



IMAGE: A MAP OF THE STARS OF THE ORION CONSTELLATION

Print ISSN: 2515-5784 Online ISSN: 2515-5792

# JournalPreview

London Journal of Research in Humanities and Social Sciences

Volume 23 | Issue 9 | Compilation 1.0



Great Britain  
Journals Press

# JournalPreview

LONDON JOURNAL OF RESEARCH IN HUMANITIES AND SOCIAL SCIENCES

This document is a pre-published view of London Journal of Research in Humanities and Social Sciences Volume 23, Issue 9 and Compilation 1.0. For any minor changes and updations kindly follow your paper's live editing URL given in sent email or get in touch with our support team at [support@journalspress.com](mailto:support@journalspress.com) or visit our website to use live chat support. This is a beta document thus order, content or existence of papers may alter in the published eJournal. You are requested to kindly acknowledge and approve your research paper in this JournalPreview within three days.

# Journal Content

In this Issue



Great Britain  
Journals Press

- i. Journal introduction and copyrights
- ii. Featured blogs and online content
- iii. Journal content
- iv. Curated Editorial Board Members

- 
- 1. **The (Inevitable) Judicialization of Social Security Benefits, Interpretative References and the Difference Paradigm: Debates and New Perspectives. 1-9**
  - 2. **Perceptions towards the use of Task-based Approach in English Vocabulary Learning among English Majors. 11-18**
  - 3. **Virtual Scenic Spaces and the Staging of Interactivity. 19-25**
  - 4. **War between Russia and Ukraine and Hope to the Peace. 27-32**
  - 5. **Thoughts about an Exhibition on Photography, Public History and School Memories in Italy. 33-42**
  - 6. **“No Place for a White Woman in British West Africa”\*: A Study of Colonial Nigeria, 1900-1920. 43-55**

- 
- V. Great Britain Journals Press Membership



Scan to know paper details and  
author's profile

# The (Inevitable) Judicialization of Social Security Benefits, Interpretative References and the Difference Paradigm: Debates and New Perspectives

*Matheus de Souza Garcia*

## ABSTRACT

This article questions the effectiveness of social rights, specifically those related to social security, and aims to carry out a study on the judicialization of rejected benefits, initially in the administrative way, as well as the interpretative perspectives adopted by magistrates in the face of an increasingly overwhelmed Judiciary. contingently. The research method adopted was the bibliographic review in which, using the paradigm of difference, an analysis of the phenomenon of the judicialization of such social rights in kind was carried out. In the end, it is concluded that new perspectives must be adopted in the relationship between magistrates and legal practitioners, precisely to avoid state ineffectiveness.

*Keywords:* judicialization. social security benefits. social rights. difference. interpretative referent.

*Classification:* LCC: KF3644

*Language:* English



Great Britain  
Journals Press

LJP Copyright ID: 573345  
Print ISSN: 2515-5784  
Online ISSN: 2515-5792

London Journal of Research in Humanities and Social Sciences

Volume 23 | Issue 9 | Compilation 1.0



© 2023 Matheus de Souza Garcia. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncom-mercial 4.0 Unported License (<http://creativecommons.org/licenses/by-nc/4.0/>), permitting all noncommercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

# The (Inevitable) Judicialization of Social Security Benefits, Interpretative References and the Difference Paradigm: Debates and New Perspectives

Matheus de Souza Garcia

## ABSTRACT

*This article questions the effectiveness of social rights, specifically those related to social security, and aims to carry out a study on the judicialization of rejected benefits, initially in the administrative way, as well as the interpretative perspectives adopted by magistrates in the face of an increasingly overwhelmed Judiciary. contingently. The research method adopted was the bibliographic review in which, using the paradigm of difference, an analysis of the phenomenon of the judicialization of such social rights in kind was carried out. In the end, it is concluded that new perspectives must be adopted in the relationship between magistrates and legal practitioners, precisely to avoid state ineffectiveness.*

**Keywords:** judicialization. social security benefits. social rights. difference. interpretative referent.

## SUMMARY

*This article questions the effectiveness of social rights, specifically social security rights, and aims to analyze the judicialization of rejected benefits, initially in the administrative way, as well as the interpretative perspectives adopted by magistrates in the face of an increasingly contingency-burdened Judiciary. The research method adopted was the bibliographic review in which, using the paradigm of difference, an analysis of the phenomenon of judicialization of such social rights in kind was carried out. In the end, it is concluded that new perspectives must be adopted in the relationship between magistrates and legal operators, precisely to avoid state ineffectiveness.*

**Keywords:** judicialization. pension benefits. social rights. difference. interpretative referent.

**Author:** Graduated in law from the Faculty of Law of the South of Minas Gerais and Master in Law from the Faculty of Law of the Sul de Minas.

