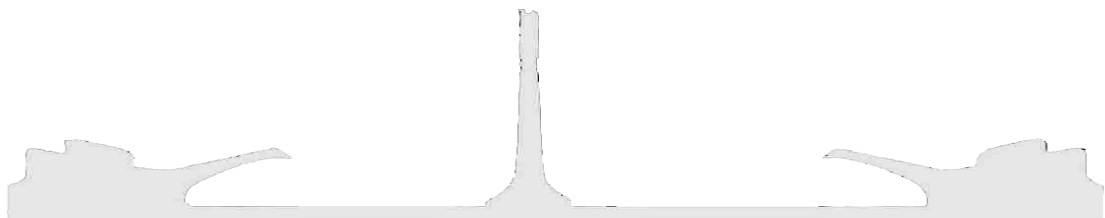


*In the name of God, the almighty  
Exalted are those who believe in God and  
those who are learned and knowledgeable*

We are proud to introduce you the first issue of specialized journal for the students of English, who are interested in discovering the fascinating world of language. In this journal you will find good articles on English and Persian literature, teaching methods and comprehensive definitions about technical terms. We are pleased to present you the article of Ms. Somayeh Kazemi Tari, PhD student, who is studying teaching in science and Research University. One of the main purposes of printing such journal is supporting the works of students and professors of language and literature faculties of Azad University. So, please do not hesitate to send us your English works and articles and let the other students of English can have the benefit of reading them. By the next issue, we are going to add a new page titled by: *Your Viewpoints*, to insert the opinions and suggestions of respected readers. We will be glad to receive your letters and know your ideas about this journal, so please send us your faxes and kindly mention your name and Email address in which. Hope that it could be a worthy of note to dear perspicacious readers.

*Special thanks to Dr Birjandi, the honorable dean of the language and literature faculty of Science and Research University, for their unsparing helps.*

Thank you for your attention,  
Nazanin Ehsani Tabatabaee



*Impairments In Language Development Can Be Detected In Infants As Young As 3 Months Old*



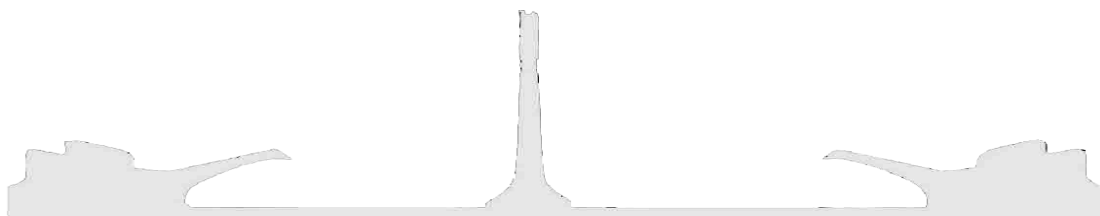
*ScienceDaily*— Uncover how the brains of infants distinguish differences in sounds and it may become possible to correct language problems even before children start to speak, sparing them the difficulties that come from struggling with language.

New studies conducted by Professor of Neuroscience April Benasich and her Infancy Studies Laboratory at Rutgers University in Newark are revealing new and exciting clues about how infant brains begin to acquire language and paving the way for correcting language difficulties at a time when the brain is most able to change.

Benasich and her lab were the first to determine that how efficiently a baby processes differences between rapidly occurring sounds is the best predictor of future language problems. Using methods developed by Benasich and her lab, it can be determined as early as three to six months whether a baby will struggle with language development.

Benasich's research is now focused on uncovering in specific detail how the developing brain processes and distinguishes acoustic differences that arrive in rapid succession. The ability to differentiate those sounds, such as the difference between "ba" and "da," is critically important because decoding language requires us to process tiny auditory differences occurring as quickly as 40 milliseconds. During the first months of life, the baby's developing brain also is involved in constructing an acoustic map of the sounds of his or her native language. That map allows the baby to efficiently acquire language. Apparently, however, in some infants the process seems to go awry.

About 5 to 10 percent of all children beginning school are estimated to have language-learning impairments (LLI) leading to reading, speaking and



## *L&S Journal*

comprehension problems, according to Benasich. In families with a history of LLI, 40 to 50 percent of children are likely to have a similar problem. Many of these children go on to develop dyslexia.

Using several novel methods, including dense array EEG/ERP recordings, Benasich and her lab are able to analyze EEG, ERPs and the proportion of gamma power in infant brains. The dense sensor array allows the researchers to gently measure a full range of brain activity. Those measurements are obtained by placing a soft bonnet of sensors, resembling a hairnet with lots of little sponges, on a baby's head and then having the infant listen to different series of rapid tone sequences.

"We are finding that children who have difficulty processing rapid auditory input are not just showing a simple maturational lag, but are actually processing incoming acoustic information differently," says Benasich.

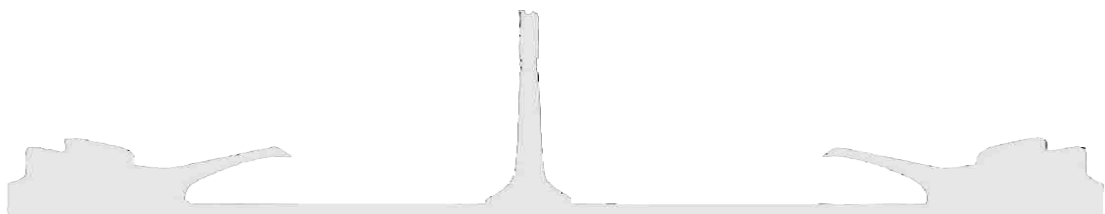
Specifically, the research shows that babies who struggle with rapid auditory processing appear to be using different brain areas (as shown by neural patterns) and perhaps different analysis strategies to accomplish that task than children who do not have such difficulties. Included among their initial findings, the researchers have found less left hemisphere activity in the brains of children who struggle with rapid auditory processing as compared with matched control children. By pinpointing the exact differences in how the brain handles incoming acoustic information, it may become possible to guide the brains of babies at risk of developing language problems to work more efficiently before the children even begin to speak.

"We can predict with about 90 percent accuracy what a baby's language capabilities will be just by their response to tones," says Benasich. "Our hope now is that we will be able to gently guide the brains of infants who are at the highest risk for language learning impairments to be more efficient processors so they can avoid the difficulties that result from struggling with language."

To shed additional light on how inefficiencies in rapid auditory processing might be corrected, Benasich and her team have developed a Magnetic Resonance Imaging (MRI) protocol for scanning naturally sleeping healthy babies. This technique will allow better localization of active brain areas. To solve the challenge of imaging the brains of young children who typically are unable to lie still for extended periods in a scanner, Benasich's team conducts the scans in the evening and asks the parents to go through their child's normal bedtime routine, such as reading their infant a story, nursing them, rocking and snuggling. Once the child is asleep, headphones providing a steady stream of lullabies and an acoustic foam bonnet are placed on the baby's head to reduce the sound of the MRI.

"Our goal is not only to develop training techniques to correct rapid auditory processing problems, but to identify the period during infant development when the brain is most "plastic," or most able to change through learning," explains Benasich.

The lab's work is funded by several sources, including grants from the Solomon Center for Neurodevelopmental Research, the Don and Linda Carter Foundation, the National Institute of Child Health and Human Development, and a new \$460,000 grant from the Ellison Medical Foundation.

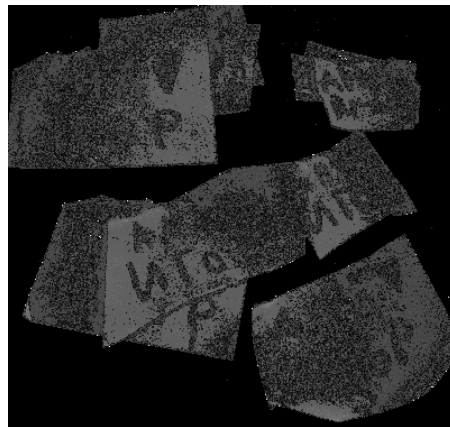


## *Why Use Videos in Teaching English?*

Using videos in the English class is a very helpful and stimulating method to motivate your students to get the most of the lesson. See some practical reasons and interesting ways of approaching this method in this article.

As technology develops, written materials tend to get ever less popular for learning foreign languages. People seem to no longer find pleasure in reading books. The art of applying the new technology to practical language learning problems is very well demonstrated here with rewarding and motivating results.

As teachers agree, both songs and videos play an important part in teaching and learning a foreign language, as they employ real-life situations with real-life expressions and other particularities. The main difference between songs and videos is that in the latter, there is another sense involved: that of seeing. However, simply watching TV does not account for too good a means to teach English, because it's all there, the pictures, the characters, the script, leaving very little left for our imagination.



There are plenty of ideas to use when trying to teach English with the help of videos. One suggestion might be to turn off the sound and ask students to make up a dialogue from a scene they've just watched.

Another idea would be to simply let just a part of the class watch a video, then have them describe to the others what they've seen and understood.

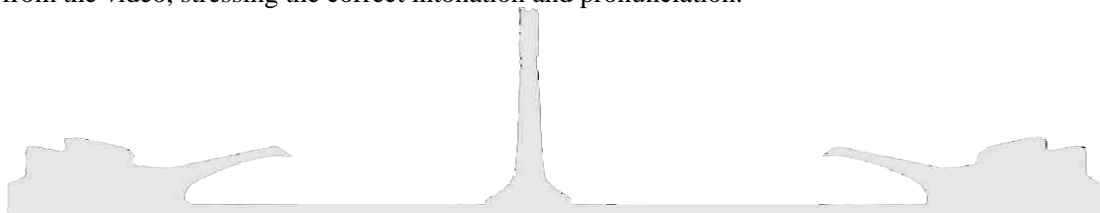
The teacher can also freeze certain moments of the video, by watching and pausing at very exciting moments, then ask students to predict what may happen next.

The main functions of using videos during the English classes are that of motivating and helping students to understand this language,

but still, there are some rules to follow in order to get good results:

- **First** of all, the movie part or video should not be longer than 5 minutes, in order to help them understand properly what it is about and what their tasks are.
- **Secondly**, it is advisable to make a correct prediction of the time students might take to perform the tasks.
- **Thirdly**, one should also mind the context in which the video is used, the video should be part of the whole lesson management. An essential element is to have a clear aim for using the video and also to be able to understand students' needs like: vocabulary explanations, guessing words from context or from using gestures and facial expressions.

Here are some activities that can be done during class after viewing the video. One of them could be role-playing, for example having students act out the dialogues and lines from the video, stressing the correct intonation and pronunciation.



## *L&S Journal*

B. Another idea is that of interviews.

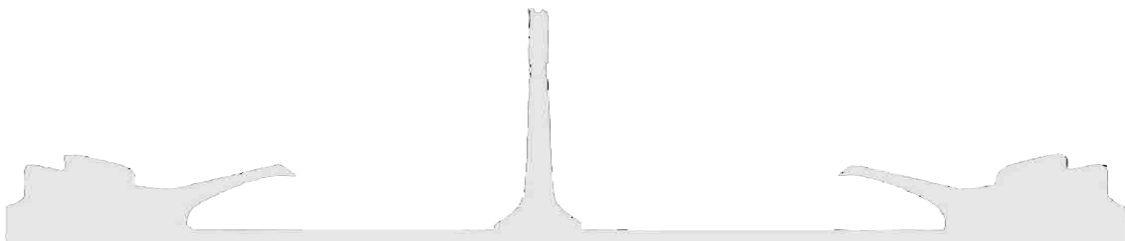
The teacher asks students to move around the classroom and interview one another using questions that can be found in the interviews.

C. One can also resort to a sort of information gaps. The teacher divides the class in two. Half of the class watches the video without sound, and the other listens to it without image. Then the teacher can put students in pairs from each half, to have them discuss the situations and characters and perform the scenes in front of the class.

D. Still another post-watching activity might be that of randomly handing out written fragments of the video dialogues and ask students to put the lines together in order to recreate the scenes.

E. However, the most classic type of activity is discussing before or after watching the video. There are plenty of topics for students, like those referring to the general plot, the feelings, actions, thoughts of the main characters in the scene.

One may also ask students to tell which character they like best and why, or which they identify with and why, or to think about the things that the characters in the scene are thinking, but not saying out loud, and give reasons for the characters' attitude. Students may create such inner monologues and then present them in front of the class, in order to discuss their ideas regarding the video.



## *Brain Food*

As new research published today reveals a link between poor diet and mental ill health, Fran Gorman says it's time for the government to act

There appears to be no respite in the pace or impact of the growing burden of mental ill health on individuals and the nation as a whole. One in four people is likely to experience a mental illness at some point in their life, and the costs of mental ill health to the UK economy are now approaching £100bn a year.

Mental health problems are believed to be the result of a combination of factors, including age, genetics and environmental factors. One of the most obvious, yet under-recognized factors in the development of major trends in mental health is the role of nutrition.

But the body of evidence linking diet and mental health is growing at a rapid pace. As well as its impact on short and long-term mental health, the evidence indicates that food could play an important contributing role in the development, management and prevention of specific mental health problems such as depression, schizophrenia, attention deficit hyperactivity disorder, and Alzheimer's disease.



The increasing incidence of mental ill health echoes changes in food production in the UK. The last 50 years have witnessed significant changes to the way food is produced and manufactured. The proliferation of industrialized farming has introduced higher levels and different types of fat into our diet.

Chickens now reach their slaughter weight twice as fast as they did 30 years ago, which has changed the nutritional profile of the meat. Whereas a chicken carcass used to be 2% fat, it has now risen to 22%. Also, the diet fed to chickens has changed, which has reduced omega-3 fatty acids and increased omega-6 fatty acids in chicken meat. Similarly, the diet fed to farmed fish is changing the ratio of fatty acids in the fish we eat. As a result, the population's intake of omega-3 fatty acids has decreased whilst the consumption of omega-6 fatty acids has increased. This unequal intake combined with a lack of vitamins and minerals has been linked depression, concentration and memory problems.

