honoursreview.com/blog/2020/2/27/fragility-pride-and-historical-legacies-in-isao-takahatas-grave-of-the-fireflies-1988?fbclid=IwAR-3Jwkl10EONJoROvyn-9ZPhLje5S0ahQQQ32Kn-NxN7Gp5RgF8cFPGuTvjA>

Xu Xinyun

I'm stuck in my desires.

The wind blows gently, blows open the curtain. A book is on the table, next to the window. Some twinkles, the reflections of the shimmering water in the bottle stay on the book cover. Those reflections are like fairies, flying under the blue sky. Some dance hand in hand, some jump up and down, some sit on the book and try to open it. They blame me for not reading it. The heat of the afternoon sun makes me feel drowsy. I yawn and grab my phone while ignoring the flickering. There is no need for me to read in such weather. I should spend time on activities that make me feel "happy."

Every day, I wake up numb, busy, and only focus on the result. For me, life becomes just a computer-controlled simulation that sets the way, similar to *The Matrix*. I do not even notice events that happen around me. All I do is follow ways that I consider perfect. Perfect! I laugh without saying anything. Parents' words immediately come to my mind. "We will make our daughter an exemplary person. She needs to learn to read, write and think. Here's her plan for the future." I look down at the table and see my reflection: a girl with a fake smile pretends she is not tired. Life is nothing, I sigh. Life is nothing to me. This belief reinforces my life choices. Gradually, I spend less time thinking and reading. Instead, I spend more time on inane chatting and going through short films, trying to reduce the tension. I am stuck in my own mind-numbingly boring creation, myself.

Fortunately, one day the short films made me suddenly realize that I was wasting precious time by overly hindering my animal drives. One day, like any other day, I turn on my phone and try to find some interesting films to watch. Some of them contain short stories, while others are just random small clips, either fashion-related or humorous. I spend all my time just randomly going through each film. Suddenly one voice was calling my name to stop me from wasting time, and I listen and immediately want to quit these silly distractions. "You." It says, "you have to stop watching videos." I start to move my fingers. If someone walks in, s/he will see a girl sitting on the sofa trying to remove her fingers from the screen. She jumps up and down, just like the sun's reflections. However, no matter how hard she tries, she cannot stop her fingers from clicking on another film. I start to think back to when I felt happy after I finished reading a long novel, when I took notes, when I read books, or when I discussed some newly-acquired knowledge. Those events pass through my mind and make me blind. They are like strong sunlight that breaks through the darkness and leaves behind only pieces. The light shines directly into my eyes, making the surroundings blur, so I can't see the world clearly.

The wind blows again and finally opens the cover.



OIA Apple Picking at Lynd's Fruit Farm

Ionell Jay Terogo

I was told that one event which is a perfect excursion of the US cultural experience is apple picking. Back in the Philippines, we only eat apples from the store as we don't grow and harvest the fruit in our tropical country. With this, I was excited even if it was my second time. My first time was last September 17th with CRU, a religious organization at OSU. Aside from apple picking, we did the corn maze. It was exhilarating, fun, and immersive.

If you come to think about it, the event is very simple- you just pick apples to eat. But for me it was more than that. Apples are a staple in the US, just like how rice and corn are staples in our country. While it's possible to farm various fruits and crops here, the seasons would limit them. It would be insightful to understand how farming and harvesting practices are done to be able to adjust here especially that we need food to survive. I was reflecting on how farmers are essential in our economy and that we should not take food and other things for granted. I also get to sympathize with our farmers in the Philippines. They have several struggles- from land grabbing to lack of support. Being an agricultural country, the Philippines should be providing much assistance for them but sadly they are undervalued. When the tour guide explained that winter is difficult for them, he added that they get by through the market. It would be nice to investigate if this is also happening in the farmer's cooperatives in the Philippines as this is lucrative and would help them when droughts or heavy rains happen in our country.

Lastly, I liked the event because I also get to bond with my friends of the same belief (with CRU) and my cohort (with the Office of International Affairs- OIA). We get to talk about our favorite food and recipes, bond over games and tasks, and spend time doing something outside of academics. This was literally a breath of fresh air.

Poems
by Ana Sophia Fierros Haro

February 12, 2003

I stand out in the snow letting it cling to my hair sticking my tongue out for a taste; someone in the distance screams

“It literally never snows here!”

I lay on the ground, swinging my arms above me. When I get up, the blue lights of the hospital illuminate the shadow of an angel, someone in the distance screams

“Ven a conocerlo!”

You're placed between my arms and your warmth melts the chill wrapped like ribbon around me
Your cool slides between my chest, our hearts whisper to each other.

I stare at you fondly there has never been someone who looks like me, the way you do.

I put my nose against you

I can tell you smell like I do

You can tell I smell just like you

I push my body against the door.

I can hear your cry through the wood, muffled by my yelling.

You and I don't listen to each other yet you beg, you cry and reason for why

I MUST LET YOU IN!

I don't want to. You don't understand how war came for me in the daytime

I came back as only the parts of me that even you don't recognize.

I sit and stare at your tiny fingers poking under the door

You say you don't like me

because I'm selfish because you were in pain too.

Though I've run out of the shower to save you from monsters, burning fingers in the hallway closet, telling stories of demons crossing roofs that come to get you in the night

You don't like me because I left you all alone when you needed me the most.

When I was the only—

My therapist says I was only a child.

I thought I was the only one who went to war.

The universe ripped right through me like a rampant meteor shower, not a single moment could recreate the feeling of snow on my cheeks as I heard your first cry.

Is there any way to remind you, I love you the way snow melts right into the cacti?



Abuela

With time, my grandmother's arm bent into a perfect 90-degree angle
I suppose the years she spent carrying her children
slung around her shoulder
her other arm cradling wooden floors slathered in poignant fabuloso, stiffened
her joints into unbendable points

she sits across from me

The guajillo's boiling in the kitchen sting my eyes
the water in my eyes paints a picture, my grandmother's portrait
a Monet drawn hazily over my eyelids.
I tap my feet against her, she winks at me from across the table.
I give her my olives, she peels oranges for me

Indulgence Factor in Higher Education

A Reflective Note on the Differences between the U.S. and Indian cultures

Subbu Kumarappan,

Associate Professor, Ohio State University ATI, CFAES-Wooster, OH

Urmila Pal Chaudhuri,

Associate Professor, Kent State University – Stark Campus, Canton, OH

The college and university students in India and the U.S. have different expectations and motivations based on their cultural upbringing and other academic and socio-economic factors. The beginner teachers (and teaching assistants) of foreign origin can find these differences particularly difficult to navigate and affect their effectiveness at least in the beginning of their teaching careers. One of the ways to recognize these cultural distinctions is to use Hofstede's cultural dimensions (Hofstede, 2003, 2009) which posits that the cultural differences can be understood along six major dimensions: 1. Power Distance (high vs. low), 2. Individualism (vs. collectivism), 3. Masculinity (vs. femininity), 4. Uncertainty Avoidance (high vs. low), 5. Long term orientation (vs. short term), and 6. Indulgence (vs. restraint). The six factors of Hofstede's cultural dimensions are summarized for India and the U.S. in the following figure:

All these factors impact not only their citizens and business dealings, but also can shape student expectations and thus have tremendous implications for designing the classroom pedagogies (Arnold & Versluis, 2019; Chuenjitwongsa et al., 2018; Hu et al., 2018)

. Our comments are limited to India and the U.S. where we have studied and worked in academic institutions but can be generalized depending on the user interest and context. In this reflective note, we share our personal opinions and focus particularly on the Indulgence factor to show how it has played a major role in our observations.

The indulgence factor significantly differs across India and the U.S.; in the country comparisons (Hofstede Insights, 2023), Indulgence

“is defined as **the extent to which people try to control their desires and impulses**, based on the way they were raised. Relatively weak control is called “Indulgence” and relatively strong control is called “Restraint”. Cultures can, therefore, be described as Indulgent or Restrained.”

The score of 26 for India indicates more restraint, higher cynicism, and pessimism. The lack of work-life balance is one way how the lesser emphasis on leisure time and lesser importance of gratification of desires manifest in a culture like that of India. The people who are brought up with an Indian value system are more likely ‘to be restrained by the social norms’ and “feel that indulging themselves is somewhat wrong.” Compared to that, the U.S. score of 68 is relatively higher and said to reflect the “contradictory attitudes and behavior” found in the U.S. culture. Note that the numerical values are given only to imply that U.S.



* estimated

Country Comparisons (Hofstede Insights, 2023)

has a higher degree of indulgence compared to India; there have been consistent efforts to verify and update these numerical estimates and trends (Fernandez et al., 1997; Taras et al., 2010).

Role of Indulgence: We have observed the indulgence factor play out in various manners as discussed below. In fact, one of the biggest challenges for us in our early careers as teachers was to understand and adjust to the motivations and background that are determined by the U.S. culture. These are our personal observations and opinions and in no way should be construed as an effort to criticize, demean, or glorify any aspect of the culture or the differences. They are given below primarily to inform the beginner teachers and possibly help develop a reflective thinking among the readers.

1. Family Educational Rights and Privacy Act (FERPA)

The FERPA deserves the first and foremost mention. The U.S. FERPA has much stricter requirements regarding what can be shared with who and the strict requirements on how student data is collected and stored. The rights and expectations embedded in FERPA are largely absent for students in a country like India, where the student grades and ranks are publicly displayed in websites and notice boards with no sense of privacy, and the teachers even openly discuss them in front of student peers, family members, and other places without any serious repercussions. The inability to force privacy requirements in India is in fact daunting; it can be a welcome relief for the Indian students enrolling in the U.S. institutions to have more privacy while they work on their degrees and higher education.

2. Accommodations in Assessments and Examinations in the U.S.

The U.S. schools and colleges tend to be more accommodative and provide various options for students with varied needs. They often provide and allow various learning aids for students with disabilities, remove the time constraints (to some extent) in answering exams, provide alternative assessments as substitutes – while they may be seen as necessary and applicable in the U.S., the lack of these features in India indicate the restrictive framework. In India, student accommodations are not mandatory and can vary significantly depending on the location, school, and personnel involved in the processes. It should

be noted that there has been some improvements in the last several years, but the progress has been rather diluted in a country like India due to its enormous population.

3. Stringent requirements of common core and public exams in India

The common core curricula and assessments to enter into colleges and universities are compulsory in India. The students are tested at ‘public exams’ where thousands of students are expected to appear in the same common public exam which will be graded by external teachers from other schools. Until recently, these public exam grades held considerable sway and formed the core of college admissions in various states in India. This has been changed to an even stricter and broader common entrance exam (NEET) – similar to SAT, ACT, GRE examinations in the U.S. – conducted for millions of students across the entire country (Shanbhag, 2016; Supe, 2016). The strict imposition and adherence to the NEET exam has resulted in considerable social turmoil in many states and student bodies (Kar et al., 2021). This is remarkably different from that of U.S. colleges and universities which have relaxed the exam score requirements for college admissions and made the exam scores optional, especially after Covid19 disruptions.

4. More Flexibility in Registering for Courses in the U.S.

Upon enrolling in a college or high school program in India, the students need to take a set of courses by each academic year without the option of choosing among various courses. This is remarkably distinct in the U.S. colleges and universities where the students have hundreds of courses to choose from and substitute among these courses. The students even have the option of choosing to do their preferred courses in a different institution and transferring them to other schools (Junor & Usher, 2008; Mosholder & Zirkle, 2007).

5. More Authority and Power to Student Bodies in the U.S.

The students in the U.S. colleges are more vocal and demand clarifications, they represent themselves to instructors and supervising authorities when the instructions are not clear in seeking recourse, and organize in a better manner. They ask for more structure (for instance, rubrics for essay assessments) within the courses and

voice their opinions about grading. While these things do appear in some Indian schools, they are not widely present even in the second-tier colleges.

6. Better communications and feedback mechanisms in the U.S.

The U.S. students provide feedback and expect changes to the instructions during the delivery of the course; in fact, such changes are highly recommended to ensure that student learning needs are addressed. Also, the instructors in the U.S. institutions are given a large amount of academic freedom to choose the content and teach as they see fit. This is largely absent in the Indian educational systems; the lesson plans decided at the college or university level will be imparted without much opportunity for creative changes or inputs by the course instructors. There have been some changes at elite schools, still the system is very restrictive in terms of flexibility and innovation.