## I. INTRODUÇÃO

Não é de hoje que o fenômeno da judicialização figura como destaque nos debates jurídico-científicos. Seja com relação à saúde, à política, ou até mesmo quanto aos direitos sociais, a judicialização demonstra a necessidade de levar até o Poder Judiciário demandas que extrapolam os limites de sua própria competência, tanto no sentido decisório como no sentido de possuir condições para a resolução do conflito posto.

Com a redemocratização, é notória a intenção do legislador originário em equipar a Constituição de 1988 (BRASIL, 1988) de ferramentas transformadoras da realidade social, inclusive abandonando de plano a possibilidade de uma “letra morta”, adotando uma perspectiva, ainda que inicial, de ampliação das vias interpretativas chamando os setores da sociedade civil para o debate, inclusive o Poder Judiciário (SIERRA, 2011).

Nesse passo, importante transcrever os dizeres de Winston de Araújo Teixeira (2019, p. 372):

[...] a redemocratização do país fortaleceu a cidadania e favoreceu a crescente busca pela justiça na sociedade brasileira, através da expansão do Judiciário, do Ministério Público e da Defensoria Pública. Nessa realidade, a população tomou conhecimento de seus direitos individuais e difusos e passou a

identificar a ameaça ou violação a que geralmente estava submetida, passando assim, a fazer uso da informação e dos métodos e técnicas disponíveis à concretização de seus direitos, dentre eles os direitos sociais, o que provocou uma crescente busca pela proteção de seus direitos e interesses perante o Judiciário [...]

Muito disso pode se verificar do trabalho de Peter Häberle, mais especificamente de sua obra *Hermenêutica constitucional. A sociedade aberta de intérpretes da Constituição: contribuição para a interpretação pluralista e "procedimental" da Constituição*, quando traz a proposta de uma nova hermenêutica constitucional aberta, que vai de encontro com o modelo atual, fechado. Nesse sentido novo, todo aquele que vive a Constituição (BRASIL, 1988) será seu intérprete, ou pelo menos, pré-intérprete do denso texto normativo constitucional, concluindo que a abertura do processo interpretativo seria uma necessidade de adequação entre realidade e exegese constitucional (HÄBERLE, 2002).

A ampliação do espectro atuante do Poder Judiciário também pode ser compreendida enquanto reflexo de perspectivas neoliberais em conjunto da "colonização" utilitarista capitalista, pois ao passo que ambas as vertentes se imbricam, o ser humano passa a ser visto como mercadoria, e não como sujeito destinatário de direitos (dentre eles, os sociais).

O prefixo "neo" na palavra neoliberalismo não pode iludir, pois uma nova roupagem não esconde os efeitos devastadores da "mão invisível", do *laissez faire*. Sob essa perspectiva perigosa, o mais interessante seria um direito mudo, sem possibilidade de novas construções, uma economia sem parâmetros e ditada apenas pelo lucro dos pequenos detentores do poder (ROCHA, 2001).

No entanto, como um dos reflexos possíveis de todas essas abordagens iniciais, na "ponta do iceberg" se encontra a necessidade de judicializar os benefícios previdenciários, em específico aqueles que deixam de ser concedidos pela

Previdência Social (Regime Geral de Previdência Social). Diante desse quadro fático, urge a necessidade de novas perspectivas referenciais no que tange ao processo judicial, tendo em vista que o fenômeno existe e precisa ser solucionado.