At the same time, the UK population is consuming less nutritious, fresh produce and more

saturated fats and sugars. Over the last 60 years there has been a 34% decline in UK vegetable consumption with currently only 13% of men and 15% of women now eating at least five portions of fruit and vegetables per day. New substances, such as pesticides, additives and trans-fats have been introduced to our diets. Alone and together, these substances can prevent the brain from functioning effectively.

A poll carried out by the Mental Health Foundation found that:

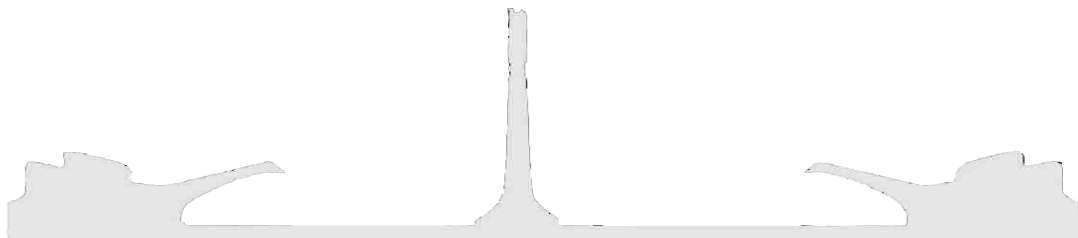
- Women eat healthy foods, including fresh vegetables, fruit or fruit juice and meals made from scratch, more often than men, who tend to eat more takeaways and ready meals.
- Two-thirds of those who do not have daily mental health problems eat fresh fruit, vegetables or juice every day, compared with less than half of those who do report daily mental health problems.
- Younger people are more likely than older people to experience daily mental health problems.

Foods can have an immediate and lasting effect upon a person's mental health and behavior because of the way they affect the structure and function of the brain. While most people are aware of how diet affects their physical health, fewer understand that the brain, as an organ, is affected by the foods they eat, and how this has a knock on effect on their mental health. While some foods damage the brain by releasing toxins or oxidants that harm healthy brain cells, there are many more nutrients that serve the brain without deception or damage, which can improve mood and mental wellbeing. Dietary interventions may hold the key to a number of the mental health challenges our society is facing. Yet little investment is being laid out to develop this knowledge, and only a tiny - but growing - number of professionals are putting it to effective use.

In May 2005, a team at the Doncaster and South Humber NHS trust was set up to help young people experiencing their first episode of psychosis. The team helps the young people by improving their nutrition, with the aim of preventing the physical complications of schizophrenia and improving their mental state. All young people are given a full nutritional assessment and analysis. Where a person has nutritional deficiencies in their diet, they are given omega-3 fatty acids, multivitamins and mineral supplements. Those with poor diets are advised to reduce their intake of saturated fat and sugar. Young people are then encouraged to eat a balanced diet, to reduce the need for supplements and follow an exercise program.

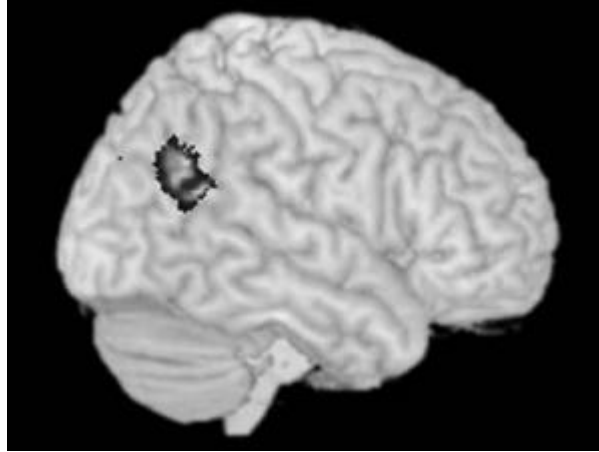
Growing evidence indicates the benefits of dietary interventions to support a person's recovery from mental health problems. But financial investment is now needed to further this understanding and develop appropriate interventions to help people manage mental health problems including depression, dementia, attention deficit hyperactivity disorder and schizophrenia.

Mental Health Foundation has joined forces with the Sustain, the alliance for food and farming to raise awareness of the links between nutrition and mental health. We are calling on the government to recognize these links and to increase financial and political support to ensure that a variety of nutrient-rich foods are available for people to buy in the UK. We are also hoping that the government will improve the quality of food provided to people with mental health problems, with appropriate support and guidance for mental health service providers.



*Exploring the mechanics of judgment, beliefs,  
technique images brain activity when we think of  
others*

we judge them, and  
what happens in our brains when we do?



MIT neuroscientist Rebecca Saxe is tackling those tough questions and many others. Her goal is no less than understanding how the brain gives rise to the abilities that make us uniquely human--making moral judgments, developing belief systems and understanding language.

It's a huge task, but "different chunks of it can be bitten off in different ways," she says.

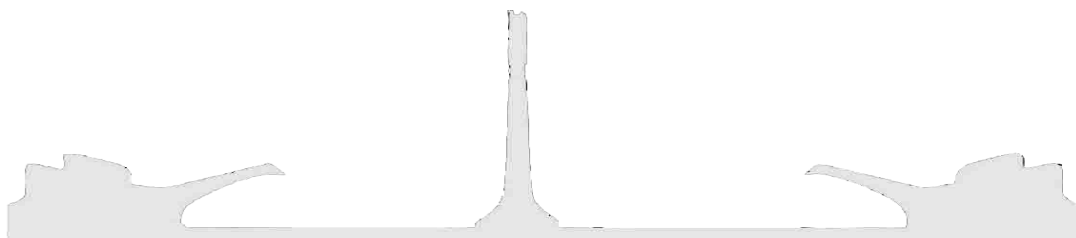
Saxe, who joined MIT's faculty in 2006 as an assistant professor of brain and cognitive sciences, specializes in social cognition--how people interpret other people's thoughts. It's a difficult subject to get at, since people's thoughts and beliefs can't be observed directly.

"These are extremely abstract kinds of concepts, although we use them fluently and constantly to get around in the world," says Saxe.

While it's impossible to observe thoughts directly, it is possible to measure which brain regions are active while people are thinking about certain things. Saxe probes the brain circuits underlying human thought with a technique called functional magnetic resonance imaging (fMRI), a type of brain scan that measures blood flow.

Using fMRI, she has identified an area of the brain (the temporoparietal junction) that lights up when people think about other people's thoughts, something we do often as we try to figure out why others behave as they do.

That finding is "one of the most astonishing discoveries in the field of human cognitive neuroscience," says Nancy Kanwisher, the Ellen Swallow Richards Professor of Brain and Cognitive Sciences at MIT and Saxe's PhD thesis adviser.



## *Breaking down the brain*

Because fMRI reveals brain activity indirectly, by monitoring blood flow rather than the firing of neurons, it is considered a fairly rough tool for studying cognition. However, it still offers an invaluable approach for neuroscientists, Saxe says.

More precise techniques, such as recording activity from single neurons, can't be used in humans because they are too invasive. fMRI gives a general snapshot of brain activity, offering insight into what parts of the brain are involved in complex cognitive activities.

Saxe's recent studies use fMRI to delve into moral judgment--specifically, what happens in the brain when people judge whether others are behaving morally. Subjects in her studies make decisions regarding classic morality scenarios such as whether it's OK to flip a switch that would divert a runaway train onto a track where it would kill one person instead of five people.

Judging others' behavior in such situations turns out to be a complex process that depends on more than just the outcome of an event, says Saxe.

"Two events with the exact same outcome get extremely different reactions based on our inferences of someone's mental state and what they were thinking," she says.

For example, judgments often depend on whether the judging person is in conflict with the person performing the action. When a soldier sets off a bomb, an observer's perception of whether the soldier intended to kill civilians depends on whether the soldier and observer are on the same side of the conflict.

In a future study, Saxe and one of her postdoctoral associates plan to study how children develop beliefs regarding groups in longstanding conflict with their own group (for example, Muslims and Serbs in the former Yugoslavia, or Sunnis and Shiites in parts of the Middle East).

They hope to first identify brain regions that are active while people think about members of a conflict group, then observe any changes in brain activity following mediation efforts such as "peace camps" that bring together children from two conflict groups.

**Big questions** Saxe earned her PhD from MIT in 2003, and recently her first graduate student, Liane Young, successfully defended her PhD thesis. That extends a direct line of female brain and cognitive scientists at MIT that started with Molly Potter, professor of psychology, who advised Kanwisher.

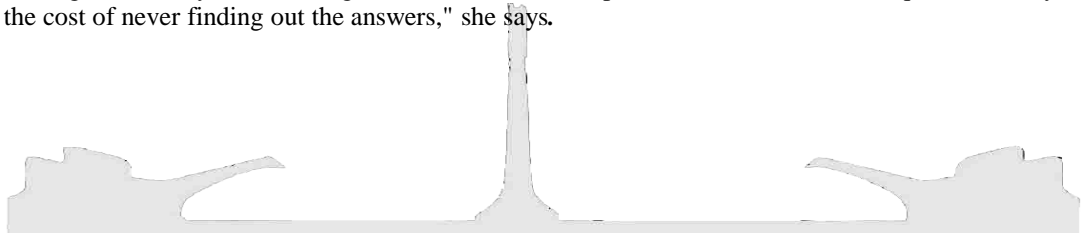
"It is thrilling to see this line of four generations of female scientists," Kanwisher says.

Saxe, a native of Toronto, says she wanted to be a scientist from a young age, inspired by two older cousins who were biochemists.

At first, "I wanted to be a geneticist because I thought it was so cool that you could make life out of chemicals. You start with molecules and you make a person. I thought that was mind-blowing," she says.

She was eventually drawn to neuroscience because she wanted to explore big questions, such as how the brain gives rise to the mind.

She says that approach places her right where she wants to be in the continuum of scientific study, which ranges from tiny systems such as a cell-signaling pathway, to entire human societies. At each level, there is a tradeoff between the size of the questions you can ask and the concreteness of answers you can get, Saxe says. "I'm doing this because I want to pursue these more-abstract questions, maybe at the cost of never finding out the answers," she says.



***Investigating memory development in children and infantile amnesia in adults***

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22 October 2008

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***Abstract***

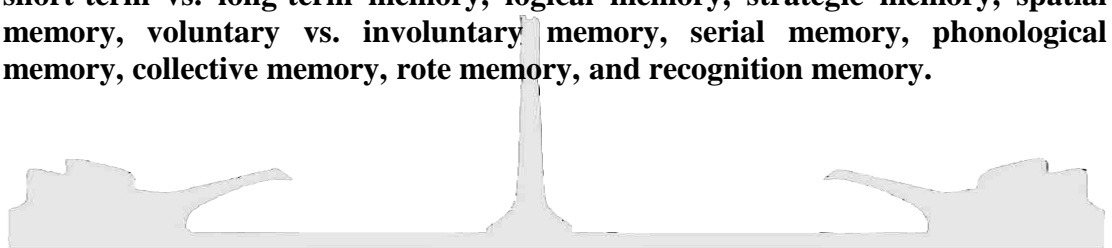
Although many researchers have worked on memory development, still little is known about what develops in memory development. When one reviews the literature about memory, she encounters many types of memories such as short term vs. long term memory, working memory, explicit vs. implicit memory, trans-saccadic memory, autobiographical memory, semantic vs. episodic memory, flashbulb memory, verbal memory, and so many other types of memory which are intended to describe the memory processes. But can all these terms thoroughly explain what goes on in memory? Do these terms imply anything about the capacity of memory or about the role of language in memory development? If we could answer the questions about the memory capacity and the role of such factors as language in memory development, we might be able to find the answers to still more interesting and more challenging questions about memory, i.e., what actually develops in memory development and what causes the enigma of infantile amnesia. The purpose of the present research was, then, to find the solutions to the problem of infantile amnesia.

**Key words:** Infantile amnesia; memory capacity; memory development, retrieval.

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***1. Introduction***

The literature about memory is full of different classifications of memories (see, for example, Lust, 2006; Lightbown and Spada, 2006; Taylor, 2005; Hunt and Ellis, 2004; Levin, 2004), but none of them fully grasps the total picture of memory. For example, Levin (2004) elaborates on different types of memories such as recognition memory, visuo-spatial memory, trans-saccadic memory, object memory, perceptual information vs. conceptual information memory and so on. Furthermore, Goswami (2002) provides a relative comprehensive classification of memories including autobiographical memory, episodic memory, explicit vs. implicit memory, declarative vs. non-declarative, verbal memory, pre-verbal memory, non-verbal memory such as visuo-spatial memory, semantic memory, procedural memory, working memory, eyewitness memory, short-term vs. long-term memory, logical memory, strategic memory, spatial memory, voluntary vs. involuntary memory, serial memory, phonological memory, collective memory, rote memory, and recognition memory.



Although Goswami's classification is relatively comprehensive, but there are too many areas of overlap among the memory terms that she defines, so that distinguishing them from one another is very difficult. For example, Goswami (2002, p.128) first defines autobiographical or personal memory as "memories of specific events or experiences in which the individual has a sense of personal

involvement. They make up one's life story or personal past", but then she classifies autobiographical memory as a type of episodic memory and considers episodic memory as a type of explicit memory and contrasts it with semantic memory which is a type of implicit memory; "whereas episodic memory concerns events and experiences that can be consciously retrieved, semantic memory refers to our knowledge of language, rules and concepts. In contrast, implicit or procedural memory represents a variety of nonconscious abilities, including the capacity for learning habits and skills, and some forms of classical conditioning"(Goswami, 2002, p. 239).

Regarding explicit and implicit memories, Nelson's definition is more tenable. According to Nelson (1995, cited in Siegler, 1998, p. 180), "explicit memories are ones that can be described verbally, that are conscious, or that can be visualized as a mental image", while implicit memories are ones that can not be detected directly, and that can be detected through physiological reactions without conscious attention.

Another classification of memories is provided by Schneider. Schneider (1999, cited in Goswami, 2002, p. 228) distinguishes between "episodic memory (the conscious recollection of events and experiences), semantic memory (our knowledge of language, rules and concepts), procedural memory (learning our unconscious abilities such as habits and skills), working memory (the ability to hold information to mind and operate on it), and eyewitness memory (the ability to provide accurate testimony)".