7. Power Distance and Honorifics

In India, the power distance (difference) between the faculty member and student is very high requiring them to address with respectful honorifics such as Sir and Madam; while the expectation of respect remains the same in the U.S., the lower power distance leads to greater amounts of socialization outside of the classrooms among the U.S. faculty and students. This is one of the primary differences that would be immediately felt by the foreign students upon joining the U.S. institutions.

8. Relevance and importance of grades

The U.S. system provides for alternative ways to determine the students' potential to develop a wholistic outlook of their capabilities; but the Indian system largely relies on the traditional marking systems. This has placed the examinations front and center of the student placement and career progress resulting in rote learnings and the college education focused primarily on clearing the examinations. Recently, there is a growing tendency in India to develop the extra-curricular activities of the students as well, primarily due to the western influences.

9. Prerequisites vs. Filtering

The indulgent framework of the U.S. systems is apparent in the role and extent of pre-requisite courses that students can complete in the

colleges before taking the required courses in the suggested sequences. This may add one or two years to their expected graduation at the higher education level which is acceptable in the U.S. education systems, but generally not found in the Indian systems. The Indian students are expected to find the remedial courses outside of the college through private tutoring to keep up with their higher education. In fact, when the Indian students fail to meet the certain standards, they are filtered out of the system as opposed to being accommodated via pre-requisite courses.

10. Recognition of General Education (GenEd) courses and their fit

The GenEd curriculum is well recognized and structured with various options in the U.S. educational institutions; there is a lot of flexibility on how these course credits are completed and even transferred across the institutions. In India, there is a recognition of GenEd curricula but implemented with a straitjacket approach without many options or exceptions.

11. Sports based school identity in higher education

The school branding (and bragging) based on sports teams' accomplishments are a given in the U.S. schools and institutions while this is markedly absent across India. The extent to which the school identities are formed in the U.S. even at the middle- and high-school levels is a remarkable feature that ultimately results in tribe-oriented identification and marketing of higher education (Beyer & Hannah, 2000; Dionisio et al., 2008). This is markedly absent in the Indian school systems; while there are some elements of intercollegiate athletics and sports competitions in India, they are not marketed to the great extent as seen in the U.S. This is also reflective of the high individualism score for the U.S. culture where students want to differentiate themselves based on the school's sports achievements, and even encouraged to disparage opponent schools in a visible manner. This is culturally not acceptable in the Indian system where collectivism is valued more.

12. Professional Networking

Professional networking for career progress is much easier in the U.S. and highly encouraged in the U.S. higher education; but meeting professionally like-minded folks in conferences and events is extremely hard in India. While the political and influential recommendations play a

role in the career progress of Indian students, the professional recommendations are catching up in places. This is largely due to the advent of the professional networking social media sites such as LinkedIn. Still, there is a long way for the Indian students to use and benefit from the networking opportunities as the U.S. college students do.

13. Academic Testing Rigor in India and the U.S.

In India, the level of competition at the entrance examinations to colleges is extremely intense and make it extremely difficult to get admitted in prominent educational institutions in India such as Indian Institute of Technology (IIT), and Indian Institute of Management (IIM) for example. The entrance exams and testing is designed to identify the best candidates and filter out a large chunk of unqualified students. While it is the same case for the elite Ivy league schools in the U.S., the U.S. educational institutions are more accommodating with open admissions and considerable opportunities to complete the coursework and graduate. The academic rigor and requirements do increase significantly, especially at the post-graduate and doctoral level studies, leading to more attrition.

14. Mental and disability support in the U.S.

There is a greater, and rightful, emphasis on the mental and physical well-being of the students which is safeguarded by the U.S. institutions of higher education. The schools are expected to have proper student protection schemes and protocols in place such as Title IX protection and training and prompt information delivery in case of unsafe campus conditions. While there is a recognition of the same in India, the support is largely provided by the informal social support networks of colleagues, student classmates, friends, and families. The legal recourse is more prevalent in the U.S. in case of failures, while legal ramifications are rather messy, cumbersome, and phenomenally delayed in India. The Indian media is replete with the moral, physical, emotional, and sexual abuses of teachers and students; the forlorn and antiquated legal systems in India do not necessarily save the vulnerable student populations which is a sad reality of the Indian education systems.

15. Restrictive Healthcare Requirements in the U.S.

Most of the points above emphasized how the Indian students are faced with a much restrictive

system when it comes to higher education. The one exception to that would be the medical and health insurance requirement (or no requirement at all). Given the extensive social support network of Indian parents paying for their children's education (even at higher education levels of postgraduate degrees), they also take care of the healthcare needs. This is markedly absent in the U.S. – the students are under definite pressure to have health insurance either through parents (until age 26) or through their employer or buy it in the marketplaces. This has put enormous pressure on the U.S. students to stay insured and avoid major medical expenses. This is markedly different and places U.S. students in the restrictive category, while Indian students are placed in the indulgent category.

In addition, the U.S. students are only partially supported by their parents and family; to a large extent, they are expected to work and support themselves via part time (or fulltime) jobs, college loans, and scholarships and internships during summer months. The costs for the healthcare, college tuition fees, loan payments on their student debt are particularly onerous on the U.S. students that place them in a severely restrictive category. In a remarkable manner, the college education is budget friendly in India for the most part and the Indian social setup help cover their tuition and living expenses through the school.

16. Level-playing field with the Internet Era and Online Resources

While there are large variations in the Indian and U.S. higher education, the invention of internet has largely helped in leveling the differences in education. The Indian colleges have invested in providing internet and computer access to their students; along with the availability of Creative Commons resources available for free, the Indian students have been able to tide over the differences and learn from a wide variety of resources that were not available even in the last decade. The remarkable learning tools via videos (accessible for free in most cases such as YouTube) have created an explosion of available information and leveled the discrepancies and differences that the U.S. and Indian systems have had for a long time. Still, the brand value, recognition, and the allure of the U.S. education exists which is probably one of the most important exports from the U.S. With the advent of the Artificial Intelligence, these differences would

only be reduced in the coming decades and there is likely a more meaningful amelioration of differences in education and academic difficulties and restraints faced by the Indian students.

This article has not considered many other issues. For instance, the tropes such as Tiger Moms prevalent in Asian culture, lawnmower or helicopter parenting where the parents fighting teachers in the U.S. public school systems have their roles in shaping the overall development and well-being of the students across these two cultures. The topics such as the innate motivations and attitudes of students beyond the culture, socio-economic differences which affect their overall career and professional development, the wealth and income disparities are important topics. This reflective piece is written in the hopes that the readers will recognize these differences, understand the advantages and disadvantages with both systems, and possibly implement suitable measures to teach across cultures.

References

Arnold, I. J. M., & Versluis, I. (2019). The influence of cultural values and nationality on student evaluation of teaching. *International Journal of Educational Research*, 98, 13–24.

Beyer, J. M., & Hannah, D. R. (2000). The cultural significance of athletics in US higher education. *Journal of Sport Management*, 14(2), 105–132.

Chuenjitwongsa, S., Bullock, A., & Oliver, R. G. (2018). Culture and its influences on dental education. *European Journal of Dental Education*, 22(1), 57–66.

Dionisio, P., Leal, C., & Moutinho, L. (2008). Fandom affiliation and tribal behaviour: a sports marketing application. *Qualitative Market Research: An International Journal*, 11(1), 17–39.

Fernandez, D. R., Carlson, D. S., Stepina, L. P., & Nicholson, J. D. (1997). Hofstede's country classification 25 years later. *The Journal of Social Psychology*, 137(1), 43–54.

Hofstede, G. (2003). Cultural dimensions. *Www.Geert-Hofstede.Com*.

Hofstede, G. (2009). Geert Hofstede cultural dimensions.

Hofstede Insights. (2023). Country Comparison. <https://www.hofstede-insights.com/country-comparison/india,the-usa/>

Hu, X., Leung, F. K. S., & Teng, Y. (2018). The influence of culture on students' mathematics achievement across 51 countries. *International Journal of Science and Mathematics Education*, 16, 7–24.

Junor, S., & Usher, A. (2008). Student Mobility & Credit Transfer: A National and Global Survey. Educational Policy Institute (NJ1).

Kar, S. K., Rai, S., Sharma, N., & Singh, A. (2021). Student suicide linked to NEET examination in India: a media report analysis study. *Indian Journal of Psychological Medicine*, 43(2), 183–185.

Mosholder, R. S., & Zirkle, C. J. (2007). Historical trends of articulation in America: A review of the literature. *Community College Journal of Research and Practice*, 31(9), 731–745.

Shanbhag, V. K. L. (2016). India's NEET exam poses problems in its current form. *BMJ*, 354.

Supe, A. (2016). NEET: India's single exam for admission to medical school promises transparency and quality. *Bmj*, 354.

Taras, V., Kirkman, B. L., & Steel, P. (2010). Examining the impact of Culture's consequences: a three-decade, multilevel, meta-analytic review of Hofstede's cultural value dimensions. *Journal of Applied Psychology*, 95(3), 405.