Na linha de raciocínio anteriormente destacada, vale a menção da seguinte passagem do trabalho elaborado por Michael Lemos Peixoto e Hayeska Costa Barroso (2019, p. 97):

[...] o processo de judicialização implica, sobretudo, capacidade de lutar e resistir frente à violência institucional do Estado em sua omissão histórica de priorizar o atendimento às demandas das classes trabalhadoras. Na via judicial, materializa-se num trâmite processual longo, burocrático, penoso, desgastante e demorado, visto que necessita passar por procedimentos diversos: atendimentos; entrevistas; comparecimento às instituições; providências de documentos; instauração de processo legal; submissão à audiência; recorrência, por vezes, a testemunhas - o que compromete a exigência de celeridade e resolução diante do contexto de dificuldades que enfrentam, principalmente, após a perda do companheiro que assumia a manutenção financeira da família, quando se trata, em especial, de casos em que a companheira requisita o benefício de pensão por morte através da judicialização. Outrossim, é um benefício que, quando concedido, torna-se a principal fonte de renda familiar, diante de condições de ausência de renda própria e realização de trabalhos formais [...]

A partir desse cenário, é possível questionar a efetividade dos direitos sociais previdenciários, sobretudo porque eles estão previstos dentro do texto constitucional, dotados de *status* máximo no ordenamento jurídico, o que denota a importância dada pela Constituição (BRASIL, 1988), uma vez que é preciso intervenção do Poder Judiciário.

Com o intuito de buscar novas perspectivas para a questão da judicialização, o presente artigo tem por objetivo analisar a judicialização dos

benefícios indeferidos, inicialmente na via administrativa, bem como as perspectivas interpretativas adotadas pelos magistrados face a um Poder Judiciário cada vez mais assoberbado contingencialmente.

Para tanto, o primeiro item traz uma análise pontual acerca da judicialização dos benefícios previdenciários e seus efeitos práticos, tangenciando a constitucionalização dos direitos sociais e seus reflexos, a mudança paradigmática para que se chegasse ao momento atual, de alargamento das vias constitucionais e, por fim, análise de dados processuais fornecidos pelos tribunais competentes para processar e julgar as lides previdenciárias.

Já o segundo e último item levanta a possibilidade de enxergar os direitos sociais judicializados (em especial, o previdenciário) sob a perspectiva trazida pelo paradigma da *différence*, à luz dos estudos do professor Rafael Lazzarotto Simioni, levando a crer na existência de figuras diversas daquelas previstas dentro de uma lógica binária quase que dogmática, abrindo possibilidade para debates mais amplos e produtivos, do ponto de vista científico.

## II. A JUDICIALIZAÇÃO DE BENEFÍCIOS PREVIDENCIÁRIOS E SUAS DECORRÊNCIAS

Dentro da perspectiva proposta por este trabalho, os direitos sociais previdenciários serão compreendidos enquanto políticas públicas, as quais são objetivos do Estado, no sentido de dar efetividade a determinados direitos fundamentais (BRASIL, 1988). Entretanto, é necessário compreender que existe a influência de questões internas e externas no seu processo de elaboração, implementação etc., assim como de fatores estruturais, da cultura política e da conjuntura política, doméstica ou internacional (PENTEADO; FORTUNATO, 2015).

Ao se analisar a estrutura de concessão e operacionalização dos benefícios previdenciários, em específico do Regime Geral de Previdência Social, a partir do processo de redemocratização, nota-se uma legislação pátria que coaduna com os

princípios centrais dos ordenamentos jurídicos promulgados pós-ditaduras militares, a saber, centralidade do ser humano e desenvolvimento de condições de efetivação do texto constitucional.

A ordem social, assim como a econômica, não teve amparo nos primórdios do constitucionalismo moderno, a partir do século XVIII, quando as cartas supremas tratavam exclusivamente de direitos de primeira geração e da organização do poder político. Somente a partir do constitucionalismo moderno (século XIX e início do século XX) é que houve um alargamento das matérias constitucionalmente previstas, principalmente no sentido de efetiva implementação dos direitos sociais previstos, os quais antes eram somente reconhecidos formalmente, refletindo, pois, em uma tendência de abarcar as pretensões sociais pós-guerra, seja de caráter econômico, demográfico ou social.

A grande pressão dessa parcela social por um maior amparo estatal, especificamente no que tange à proteção contra eventos inesperados, em um momento inicial, resultou na posterior evolução de estruturas particularmente criadas e de extrema simplicidade para ações positivas por parte do Estado, ainda que tímidas.

Contudo, a efetividade das referidas demandas sociais através de uma formalização legal, ainda mais se tratando de nível constitucional, vem quase sempre acompanhada de árduas batalhas travadas entre o povo – destinatário natural das disposições constitucionais e legais em um sentido amplo – e o Estado, vezes adotando posicionamentos ferrenhos ao longo do tempo, vezes se abstendo da relação com seus representados e vezes fertilizando o ambiente para o fortalecimento dos laços contratuais com os cidadãos.