But what are all these types of memory for? Probably, they are intended to describe the memory processes. But, what are the memory processes that these terms try to explain? And, can all these terms thoroughly explain what goes on in memory? These are the questions that we seek to find answers for in the following sections.

## *2. Memory Processes in Adults and Children*

For sure, memory is not a master-file to store our experiences to be retrieved later on in the form of a series of photographs or movies. Because if this was the case, the eyewitness in the law court would not have any problem in recounting what happened at the scene of the crime. But the fact is that our memory not only doesn't include all of our previous experiences but also it includes events that never happened. Therefore, we might conclude that our memory is a combination of our experiences and our imagination. But why is it so that we do not remember most of our previous experiences? And why is it so that children even remember less than adults? To answer these two questions, we must know about the three phases of memory, namely; encoding, storage, and retrieval.

According to Siegler (1998), in the encoding phase we form two types of representations: verbatim and gist. Verbatim includes the details of the events, e.g. the exact words spoken, but the gist is the essence of the events, e.g. the

meanings of the sentences rather than their exact words, and is, therefore, more durable in the memory than the verbatim. Siegler (1998) further reasons that adults don't remember their childhood because when they were encoding the information in their childhood, they paid more attention to the verbatim information than to the gist, and since verbatim is less durable in the memory they don't remember it anymore.

In the second phase, storage, after a child has successfully encoded and stored the information, some factors may cause her to forget the information, such as:

1. Suggestibility; when we ask children below six, leading (or sometimes misleading) questions they change their recall in directions consistent with the implications of the questions and forget their original information,
2. Reality monitoring; preschoolers can't distinguish what they imagined from what they really happened, and
3. Time; after one to two years, the accuracy of children's recall deteriorates considerably. (Siegler, 1998, pp. 176-7)

Siegler (1998) believes that in the third phase of memory, retrieval, the conditions under which children are asked to retrieve the information influences what they remember. For example, when a child is asked to recall the information from memory by asking such questions as "where did you go last summer vacation?" she might remember less than when she is asked recognition questions such as "did you go to France last summer vacation?" Also, repeating the same question from a child, often elicits different answers.

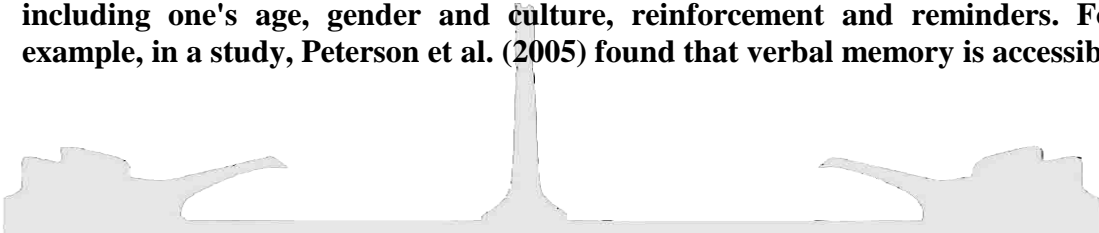
But how can one justify the difference between adults' and children's memories? It is generally believed that adults can remember more accurately than children. According to Siegler (1998) there are at least four possible justifications for the difference between adults' and children's memories:

1. Adults have superior basic processes and capacities;
2. Adults know a greater variety of memory strategies;
3. Adults have greater meta-cognitive knowledge; and
4. Adults have greater content knowledge.

Goswami (2002, p. 239) asserts that "changes in basic memory strategies, metacognitive knowledge, and domain knowledge all contribute to developmental changes in memory performance". According to Siegler (1998), basic memory processes are present at birth, memory strategies appear later than basic memory capacities in the second year of life, rehearsal strategy appears between the ages of 5 and 7, implicit metacognitive knowledge is evident quite early among toddlers, while explicit knowledge about memory appears between the ages of 5 and 15, and content knowledge develops from infancy onward. But, if all these memory processes are present from early childhood, why don't adults remember most of their childhood experiences?

### *3. Factors Influencing Retrieval*

Many factors may contribute to the retrieval and forgetting of our previous experiences. Findings from different research show that the content of one's earliest autobiographical memories is influenced by a wide variety of factors including one's age, gender and culture, reinforcement and reminders. For example, in a study, Peterson et al. (2005) found that verbal memory is accessible



from very early childhood but it disappears at later ages. Also, they found a difference between the type of memories that girls could retrieve and the type of the memories that boys could retrieve. In their experiment, girls recalled traumatic or transitional events while boys recalled play events. About the role of gender in retrieval, MacDonald et al. (2000), comparing the memories reported by a group of men and women, found that women retrieve more information. MacDonald et al. (2000) also found that culture is an influential factor in retrieving the information.

Another experiment conducted by Bauer et al. (2007) on a group of seven-to-ten year olds has shown that girls provided more complete narratives than boys. It

has also shown that our early autobiographical memories may change in the course of time. Nevertheless, comparing the early and later memories, West and Bauer (1999) found few objective differences between the early and later memories of women and men. Bauer et al.'s (2007) finding regarding transience of memory is consistent with Schmolck et al.'s (2000) findings that show original memory continues to change about one year after an experience. Schmolck et al.'s (2000) examined flashbulb memories in American students and found that the quality of recollections of memory after 32 months was significantly different from the quality of recollections of memory after 15 months with many errors creeping into the memory accounts.

According to Neisser (1982), one of the factors that helps to have enduring memories is reinforcing the memories; for example, flashbulb memory of the attacks on the world trade center is long lasting because it is constantly reinforced by reminders such as the media.

#### *4. The Enigma of Infantile Amnesia and its Solution*

Infantile amnesia has different representations. Goswami (2002, p.141) characterizes infantile amnesia by "(a) a relative paucity among adults of memories of events that happened before their third or fourth birthday..., and (b) a smaller number of verbally accessible memories from the years of 3 to 7 than would be expected based on forgetting alone".

There are different reasons for infantile amnesia or the lack of memory of our early years. One of the reasons mentioned by Hunt and Ellis (2004) is that in amnesia, episodic memory is impaired, while semantic memory is spared. Another justification is proposed by Siegler (1998) who mentions four causes for infantile amnesia: 1. passage of time, 2. immaturity of the frontal lobes of the brain which are responsible for memory; frontal lobes of the brain start to develop very late toward the end of the first year and during the first year they can only support implicit memories which don't require conscious thought and verbal descriptions, 3. having little social interaction during childhood, and 4. Incompatibilities between the ways in which infants encode information and the ways in which adults retrieve it; for example, adults try to retrieve the names of things they saw, while when they were infants they didn't tend to encode the information verbally. Still another reason mentioned by Howe and Courage (1993, 1997, cited in Goswami, 2002, p. 43) is the lack of a cognitive self-concept before the age of two.

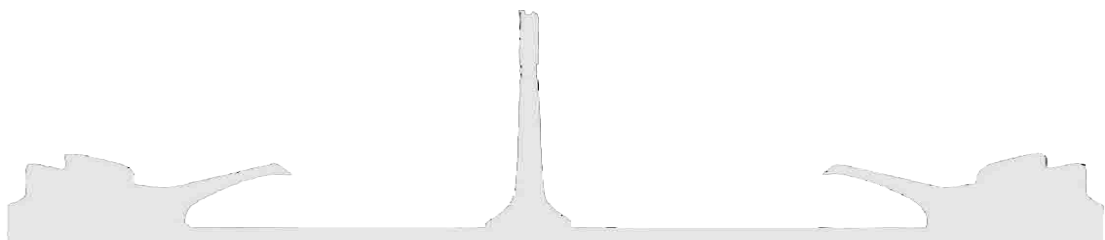
Usher and Neisser (1993) claim that the offset of childhood amnesia (the earliest

age of recall) differs based on the type of the memory recalled. They found, for example, that the offset of childhood amnesia for hospitalization and sibling birth is age 2 while it is the age of 3 for death and move. Usher and Neisser's (1993) claim is consistent with Bruce et al.'s (2005) research in that they observed that adults described and dated the first fragment memories (memories in the form of an image, a behavior or an emotion) substantially earlier in life than first event memories (episodic memories) – approximately  $3\frac{1}{3}$  years of age for the first fragment memories versus roughly 4 years of age for the first event memories. Bruce et al. (2005) further contend that the end of the childhood amnesia is marked by the earliest remembered fragment memories, not by the earliest event (episodic) memories.

Another important factor that influences retrieval of the information in the experiments conducted by different researchers is the way the researchers ask questions from the participants in the experiments. For example, Jack and Hayne (2007) show that the nature of the question used to elicit early memories influences the age from which memories are retrieved, and thus influences the boundary of infantile amnesia. Nelson (1998) in his paper namely "the nature of early memory" elucidates the neurobiological mechanisms that cause changes in memory and reasons that maturation of cortical areas in the temporal and frontal cortices that happens between the ages of 1 and 4 is likely responsible for infantile amnesia or for the lack of access to one's earliest memories.

Johnston (1997) reviews the literature about memory and mentions at least six possible factors that may cause infantile amnesia: 1. Repression of distasteful memories; 2. Neurological immaturity; 3. Lack of memory abilities in infancy; 4. Lack of ability to tell stories in infancy; 5. Lack of sense of self in infancy; and 6. Lack of a theory of mind in infancy. Another factor which is believed to play a pivotal role in infantile amnesia is language development. Infants are thought to have nonverbal or preverbal memories. Simcock and Hayne (2002) conducted an experiment to test whether children could report their preverbal memories with the words that they learned afterwards. But they found that children fail to translate their personal preverbal memories into language. Therefore, it can be concluded that since children encode the information in nonverbal mode, they can not retrieve in a verbal mode.

Although many of the causes of the problem of infantile amnesia and some of the solutions to this problem are known to us still more research is needed to uncover the mystery of the infantile amnesia and to provide us with a thorough understanding of all the possible solutions to the problem of infantile amnesia, and a complete appreciation of the mechanisms of the memory development and memory attrition.



## **5. Conclusion**

Although diverse classifications of memory have been proposed by different researchers to account for different memory processes, none of them have fully grasped the total picture of the memory development in children and infantile amnesia in adults. However, it has been found that there are a number of areas in which children's memories are different from adults' memories: 1. working memory capacity; 2. long-term memory capacity; 3. data encoding procedures; 4. duration of data retention; 5. data retrieval procedures; 6. basic procedures and capacities; 7. variety of memory strategies; 8. meta-cognitive knowledge; and 9. content knowledge. Furthermore, retrieving the content of our earliest memories is influenced by a wide variety of factors including age, gender, culture, reinforcement, reminders, etc. Accordingly, there are different reasons for infantile amnesia such as: 1. passage of time; 2. immaturity of the frontal lobes of the brain which are responsible for memory; 3. having little social interaction, 4. incompatibilities between the ways in which infants encode the information and the ways in which adults retrieve it; 5. lack of the ability to translate preverbal memory into verbal memory; 6. lack of the ability to assemble fragments of events into a coherent narrative; 7. locality of the information; 8. sensitivity to the condition present at the time of original encoding; 9. the difference between encoding and retrieval contexts; 10. the nature of the questions used to elicit early memories; 11. absence of reinforcement; 12. maturation of temporal and frontal cortices between the ages of 1 and 4; 13. repression of distasteful memories; 14. lack of sense of self; 15. lack of a theory of mind; and 16. lack of the ability to tell stories. Seeking to solve the problem of infantile amnesia, experts in the field of memory proposed the followings as the possible solutions to this problem: 1. the physiological maturation of the frontal lobes of the brain, 2. hearing and producing stories about past events, 3. improved encoding of the gist of the events, and 4. frequent reminding of the past events. However, more research is needed in this field to identify the other solutions to the problem of infantile amnesia and to elucidate the mechanisms of memory development and memory attrition.

*Persian literature*

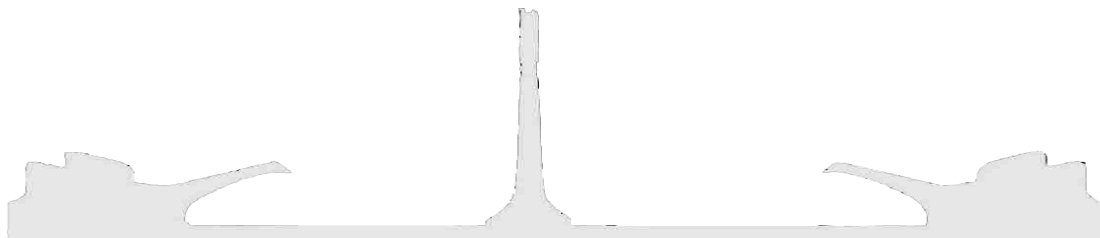
[Kelileh va Demneh](#) Persian manuscript copy dated 1429, from [Herat](#), depicts the Jackal trying to lead the Lion astray.



*Nizami Mausoleum*  
*in the*  
*Republic of Azerbaijan.*

Persian literature ([Persian](#): پارسی ادبیات) spans two and a half millennia, though much of the pre-[Islamic](#) material has been lost. Its sources often come from far-flung regions beyond the borders of present-day Iran, as the Persian language flourished and survives across wide swaths of [Central Asia](#). For instance, [Rumi](#), one of Persia's best-loved poets, wrote in Persian but lived in [Konya](#), now in [Turkey](#) and then the capital of the [Seljuks](#). The [Ghaznavids](#) conquered large territories in Central and [South Asia](#) and adopted Persian as their court language. There is thus Persian literature from areas that are now part of [Afghanistan](#) and other parts of [Central Asia](#). Not all this [literature](#) is written in [Persian](#), as some consider works written by ethnic [Persians](#) in other languages, such as [Greek](#) and [Arabic](#), to be included.