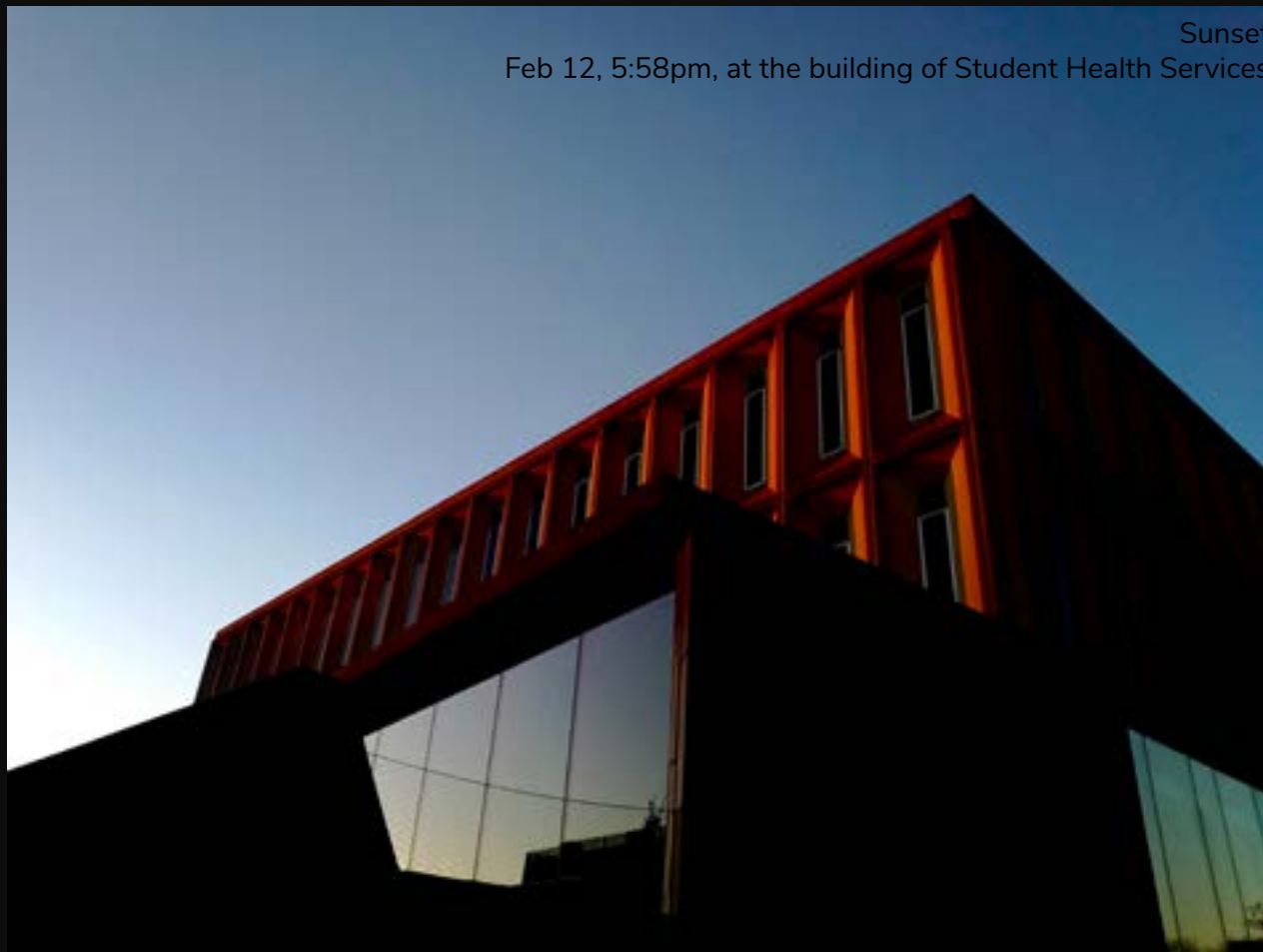
Photography of

HE ZHANG

Cunz Hall
Feb 19, 6:06pm, at Cunz Hall



Sunset
Feb 12, 5:58pm, at the building of Student Health Services



Light and Shadow
The building of Student Health Services





The Oval and Clouds
Feb 27, 4:41pm, at Thompson Library 11th floor



Light
Feb 25, 3:13pm, at Thompson Library 4th floor



The Glass Roof
Feb 25, 2:20pm, at Thompson Library 4th floor



I may not pursue professional photography or make it my minor, but it has already become a part of my life. Sometimes, I feel like my days are on repeat, following the same routine every week with nothing to emotionally cheer me up. However, photography reminds me that every day has the potential to be special. That's why I always make sure to record the exact time and location for each photo I take. When I look back at these photos, they remind me of the unique moments from this semester. Whether it's the pink clouds at sunset, the interesting light patterns on the walls, or the buildings against a grey sky, each image brings happiness to me. If I were to let these views pass by without capturing them, I would eventually forget the beauty I witnessed. By taking photos, these moments are preserved, and these days are marked as "special" in my memory. Even a simple rain becomes memorable when I recall how the sky and the Oval looked like an oil painting after the rain.

He Zhang

Developments in Organized Baseball in the 20th Century

Nicole Hernandez



[Image Source: ballparkdigest.com](http://ballparkdigest.com)

Baseball has been considered one of the most integral parts of American culture since the 19th century. Over time, several innovative factors have contributed to its popularity and impact, making the 1900s a particularly significant period for organized baseball. Major League Baseball was the reference structure for organizations like the NFL and NBA that wanted to implement organized play in other sports. Before attempting to aid in the growth of other institutions and firms, baseball had to experience changes within itself. The most important developments in organized baseball from the 1900s to the early 1960s were the construction of ballparks, influence of media, and the breaking of the color line.

The first important development starting in the early 20th century was the construction of new ballparks. Before this time, most baseball games were played on fields that were not originally designed for baseball or spectators. Initially, baseball ballparks were made of wood, which meant they could burn and the structure could be expanded or shortened as needed. The

idea of a “permanent” structure was introduced by historian G. Edward White in his book, *Creating the National Pastime: Baseball Transforms Itself* (1996). He uses this term to describe the lasting influence baseball would have in American culture. White also talks about the reconstruction of The Polo Grounds in New York City and how they “were assumed to have become, on their completion, enduring civic symbols” (p. 13) following that “Its structure and dimensions spoke volumes about the state of major league baseball at the time.” (p. 13) The correlation of the term “permanent” with the ballparks portrayed baseball as the game that would endure through generations and had a direct link with the rise of the American cities. While providing a place to play baseball, the parks also tied into industrialization, urban politics and mass transit that was built during the same period. Soon after, teams began building dedicated ballparks that provided better seating, amenities, and playing surfaces. These new ballparks, such as Fenway Park and Wrigley Field, became iconic symbols of baseball and helped to enhance

the fan experience. The ballpark became the most significant investment in the process of running a major league franchise. This change represented the core of the league's infrastructure for the next couple decades dedicated to the commercial presentation of MLB.

Another turning point for baseball was the fast growth and implementation of the media in post-war America. From radio broadcasting and the idea of televised games to cultural nationalism gave way to the evolution of the image of baseball as a business factor that would reach

all corners of the country. Radio broadcasting in the 20's was huge and provided the common spectator with a new way to enjoy the game of baseball. In 1921, the first baseball game was broadcasted on the radio, Pittsburgh Pirates versus Philadelphia Phillies, which meant people did not have to physically move and be at a baseball game to have the same entertainment. This was the first realization that sport was becoming an everlasting industry that was bound to change with the rise of new

technology. Originally, representatives from teams were fearful of the impact the TV would have on profit and revenue since people that attended games could switch to watching them from the comfort of their homes. It was also not clear who did or did not have the right to decide how much of a sport was or was not on TV. College baseball started being televised in 1939. The MLB followed a decade later, opening a spectrum for audience and communication. The media had such an impact on baseball and America since it shaped the images of players in the eyes of people in order to create stories around them and appeal to certain emotions. The exact starting point of the golden age of sports celebrities is subjective and may vary depending on the sport in question. However, the period between the 1920s and the 1960s is often looked at as the time when sport and its top athletes began to capture the public's interest on a mass scale. The 1900s saw the rise of some of the most impactful players in baseball

history. Players such as Babe Ruth, Lou Gehrig, Jackie Robinson, and Honus Wagner helped to raise the profile of the sport and bring new fans to the game. These players not only had incredible talent, but they also had larger-than-life personalities that captured the public's attention. Babe Ruth, for example, was among the greatest pitchers of his generation and arguably the most important hitter. His figure of fun, wealth, and consumption was created by his team and enhanced by the media to make him the anchor of the most dominant franchise in the 20s and 30s, The New York Yankees. Once again G. Edward

White analyzes the role of newspapers in baseball in Chapter 6 when he dives into the evolution of Babe Ruth as a personality. He says, "The fact that Ruth was a celebrity baseball player meant, in Hunt's time, that the public had a greater interest in him as a person than it did in virtually all of his teammates." (Creating the National Pastime, p. 198-199. 1996). This meant that Ruth, along with other popular players, was the center of attention of the public interest which could seem problematic, but in this



Babe Ruth, Source: [PBS](#)

case, it popularized baseball even more. People were focusing on figures of sports as a way of involvement since the media made information accessible to them by promoting sports but also holding athletes and organizations accountable. White also discusses the role of gambling in early professional baseball and how it contributed to the sport's popularity. He notes that many professional players were also involved in gambling and that this led to accusations of games being fixed. After the 1919 "Black Sox" Scandal involving conspiracies and gambling, "Babe Ruth helped fans forget the scandal — and sportswriters transformed Ruth into a hero..." (Lamb. C, 2012) This is an example of how journalists managed to use the media as a tool where they could mold stories into what was convenient.

The way people looked at sports forever changed with the incorporation of the media. After the war, Americans started looking into European politics and

developed a cultural nationalistic mentality when it came to sports. As a result, baseball started to be described as the national sport and as a cultural product. Some baseball was played and developed in The United States in the 19th century, but its main roots were English. With nationalism in mind, people went out of their way to make claims presenting baseball as uniquely American. To uncover the truth behind baseball history, the Blue-Ribbon Commission was founded; they falsified information and claimed the sport was invented in New York in 1839. This story was publicized and once again built cultural nationalism impacting how the sport was perceived and drawing color lines that went further than baseball.

The Color Line and the rise of Civil Rights is another main catalyst for change in baseball through the 1900s. After the war, African Americans from the rural south started moving to the urban north, and because the population moved, so did the racial issues. Segregation started in the media and daily life but soon began to affect baseball. According to author Chris Lamb in his book, *Conspiracy of Silence: Sportswriters and the Long Campaign to Desegregate Baseball*, “Black sportswriters repeatedly challenged the white

baseball establishment’s claim that only “ability” and “character” prevented a ballplayer from playing in the Major Leagues.” (p. 60) No one had previously questioned why no African American was playing in MLB since Major League Baseball was not openly racist and had said that nowhere in their rules do they act against black men playing in the organization. However, regardless of their talent, there was no acceptance of them either. By joining the Brooklyn Dodgers in 1947, Jackie Robinson alongside general team manager Branch Rickey initiated the breaking of the color line that had prevailed in the league since 1887. Branch had “never forgotten the agony of the black athlete,” (Robinson. J, *I Never Had It Made*. 1972 p. 52) so he started a project called “Rickey’s noble experiment” where he intended to start the end of segregation within Major League Baseball. Once he found his player for the experiment, he “made certain that word of his plans did not leak out, particularly to the press” (Robinson. 1972, p. 53) and went to great lengths to show an image of a player who would not respond defensively to discrimination and ensured that Robinson was viewed as a good public figure. By becoming the first African American to play professional baseball and fracturing the color line, Jackie Robinson paved the way for new

Jackie Robinson, Source: [HistoryofSport](#)



perspectives to be accepted. With this, players from any background would be allowed to play for their talent instead of their race.

It could be argued the founding of the American League in 1901 was also a main development in organized baseball. At a time when teams started moving cities and geographic and demographic shifts occurred in the post-war period in America, the “Dead Bal” era began. From an era that consisted of low-scoring, low-power style plays, and offensive production, and shorter games in duration, surfaced a new set of standards for the game that allowed features to increase speed and entertainment. This change created a greater range of competition in the sport and led to more opportunities for players and a competitive balance in comparison to when the National League was the only league. It also introduces a new set of rules such as the designated hitter rule, which added another strategic dimension to the sport. While the foundation of the American League was certainly significant in the story of organized baseball, it is not necessarily one of the most important. It is true that in 1901 the league was experiencing some expansion, yet it was not a point that marked the history of sport such as the integration of African Americans into the league and the immense spectrum of communication the media provided for MLB.

In conclusion, the construction of ballparks in the city, the influence of media, and the breaking of the color line were all crucial developments in the history of organized baseball. Ballparks created a more enjoyable experience for fans, while the influence of the media helped promote the sport and bring it to a wider audience. However, the breaking of the color line was arguably the most significant development, as it opened the sport to a previously excluded group and paved the way for greater racial equality in all areas of society. Jackie Robinson’s historic debut in 1947 not only helped to break down racial barriers in baseball but also played a pivotal role in the broader civil rights movement. These developments have had a lasting impact on the sport and helped to shape its evolution over the years.

References

- Horger, Marc. Organized Baseball.ppt, The Golden Age of Sport Celebrity.ppt, Tele-Vision.ppt, KNSISM 2211 Lecture, 2023.
- Lamb, Chris. Conspiracy of Silence: Sportswriters and the Long Campaign to Desegregate Baseball. University of Nebraska Press, 2012, Chapter 3, pp. 57-84.
- Lamb, Chris. Conspiracy of Silence: Sportswriters and the Long Campaign to Desegregate Baseball. University of Nebraska Press, 2012, Chapter 2 pp. 45-51.
- Robinson, Jackie. I Never Had It Made. ECCO: Harpers Collins Publishers, 1972, pp. 50-60.
- White, G. Edward. Creating the National Pastime: Baseball Transforms Itself, 1903-1953. Course Book ed. Princeton University Press, 2014, pp. 12-200.



The Investment Difference between China and the US

ZeZhi Wang

The difference between China and US Investment is a term we hear a lot in life; simply put, investing is making more money with money. There are many ways to invest, such as the simplest personal investment in stocks and funds. There are also more complex futures, foreign exchange, and in addition, there are professional firms that have more abundant capital to invest in real estate and some startups and public companies. Also, larger scale carries greater potential risk. At the same time, investment is a very common economic method, and it is an indispensable part of promoting economic development, whether it is macroeconomics or microeconomics. In the face of different economic environments, different cultures and different industries have different effects on the investment.