Percebe-se uma humanização dos procedimentos constitucionais, considerando o homem como centro dos direitos e procedimentos políticos ali existentes. O direito constitucional passava por uma ruptura, no sentido de viver novas experiências políticas, jurídicas e econômicas. Em contraponto ao Estado liberal, os direitos sociais passavam a integrar o patrimônio de bens

jurídicos fundamentais impostos ao Estado. Naturalmente, os sistemas jurídicos tiveram que se adequar a uma nova demanda, eis que as cartas políticas passaram a prever direitos materialmente alcançáveis, acoplando-se aos princípios pelos quais se formalizam, resultando, pois, na chamada “Constituição Econômica”. Não se fala mais em um direito estático, sendo aquilo e nada mais. Ao revés, tem-se um direito permissivo, possibilitando novas formulações e estruturas (ROCHA, 2001).

A abertura da participação social nos processos políticos (inclusive previdenciários) pode ser vista como o resultado da experiência de vulnerabilidade vivenciada pelos países latino-americanos, cuja causa principal é a globalização. Na lição de Maria Rita Loureiro (2017, p. 187):

[...] a vulnerabilidade trazida pela globalização tem sido experimentada em vários países da América Latina, simultaneamente ao processo de democratização dos regimes ditatoriais aí instalados ao longo da segunda metade do século passado, situação essa que os têm levado a enfrentar um duplo desafio. De um lado, a inserção no mercado mundial torna a estabilidade econômica dependente cada vez mais dos fluxos de capitais financeiros (que se pautam pelas condições de credibilidade geradas por políticas de austeridade fiscal, muitas vezes extremadas, e por elevadas taxas de juros pagos pelos títulos da dívida pública). De outro lado, a democratização abre espaços para que os partidos e grupos organizados na sociedade pressionem por políticas governamentais voltadas à promoção do crescimento econômico, à expansão do emprego e à redução da pobreza [...]

Sobre as reformas previdenciárias, importante política pública social pelo fato destas trabalharem dentro de uma lógica fiscal, a participação social dentro de seus processos se mostrou tímida ao longo do tempo, quase que inexistente, no sentido de não haver a convocação de setores necessários ao debate qualificado, mostrando quais os reais anseios daqueles que se encontram na “linha de frente”, isto é, que sentem

diretamente as consequências das decisões proferidas.

Mais especificamente sobre a judicialização das demandas previdenciárias, podemos entendê-la como um desdobramento das mazelas vivenciadas pelos segurados, principalmente no início de toda a sua caminhada, vislumbrado um benefício previdenciário, representadas pela dificuldade de acesso ao processo administrativo previdenciário. O estudo abaixo mencionado traz algumas perspectivas a serem trabalhadas na concessão de benefícios previdenciários, as quais, em sua maioria, se mostram como de natureza estrutural, no sentido de operacionalização de informações (externas ou internas), facilitando tanto o acesso do segurado às informações que lhes são pertinentes como a efetivação dos postulados constitucionais de acesso aos direitos sociais:

[...] O primeiro desafio, reconhecido pela totalidade dos entrevistados, é a dificuldade de acesso do segurado ao processo administrativo. Essa preocupação foi mencionada pela Defensoria, pelo Ministério Público Federal (MPF), pelo Judiciário e pelos advogados, sendo o problema concebido a partir de duas dimensões. De um lado, alguns relatam falta de clareza e orientação por parte do INSS bem como falta de agilidade na prestação dos benefícios. De outro, entrevistados apontam para o baixo nível de instrução ou de inclusão digital dos segurados, o que os impede de solicitar o benefício sem auxílio de terceiros (Entrevistado 4). Em relação à primeira dimensão — falta de orientação —, aponta-se para o caráter técnico da discussão de muitos benefícios, como a aposentadoria especial, bem como para a necessidade de um melhor conhecimento do desenvolvimento do processo administrativo para que o pretense segurado tenha condições de comprovar seu direito — preenchimento dos formulários exigidos, realização das provas necessária, etc. (Entrevistado 21). Por vezes, há problemas na operacionalidade do sistema, por exemplo para o registro no CadÚnico de beneficiários do BPC, que geram prejuízos ao segurado, inclusive com a

interrupção do pagamento do benefício [...] (INSPER, 2020, p. 70)

Ao longo da explanação do estudo sobre as maiores reclamações dentre os entrevistados, acerca do processo administrativo (primeiro passo necessário para a posterior propositura de uma demanda judicial), podemos verificar que diversos pontos relativos à demora na análise, ou até mesmo análise equivocada são postos em pauta, o que apenas abre mais ainda as feridas que originam uma fase morosa e fatal ao gozo do direito social: o processo judicial (INSPER, 2020).