Surviving works in [Persian languages](#) (such as [Old Persian](#) or [Middle Persian](#)) date back as far as 522 BCE, the date of the earliest surviving [Achaemenid](#) inscription, the [Behistun Inscription](#). The bulk of the surviving Persian literature, however, comes from the times following the [Islamic conquest of Persia](#) circa 650 CE. After the [Abbasids](#) came to power (750 CE), the Persians became the scribes and bureaucrats of the Islamic empire and, increasingly, also its writers and poets. Persians wrote both in Arabic and Persian; Persian predominated in later literary circles. Persian poets such as [Sa'di](#), [Hafiz](#), [Rumi](#) and [Omar Khayyam](#) are well known in the world and have influenced the literature of many countries.



## *Classical Persian literature*

### **Pre-Islamic Persian literature**

Very few literary works survived from ancient Persia. This is partly due to the destruction of the library at Persepolis. Most of what remains consists of the royal inscriptions of [Achaemenid](#) kings, particularly Darius I (522–486 BC) and his son Xerxes. Zoroastrian writings mainly were destroyed in the [Islamic conquest of Persia](#). The [Parsis](#) who fled to India, however, took with them some of the books of the Zoroastrian canon, including some of the [Avesta](#) and ancient commentaries (Zend) thereof. Some works of Sassanid geography and travel also survived albeit in Arabic translations.

No single text devoted to [literary criticism](#) has survived from pre-Islamic Persia. However, some essays in [Pahlavi](#) such as "Ayin-e name nebeshtan" (Principles of Writing Book) and "Bab-e edteda'I-ye" ([Kalileh o Demneh](#)) have been considered as literary criticism (Zarrinkoub, 1959).

Some researchers have quoted the Sho'ubiyye as asserting that the pre-Islamic Persians had books on eloquence, such as 'Karvand'. No trace remains of such books. There are some indications that some among the Persian elite were familiar with Greek rhetoric and literary criticism (Zarrinkoub, 1947).

Persian literature of the medieval and pre-modern periods

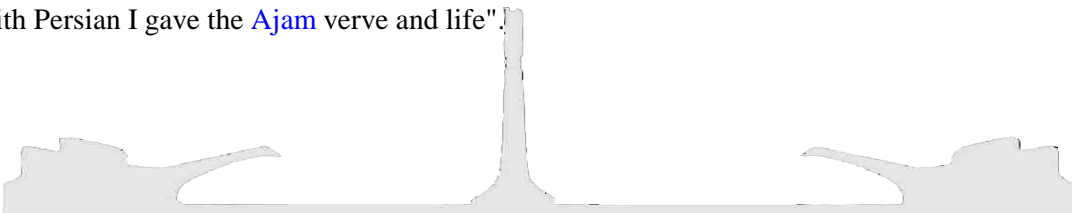
While initially [overshadowed by Arabic](#) during the [Umayyad](#) and early [Abbasid](#) caliphates, [New Persian](#) soon became a literary language again of the [Central Asian](#) lands. The rebirth of the language in its new form is often accredited to [Ferdowsi](#), [Unsuri](#), [Daqiqi](#), [Rudaki](#), and their generation, as they used pre-Islamic nationalism as a conduit to revive the language and customs of ancient Persia.

In particular, says [Ferdowsi](#) himself in his [Shahnama](#):

بسی رنج بردم در این سال سی      عجم زنده کردم بدین پارسی

"For thirty years, I endured much pain and strife,

with Persian I gave the [Ajam](#) verve and life".



## *Persian story telling*

[One Thousand and One Nights](#) (Persian: هزار و یک شب) is a medieval [folk tale](#) collection which tells the story of [Scheherazade](#) (in Persian: شهرزاد Šahrzād), a [Sassanid](#) queen who must relate a series of stories to her malevolent husband, King [Shahryar](#) (Šahryār), to delay her execution. The stories are told over a period of one thousand and one nights, and every night she ends the story with a suspenseful situation, forcing the King to keep her alive for another day. The individual stories were created over several centuries, by many people from a number of different lands.

The nucleus of the collection is formed by a [Pahlavi](#) Sassanid [Persian](#) book called Hazār Afsānah (Thousand Myths, in [Persian](#): افسانه هزار), a collection of ancient Indian and Persian folk tales.

During the reign of the [Abbasid Caliph Harun al-Rashid](#) in the [eighth century](#), [Baghdad](#) had become an important cosmopolitan city. Merchants from [Persia](#), [China](#), [India](#), Africa, and Europe were all found in Baghdad. During this time, many of the stories that were originally folk stories are thought to have been collected orally over many years and later compiled into a single book. The compiler and ninth-century translator into Arabic is reputedly the storyteller Abu Abd-Allah Muhammad el-Gahshigar. The [frame story](#) of Shahrzad seems to have been added in the fourteenth century.

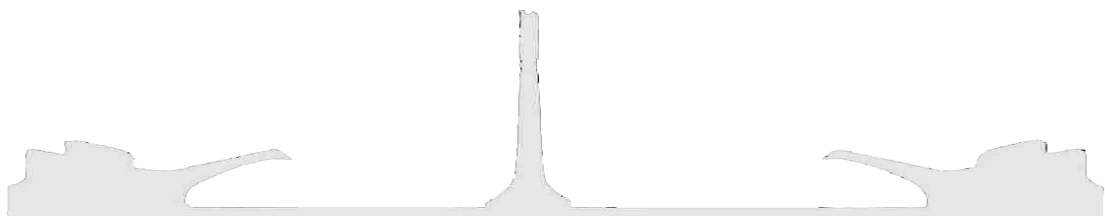
## *The influence of Persian literature on World literature*

Sufi literature

[William Shakespeare](#) referred to Iran as the "land of the Sophy". Some of Persia's best-loved medieval poets were [Sufis](#), and their poetry was, and is, widely read by Sufis from [Morocco](#) to [Indonesia](#). [Rumi](#) (Maulānā) in particular is renowned both as a poet and as the founder of a widespread Sufi order. The themes and styles of this devotional poetry have been widely imitated by many Sufi poets. See also the article on [Sufi poetry](#).

Many notable texts in Persian mystic literature are not poems, yet highly read and regarded. Among those are [Kimiya-yi sa'adat](#) and [Asrar al-Tawhid](#).

[Afghanistan](#) and the [Transoxiana](#) can claim to be the birthplace of Modern Persian. Most of the great patrons of Persian literature such as [Sultan Sanjar](#) and the courts of the [Samanids](#) and [Ghaznavids](#) were situated in this region, as were writers such as [Rudaki](#), [Unsuri](#), and [Ferdowsi](#). As such, this rich literary heritage continues to survive well into the present in countries like [Tajikistan](#), [Uzbekistan](#) and Afghanistan.



## *Contemporary Persian literature*

### History



Some leading figures of Iranian literary intellectuals: (L to R) Morteza Keyvan, Ahmad Shamlou, Nima Yooshij, Siavash Kasraie, and Hushang Ebtehaj

In the nineteenth century, Persian literature experienced dramatic change and entered a new era. The beginning of this change was exemplified by an incident in the mid-nineteenth century at the court of [Nasereddin Shah](#), when the reform-minded prime minister, [Amir Kabir](#), chastised the poet [Habibollah Qa'ani](#) for "lying" in a panegyric qasida written in Kabir's honor. Kabir saw poetry in general and the type of poetry that had developed during the Qajar period as detrimental to "progress" and "modernization" in Iranian society, which he believed was in dire need of change. Such concerns were also expressed by others such as [Fath-'Ali Akhundzadeh](#), [Mirza Aqa Khan Kermani](#), and [Mirza Malkom Khan](#). Khan also addressed a need for a change in Persian poetry in literary terms as well, always linking it to social concerns.

The new Persian literary movement cannot be understood without an understanding of the [intellectual movements](#) among Iranian philosophical circles. Given the social and political climate of Persia (Iran) in the late nineteenth and early twentieth centuries, which led to the [Persian Constitutional Revolution](#) of 1906–1911, the idea that change in poetry was necessary became widespread. Many argued that Persian poetry should reflect the realities of a country in transition. This idea was propagated by notable literary figures such as [Ali-Akbar Dekhoda](#) and [Abolqasem Aref](#), who challenged the traditional system of Persian poetry in terms of introducing new content and experimentation with rhetoric, lexico-semantics, and structure. Dekhoda, for instance, used a lesser-known traditional form, the mosammat, to eulogize the execution of a revolutionary journalist. 'Aref employed the ghazal, "the most central genre within the lyrical tradition" ,to write his "Payam-e Azadi" (Message of Freedom).

Some researchers argue that the notion of "sociopolitical ramifications of esthetic changes" led to the idea of poets "as social leaders trying the limits and possibilities of social change."

An important movement in modern Persian literature centered on the question of [modernization](#) and [Westernization](#) and whether these terms are synonymous when describing the evolution of Iranian society. It can be argued that almost all advocates of modernism in Persian literature, from Akhundzadeh, Kermani, and Malkom Khan to Dekhoda, 'Aref, Bahar, and Rafat, were inspired by developments and changes that had occurred in Western, particularly European, literatures. Such inspirations did not mean blindly copying Western models but, rather, adapting aspects of Western literature and changing them to fit the needs of Iranian culture.

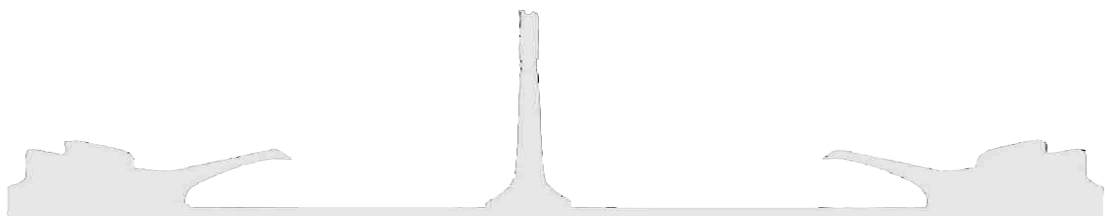


*Abdolhossein*

*Zarrinkoub,*

*master of  
Persian  
literature and  
literary  
criticism*

Following the pioneering works of [Ahmad Kasravi](#), [Sadeq Hedayat](#) and many others, the Iranian wave of comparative literature and literary criticism reached a symbolic crest with the emergence of [Abdolhossein Zarrinkoub](#), [Shahrokh Meskoob](#), [Houshang Golshiri](#) and [Ebrahim Golestan](#).



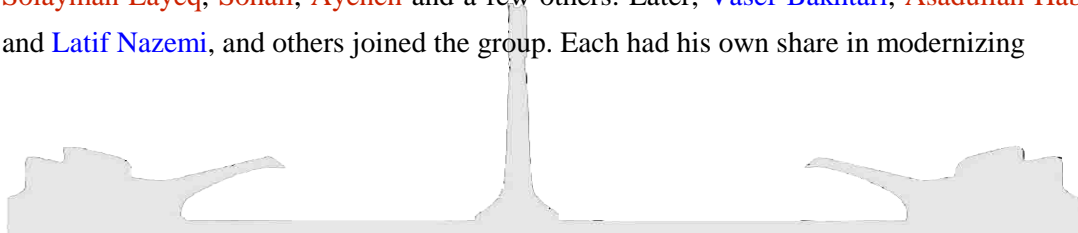
## *Persian literature in Afghanistan*

Persian literature in Afghanistan has also experienced a dramatic change during last century. At the beginning of the twentieth century, Afghanistan was confronted with economic and social change, which sparked a new approach to literature. In 1911, [Mahmud Tarzi](#), who came back to Afghanistan after years of exile in Turkey and was influential in government circles, started a fortnightly publication named Saraj'ul Akhbar. Saraj was not the first such publication in the country, but in the field of journalism and literature it launched a new period of change and modernization. Saraj not only played an important role in journalism, it also gave new life to literature as a whole and opened the way for poetry to explore new avenues of expression through which personal thoughts took on a more social colour.

In 1930 (1309 AH), after months of cultural stagnation, a group of writers founded the Herat Literary Circle. A year later, another group calling itself the Kabul Literary Circle was founded in the capital. Both groups published regular magazines dedicated to culture and Persian literature. Both, especially the Kabul publication, had little success in becoming venues for modern Persian poetry and writing. In time, the Kabul publication turned into a stronghold for traditional writers and poets, and modernism in Dari literature was pushed to the fringes of social and cultural life.

Three of the most prominent classical poets in Afghanistan at the time were [Qari Abdullah](#), [Abdul Haq Betab](#) and [Khalil Ullah Khalili](#). The first two received the honorary title Malek ul Shoara (King of Poets). Khalili, the third and youngest, was drawn toward the Khorasan style of poetry instead of the usual Hendi style. He was also interested in modern poetry and wrote a few poems in a more modern style with new aspects of thought and meaning. In 1318 (AH), after two poems by [Nima Youshij](#) titled "Gharab" and "Ghaghnus" were published, Khalili wrote a poem under the name "Sorude Kuhestan" or "The Song of the Mountain" in the same rhyming pattern as Nima and sent it to the Kabul Literary Circle. The traditionalists in Kabul refused to publish it because it was not written in the traditional rhyme. They criticized Khalili for modernizing his style.

Very gradually new styles found their way into literature and literary circles despite the efforts of traditionalists. The first book of new poems was published in the year 1957 (1336 AG), and in 1962 (1341 AH), a collection of modern Persian poetry was published in Kabul. The first group to write poems in the new style consisted of [Mahmud Farani](#), [Baregh Shafi'i](#), [Solayman Layeq](#), [Sohail](#), [Ayeneh](#) and a few others. Later, [Vasef Bakhtari](#), [Asadullah Habib](#) and [Latif Nazemi](#), and others joined the group. Each had his own share in modernizing



## *L&S Journal*

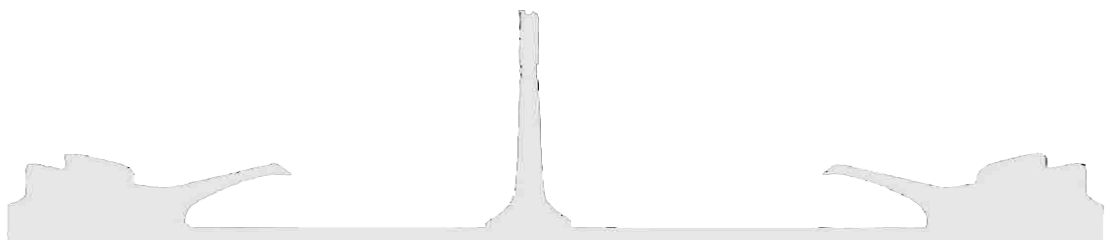
Persian poetry in Afghanistan. Other notable figures include [Leila Sarahat Roshani](#), [Sayed Elan Bahar](#) and [Parwin Pazwak](#).