As developing countries in the East and developed countries in the West, China and the United States essentially have many cultural and economic differences. These differences lead to some differences in the practices and thinking of investors. Traditional Chinese families and relatively older people are accustomed to having sufficient control over their own property, and their risk tolerance is relatively low. At the same time, the choice of

“In the face of different economic environments, different cultures and different industries have different effects on the investment.”

investment and financial products is relatively simple when investing. In terms of investment, there is a relatively large preference for fixed assets, and real estate is a typical example. China Real Estate Investment data was reported at 12,026,351.460 RMB mn in 2018 (NATIONAL BUREAU OF STATISTICS 2021) Housing means family in many traditional concepts in China. Buying a house is the best investment. At the same time, owning one's own house can greatly enhance the family's sense of security and recognition in the eyes of others in Chinese culture. American culture is different from that of China. The average level of higher education in the United States is higher than that of China. The United States is more rational in investment, listens to more professional advice, and will not be influenced by too many non-professionals and other people's advice. Therefore, in the face of more investment, people are more willing to pay a certain amount of remuneration and entrust asset investment and financial management to more professional people to manage. The thinking concept is also relatively more open, focusing on the present, living a life that matches one's own income and suitable for oneself, properly cultivating one's own interests and making relatively reasonable expenses, and having a relatively complete and accurate estimate of future income. Therefore, easy-

to-cash wealth management products are relatively more suitable for investment in the United States. Compared with China, the equity investment and futures markets are relatively active. They also have more trust in some aspects such as insurance than Chinese investors. The difference is that the proportion of commercial real estate investment is greater than that of residential buildings. The thinking of many Americans is that housing is not a good investment.

For large-scale commercial investment and investment banks, most of the investment processes are the same. However, the critical industries for investment in the face of cultural backgrounds in different countries are different. In investment, we focus on freedom of choice and compliance with codes of conduct. Integrity and transparency are in the business culture of the United States. It is essential in China, but many investment companies in China pay more attention to connections and trust and more to finding better investments than an investment to find better projects.



Regarding investment markets, China and the United States are currently the two largest economies. They have complete systems, mature markets, and investors for real estate, stocks, and bonds. Compared to China, America has a more developed stock market. The U.S. stock market has three major exchanges: NASDAQ, New York, and Chicago Stock Exchange. These exchanges cover companies in many fields, including technology, manufacturing, healthcare, energy, and finance. Stocks in the United States developed earlier than China, so, in terms of scale, China is much smaller than the United States. However, China also has two major stock exchanges: Shanghai and Shenzhen. Recently in Beijing, China also established a third stock exchange. Even so, the Chinese stock market is relatively active worldwide because China is currently the second-largest economy with a large population base. In terms of the real estate market, due to the different types of countries, China's real

estate has developed rapidly in the past decades. It mainly consists of the residential housing market. At the same time, there are more and more commercial real estate projects. While the rapid development of China's real estate has brought a high rate of return to China's real estate, which has attracted the attention of domestic and foreign investors. Housing prices in some major cities have continued to rise, bringing investors a good return on investment, but rapid development is also facing some problems. House prices and land prices are too high in some large cities. The United States developed earlier, the subprime mortgage crisis was caused by the credit boom and the housing market bubble in 2008 (Vaidotas, Aldona2014). And after the financial crisis, the real estate market supervision increased the market stability, commercial real estate and residential construction scale huge. At the same time, the United States allows a lot of land to be privately owned and does not specify the type of land use. This is also very different from China. In the bond market, the United States is one of the largest bond markets in the world. The United States issues various claims, such as government claims and corporate claims. In contrast, China's bond market is tiny. Moreover,

the public has a relatively high degree of trust in the Chinese government. They usually buy bonds issued by the government rather than buying too many bonds issued by enterprises because they think the risks are higher. Two other essential investment issues are market development level and market risk. The market's development level will affect the entire market's prospects, including the scale and income of an investment. The U.S. investment market has a long development history, is highly mature, and the education level of investors is relatively high. At the same time, both the bond and stock markets are.

There are sound laws and regulations and a regulatory system. Under such a regulatory system, the public has a relatively high degree of freedom. China's investment market is less regulated than younger markets. At the same time, a government-led government in China's investment market will

intervene in some aspects—for example, the growth rate of stocks. Therefore, the freedom of market development is lower than that of the United States regarding risk in the investment market. The U.S. investment market is relatively stable, and stocks and bonds are highly liquid. However, under the specific economic and political environment, there are also many volatility risks in the Chinese stock and investment market. Although weak supervision may lead to transaction fraud due to government control, it may help reduce risks for personal investment.

For individual investors, investing in their own country is the choice of most people because they are more familiar with the investment environment of their own country, including laws and cultures, because only by being familiar with laws and regulations can they better and effectively conduct investment information Understanding, resulting in better investments. Only by being familiar with the local culture can local people make better choices in the investment direction and method they want. However, for large investment companies and investment banks, cross-border investment is an excellent way to increase income because compared with the United States, China's investment environment is broader because

it has many opportunities and many facilities in developing countries Projects and companies need capital to complete and implement, which attracts many investors because these are good investment opportunities. Compared with China, the United States has more substantial investment environment supervision and a high degree of freedom. The market is more affected by the people and the economic environment. At the same time, there are more investment products and investment methods in the U.S. market, leading to many entrepreneurs coming to the U.S. to seek investment. In the U.S. market, hiring a professional to help people plan and get it done will be easier.

To sum up, the investment differences between China and the United States are mainly reflected in cultural background and market development, the most important of which is the difference between developing and developed countries. At the same time, in the cross-border investment and investment culture exchange, respect the local market environment and habits. After fully understanding the market and its risk tolerance, the audience can make the most secure investment preparation.

References

CEICdata.com. (2019, May 8). China CN: Real Estate Investment. <https://www.ceicdata.com/en/china/real-estate-investment-summary/cn-real-estate-investment>

Pajarskas, Vaidotas & Jočienė, Aldona. (2015). Subprime Mortgage Crisis in the United States in 2007–2008: Causes and Consequences (part II). *Ekonomika*. 94. 7. 10.15388/Ekon.2015.1.5317.



Residence of your heart

Tupakula Chandra Mallika


Houses and homes are different. I am a byproduct of two architects falling in love, and I'd like to believe that increases my credibility in some incomprehensible way. Unknowingly I have spent more weekends at a new construction site than at my grandparent's house. Houses are simple-Bricks held together by cement, walls broken by windows, floors held up by pillars. I know all the options- shiny veneers and brown woods, ceramic tiles and Italian marbles, tinted glasses, and shade card paints. A home is quite different; it can't simply be bought with money but rather only built with trial and error. It has the bathroom that tenderly envelopes your desperate cries when articulating words seems like a foreign concept. The kitchen reminds you of water leakage on your birthday your parents spent hours draining and cleaning in the wee hours of the morning. The master bedroom echoes your mother's loud but loving taunts. The balcony is adorned with the swing you were once too small to reach on your own. Your living room has couches that have deflated due to the course of time and unsolicited advice from your relatives who've sat on them. The dining table light that was once yellow, now white, still sheds light on your father's newspaper at four in the morning every day. The children's room shines bright even before the sun rises from all the glow-in-the-dark stickers your innocence had stuck years ago. The switchboards are familiar, there's a dying creeper plant your mother is trying hard to save, and the familiar smell calms your jumbled thoughts and racing heart. You realize walls and gates only provide so much security and comfort, it'll never compare to your parent's bed. Home isn't an object or a place, maybe just a person or an emotion. We all need a house, but we all want a home, or maybe we all want to be lucky enough to find it one day just like love.

SHADES OF BLACK

“Look at you, you resemble Dracula as to keep wearing All-Black ”

Never before had I paid attention to such a concern. Given that the influence of villains in general tend to exceed most of my favorite movies’ protagonists, and the fact that Black links strongly with my inherited traits of hair and eyes, my preference for this particular color has gone beyond ordinary sense. Whether going to school or taking a walk around the neighborhood, I have always chosen Black as my top fashion choice. Putting on a solid black jacket most of the time has left people with an impression of a tough person who would never be disturbed by spare emotions.

My distant appearance sets a parallel effect towards my disposition, at least in the way others perceive about me: a kid who passed her puberty peacefully, enjoys doing origami as a pastime, and would rather listen to folk instrumental music than cheesy love songs or heavy raps. Little do they know these without-lyrics-melodies are preferred so that my innermost feelings would not be interpreted. Nor do they understand those repeated folds I had on the paper cranes were one of the methods I used to suppress the impulsive aggression which has always been part of my nature. It is also no wonder that applying for a Literature major in the home country’s high school took my parents by surprise. I spent my day and night in middle school solving statistical problems, then declaring the opposing major at the final moment in an attempt to rationalize tons of my inner concerns. Facilitated by these disguised impressions, the psychological effect of wearing Black curiously helps me feel more secure and make sure personal weaknesses are not exposed in front of others. Unconsciously immersed in my model as a rational creature, I have always prided myself on keeping my manners and mental state in check. The most dangerous part was that, even myself was tricked into believing that way, and started embracing that role-playing so intensively that I tend to lose my own identity. I convinced myself that emotions are the most useless thing of human-beings and that it was critical to get rid of them. The situation became worse and worse when I ignored my friends’ negative concerns, avoided all kinds of social communication, and isolated myself from the dramatic school life. I deactivated any emotional-related thoughts and imprisoned my rebellious, sensitive nature inside the Black jacket.



It is not alien to the boarding students that I put on my typical black outfit, silently sitting among them on a weekend shuttle to Target. But only I know wearing black that day represents something else, which is a signal of grief. For the very first time, I wished someone had come and questioned my usual somber fashion sense, so that I would naturally burst into tears: “My grandpa, he’s gone.” What disappointed me was not because people failed to recognize my sadness the moment I needed their attention and sympathy; frankly, there was no point for them to do what I expected. But the most apathetic part was that I myself was incapable of the most basic mourning. It turned out that I had been forcing myself into adopting such a standoffish model for so long that my capacity for facial expression was decayed. Ironically, the Black color that I had been using in order to handle the fragile emotions then served as an as an only emotional transmitter. Other than compensating for my deficiency in expression function, Black from this traumatic experience has supplemented an aspect of realization towards introspection: it was a foolish attempt to confide myself in any stereotypes. It reminds how foolish I was to obsess over a group identity that I lose my own as a fully functioning person.

The following days, black clothes have continued to act as my defense mechanism during social interactions. However, via the same outfit choices, my friends have found me striking conversations with multiple-word sentences, laughing more after a joke, and displaying sympathy towards a teammate’s illness. Accepting the existence of minor flaws or turbulent emotions, I become more tolerant towards myself and let my inconsistent nature be compatible with any challenges. My lifelong goal has revolved around keeping these special shades on track, to the extent of how I honor the power of being well-balanced. Just like the way the color Black can both guard and give out signals, I try to adjust my manners and emotional state in the way that my identity is appreciated.

The Origin of the AI?

Criticism of the Turing Machine: Testing, Thinking, and Languaging

Chia-Hsin (Jennifer) Yin

<https://www.forbes.com/sites/asheemchandna/2022/05/31/where-does-ai-go-next/?sh=e77a374e6331>

“Can machines think?” asked by Alan Turing in “Computing Machinery and Intelligence (1950)”, a universally reckoned pivotal work for the foundation of how mathematics to be mechanized or computed in a smart device that “thinks”. Based on Turing’s paper (1950), I will, first, provide an overall summary of how the Turing machine operates to proceed as a universal mechanism. Second, I raise three critical viewpoints pertaining to testing, thinking, and languaging despite the fact of its enormous contributions to modern computations and the prototype of computers. Lastly, I call for a more humanizing thinking machine that also speaks non-linguistically with “a heart” to make peace with this planet as super-intelligent computers have been increasingly non-stoppable powerful.

Turing (1950) proposed two ideas, the Turing test and the Turing machine. He believed that if a machine is able to answer questions as human beings do and with such humans cannot distinguish whether the answers are generated by a real man or simply a machine, then this mechanism has successfully passed the “Turing test”. Turing, further, expanded

the idea of this thinking machine into a “universal Turing Machine”, which makes the original Turing machine distinct in computing anything that can be algorithmically done with certain, specific programming. Since the various computing processes can all be done with one digital computer, suitably programmed for each case by algorithm, the special property of digital computers can mimic any discrete-state machine, thus, making the Turing machine universal. This is the essential notion of modern computers and how various software can operate on different computational programming.