Conforme pode se verificar do sítio eletrônico do Tribunal Regional Federal da 1ª Região, dentro da aba da Seção Judiciária de Minas Gerais, até o dia 16/05/2022 existiam 1.029.232 processos em trâmite, bem como, na data em questão, 104.161 foram distribuídos (JUSTIÇA FEDERAL DE MINAS GERAIS, 2022, *online*). A quantidade de demandas aumentou, por certo, após a implementação do chamado “auxílio-emergencial”, tendo em vista que muitos benefícios dessa espécie foram indeferidos por motivos equivocados ou falhas na interpretação.

A demanda recebida neste Tribunal é tamanha que a Lei nº 14.226/2021 (antigo Projeto de Lei nº 5.919/2019) criou o Tribunal Regional Federal da 6ª Região, com jurisdição exclusiva no estado de Minas Gerais, cuja instalação e entrada em efetivo vigor se deu em 19/08/2022. Apenas para se ter uma melhor perspectiva da representatividade das demandas judiciais, o Tribunal Regional Federal da 6ª Região recebia 35% de seus processos de Minas Gerais (VASCONCELOS, 2021).

Ainda sobre a judicialização de benefícios, o Desembargador Federal Paulo Afonso Brum Vaz traz uma perspectiva interessante sobre a judicialização dos benefícios previdenciários:

[...] É paradoxal a situação da judicialização para poder judicializar, a chamada “dupla judicialização”. Diante da demora do INSS em analisar na via administrativa os requerimentos formulados, o segurado é obrigado a impetrar mandado de segurança para suprir a omissão, porquanto a resposta

administrativa é necessária, segundo um entendimento a partir da necessidade de prévio requerimento reconhecida pelo STF no precedente vinculante do RE 631.240, Tema 350, julgamento concluído em 2016. Por conta disso, estima-se que houve um incremento médio em torno de 300% nos mandados de segurança impetrados na Justiça Federal. Dados do Tribunal Regional Federal da 3ª Região mostram que, em 2019, esse aumento seria de 284%, passando de 4.832 para 16.805 [...] (VAZ, 2021, *online*).

Um ponto interessante de mencionar é a proposta do estudo do Insper (2020), no sentido de um diálogo interinstitucional, inclusive gerando frutos iniciais positivo no caminho da solução:

[...] O diálogo entre o Judiciário e a Procuradoria do INSS foi particularmente enfatizado. De um modo geral, observa-se uma aproximação entre a Justiça e a Procuradoria do INSS, potencialmente para resolver as demandas por meio da conciliação (Entrevistado 27). Houve relato no sentido de que, quando o INSS nega o benefício corretamente — porque seguiu uma determinada norma — a posterior concessão pelo juiz não retroage à data do requerimento, mas à data da citação, uma vez que o INSS teria agido conforme suas regras internas (Entrevistado 33) [...] (INSPER, 2020, p. 83).

Desse cenário se depreende, pois, que os estudos acerca da judicialização de benefícios previdenciários apontam para um excesso de irregularidades, demasiadamente prejudiciais aos segurados da Previdência Social, em específico dentro dos processos administrativos, gerando, por óbvio, reflexos negativos ao postergar a análise de um direito vital à dignidade mínima de muitos que se encontram em situação de marginalidade ou até mesmo miserabilidade.

### III. O PARADIGMA DA *DIFFÉRENCE* E A EFETIVAÇÃO DOS DIREITOS SOCIAIS JUDICIALIZADOS

Fato é que o fenômeno da judicialização exacerbada dos direitos sociais (em especial, os

previdenciários) leva a uma falta de efetividade tempestiva, no sentido de a prestação jurisdicional não ser aquela requerida, por mais que as provas dos autos estejam devidamente organizadas. Atualmente, sob o panorama da promulgação da Emenda Constitucional nº 103 (BRASIL, 2019), esse cenário tende a se agravar.