Poets like [Mayakovsky](#), [Yase Nien](#) and [Lahouti](#) (an Iranian poet living in exile in Russia) exerted a special influence on the Persian poets in Afghanistan. The influence of Iranians (e.g. [Farrokhi Yazdi](#) and [Ahmad Shamlou](#)) on modern Afghan prose and poetry, especially in the second half of the twentieth century, must also be taken into consideration.

Prominent Afghanistani writers like [Asef Soltanzadeh](#), [Reza Ebrahimi](#), [Ameneh Mohammadi](#), and [Abbas Jafari](#) grew up in Iran and were influenced by Iranian writers and teachers.

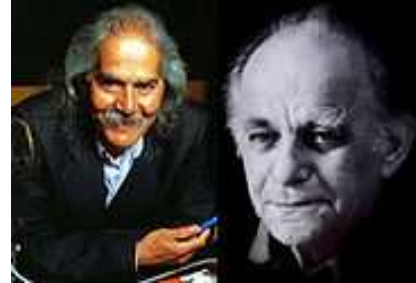
## *Persian literature in Tajikistan*

The new poetry in Tajikistan is mostly concerned with the way of life of people and is revolutionary. From the 1950s until the advent of new poetry in France, Asia and Latin America, the impact of the modernization drive was strong. In the 1960s, modern Iranian poetry and that of [Mohammad Iqbal Lahouri](#) made a profound impression in Tajik poetry. This period is probably the richest and most prolific period for the development of themes and forms in Persian poetry in Tajikistan. Some Tajik poets were mere imitators, and one can easily see the traits of foreign poets in their work. Only two or three poets were able to digest the foreign poetry and compose original poetry. In Tajikistan, the format and pictorial aspects of short stories and novels were taken from Russian and European literature. Some of [Tajikistan's](#) prominent names in Persian literature are [Golrokhsar Safi Eva](#), [Mo'men Ghena'at](#), [Farzaneh Khojandi](#) and [Layeq Shir-Ali](#).



This second period in the development of the modern Persian short story began with the [coup of 19 August 1953](#), and ended with the [revolution of 1979](#).

Mehdi Akhavan Sales and Fereydoon  
Moshiri, modern Persian poets

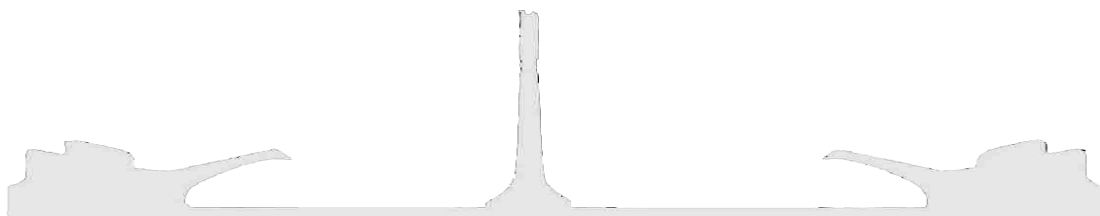


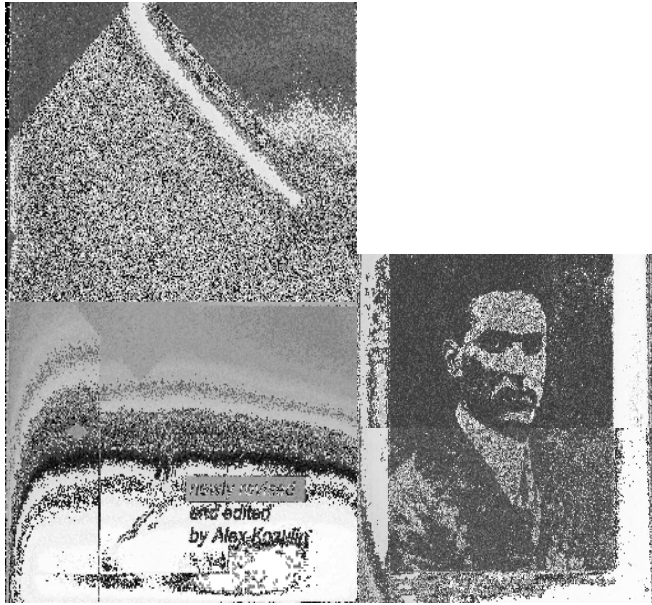
[Jalal Al-e Ahmad](#) is among the proponents of new political and cultural ideas whose influence and impact straddle the first and the second periods in the history of modern Persian fiction. His writings show an awareness of the works of Franz Fanon and the new generation of third-world writers concerned with the problems of cultural domination by colonial powers. Al-e Ahmad, Behazin, Tonekaboni, and Behrangi can all be described as engaged writers because most of their stories are built around a central ideological tenet or thesis and illustrate the authors' political views and leanings. Among poets of this period, [Forough Farrokhzad](#) (1935–1967) has a special place as the first female poet of the Persian language acclaimed by her contemporaries and who left a lasting legacy despite her short life. Her legacy and influence is not primarily (or uniquely) political; however, she was among the first women able to set a personal and original mark. In this sense she is elevated to iconic status.

Another notable author from this period is [Simin Daneshvar](#) (b. 1921), the first woman writer of note in contemporary Persian literature. Her reputation rests largely on her popular novel *Savusun* ("The Mourners of [Siyāvosh](#)," 1969). Simin Daneshvar's short stories deserve mention because they focus on the plight and social exclusion of women in Persian society and address topical issues from a woman's point of view.

[Gholam Hossein Saedi](#)'s (1935–85) short stories, which he called *ghessa*, often transcend the boundaries of realism and attain a symbolic significance. His allegorical stories, which occasionally resemble folkloric tales and fables, are inhabited by displaced persons, trapped in dead ends (Sepanlu, p. 117). They emphasize the anxieties and the psychological perturbations of his deeply troubled characters. [Sadeghi](#) (1936–84) was yet another author who focused on the anxieties and secret mental agonies of his characters.

[Hooshang Golshiri](#) (1937-2000) and [Asghar Elahi](#) (b. 1944) created memorable psychological portraits through interim monologue and stream of consciousness techniques. Golshiri, the author of the long story "Shazda Ehtejab" (Prince Ehtejab, 1968), is particularly noted for his successful experiments with extended interior monologues. A bold, innovative writer eager to explore modern methods and styles, Golshiri uses stream of consciousness narrative to reassess familiar theories and events.





*Introducing  
a  
Book*

Although Lev Semenovich Vygotsky died in 1934, he has now become a living theoretical force. Vygotsky has led many scholars toward a heightened understanding of the historical and social roots of mind. Vygotsky's pioneering work in the 1920 and 1930s has only recently won full recognition in the world. Nobody has taught us better how to balance the claims of the individual with those of society and culture in our thinking

We don't know much about Vygotsky's life. Vygotsky was born in 1896 in the town of Orscha in Belorussia to a middle-class Jewish family. A student of literature, philosophy, and esthetics, Vygotsky plunged into psychology at the age of twenty-eight, and died of tuberculosis ten years later. A profound theoretician, he was also a man of practice who founded and directed a number of research laboratories, including the first Russian Institute for the Study of Handicapped Children .

'Thought and Language' by Lev Vygotsky, newly revised and edited by Alex Kozulin in 1986 is a study of the most complex problems in psychology, the interrelation of thought and speech. Twenty years after the edition of Thought and Language came along the revised edition by Kozulin appeared in 1986. The newly revised edition of Vygotsky's seminal work contains much new material and many references that were previously unavailable.

The structure of the book is perforce complex and multifaceted; yet all its parts are oriented toward a central task, the genetic analysis of the relation between thought and the spoken word. Chapter 1 poses the problem and discusses the method. Chapter 2 and 3 are critical analyses of the two most influential theories of the development of language and thinking, Piaget's and Stern's. Chapter 4 attempts to trace the genetic roots of thought and language; it serves as a theoretical introduction to the main parts of the book, the two experimental investigations described in the next two chapters. The first of the investigations (chapter 5) deals with the general developmental course of word meanings in childhood; the second (chapter 6) is a comparative study of the development of the "scientific" and the spontaneous concepts of the child. The last chapter (chapter7) attempts to draw together the threads of the investigations and to present the total process of verbal thought as it appears in the light of the gathered data.

We recommend the revised edition of 'Thought and Language', edited by Alex Kozulin in 1986, to those who are interested in uncovering the problem of though and speech as a focal issue of human psychology.

## *Poetry*

So strong is the Persian aptitude for versifying everyday expressions that one can encounter poetry in almost every classical work, whether from Persian literature, science, or metaphysics. In short, the ability to write in verse form was a pre-requisite for any scholar. For example, almost half of [Avicenna's](#) medical writings are in verse.

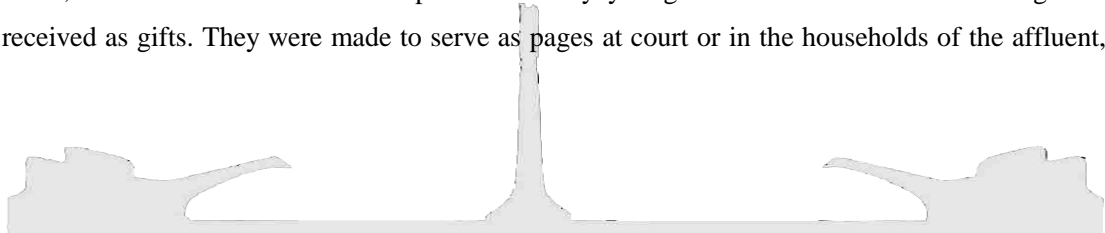
Works of the early era of Persian poetry are characterized by strong court patronage, an extravagance of [panegyrics](#), and what is known as سبک فاخر "exalted in style". The tradition of royal patronage began perhaps under the [Sassanid](#) era and carried over through the [Abbasid](#) and [Samanid](#) courts into every major [Persian dynasty](#). The [Qasida](#) was perhaps the most famous form of panegyric used, though [quatrain](#)s such as those in [Omar Khayyam's Ruba'iyyat](#) are also widely popular.

Khorasani style, whose followers mostly were associated with [Greater Khorasan](#), is characterized by its supercilious diction, dignified tone, and relatively literate language. The chief representatives of this lyricism are [Asjadi](#), [Farrukhi Sistani](#), [Unsuri](#), and [Manuchehri](#). Panegyric masters such as [Rudaki](#) were known for their love of nature, their verse abounding with evocative descriptions.

Through these courts and system of patronage emerged the epic style of poetry, with [Ferdowsi's Shahnama](#) at the apex. By glorifying the [Iranian historical past](#) in heroic and elevated verses, he and other notables such as [Daqiqi](#) and [Asadi Tusi](#) presented the "Ajam" with a source of pride and inspiration that has helped preserve a sense of identity for the [Iranian peoples](#) over the ages. Ferdowsi set a model to be followed by a host of other poets later on.

The thirteenth century marks the ascendancy of lyric poetry with the consequent development of the [ghazal](#) into a major verse form, as well as the rise of mystical and [Sufi poetry](#). This style is often called "Araqi style", (western provinces of Iran were known as Araq-e-Ajam or Persian Iraq) and is known by its emotional lyric qualities, rich meters, and the relative simplicity of its language. Emotional romantic poetry was not something new however, as works such as [Vis o Ramin](#) by [Asad Gorgani](#), and [Yusof o Zoleikha](#) by [Am'aq Bokharai](#) exemplify. Poets such as [Sana'i](#) and [Attar](#) (who ostensibly have inspired [Rumi](#)), [Khaqani Shirvani](#), [Anvari](#), and [Nezami](#), were highly respected ghazal writers. However, the elite of this school are [Rumi](#), [Sadi](#), and [Hafez](#).

Regarding the tradition of Persian love poetry during the [Safavid](#) era, Persian historian [Ehsan Yarshater](#) notes, "As a rule, the beloved is not a woman, but a young man. In the early centuries of Islam, the raids into [Central Asia](#) produced many young [slaves](#). Slaves were also bought or received as gifts. They were made to serve as pages at court or in the households of the affluent,



or as soldiers and bodyguards. Young men, slaves or not, also, served wine at banquets and receptions, and the more gifted among them could play music and maintain a cultivated conversation. It was [love toward young pages, soldiers, or novices in trades and professions](#) which was the subject of lyrical introductions to panegyrics from the beginning of Persian poetry, and of the ghazal.

In the [didactic](#) genre one can mention [Sanai's](#) Hadiqat-ul-Haqiqah (Garden of Truth) as well as [Nezami's](#) Makhzan-ul-Asrār (Treasury of Secrets). Some of [Attar's](#) works also belong to this genre as do the major works of [Rumi](#), although some tend to classify these in the lyrical type due to their mystical and emotional qualities. In addition, some tend to group [Naser Khosrow's](#) works in this style as well; however the true gem of this genre is [Sadi's](#) [Bustan](#), a heavyweight of Persian literature.

After the fifteenth century, the Indian style of Persian poetry (sometimes also called Isfahani or Safavi styles) took over. This style has its roots in the [Timurid](#) era and produced the likes of [Amir Khosrow Dehlavi](#), and Bhai [Nand Lal Goya](#) .