Turing machine, indeed, captured the essential broad-spectrum conception of information processing techniques based on algorithm. However, I question the operational meaning behind the “thinking ability” or “thinking process” of the Turing machine from statistics and educational perspective. Then, I discuss the problems of the Turing test from sociolinguistics view and translanguaging framework as developing my three-folded arguments.



the machine response from the human reaction are unavoidable. Statistically, unmeasured confounding problems can be resolved by modeling; however, how to modify and enumerate dynamic human judgment sense? Even if we can quantify it, how do we interpret it? After all, Turing did not compile a manual to guide us on how to tell these differences apart. As such, how could we assume that each individual judges the answers with an objective criteria? According, concerns are emerged regarding the validity and reliability of the machine's evaluation.

The second criticism is the thinking process by the Turing machine which operated the "thinking" straightforwardly and homogeneously as hitting "a full mark" without authentic cognitive processing. Yet, it is far from what real humans think in life. For example, in a math test, does having the same results mean having the same thinking process? Does getting the same numbers mean using the same calculation method? In a composition contest, does obtaining the same score on the writing represent achieving the same level of language proficiency, linguistic repertoire, and the same writing skills? Similarly, does an artist in a competition this year have to create an identical piece of artwork as last year's to win the award? The way

<https://nypost.com/2023/02/28/ai-could-be-created-with-our-own-brain-cells/>

The first criticism I propose is concerned with the Turing machine measurement. What the Turing machine genuinely measures is far more general than we think and much simpler than human thinking. The Turing machine proceeds with numbers and codes encrypted on the tape either rolling to the right or left or pausing when necessary, as a conceptual mathematical and computation model. The machine is able to answer questions about prime numbers, bias-free puzzles (e.g. alphanumeric riddles), and some general intelligent questions with human-likeness evaluation. Yet, the questions that can be fed into the machine are rather vague and they are more like "aimless general intelligent tests", including a good amount of common-sense questions that humans do not have to think to obtain the answer, other than just retrieving from their memory storage. In addition, based on the judge's rating scores to human likeness on the responses, it stresses merely on quantitative assessment, but ignores the qualitative value of the knowledge. Both quantitative and qualitative evaluation is critical for real human thinking judgment. Otherwise, even if the judge can give scores over all the answers, any score of humanness is insignificant and meaningless in the end due to the single aim at quantity, not quality. In a similar vein, it is questionable regarding how the judge or interlocutor evaluates the answers offered by the machine or humans. Each individual thinks differently with diverse linguistic, cognitive, cultural background, and personal experiences. As unmeasured confounders, bias and stereotypes of distinguishing



<https://www.telegraphindia.com/education/intelligent-break-five-free-online-courses-on-artificial-intelligence-for-beginners-during-lockdown/cid/1820489>

humans think is hybrid and dynamic and builds in its own complexity and flexibility. Our thinking process encompasses understanding, memory retrieval of necessary knowledge, activation of previous cognitive schema, reasoning, logic, and applying relevant synthesise and creative skills.

Besides, the fleeting ideas we have vary, depending on the current psychological (emotions), physiological (fatigues), and mental (multiple intelligence, Gardner, 1983) states. Our thinking can also be precarious. Sometimes we forget and lose the thoughts out of blue, but regain new insights when the eureka moment came. On top of that, thinking may be viewed more sophisticatedly in learning. If we do “learning by doing (or ‘learning through reflection of doing’ or ‘experimental learning’)” (Dewey, 1897), more or less, we are also “learning by thinking” and “thinking by learning” in which we experience an interrelated thinking-learning co-construction.

Specifically, Bloom’s taxonomy for the cognitive domain (Bloom et al., 1956; Anderson and Krathwohl, 2001) refers to the specificity and complexity of learning categorization in a hierarchy – knowledge, comprehension, application, analysis, evaluation, and creation – that higher domain of learning demands higher-



<https://time.com/6227118/eric-schmidt-ai-human-intelligence/>

order thinking ability. More than that, thinking process also includes affective domain levels (emotion-based) (Krathwohl et al., 1956) – receiving, responding, valuing, organizing, and characterizing – and triggers psychomotor domains (action-based) (Simpson, 1972) – perception, set, guided response, mechanism, complex overt response, adaptation, and origination. Therefore, since learning roots in thinking and learning requires different levels of skills to master, human thinking process cannot be oversimplified as an imitation to find the best solution and as purely giving the correct answers.

The third criticism I argue is the inadequate language use and languaging process employed by the Turing machine given the fact that it can only represent the simplest linguistic expression in one single form, tape-texts. It apparently confines the language varieties and creativity as well as the metaphorical meaning that goes beyond the literal meaning. Particularly, since languages are performed in a wide range of modes, language of multimodality

refers to how people make meaning with multiple semiotic resources, such as words, voices, visuals, animations, digital media, and so forth. Language use and languaging process are liberated from text-based expression. Another issue is that the heavily tap-dependent language attenuates our bi/multilingual minds. In this multilingual world, many people speak two or more languages and they sometimes even mix the languages – using code-switching, code-meshing, and translanguaging. Since there could be no exactly the same concept in both languages we speak, we switch to the first language or the shared language in the community when cognitively matching the

linguistic-cultural mapping in the target language (excluding the insufficient language proficiency scenarios). For instance, English speakers of German or Russian as their first language find that the lack of very precise corresponding word for the English word, “department”, in German (although they use “abteilung”, but this word is closer to the meaning of “dividing, detachment, and military detachment”)

and in Russian (that people refer “department” more to “division”). All the intricacies between “language and thought” of two or more minds and a full linguistic repertoire of one’s mind cannot be entirely captured by Turing machine tap language. As such, it falls short to endorse multilingual thinking as acting their bi/ multilingual resources mediation multimodally.

Hence, I propose a new question for the Turing machine descendants: beyond the algorithmic language, how do we improve the machine-thinking device to a more socio-culturally authentic “brain” for linguistic production? In today’s term, how to program AI for real human language, both linguistically and non-linguistically?

The highlight of this work is not to merely focus on the drawbacks of Turing machine, but to, hopefully, further inspire more profound thinking on this first thinking machine that changed our life ever since 1950 when the Turing test and the universal Turing

machine were truly pioneering. Now in 2023, machines can not only think, but also create. With self-training, super-intelligent computers far originated from Turing machine have caused us concerns much more than just about thinking, but manipulating the world potentially. At present, Turing's inspiration should be optimized into thinking about the meaning of AI, why we create AI, how can AI be ethically human-beneficial, justice, and, in the long term, remain peace with all the creatures.

References

- Anderson, L.W., & Krathwohl (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.
- Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, Toronto: Longmans, Green.
- Dewey, J. (1897). *My pedagogic creed* (No. 25). EL Kellogg & Company.
- Gardner, H. (1983). *Frames of Mind: A Theory of Multiple Intelligences*. New York: Basic Books.
- Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1956). *Taxonomy of Educational Objectives, Handbook II: Affective Domain (The Classification of Educational Goals)*. New York, NY: David McKay Company.
- Simpson, E. J. (1972). *The classification of educational objectives in the psychomotor domain* (Vol. 3). Washington, DC: Gryphon House.
- Turing, A. (1950). *Computing Machinery and Intelligence*. In Copeland, B. J. (Ed.), *The Essential Turing* (pp.433- 464). Clarendon Press.



Physical Painting and Digital Painting: Which is Better?

Hans Hofmann said, "Through a painting, we can see the whole world." Digital painting and physical painting are both good choices for relaxing and record life. We can express a lot of things through painting. For most people who are interested in painting, it is very important to choose a suitable painting method. There are differences and similarities between digital painting and physical painting in terms of texture, painting media, storage methods, time and quality.

Digital painting and physical painting have similarities in forms of painting. These similarities can enable people to show their desired effects even with different painting methods. The first similarity is the texture of digital painting and physical painting; both can use different tools to show similar texture. For example, if a person wants to finish a watercolor landscape painting, they can choose both digital painting and physical painting. For the physical painting, they can bring a bag of tools, such as different types of watercolor pens and pigments to parks and then enjoy the painting. Instead of carrying tools, for digital painting, they can bring an iPad or Wacom that contains the digital brushes and the apps that meet the requirements of the painter. Both these two ways can result in a picture that has a similar texture that looks like blooming with water.

Additionally, the use of color mixing and color richness is similar. For physical painting, the artists can use three-primary colors to mix most colors and buy the different colors from the painting material stores directly. It is as real and efficient as physical painting to use digital painting to find different colors in the color wheel. Of course, the

premise of both methods is that the painter needs to have a good color sense. Same as the color operation, if the painter wants brushes with different thicknesses, people who use physical painting can go to the painting materials stores and buy brushes with different thicknesses; people who paint digitally can just adjust the thickness in the apps in which they choose to paint or draw.

Physical painting can use plenty of techniques. Likewise, digital painting can also put different painting techniques into practice; the two can promote each other and reach a more luxuriant state. In the early days of the digital revolution in graphic design, many designers and design teachers firmly believed that the era of drawing on paper was over. In fact, technological advances have opened new opportunities for integrating and mixing painting practices (Schenk, 2016). Therefore, the painting technique on paper and the painting technique on electronic screen is almost everywhere relevant. Required professional knowledge for digital sketching and paper sketching is also the same. For instance, it is necessary to understand the light and dark surfaces of objects, perspective, and diffuse reflection of light. Finally, the reason why the pictures are not coordinated is not the use of paper or electronic screens, but the lack of proficiency in the use of professional knowledge. Therefore, in a sense, the techniques of digital painting and physical painting are very similar, but the resulting works cannot be replaced by each other.

On the other hand, there are some differences between physical painting and digital painting. Because the media of the two painting styles are different, this causes many differences and limitations about themselves. "With the increase in mobility in technology, artists are looking for ways to create paintings using their tablets and smartphones while on the move. Digital oil painting is a revolutionary technique where an artist uses digital paintbrush to simulate the traditional bristle paintbrush of a painting to get an oil paint image" (Dutta, T., Mohanty, S., & Gupta, H. P., 2022). As this quotation mentioned, in order to achieve similar painting effects, many researchers have made corresponding efforts, such as committing to making reversible digital oil painting, that is, a painting tool that can return to the previous painting step. The emergence of

such a tool allows artists to repeatedly consider their painting effects to a greater extent and undo steps that are not realistic. However, although the results obtained through digital oil painting are diverse, they cannot achieve the same feeling as the pictures painted on the canvas. The picture presented on canvas can capture the particles and bulges caused by the coating of paint or use a scraper to make a blank, knife-like effect. This is also the

emotional
expression
pursued by many oil painters.

When a painter has great respect and admiration for their painting objects, they tend to create more delicate and gentle paintings. On the contrary, if they express their dissatisfaction with social phenomena, the color conflicts will become more prominent or dark, and the strokes will not be so careful due to the addition of emotions. Unlike digital painting, physical painting has a lot of choices, such as simple paper, canvas, and even a wall and stones. Correspondingly, these different medias have different painting methods. If a painter wants to paint on stones or metal surfaces, in most cases, acrylic pigments will be chosen instead of watercolors and traditional Chinese painting pigments. That is because acrylic pigments dry faster can present the effect of paint after moisture volatilization and is not easy to be washed away by water, it is the ideal choice for many murals and stone painting.

Furthermore, media of physical painting present more diversity than digital painting, and that results in a distinctive texture. Digital painting is mostly completed in a more convenient and commercialized way using the characteristics. Physical painting includes more unusual forms, such as body painting. The medium of body

painting cannot be satisfied by digital painting and cannot express the corresponding artistic effect because the unique curves and visual impact of the human body bring more meaning to this painting form, which is a symbol of courage and reality. What's more, in addition to two-dimensional painting, physical painting can also be three-dimensional by using different painting media. Take a painting completed with oil painting sticks as an example; it can present different layers. People can use a knife to scrape some debris to create the effect of stars shining on the paper, through the different thicknesses of the coating to show the mountains near and far away, also can show the clouds floating in the sky and the sparks splashing around the campfire. These three-dimensional paintings can make the whole picture more vivid and have the flavor of the real world.