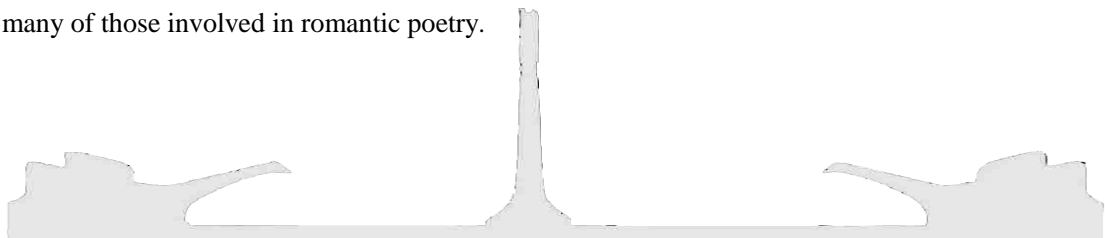
### **Classical Persian poetry in modern times**



***M.T.Bahar, the greatest classical poet of modern times***

A few notable classical poets have arisen since the nineteenth century, among whom Mohammad Taghi Bahar and Parvin Etesami have been most celebrated. Mohammad Taghi Bahar had the title "king of poets" and had a significant role in the emergence and development of Persian literature as a distinct institution in the early part of the twentieth century. The theme of his poems was the social and political situation of Iran.

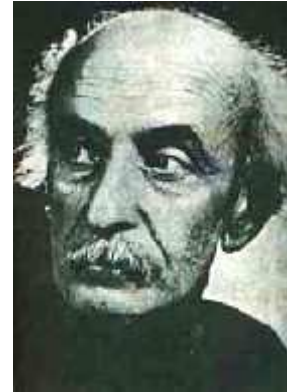
Parvin Etesami may be called the greatest Persian poetess writing in the classical style. One of her remarkable series, called *Mast va Hoshyar* (The Drunk and the Sober), won admiration from many of those involved in romantic poetry.



## *Modern Persian poetry*

[Nima Yushij](#) is considered the father of modern Persian poetry, introducing many techniques and forms to differentiate the modern from the old. Nevertheless, the credit for popularizing this new literary form within a country and culture solidly based on a thousand years of classical poetry goes to his few disciples such as Ahmad Shamlou, who adopted Nima's methods and tried new techniques of modern poetry.

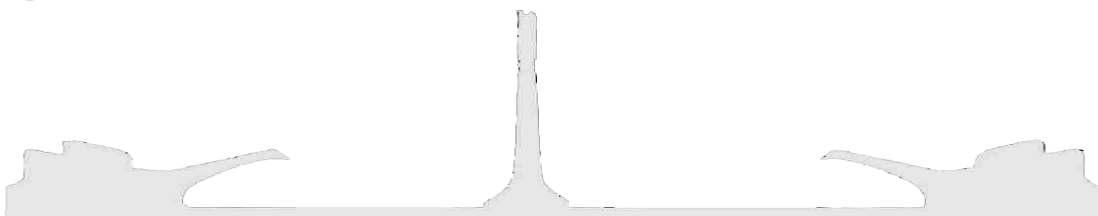
*[Nima Yushij](#), founder of modern Persian poetry*



The transformation brought about by Nima Youshij, who freed Persian poetry from the fetters of prosodic measures, was a turning point in a long literary tradition. It broadened the perception and thinking of the poets that came after him. Nima offered a different understanding of the principles of classical poetry. His artistry was not confined to removing the need for a fixed-length hemistich and dispensing with the tradition of rhyming but focused on a broader structure and function based on a contemporary understanding of human and social existence. His aim in renovating poetry was to commit it to a "natural identity" and to achieve a modern discipline in the mind and linguistic performance of the poet.

Nima held that the formal technique dominating classical poetry interfered with its vitality, vigor and progress. Although he accepted some of its aesthetic properties and extended them in his poetry, he never ceased to widen his poetic experience by emphasizing the "natural order" of this art. What Nima Youshij founded in contemporary poetry, his successor [Ahmad Shamlou](#) continued.

The [Sepid poem](#) (which translates to white poem), which draws its sources from this poet, avoided the compulsory rules which had entered the Nimai' school of poetry and adopted a freer structure. This allowed a more direct relationship between the poet and his or her emotional roots. In previous poetry, the qualities of the poet's vision as well as the span of the subject could only be expressed in general terms and were subsumed by the formal limitations imposed on poetic expression.





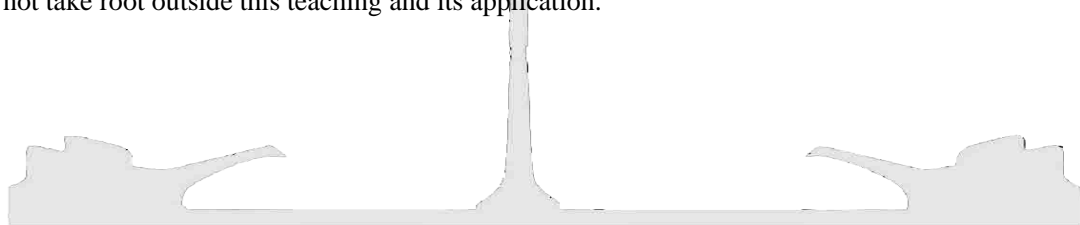
*Khalilullah Khalili on the cover of "Deewaan-e Khalilullah Khalili"*



*Simin Daneshvar, Iran's first female novelist and short story writer.*

Nima's poetry transgressed these limitations. It relied on the natural function inherent within poetry itself to portray the poet's solidarity with life and the wide world surrounding him or her in specific and unambiguous details and scenes. Sepid poetry continues the poetic vision as Nima expressed it and avoids the contrived rules imposed on its creation. However, its most distinct difference with Nimai' poetry is to move away from the rhythms it employed. Nima Yioushij paid attention to an overall harmonious rhyming and created many experimental examples to achieve this end.

Ahmad Shamlu discovered the inner characteristics of poetry and its manifestation in the literary creations of classical masters as well as the Nimai' experience. He offered an individual approach. By distancing himself from the obligations imposed by older poetry and some of the limitations that had entered the Nimai' poem, he recognized the role of prose and music hidden in the language. In the structure of Sepid poetry, in contrast to the prosodic and Nimai' rules, the poem is written in more "natural" words and incorporates a prose-like process without losing its poetic distinction. Sepid poetry is a developing branch of Nimai' poetry built upon Nima Youshij's innovations. Nima thought that any change in the construction and the tools of a poet's expression is conditional on his/her knowledge of the world and a revolutionized outlook. Sepid poetry could not take root outside this teaching and its application.



According to [Simin Behbahani](#), Sepid poetry did not received general acceptance before [Bijan Jalali](#)'s works. He is considered the founder of Sepid poetry according to Behbahani.<sup>[20][21]</sup> Behbahani herself used the "Char Parez" style of Nima, and subsequently turned to [ghazal](#), a free-flowing poetry style similar to the Western sonnet. Simin Behbahani contributed to a historic development in the form of the ghazal, as she added theatrical subjects, and daily events and conversations into her poetry. She has expanded the range of traditional Persian verse forms and produced some of the most significant works of Persian literature in the twentieth century.

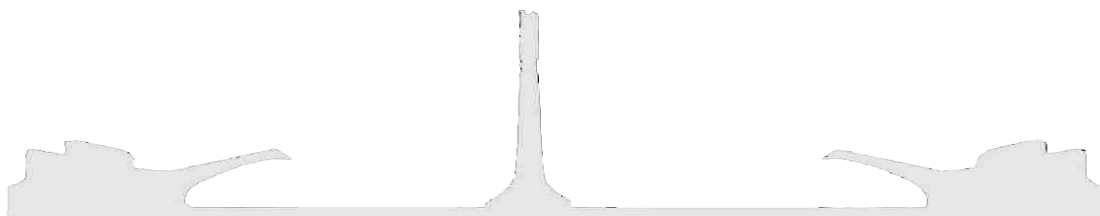
A reluctant follower of Nima Yushij, [Mehdi Akhavan-Sales](#) published his *Organ* (1951) to support contentions against Nima Yushij's groundbreaking endeavors. But before long he realized that Nima and the modernists emulating him had more to offer than a just a change in rhythm, rhyme, and the general application of the classical Arabic meters. In Persian poetry, Mehdi Akhavan Sales has established a bridge between the *Khorassani* and *Nima* Schools. The critics consider Mehdi Akhavan Sales as one of the best contemporary Persian poets. He is one of the pioneers of free verse (new style poetry) in Persian literature, particularly of modern style epics. It was his ambition, for a long time, to introduce a fresh style to Persian poetry.

[Forough Farrokhzad](#) is important in the literary history of Iran for three reasons. First, she was among the first generation to embrace the new style of poetry, pioneered by Nima Yushij during the 1920s, which demanded that poets experiment with rhyme, imagery, and the individual voice. Second, she was the first modern Iranian woman to graphically articulate private sexual landscapes from a woman's perspective. Finally, she transcended her own literary role and experimented with acting, painting, and documentary film-making.

[Fereydoon Moshiri](#) is best known as conciliator of classical Persian poetry with the New Poetry initiated by Nima Yooshij. One of the major contributions of Moshiri's poetry, according to some observers, is the broadening of the social and geographical scope of modern Persian literature.

A poet of the last generation before the Islamic Revolution worthy of mention is [Mohammad-Reza Shafiei-Kadkani](#) (M. Sereshk). Though he is from Khorassan and sways between allegiance to Nima Youshij and Akhavan Saless, in his poetry he shows the influences of Hafez and Mowlavi. He uses simple, lyrical language and is mostly inspired by the political atmosphere. He is the most successful of those poets who in the past four decades have tried hard to find a synthesis between the two models of Ahmad Shamloo and Nima Youshij.

Among the prominent Persian poets of the younger generation is [Mana Aghaee](#) and Ziba Karbasi. [Mana Aghaee](#) is a *female* poet who combines the form of the previous generation (especially Farrokhzad and Sepehri) with new topics and metaphors relevant to the 21st century.



## *William Blake*

**William Blake** (28 November 1757 — 12 August 1827) was an [English poet, painter, and printmaker](#). Largely unrecognized during his lifetime, Blake's work is today considered seminal and significant in the history of both poetry and the visual arts. Blake's prophetic poetry has been said to form "what is in proportion to its merits the least read body of poetry in the language." His visual artistry has led one modern critic to proclaim him "far and away the greatest artist Britain has ever produced." Although he only once traveled any farther than a day's walk outside London over the course of his life, his creative vision engendered a diverse and symbolically rich corpus, which embraced '[imagination](#)' as "the body of God," or "Human existence itself." Once considered mad for his idiosyncratic views, Blake is highly regarded today for his expressiveness and creativity, and the philosophical and mystical currents that underlie his work. His work has been characterized as part of the [Romantic movement](#), or even "Pre-Romantic," for its largely having appeared in the 18th century. Reverent of the [Bible](#) but hostile to the [established Church](#), Blake was influenced by the ideals and ambitions of the [French](#) and [American revolutions](#), as well as by such thinkers as [Emanuel Swedenborg](#). Despite these known influences, the originality and singularity of Blake's work make it difficult to classify. One 19th century scholar characterised Blake as a "glorious luminary, a man not forestalled by predecessors, nor to be classed with contemporaries, nor to be replaced by known or readily surmisable successors."

### *"The Shepherd"*

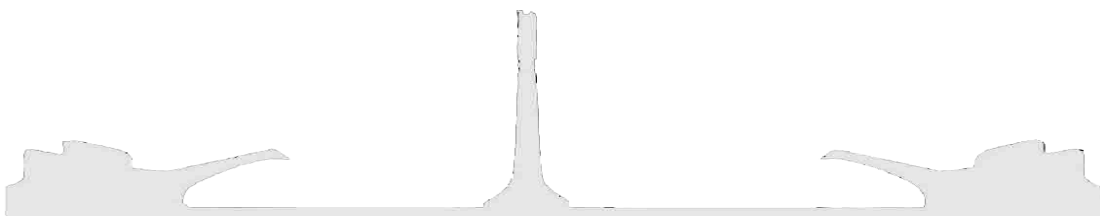


How sweet is the shepherds sweet lot,  
From the morn to the evening he strays:  
He shall follow his sheep all the day  
And his tongue shall be filled with praise.

For he hears the lambs innocent call.  
And he hears the ewes tender reply  
He is watchful while they are in peace,  
For they know when their shepherd is nigh.

### *A Divine Image*

Cruelty has a Human heart  
And Jealousy a Human Face,  
Terror, the Human Form Divine,  
And Secrecy, the Human Dress.  
The Human Dress is forged Iron,  
The Human Form, a fiery Forge,  
The Human Face, a Furnace seal'd,  
The Human Heart, its hungry Gorge.



## *What's an Acronym?*

An acronym is a kind of abbreviation. The word comes from Greek, meaning heads of names. Acronyms are usually made from the capitalised initials of the words it represents, for example FBI is an acronym for the Federal Bureau of Investigation.

Occasionally, for special reasons, the second letter of a word is used, as in XML (eXtensible Markup Language), but this is deprecated. Sometimes more than one letter is included for a word, to avoid ambiguity or because they form an existing abbreviation, as in SACEUR (Supreme Allied Commander, Europe)

Contrary to what some sources say, acronyms do not have to be pronounceable words (for example FBI is spelled out when spoken, whereas NASA is not). Some sources use the word initialism to refer to the spelled acronyms.

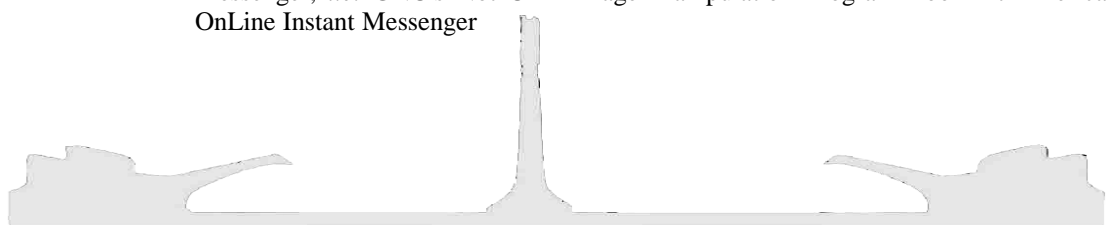
### *Acronym and initialism*

**Acronyms**, **initialisms**, and **alphabetisms** are **abbreviations** that are formed using the initial components in a phrase or name. These components may be individual letters (as in *CEO*) or parts of words (as in *Benelux* or *Delmarva*). There is no universal agreement on the precise definition of the various terms (see *Nomenclature*), nor on written usage (see *Orthographic styling*). While popular in recent English, such abbreviations have **historical use** in English, as well as **other languages**. As a type of **word formation** process, acronyms and initialisms are viewed as a subtype of **Blending**.

### *Comparing a few examples of each type*

- Pronounced as a word, containing only initial letters
  - **laser**: light amplification by the stimulated emission of radiation
  - **NATO**: North Atlantic Treaty Organization
  - **scuba**: self-contained underwater breathing apparatus.
  
- Pronounced as a word, containing non-initial letters
  - **Amphetamine**: Alpha-methyl-phenethylamine
  - **Gestapo**: Geheime Staatspolizei ("secret state police")
  - **Interpol**: International Criminal Police Organization
  - **radar**: radio detection and ranging
  
- Pronounced as a word or names of letters, depending on speaker or context
  - **FAQ**: ([fæk] or *ef a cue*) frequently asked questions
  - **IRA**:
    - When used for **Irish Republican Army**, pronounced as letters in English (*i ar a*) but as a word in Spanish [ˈiɾa]

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- When used for **Individual Retirement Account**, can be pronounced as letters (*i ar a*) or as a word [<sup>1</sup>aɪrə]
  - **LED**: light-emitting diode ([lɛd] or more frequently *el ee dee*)
  - **SAT**: ([sæt] or *es a tee*) (previously) Scholastic Achievement (or Aptitude) Test(s), now claimed not to stand for anything.
  - **SQL**: ([si:kwəl] or *ess cue ell*) Structured Query Language, also sometimes pronounced as sequel.
  
  - Pronounced as a combination of names of letters and a word
    - **CD-ROM**: (*see-dee-[rɒm]*) Compact Disc read-only memory
    - **IUPAC**: (*i-u-[pæk]*) International Union of Pure and Applied Chemistry
    - **JPEG**: (*jay-[pɛg]*) Joint Photographic Experts Group
    - **SFMOMA**: (*es-ef-[moʊmə]*) San Francisco Museum of Modern Art
  
  - Pronounced only as the names of letters
    - **BBC**: British Broadcasting Corporation
    - **CNN**: Cable News Network
    - **DNA**: deoxyribonucleic acid
    - **USA**: United States of America
  
  - Pronounced as the names of letters but with a shortcut
    - **AAA**:
      - (*triple a*) **American Automobile Association**
      - (*triple A*) **Abdominal Aortic Aneurysm**
      - (*three a's*) **Amateur Athletic Association**
    - **IEEE**: (*i triple e*) Institute of Electrical and Electronics Engineers
    - **NAACP**: (*en double a cee pee*) National Association for the Advancement of Colored People
    - **NCAA**: (*en cee double a* or *en cee two a* or *en cee a a*) National Collegiate Athletic Association
  
  - Shortcut incorporated into name
    - **3M**: (*three em*) originally Minnesota Mining and Manufacturing Company
    - **E<sup>3</sup>**: (*e three*) Electronic Entertainment Exposition
    - **W3C**: (*double-u three cee*) World Wide Web Consortium
  
  - Multi-layered acronyms
    - **FRC**: **FIRST** Robotics Competition, *i.e.*, For Inspiration and Recognition of Science and Technology Robotics Competition
    - **GAIM**: **GTK+ AOL** Instant Messenger, *i.e.* GIMP Tool Kit America OnLine Instant Messenger, *i.e.* GNU **Image** Manipulation Program Tool Kit America OnLine Instant Messenger, *i.e.* GNU's Not Unix Image Manipulation Program Tool Kit America OnLine Instant Messenger
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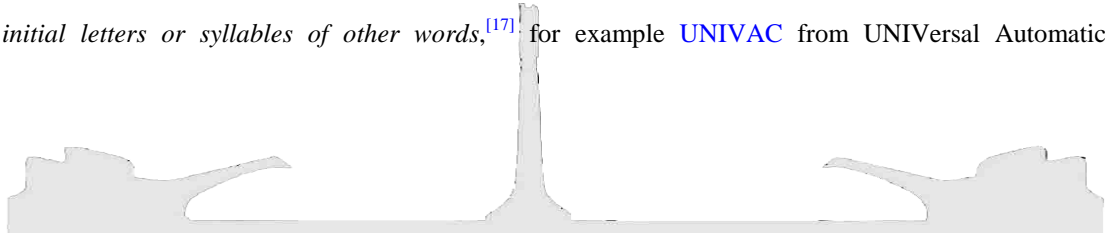
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- **GTK+**: **GIMP** Tool Kit, *i.e.* **GNU** Image Manipulation Program Tool Kit, *i.e.* GNU's Not Unix Image Manipulation Program Tool Kit
- **PAC-3**: **PATRIOT** Advanced Capability 3 *i.e.*, Phased Array Tracking RADAR Intercept on Target *i.e.*, **RA**dio Detection And Ranging
- **JAXB**: Java **API** for **XML** Binding, *i.e.* Java Application Programming Interface for eXtensible Markup Language Binding
- **VHDL**: **VHSIC** Hardware Description Language, *i.e.*, Very High Speed Integrated Circuits Hardware Description Language
  
- **Recursive acronyms**, in which the abbreviation itself is the expansion of one initial
  - **GNU**: GNU's Not Unix!
  - **HURD**: HIRD of Unix-Replacing Daemons, where "HIRD" stands for "HURD of Interfaces Representing Depth"
  - **PHP**: PHP Hypertext Preprocessor
  - **VISA**: VISA International Service Association
  - **XNA**: XNA's Not Acronymed - a game development framework from **Microsoft**
  
- Initialisms whose last word is a noun, but which are sometimes used as adjectives and the final noun stated separately (almost always redundantly)
  - **ABS** system (**ABS** from the **German** *Antiblockiersystem*): *Anti-lock braking system* system
  - **ATM** machine: *Automated Teller Machine* machine
  - **DC Comics**: *Detective Comics* comics
  - **UPC** code: *Universal Product Code* code
  - **PIN** number: *Personal Identification Number* number
  - **KFC** Chicken: *Kentucky Fried Chicken* chicken
  
- Self-referential acronyms
  - **TLA**: Three Letter Acronym, *i.e.* it is an example of what it means

## *Historical and current use*

In the English language, the widespread use of acronyms and initialisms is a relatively new **linguistic** phenomenon, becoming increasingly evident since the mid-20th century. As literacy rates rose, and as advances in science and technology brought with them more complicated terms and concepts, the practice of abbreviating terms became increasingly convenient. The *Oxford English Dictionary* (*OED*) records the first printed use of the word *initialism* as occurring in 1899, but it did not come into general use until 1965, well after acronym had become common.

Around 1943, the term *acronym* was coined to recognize abbreviations and contractions of phrases pronounced as words.<sup>[15]</sup> For example, the army offense of being Absent Without Official Leave was abbreviated to "**A.W.O.L.**" in reports, but when pronounced 'awol' became an acronym.<sup>[16]</sup> While initial letters are commonly used to form an acronym, the original definition was *a word made from the initial letters or syllables of other words*,<sup>[17]</sup> for example **UNIVAC** from UNIVersal Automatic



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Computer.<sup>[18]</sup> An early commercial example was [Nabisco](#) for the National Biscuit Company.<sup>[15]</sup> The word *acronym* itself comes from [Greek](#): ἄκρος, akros, "topmost, extreme" + ὄνομα, onoma, "name."

Despite the recent emergence in English, earlier examples of acronyms in other languages exist. The early [Christians](#) in [Rome](#) used the image of a [fish](#) as a symbol for [Jesus](#) in part because of an acronym—*fish* in Greek is *ΙΧΘΥΣ* (*ichthys*), which was said to stand for Ἰησοῦς Χριστός Θεοῦ Υἱός Σωτήρ (*Iesous CHristos THEou (h) Uios Soter*: Jesus Christ, Son of God, Savior). Evidence of this interpretation dates from the 2nd and 3rd centuries and is preserved in the [catacombs](#) of Rome. And for centuries, the Church has used the inscription *INRI* over the crucifix, which stands for the Latin *Iesus Nazarenus Rex Iudaeorum* ("Jesus the Nazarene, King of the Jews").

Initialisms were used in Rome dating back even earlier than the Christian era. For example, the official name for the Roman Empire, and the Republic before it, was abbreviated as *SPQR* (*Senatus Populusque Romanus*).

Acronyms pronounced as words may be a 20th century phenomenon. Linguist David Wilton in *Word Myths: Debunking Linguistic Urban Legends* states that "forming words from acronyms is a distinctly twentieth- (and now twenty-first-) century phenomenon. There is only one known pre-twentieth-century word with an acronymic origin and it was in vogue for only a short time in 1886. The word is *colinderies* or *colinda*, an acronym for the Colonial and Indian Exposition held in London in that year.

### *Early examples in English*

- [A.M.](#) (Latin *ante meridiem*, "before noon") and [P.M.](#) (Latin *post meridiem*, "after noon")
- [O.K.](#), a term of disputed origin, dating back at least to the early 19th century, now used around the world
- *n.g.*, for "no good," from 1838
- [B.C.](#) stands for [Before Christ](#), and [A.D.](#) for [Anno Domini](#), Latin for "In the year of our Lord"
- The [etymology](#) of the word *alphabet* itself comes to [Middle English](#) from the [Late Latin](#) *Alphabetum*, which in turn derives from the [Ancient Greek](#) *Alphabetos*, from *alpha* and *beta*, the first two letters of the [Greek alphabet](#).<sup>[21]</sup> Colloquially, learning the alphabet is called learning one's *ABCs*.

### *Current use*

Acronyms and initialisms are used most often to abbreviate names of organizations and long or frequently referenced terms. The [armed forces](#) and government agencies frequently employ initialisms (and occasionally, acronyms) (a well known English-language example being the "[alphabet agencies](#)" created by [Franklin D. Roosevelt](#) under the [New Deal](#)). Business and industry also are prolific coiners of acronyms and initialisms. The rapid advance of science and technology in recent centuries seems to be an underlying force driving the usage, as new inventions and concepts with multiword names create a demand for shorter, more manageable names. One representative example, from the U.S. Navy, is COMCRUDESPEC, which stands for Commander, Cruisers Destroyers Pacific; it's also seen as

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"ComCruDesPac". "YABA-compatible" (where YABA stands for "Yet Another Bloody Acronym") is used to mean that a term's acronym can be pronounced but is not an offensive word. (e.g., "When choosing a new name, be sure it is "YABA-compatible.")

## *Jargon*

Acronyms and initialisms often occur in [jargon](#). An initialism may have different meanings in different areas of industry, writing, and scholarship. This has led some to obfuscate the meaning either intentionally, to deter those without such domain-specific knowledge, or unintentionally, by creating an initialism that already existed. One example, now relatively obscure, is the verb "squeg", from "squeaking Megger", a term from World

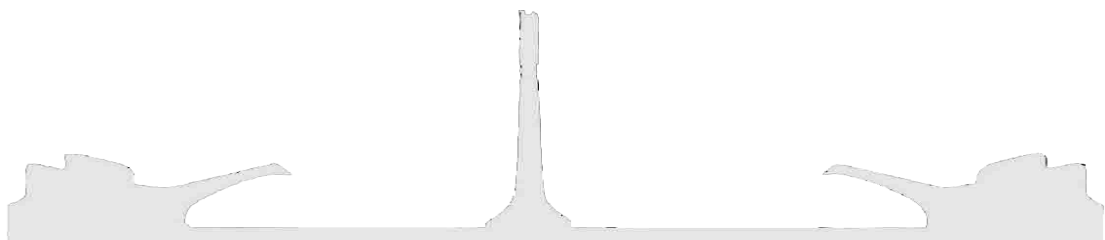
## *Acronyms as legendary etymology* *See also:*

It is not uncommon for acronyms to be cited in a kind of [false etymology](#) called a [folk etymology](#) for a word. Such etymologies persist in popular culture but have no scholarly basis in [historical linguistics](#), and are examples of language-related [urban legends](#). For example, *cop* is commonly cited as being supposedly derived from "constable on patrol," *posh* from "[port out, starboard home](#)", and *golf* from "gentlemen only, ladies forbidden". Taboo words in particular commonly have such false etymologies: *shit* from "ship high in transit" and *fuck* from "for unlawful carnal knowledge."

## *Numerals and constituent words*

While typically abbreviations exclude the initials of short [function words](#) (such as "and", "or", "of", or "to"), they are sometimes included in acronyms to make them pronounceable.

Numbers (both [cardinal](#) and [ordinal](#)) in names are often represented by [digits](#) rather than initial letters: as in *4GL* ([Fourth generation language](#)) or *G77* ([Group of 77](#)). Large numbers may use [metric prefixes](#), as with *Y2K* for "Year 2000" (sometimes written *Y2k*, because the proper SI symbol for 1000 is *k*, not *K*--which stands for [kelvin](#)). Exceptions using initials for numbers include *TLA* (three-letter acronym/abbreviation) and *GoF* ([Gang of Four](#)). Abbreviations using numbers for other purposes include repetitions, such as *W3C* ("World Wide Web Consortium"); pronunciation, such as *B2B* ("business to business"); and [numeronyms](#), such as *i18n* ("internationalization"; *18* represents the 18 letters between the initial *i* and the final *n*).