Last but not least, digital painting also has some things it excels in storage method, time and quality. The preservation of physical paintings needs to consider many natural and human factors, such as weather, humidity, temperature and human destruction. Taking oil painting as an example, many famous oil paintings need a restorer to complete a repair, and brush some oil to restore the color of the painting itself, and the picture may also have cracks and deformation due to the passage of time. Another very typical example is the murals. Many murals unearthed from Dunhuang can be detected that the chemical substances contained in the mineral pigments used are likely to react with the components in the air. For example, the instability of azurite will convert it into black copper oxide, and the color will also change. Digital painting is much more convenient than physical painting in its storage. It just has to ensure that the data series can

be continuously applied to electronic devices at different times. Because of the progress of the times and the corresponding progress of the technology of preserving paintings, there is much less concern about the inability to inherit digital paintings. Because of the digital storage, these paintings are not affected by the weather and temperature. Because of the convenience of backup, after the storage is accidentally destroyed, it will not disappear. Instead, backup can be found in different hardware. This is also a strength of digital painting and archiving.

To sum up, in terms of texture, painting media, storage methods, time, and quality, digital painting and physical painting differ and are similar. When people pay more attention to media and performance effects, physical painting is a better choice. On the contrary, digital painting cannot completely simulate the reality and richness of physical painting, but it is more convenient and easier to store. Therefore, the advantages and disadvantages of digital and physical painting depend on the needs and preferences of the painters. The most appropriate decision for people is to choose the most suitable painting method.



References

- Dutta, T., Mohanty, S., & Gupta, H. P. (2021). An Efficient Reversible Digital Oil Painting Technique for Smartphone and Tablet Users. *IEEE Transactions on Industrial Electronics*, 69(6), 6420–6428. <https://doi.org/10.1109/tie.2021.3094486>
- Schenk, P. (2017). *Drawing in the Design Process: Characterising Industrial and Educational Practice*. Intellect Books.

Photography by

Mianmian Fe

Ong Chun Ceremony

The photo was taken in December, 2020 at an Ong Chun ceremony in Amoy, China. Ong Chun (王船), a ceremony for maintaining the connection between man and the ocean, is the latest addition to the UNESCO Intangible Cultural Heritage jointly declared by China and Malaysia.



Lunar New Year in Singapore

The photo was taken in January, 2019, just before the Lunar New Year, at Chinatown in Singapore.

Memories

Nicole Hernandez

As my toes brushed the algae in the beach
I ran with my bare feet to a destiny I wasn't ready to meet.
Stopping as I noticed the shades of rose and tangerine,
Not referring to your clouds, but to the clothes covering your skin.

Everyone's knees shoved in the sand with palms covering their eye glands
Barely able to recognize their surroundings
as tears blinded our sight with misunderstandings

Future days were numb.
Waves of thoughts flowing through the immense ocean that the mind is,
Carrying what we've thrown inside it
These break apart in the shore when we need them to go,
But some stay attached to the core.

Whispers escaped from my lips;
Why did you leave?
Was I ready to proceed?
Is this really what I need?

Eventually trauma wasn't trying to reach the surface anymore,
Like when fish die and descend to the floor
Becoming a resource for other species to endure

So, there I was reconstructing myself with the Jenga Pink pieces on the shelf

The ones we used to build a tower
and see which one of us would make it shatter
Turns out you did it faster

With time this made a new version of me,
Better than I was when we were a team
If it wasn't for you, I would still be stuck
I know you had to leave for me to adjust

You see,
I wish things were as if the lightning never struck,
As if mom never had to carry you out the shore.
All this without having to go back to the worst version of me
But how can that possibly be?

What would I say if I was able to choose?
Between what I am and who made me so loose

It's not possible, that's facts,
To bring someone back from the past.
Even if it was it wouldn't last
Because no one knows what lies ahead
Only the suppositions we've been fed.

Now all I have left are the memories of your death



Why Is It Important to Implement Queer Education Into The School Curriculum?

Aashka Nainee Baruah

The Centers for Disease Control and Prevention's (CDC) Youth Surveillance Report for 2019 states that about "43% of transgender youth have been bullied on school property along with about 29% of transgender youth, 21% of gay and lesbian youth and 22% of bisexual youth have attempted suicide," (Roberts, 2020, para. 2). It has been stated that the queer youth in schools are more prone to be victimized, violently attacked and to commit suicide. The data showed a growth in disparities faced by the transgender youth in 2019 that in 2017 (Roberts, 2020, para. 1). The more this world proceeds forward toward the future, the more the people's shared ideologies and mindsets seem to move backwards. It is said that about 1 in 6 Generation Z youth are a part of the LGBTQIA+ community. Not a day goes by for queer youths where they don't hear anti-LGBTQIA+ slurs as they walk down the hallways. Most are physically and verbally abused into isolation. (Loutzenheiser, p.60) They tend to get excluded from society for simply existing and expressing their true self. This leads to them forcing themselves into a toxic learning environment. While some people believe that queer education should not be implemented into the school curriculum as children are often

impressionable and teaching them about it might influence them in a negative way, queer education should be implemented into the school curriculum as it promotes inclusivity, excludes censorship of content and literature, and allows a broader approach on healthcare and sex education.

Implementing queer education into the curriculum promotes inclusivity and creates a safe space for the student or individual. "Research suggests that the age of "coming out" has been dropping in recent years. Increased access to information and wider availability of support services for LGBT youth, particularly in urban areas have provided greater opportunities for selfaffirmation and socialization. These positive trends allow LGBT youth the opportunity to live more fully integrated lives," (End Domestic Abuse Wisconsin & Milwaukee LGBT Community Center, 2013). Creating this "safe space" or "comfortable environment" encourages them to learn more. It has them involving themselves more into classroom activities and gives them the freedom to be themselves. In order to promote education and have children enjoy the things they learn in class, a positive environment should be maintained, especially

for younger middle school students.

Secondly, it would minimize the censorship placed on material provided by the school. Disregarding the mention of the queer community in a piece of literature or article, practices censorship which violates the First Amendment to the US Constitution. Curwood describes their experience with the school curriculum as “lacking”. Curwood stated that they spent about seven years in a high school where the school curriculum seemed to be lacking, especially with regards to the English section. Making required reading lists for students’ extra reading, led to them wanting to include books like “Perks of Being a Wallflower” by Stephen Chbosky and “The Kite Runner” by Khaled Hosseini which included themes of homosexuality, drug use, suicide, and male-on-male rape cases. It was instantly denied by the school administrator due to the inclusion of those very same themes. But oddly enough, the novel “Speak” by Laurie Halse Anderson, a book that talks about male-on-female rape, was a fundamental piece taught in the curriculum (Curwood, Schiesman & Horning, 2009, p. 38). Removing content mentioning homosexuality, queer people and their struggles supports disregarding the struggles an individual had to live through. According to ABC News, “In northern Virginia, . . . a county school board member drew attention for suggesting that a book centered on a 10-year-old boy who is sexually abused by an older man, should be burned,” (McDuffie, 2021, para. 3). Another remark made during the board meeting had been, “I guess we live in a world now where our public schools would rather have kids read about gay pornography than Christ,” (McDuffie, 2021, para.5). One incident took place 12 years ago, the other took place a couple of months ago and yet zero progress has been observed in these 12 years. By making these statements the issue at hand does not go away, it does not erase all the trauma the young boy has faced, or the aforementioned people have faced and need to live with. Cases like these should be talked about more, they should be amplified. No one is keeping anyone safe by removing a small paragraph out of a textbook. Rather, it puts more people in danger.

Lastly, healthcare and sex education could cover a broader audience when it comes to implementing queer education among the youth. The current sex education model is not apt for queer kids that may be a part of these schools. Sex education should be taught from the LGBTQ+ and questioning queer perspective as well. (Gowen & Wings-Yanez, 2013, para. 1). “Sexuality education is perceived as one way to prevent unhealthy sexual behaviors; more specifically, comprehensive sexuality education has been shown to delay the onset of sexual intercourse, as well as to reduce pregnancy, human immunodeficiency virus (HIV), and sexually transmitted infection (STI) rates among youth,” (Chin et al., 2012; Kirby, 2001). Not being inclusive of the queer perspective in this context leads to more chances of othering and exclusion. Sex

Education is implemented in schools in order practice safe and healthy intercourse. It promotes being aware of one's own body. The current hetero normative take on sexual education is not inclusive enough for all members of society. It is not a "one size fits all" situation.

While the other side believes that due to the "innocence of the children" they may interpret it wrong, and one could even turn queer if exposed to it "too much". It may corrupt their way of thinking. Due to all this, the other side emphasizes that it is not a necessity in schools. It could be acknowledged that if taught the wrong way, it may have negative impacts on the impressionable children. However, the innocence of children is the main reason why they must be made aware and taught to earlier on. They are impressionable, teaching them about the existence and facts of the queer community step by step just like any other concept taught in school may lead to removing all signs of homophobia in the near future. Disney movies display all acts of affection, from an intimate kiss to handholding. If one is too young to learn about queer education because they are too "innocent", they should also be considered "too young" to watch Disney shows as such, which is not the case. The thought of it being a source which corrupts someone, roots from the homophobic tendencies on its own. This exact idea is more the reason why the topic should be addressed early on. In order to ensure that the children do not have negative impacts from curriculum as such a well-defined structure like that of the ones offered by ADL Education should be implemented which is respectful of all members of society.

Therefore, implementing queer education into the school curriculum can be quite impactful as it promotes inclusivity from an early stage, removes censorship and makes the masses aware of safe healthcare and sex education. Queerness is a strong promoter of selfidentity. It promotes peace and harmony of a community. Everyone is accepting of each other, which is one trait schools often teach about. "Excluding LGBTQ+ people and issues from the curriculum disregards this reality and denies young people a view into themselves and into their world," (Moorhead, 2018, p. 22)

References

Curwood, J. S., Schliesman, M., & Horning, K. T. (2009). Fight for Your Right: Censorship, Selection, and LGBTQ Literature. *The English Journal*, 98(4), 37–43. <http://www.jstor.org/stable/40503259>

Gender & Sexual Identity. (2017, June 28). Learning for Justice. <https://www.learningforjustice.org/topics/gender-sexual-identity?gclid=Cj0KCQjwqoibBhDUARIsAH2OpWi>



DZHMkgqRP-IIsmgLLoIV1th8bjS4CVUfvn60WnaThi
BYJyN41nEkaAgsWEALw_wcB

What Are Common American Censorship Laws?
(2019). Hg.org. [https://www.hg.org/legalarticles/
what-are-common-american-censorship-
laws-34647](https://www.hg.org/legalarticles/what-are-common-american-censorship-laws-34647)

GLSEN. (2019). *Championing LGBTQ issues in K-12
education since 1990*. GLSEN. <https://www.glsen.org/>

Loutzenheiser, L. W. (1996). How Schools Play
“Smear the Queer.” *Feminist Teacher*, 10(2), 59–64.
<http://www.jstor.org/stable/40545754>

Moorhead, L. (2018). LGBTQ+ visibility: in the K-12
curriculum. *The Phi Delta Kappan*, 100(2), 22–26.
<https://www.jstor.org/stable/26552438>

News, A. B. C. (2021, November 13). *Books including
“Gender Queer” being pulled from schools, sparking
controversy*. ABC News. [https://abcnews.go.com/
US/books-includinggender-queer-pulled-schools-
sparking-controversy/story?id=81110458](https://abcnews.go.com/US/books-includinggender-queer-pulled-schools-sparking-controversy/story?id=81110458)

Poitras, C. (2019, June 13). *The “Global Closet”
is Huge—Vast Majority of World’s Lesbian, Gay,
Bisexual Population Hide Orientation, YSPH Study
Finds*. Medicine.yale.edu. [https://medicine.yale.edu/
news-article/the-global-closet-is-hugevast-majority-
of-worldslesbian-gaybisexual-population-hide-
orientation-ysph-study-finds/](https://medicine.yale.edu/news-article/the-global-closet-is-hugevast-majority-of-worldslesbian-gaybisexual-population-hide-orientation-ysph-study-finds/)

Roberts, M. (2020, August 26). *New CDC data
shows LGBTQ youth are more likely to be bullied
than straight cisgender Youth*. HRC. [https://www.
hrc.org/news/new-cdc-datashows-lgbtq-youth-
are-more-likely-to-be-bullied-than-straight-
cisgender-youth](https://www.hrc.org/news/new-cdc-datashows-lgbtq-youth-are-more-likely-to-be-bullied-than-straight-cisgender-youth)

Slater, H. (2013, June 21). *LGBT-Inclusive Sex
Education Means Healthier Youth and Safer
Schools*. Center for American Progress.
[https://www.americanprogress.org/article/
lgbtinclusive-sex-education-means-
healthier-youth-and-safer-schools/](https://www.americanprogress.org/article/lgbtinclusive-sex-education-means-healthier-youth-and-safer-schools/)

Stonewall. (2019, April 17). *LGBT
Facts and Figures*. Stonewall. [https://
www.stonewall.org.uk/media/lgbt-
facts-and-figures](https://www.stonewall.org.uk/media/lgbt-facts-and-figures)

*Unheard Voices: Stories of LGBT
History*. (n.d.). Anti-Defamation
League. [https://www.adl.org/
education/educator-resources/
lesson-plans/unheard-voices-
storiesof-lgbt-history](https://www.adl.org/education/educator-resources/lesson-plans/unheard-voices-storiesof-lgbt-history)



Hometown PR

Doris Cáceres-Schumick

My hometown, Puerto Rico

where Taíno Indians once settled,

where pirates battled at El Morro's fortress,

and the sugarcane workers once rested.

Today, famous for the largest and oldest higher learning institution of the

Caribbean: The University of Puerto Rico,

and the largest pedestrianized streets filled with stores and shops,

and hundreds of kiosks selling souvenirs, rice and beans, and piña coladas.

My hometown, Puerto Rico

where you now will find the hidden gem of community building: la marquesina—the space where you park your car, AKA garages or car ports,

the space where Puerto Ricans gather with friends, families, and neighbors

for salsa dancing, parrandas, music, food, drink, and relaxation.

My hometown, Puerto Rico



Fifty Shades of Grey: A Movie about Sexual Enlightenment

Yingqi Gao

Each creation entails the interpretation of ideology, even for the erotic romance films. In numerous genres, erotic romance seems a bit offending. Joe (2016) found that erotic romance is defined by exhibiting an inherent part of the love stories or relationship developments of characters with explicitly sexual interactions. One of the representatives of erotic romance genre is the movie *Fifty Shades of Grey*. Different from ordinary films with same genre in the current market, *Fifty Shades of Grey* implicitly includes scientific education of sexuality by demonstrating and extending the personality of characters even if it involves several sexual behaviors about BDSM. Even though the plot weakens this theme, the setting and characters are intriguing, and illustrate the theme of sexual acceptance and education.

Christian falls in love with Ana, and Ana does as well. However, as their relationship progresses, Christian displays his unknown sides to Ana by telling her his deviant sexual habits, specifically, BDSM. Ana has not been familiar with BDSM previously, but because of her love for Christian, she is willing to make effort in exploring this brand-new first. Then, she carries and

“Unfortunately, the plot of the whole movie weakens the theme of sex education.”



About the Film

Fifty Shades of Grey explores a story of a college student, Anastasia Steele, who interviews Christian Grey, a boss of a large company, for the student newspaper. After getting along with her for a period,

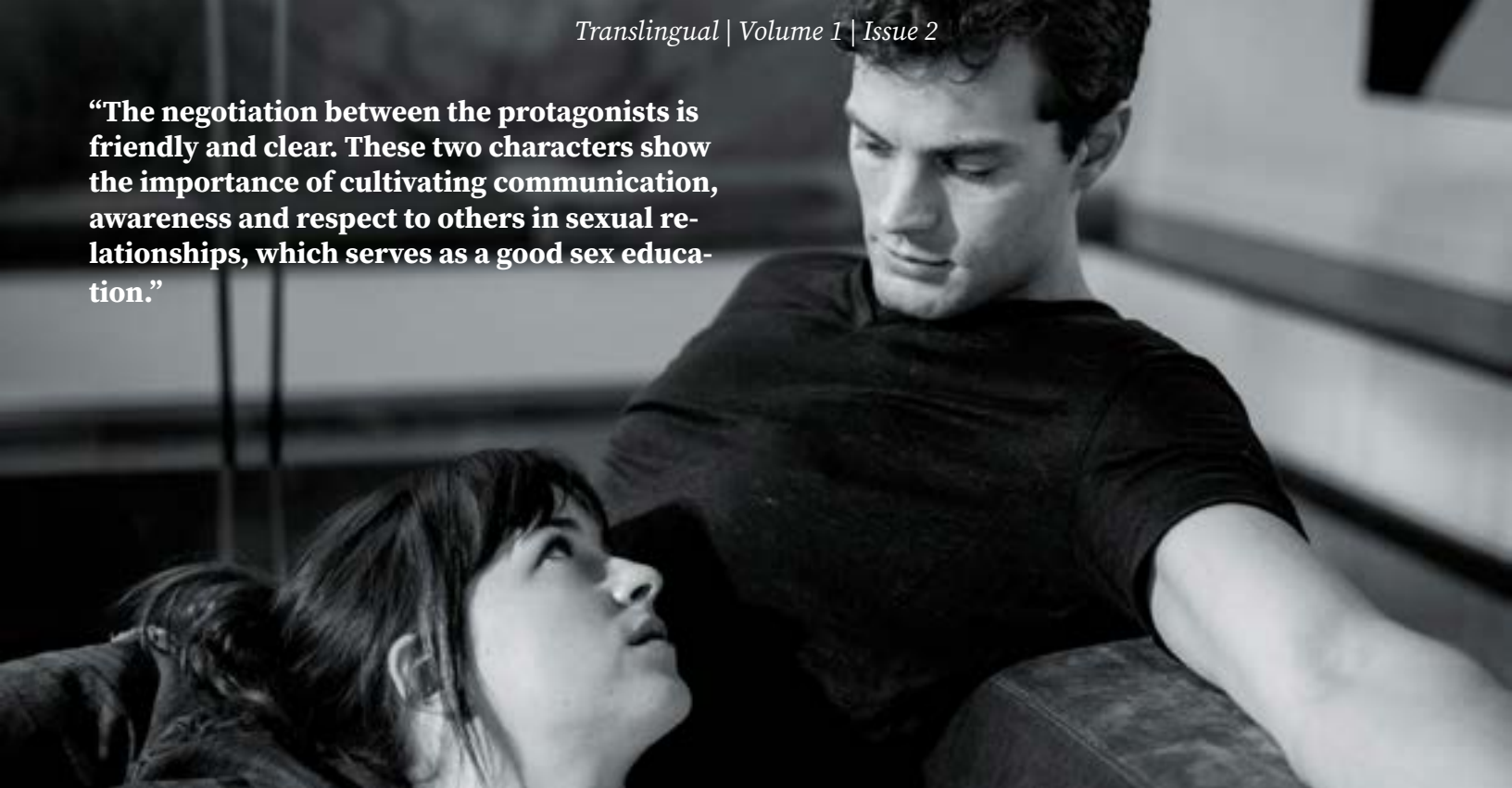
figures out several questions she had to Christian in the first in-person meeting. Christian shows his room that is prepared for BDSM to Ana and has, physically, a sexual attempt with her. Finally, Ana has a correct and basic understanding about the BDSM, but after thoroughly considering, she chooses to reject sexual behaviors involved in BDSM with Christian because she is resistant to the punishment aspect of the sexual practice.

The movie is directed by Sam Taylor-Johnson in 2015, with the main actor Dakota Johnson, Jamie Dornan, and is based on the novel of the same name written by E.J. James. After publication, this film was controversial. Some people think it is “A cheap sexual fantasy designed for mass consumption” (Brian, 2015, p1). However, a few persons consider this film good for sexual education.

Analysis

One of the main components of the film is setting. Although it is an erotic film, the shots of *Fifty Shades of Grey* are beautiful and not particularly revealing. For instance, there is a scene in the movie where the Ana is a virgin and has sex with Christian for the first time. The scenes are beautiful and not as uncomfortable and painful as imagined. This piece

“The negotiation between the protagonists is friendly and clear. These two characters show the importance of cultivating communication, awareness and respect to others in sexual relationships, which serves as a good sex education.”



breaks the stereotype that “the first night is painful and scary”, which plays an indispensable role in the sexual education of the film. Moreover, when the protagonists have sexual relations, the appropriate filming structure, that is not overly revealing, is also very suitable for audiences who lack sexual experience or are ashamed of sex and provide guidance on sex education within the range of sex that everyone can accept.

The characters indeed do a great job for the theme of sex education as well. At the beginning, before having sex with Ana, Christian takes her to visit his sexual collection room, so that she can get a preliminary understanding of what BDSM is. Then, Christian requires Ana to sign a contract and offers for her to do research to have a basic understanding of these sexual habits before they meet again. After that, Ana reasonably proposes that the sexual behaviors that she disapproves of be stricken from the contract. Christian agrees with the applications and answers Ana’s questions, which contains some professional and special terms for sexual behaviors. The negotiation between the protagonists is friendly and clear. These two characters show the importance of cultivating communication, awareness and respect to others in sexual relationships, which serves as a good sex education.

Unfortunately, the plot of the whole movie weakens the theme of sex education. After being deeply attracted by Ana, Christian asks her to be his sexual partner. In this case, he has generally been in a

dominant position in this relationship, and most of the time, does not provide a choice of refusal to Ana. Even if the film is related to BDSM, it is easy for some audiences who lack the ability to distinguish right and wrong and may mistakenly consider that dominance is love in the sex, which violates the original principles to the sex education.

Fifty Shades of Grey is a good movie for sex enlightenment because of two components: setting and characters. Even if the plot weakens the subject [of sex education], the audience can learn a lot about healthy sexual relationships. Nowadays, sexual shame exists in various ways in society, such as shame about periods and shame about sexual thoughts. The release of *Fifty Shades of Grey* undoubtedly promotes sex education, allowing more people to understand basic sexual knowledge and treat sex appropriately instead of feeling quite ashamed and disgusted.

Reference

Eggert, B. (2015, February 13). *Fifty Shades Of Grey* (review). Deep Focus Review. Retrieved February 11, 2023, from <https://deepfocusreview.com/reviews/fifty-shades-of-grey/>

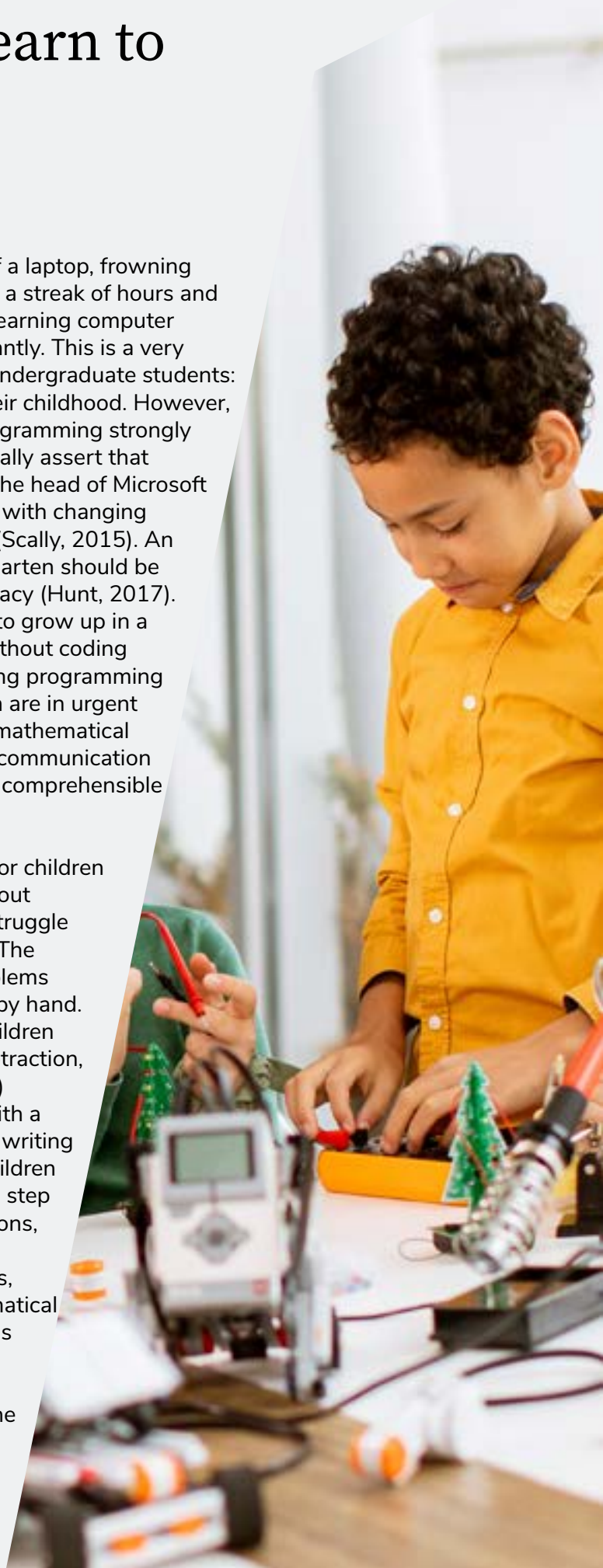
Joe, R. (2016, February 19). The Indie Authors Guide to Trends in Erotica and Erotic Romance. publisher weekly. Retrieved February 11, 2023, from <https://www.publishersweekly.com/pw/by-topic/authors/pw-select/article/69454-the-indie-authors-guide-to-trends-in-erotica-and-erotic-romance.html>

Do Children Need to Learn to Program?