## *Changes to (or word play on) the expanded meaning*

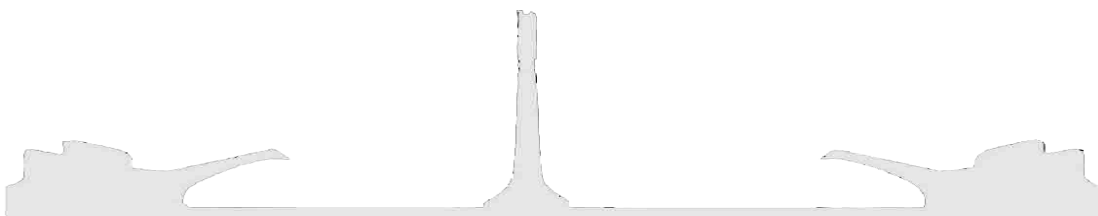
### *Pseudo-acronyms*

In some cases, an acronym or initialism has been redefined as a nonacronymous name, creating a [pseudo-acronym](#). For example, the letters making up the name of the [SAT](#) (pronounced as letters) college entrance test no longer officially stand for anything. This trend has been common with many companies hoping to retain their [brand](#) recognition while simultaneously moving away from what they saw as an outdated image: American Telephone and Telegraph became [AT&T](#) (its parent/child, SBC, followed suit prior to its acquisition of AT&T and after its acquisition of a number of the other [Baby Bells](#), changing from Southwestern Bell Corporation), [Kentucky Fried Chicken](#) became [KFC](#), [British Petroleum](#) became [BP](#) to emphasize that it was no longer only an oil company (captured by its motto "beyond petroleum"), [Silicon Graphics, Incorporated](#) became [SGI](#) to emphasize that it was no longer only a computer graphics company. [DVD](#) now has no official meaning: its advocates couldn't agree on whether the initials stood for "Digital Video Disc" or "Digital Versatile Disc," and now both terms are used.

Pseudo-acronyms may have advantages in international markets: for example, some national [affiliates](#) of [International Business Machines](#) are legally incorporated as "IBM" (or, for example, "IBM Canada") to avoid translating the full name into local languages. Similarly, "[UBS](#)" is the name of the merged [Union Bank of Switzerland](#) and [Swiss Bank Corporation](#).

## *Recursive acronyms and RAS syndrome*

Rebranding can lead to [redundant-acronym syndrome](#), as when [Trustee Savings Bank](#) became TSB Bank, or when [Railway Express Agency](#) became REA Express. A few [high-tech](#) companies have taken the redundant acronym to the extreme: for example, [ISM Information Systems Management Corp.](#) and [SHL Systemhouse Ltd.](#) Another common example is [RAM memory](#), which is redundant because [RAM](#) (*random-access memory*) includes the initial of the word *memory*. [PIN](#) stands for *personal identification number*, obviating the second word in *PIN number*. Other examples include [ATM machine](#) (*Automatic Teller Machine machine*), [EAB bank](#) (*European American Bank bank*), [HIV virus](#) (*Human Immunodeficiency Virus virus*), Microsoft's [NT Technology](#) (*New Technology Technology*) and the formerly redundant [SAT test](#) (*Scholastic Achievement/Aptitude/Assessment Test test*, now simply *SAT Reasoning Test*).



## *Simple redefining*

Sometimes, the initials continue to stand for an expanded meaning, but the original meaning is simply replaced. Some examples:

- **GAO** changed the full form of its name from *General Accounting Office* to *Government Accountability Office*.
- **SADD** changed the full form of its name from *Students Against Driving Drunk* to *Students against Destructive Decisions*.
- The **OCLC** changed the full form of its name from *Ohio College Library Center* to *Online Computer Library Center*.
- **YM** originally stood for *Young Miss*, and later *Young & Modern*, but now stands for simply *Your Magazine*.
- **WWF** originally stood for **World Wildlife Fund**, but now stands for **Worldwide Fund for Nature** (although the former name is still used in the US)
- **RAID** used to mean Redundant Array of Inexpensive Drives, but is now commonly interpreted as Redundant Array of Independent Drives.
- **DVD** was originally an initialism of the unofficial term *digital videodisk*, but is now stated by the **DVD Forum** as standing for *Digital Versatile Disc*.

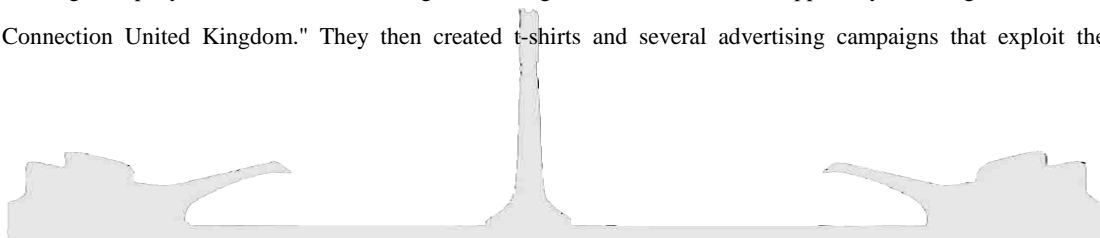
## *Backronyms*

A *backronym* (or *bacronym*) is a **phrase** that is **constructed "after the fact"** from a previously existing word, initialism, or acronym. For example, critics of the **Ford Motor Company** might humorously refer to *Ford* as being an acronym for a phrase such as "**fix or repair daily**" or "**Found On the Road, Dead**" whilst enthusiasts could use "**first on race day**".

Most backronym formation occurs in the (linguistic) wild owing either to humor or to ignorance of an acronym's original meaning. The novelist and critic **Anthony Burgess** once proposed that the word "book" ought to stand for "**Box Of Organised Knowledge**."<sup>[33]</sup> One artificial type of backronym formation is when an acronym's official meaning is crafted to retrofit an existing acronym whose original meaning sounded less "official". This process could be described as a species of **bowdlerism**. For instance, the **GBU-43 Massive Ordnance Air Blast bomb** (MOAB) recently developed in the United States is popularly called the "mother of all bombs" since it is (**or recently was**) the largest conventional bomb in the world; it is widely assumed that the "mother of all bombs" phrase was the original meaning of the MOAB acronym, being a **snowclone** of the earlier phrase "Mother of all Xs".

## *Contrived acronyms*

A *contrived acronym* is an acronym that has been deliberately designed in such a way that it will be especially apt as a name for the thing being named (such as by having a dual meaning or by borrowing the positive connotations of an existing word). Some examples of contrived acronyms are **USA PATRIOT**, **CAPTCHA**, and **ACT UP**. The clothing company **French Connection** began referring to itself as **FCUK**, supposedly standing for "French Connection United Kingdom." They then created t-shirts and several advertising campaigns that exploit the



## *L&S Journal*

acronym's similarity to the taboo word "fuck". Other companies have done the same thing with *FUCT* or *FUKT* (sounds like "fucked"). See the [list of fictional espionage organizations](#) for more examples of contrived acronyms.

Some acronyms are chosen deliberately to avoid a name considered undesirable: for example, *Verliebt in Berlin* (ViB), a German [telenovela](#), was first intended to be *Alles nur aus Liebe* (*All for Love*), but was changed to avoid the resultant acronym *ANAL*. Similarly, the Computer Literacy and Internet Technology qualification is known as *CLaIT*, rather than *CLIT*.

In the history of the New York City subway system, Interborough Rapid Transit was abbreviated to IRT, and Brooklyn-Manhattan Transit became BMT. However, the Independent Subway System became IND, not ISS, likely because graffiti writers would habitually prepend a P to ISS.<sup>1</sup>

Sometimes even the name of something itself will be changed instead of just the acronym to avoid similar vandalism issues as with ISS, such as the change of the title of the video game Puck-Man (as in the UK) to [Pac-Man](#) due to concern that vandals might scratch out a portion of the letter P, changing it to an F and producing a common expletive.

Contrived acronyms differ from [backronyms](#) in that they were originally conceived with the artificial expanded meaning, while backronyms' expansion is spurious — invented later as a joke, or as a guess at what the original expansion may have been.

## *Macronyms*

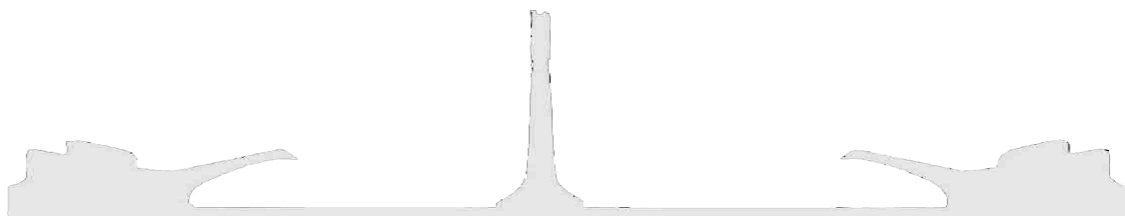
Where [recursive acronyms](#) might contain redundant information, i.e. parts of the acronym is being repeated (when read out, for instance: RAM Memory which would be Random Access Memory Memory), [macronyms](#) are [acronyms](#) which have [acronyms](#) in themselves. That an [acronym](#) is a [recursive acronym](#) simply means that it somewhere refers back to itself and therefore [macronyms](#) are often mistaken as being just a [recursive acronym](#), but the key difference here being that the [macronym](#) must contain another [acronym](#). It should also be noted that a [macronym](#) need not necessarily be a [recursive acronym](#).

Three good examples of [macronyms](#) are:

[XNA](#) which stands for *XNA's Not Acronymed*

[GNU](#) which stands for *GNU's Not Unix*

[LAME](#) which stands for *LAME Ain't an MP3 Encoder*



## WORD POWER

**Mash Unit** Merriam-Webster's Collegiate Dictionary, 11th Edition added nearly 100 new words this year. We used 14, many of them mashed-up products of existing words, for this quiz. Are they new to you? Answers on the next page.

1. **smackdown** *n.* -  
A: insult. B: noisy kiss. C: confrontation.

2. **ginormous** *adj.* -  
A: exceedingly wicked. B: extremely large. C: grossly overindulgent.

3. **telenovela** *n.* -  
A: Spanish-language soap opera. B: digital phone directory. C: long sales pitch.

4. **snowboardcross** *n.* -  
A: rescue team. B: sled. C: race with jumps and turns.

5. **agnolotti** *n.* -  
A: shoelace tip. B: type of pasta. C: language expert.

6. **panino** *n.* -  
A: small terrace. B: mini keyboard. C: grilled sandwich.



7. **nocebo** *n.* -  
A: fool. B: corporate officer. C: harmless substance.

8. **flex-cuff** *n.* - A: plastic restraint. B: soft cast. C: biker's toe clip.

9. **crunk** *n.* - A: toxic debris. B: sour wine. C: style of rap music.

10. **abaya** *n.* - A: loose-fitting robe. B: rice dish. C: temporary inactivity.

11. **viewshed** *n.* -  
A: political observation. B: visible environment. C: border watchtower.

12. **bobo** *n.* - A: online posting error. B: bourgeois bohemian. C: devoted friend.

13. **yellowcake** *n.* -  
A: rich severance package. B: deadly fungus. C: uranium ore.

14. **andropause** *n.* -  
A: drop in air pressure. B: decrease in testosterone. C: time during computer restart.

**ANSWERS**

**1. smackdown** – [C] Confrontation between rivals. When it became clear the teams would meet in the playoffs, we all got ready for another *smackdown*.

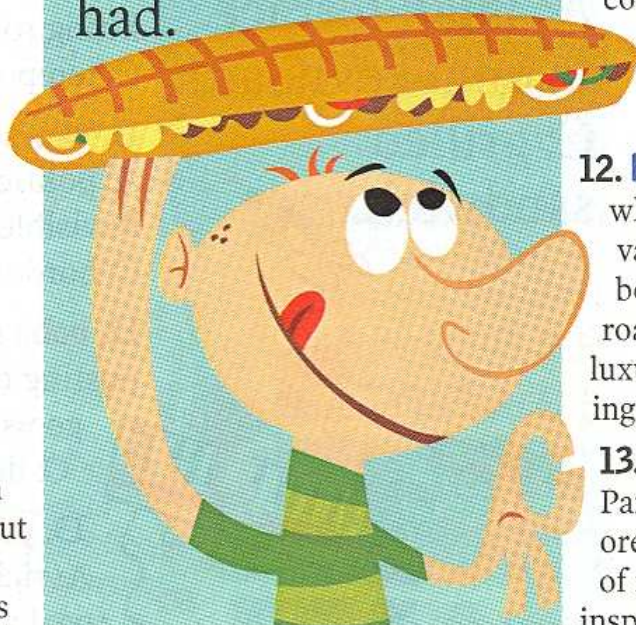
**2. ginormous** – [B] Extremely large; humongous. He'd seen big raccoons in his yard before, but this one was *ginormous*.

**3. telenovela** – [A] A Spanish-language soap opera. She didn't understand much of the dialogue, but she still liked to watch her friend's favourite *telenovela*.

**4. snowboardcross** – [C] Snowboard race that includes jumps and turns. He knew the upcoming *snowboardcross* would challenge all his skills.

**5. agnolotti** – [B] Type of semicircular pasta with a filling of meat, cheese or vegetables. The waiter informed us that one of the dinner specials was *agnolotti* served in a tomato-basil sauce.

**6. panino** – [C] Grilled sandwich made with Italian bread. That deli makes the best *panino* I've ever had.



**7. nocebo** – [C] Harmless substance linked to harmful effects due to negative expectations. His pain could only be explained by the *nocebo* effect.

**8. flex-cuff** – [A] Plastic restraint fastened around the wrists or ankles. The police had to use *flex-cuffs* on a few unruly people.

**9. crunk** – [C] Southern style of rap music. She wanted people dancing at her party, so she had the deejay play lots of *crunk*.

**10. abaya** – [A] Loose-fitting, full-length robe worn by some Muslim women. Her *abaya* was beautifully embroidered.

**11. viewshed** – [B] Natural environment visible from one or more viewing points. He asked the planning board to consider how the building would affect the *viewshed* from his porch.

**12. bobo** – [B] Person who espouses bohemian values while living a bourgeois lifestyle. The road was lined with the luxury cars of *bobos* buying organic produce.

**13. yellowcake** – [C] Partially refined uranium ore used in production of nuclear weapons. The inspection ensured that no *yellowcake* was missing.

**14. andropause** – [B] Decrease in testosterone in males occurring during and after middle age. He learned from his doctor that some medical journals refer to *andropause* as male menopause.

**VOCABULARY RATINGS**

**6-8** Good **9-11** Excellent  
**12-14** Exceptional

**Answers**  
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