Yusen Peng

At midnight, an undergraduate student is sitting in front of a laptop, frowning fiercely. He has been debugging his computer program for a streak of hours and failed to run his program successfully. “Why didn’t I start learning computer programming at a younger age?”, he keeps sighing incessantly. This is a very common phenomenon in college, especially for first-year undergraduate students: they regret not learning computer programming during their childhood. However, the debate on whether children should learn computer programming strongly draws attention from the public. Some people enthusiastically assert that learning programming is essential to children nowadays. The head of Microsoft Ireland, Cathriona Hallahan, has warned that to keep pace with changing technology, children should learn computer programming (Scally, 2015). An industry spokesman noted that even children from kindergarten should be exposed to basic programming to help improve digital literacy (Hunt, 2017). However, others cast doubt on it, expecting their children to grow up in a world where they can “wrestle in mud and soak in rain” without coding (Misra, 2021). Despite increasing concerns in which learning programming may be overwhelming and frustrating for children, children are in urgent need of learning programming because they can improve mathematical concepts, build mathematical thinking, and learn effective communication skills. In fact, learning programming can be accessible and comprehensible for children if it is taught appropriately.

One of the starkest advantages of learning programming for children is that children can reinforce mathematical concepts. Without solid foundation of mathematical concepts, children may struggle with school curriculum, especially in math-based courses. The programming process often requires children to solve problems with numbers and perform calculations either mentally or by hand. Performing calculations during programming can equip children with more proficiency in arithmetic concepts (addition, subtraction, multiplication, and division). Goldenberg and Carter (2021) conducted a study and found that children can program with a number line to incrementally learn arithmetic concepts. By writing programs to move around the circle on the number line, children are required to specify the direction and the length of each step and perform calculations. When children perform calculations, they can be more skilled and feel more comfortable with arithmetic concepts. Apart from simple arithmetic concepts, children can be more skilled in relatively advanced mathematical concepts during programming. Programming often involves problems featured by graphics and visualizations, which entail mathematical concepts in the coordinate plane. Similarly, many programming problems take inputs from the user to implement interactions, which require knowledge of variables and functions. The study conducted by Luo



et al. (2022) contained a “pre-test vs. post-test” comparison to evaluate children’s proficiency in more complex mathematical concepts both before and after learning to program. Luo et al. (2022) note that via learning programming, children can reinforce mathematical concepts such as coordinate plane, angles, variables, and functions. In other words, children can learn angles, distances, and coordinate planes when implementing visualizations by programming. Besides, children can learn mathematical functions whose outputs are dependent on the user’s inputs and realize that “variables” can vary when interacting with the user by programming. In essence, it is learning programming that improves children’s mastery of mathematical concepts, which are crucial for children’s academic achievement at school.



Furthermore, children can improve their mathematical thinking by learning programming. Mathematical thinking is a core skill for children in future higher education and everyday life. For instance, abstraction is one of the most important mathematical thinking, which is the acquisition of a general principle based on several concrete examples. Many programming problems require children to employ abstraction in mathematics. At first, children are exposed to several concrete examples, and explore how the program’s output relates to its input; then, children can generalize problems and acquire a universal principle that applies to all possible cases based on their observations of concrete examples. In the study conducted by Scherer et al. (2019), children’s scores in two standardized mathematical tests (Wide Range Achievement Test and California Achievement Test) indicate that after children have learned to program, they become more skilled at mathematical modeling, which heavily depends on mathematical abstraction. By this explanation, during learning programming, children gradually tend to think in a mathematical-abstract way. Besides, creativity is another critical mathematical thinking and children can be more

creative in mathematics during programming. Instead of performing straightforward “left to right” calculations, some programming problems require children to reverse their thinking in mathematics, figuring out more possible solutions with the same output. Goldenberg and Carter (2021) report that children can write programs with multiple ways to create the number “291” using iterations and combinations of three given numbers: 100, 10, and 1. During the process of thinking of multiple solutions to acquire the same number, children can attain

remarkable creativity in mathematics. Had children never learned to program, they would have lost such a superb opportunity to develop mathematical thinking, which is beneficial to future higher education and everyday life for children.

In addition to mathematical concepts and thinking, learning programming can help children grasp effective communication skills as well. Effective communication should be concise, precise, direct, and well-organized so that audiences can quickly grasp the meaning and know exactly what to do next. Because of the challenging nature of learning programming, children often write programs in a pair or a team. When children work in a team, children can learn communication skills by talking to their partners. One study collected complete videos from 6 pairs of children when they were programming together and reveals that during programming, children communicated with partners intensively: each child made an average of 64 suggestions per session, asked an average of 6 questions per session, and gave an average of 8 responses (either accept or reject) per session (Tsan et al, 2018). In other words, children need to ask questions effectively during programming when they feel confused about other members’ code. Besides, during programming, children need to give effective feedback to teammates. For one thing, when ideas occur to children in the team, they need to make



effective suggestions. For another, children should respond to their partners actively. In terms of specific communication skills children develop along learning programming, children can learn asking questions with well-organized expressions in a courteous tone, proposing their advice using constructive voice, and learning to show their appreciation if they accept others' suggestions and protect others' feelings if they reject others' proposals. In order to achieve effective communication, children should also express willingness to address questions their teammates have raised. As noted by Tsan et al. (2018), in Charlie and Quinn's programming team, because Quinn "was absent the day before" and did not know the meaning of Charlie's code, Charlie eagerly explained his code to Quinn and addressed Quinn's questions. In a nutshell, each child can enormously practice communicating with one another and learn effective communication skills during the programming process.

However, opponents assert that learning programming may be overwhelming and frustrating for children. One child once complained, "every time I try to get back to programming, I get quickly annoyed by even the simplest bugs in my programs and go back to watch some movies" ("How to deal with frustration and keep on learning?", 2015). Wyeth and Purchase (2002) conclude in their study that Children's frustration primarily stems from the failure in producing "the desired or expected outcome" (p. 775). Even adults often struggle with certain programming concepts and feel extremely anxious and devastated when they cannot debug programs successfully. Admittedly, it is widely acknowledged that children are not mature enough to be exposed to complicated programming syntax, arduous

testing, and laborious debugging. However, learning programming can be accessible and comprehensible if it is taught appropriately. Teachers can design more engaging in-class activities, such as inviting children to do class demonstrations, to help children comprehend programming knowledge. Luo et al. (2022) included one of the most innovative in-class activities in the 9-module curriculum in their study:

The students were asked to sit in a circle while the instructor stated the first step involved in making a peanut butter and jelly sandwich to illustrate the concept of algorithms. Each student was then responsible for stating the next step in the process and engaging in discussions to understand loops (repeated) and conditionals (if/else).

It is worth noting that instead of writing jarring lines of code on the blackboard or putting fancy syntax on PowerPoint, the instructor innovatively introduced loops and conditionals with a common daily topic: the procedure to make a sandwich. Before people make a sandwich, they must check several conditions such as whether they have enough peanut butter and whether they have enough jelly. These conditions reveal the notion of conditionals in programming. Similarly, some steps in making a sandwich are repeated, which actually encompasses the notion of loops in programming. Since almost every child is familiar with basic cooking (at least the theoretical procedure), they will be interested in the lecture, comprehending programming concepts more readily rather than feeling confused by a "dead block of code". Luo et al. (2022) conclude that children involved in the study "tended to believe computer programming is fun, comprehensible, enjoyable, and were able to perceive the value of learning it" (p.783). As long as teaching methods are appealing

and appropriate for children, learning programming is more accessible and comprehensible than people usually think.

The past few decades have witnessed the startling development and increasing popularity of K-12 computer science education. The desperate trend of calling for computer science education has become so prevailing that the U.S former president, Obama, launched the “Computer Science for All Initiative” in 2016 to provide a total of \$4 billion in funding K-12 computer science education (Obama White House, 2016). Learning programming can reinforce children’s mathematical concepts and mathematical thinking, such as abstraction and creativity. Apart from technical skills, when children program in a team, they can acquire effective communication skills as well. If teaching methods are innovative and engaging for children, children can learn programming in a more comprehensible fashion with little frustration. As soon as children start learning to program, not only can they advance academic performance in school by reinforcing mathematical concepts, but they can also take the lead in future higher education and everyday life by developing mathematical thinking. More importantly, children can also master effective communication skills during learning programming, which are indispensable in daily life and future career. It is high time for your children to learn computer science and programming.

References

Goldenberg, E. P., & Carter, C. J. (2021). Programming as a language for young children to express and explore mathematics in school. *British Journal of Educational Technology*, 52(3), 969–985. <https://doi.org/10.1111/bjet.13080>

“How to deal with frustration and keep on learning?”. (2015, Apr 29). Reddit. https://www.reddit.com/r/learnprogramming/comments/34b0wp/how_to_deal_with_frustration_and_keep_on_learning/

Hunt, L. (2017, Jul 24). “Kindergarteners should learn coding, amid Tasmania’s struggles with digital literacy: expert”. ABC news. <https://www.abc.net.au/news/2017-07-24/tasmanianschool-children-lacking-in-digital-literacy/8737842>

Luo, T., Reynolds, J., & Muljana, P. S. (2022). Elementary Students Learning Computer Programming: an investigation of their knowledge Retention, Motivation, and perceptions. *Educational Technology Research &*

Development, 1–24. <https://doi.org/10.1007/s11423-022-10112-0>

Misra, N. (2021, Jan 2). “Do Children Really Need to Learn to Code?”. *The New York Times*. <https://www.nytimes.com/2021/01/02/opinion/teaching-coding-schools-india.html>

Obama White House. (2016, Jan 30). FACT SHEET: President Obama Announces Computer Science for All Initiative. The White House. <https://obamawhitehouse.archives.gov/the-press-office/2016/01/30/fact-sheet-president-obama-announces-computer-science-allinitiative-0>

Scally, A. (2015, Dec 05). Our children must learn programming NOW, says Microsoft boss [Eire Region]. *Daily Mail*. <http://proxy.lib.ohiostate.edu/login?url=https://www.proquest.com/newspapers/our-children-must-learnprogramming-now-says-microsoft/docview/1739297741/se-2>

Scherer, R., Siddiq, F., & Sánchez Viveros, B. (2019). The cognitive benefits of learning computer programming: A meta-analysis of transfer effects. *Journal of Educational Psychology*, 111(5), 764–792. <https://doi.org/10.1037/edu0000314>

Tsan, J., Lynch, C. F., & Boyer, K. E. (2018). “Alright, what do we need?”: A study of young coders’ collaborative dialogue. *International Journal of Child-Computer Interaction*, 17, 61–71. <https://doi.org/10.1016/j.ijcci.2018.03.001>

Wyeth, P. & Purchase, H.C. (2002, Apr 20). Tangible programming elements for young children. *Association of Computer Machinery*. <https://doi.org/10.1145/506443.506591>





Photo by
He Zhang