Um dos riscos demonstrados por Winston de Araújo Teixeira (2019, p. 382) dentro dessa perspectiva é a discricionariedade do Poder Judiciário:

[...] a qual concede ao juiz a liberdade de interpretar as normas e aplicá-las ao caso concreto, fazendo uma análise dos fatos e das leis que regulamenta a situação. Acontece que nestes casos, muitas vezes, os juízes não atentam para os reflexos de sua decisão na sociedade, que poderá interferir na vida de outrem. Além do que, essa discricionariedade pode gerar sentenças diversas para casos semelhantes, pois cada ser humano possui características próprias, e como os juízes não são máquinas que apenas reproduzem ideias, mas são seres pensantes, no momento de tomarem suas decisões, podem chegar a resultados diferentes [...]

Mesclados esses elementos, deve-se entender a judicialização dos direitos sociais previdenciários enquanto forma de inefetividade sobretudo dos dispositivos constitucionais, em especial das disposições contidas no artigo 201 da Constituição (BRASIL, 1988).

Com vistas a buscar alternativas para a efetividade desses postulados é que esse trabalho recorre ao paradigma da *différence*, o qual pode ser compreendido da seguinte maneira:

[...] triunfo de um sistema de pensamento que acredita não ser mais possível justificar a existência ontológica de um referente absoluto, necessário e cujo estatuto ontológico independa da correlação entre sujeito/objeto, percepção/consciência, noema/noemático, linguagem/mundo e distinção/referente (SIMIONI, 2018, p. 27).

A disputa pelo poder sofreu importante alteração pois, enquanto anteriormente este se encontrava concentrado na figura do soberano monarca, do “rei-sol”, agora o mercado se mostra cada vez mais interessado em abocanhar um grande pedaço desse bolo para si. Uma das consequências seria relegar os interesses da sociedade em detrimento dos interesses do capital, da lógica capitalista excludente, até porque essa forma de “jogar o jogo” interessa a diversos *players*, cujas práticas podem ser refletidas e maximizadas no espectro social, bem como em outros, excluindo o homem como foco dessa abordagem (ROCHA, 2001).

As decisões judiciais, então, além de refletirem o espectro político, cujos interesses prevalecem em detrimento dos sociais, demonstram como os decisores, muitas das vezes, se utilizam de referenciais que fecham o argumento, no sentido de não haver mais possibilidade de debates ou até mesmo novos referentes. Por exemplo, se utilizam da dignidade da pessoa humana, liberdade, igualdade. Porém, de maneira a se portar tanto por signifiante como por significado (SIMIONI, 2018).

Um ponto importante nesse processo de transferência das pretensões sociais para o texto concreto da lei é a relevância que os grupos detentores do poder da decisão dão para a memória, a qual consiste em um fenômeno social, suscetível a movimentações, mudanças, ação de grupos sociais de determinadas épocas tanto no passado como no presente, com características de espontaneidade, desinteresse, no sentido de emergir de maneira natural (PAIXÃO; FRISSE, 2016).

A tecnologia, desde os tempos mais antigos, esteve ligada ao trabalho, o que era entendido como coisa dos pobres, pois a elite estava ligada mais a questões intelectuais. Hoje, a tecnologia tem ocupado o lugar da arte, ao contrário de antes, onde a arte tinha que ser posta para a apresentação da tecnologia. Um reflexo dentro do direito seria que os doutrinadores do século XX dizem que o direito é uma técnica e não mais uma arte, espaço para criação, inovação, surpresas com novas relações.

Quando falamos que o direito é uma técnica, acabamos nos tornando um tanto quanto mecanizados, aplicando-o uniformemente, sem “esquinas”. O direito atual está focado em formar profissionais que meramente reproduzem uma técnica. Assim, a sistemática se mostra linear: operadores do direito reproduzem referenciais fechados, decisores reproduzem decisões com referenciais fechados e a sociedade respeita referenciais fechados.

Logo, faz-se necessário o cuidado com o alargamento desregrado das vias interpretativas, uma vez que os diversos tipos de interpretação resultam da vagueza e ambiguidade inerentes aos textos normativos, urgindo a atenção para se desmistificar as teses hermenêutico-interpretativas que sustentam a separação do processo interpretativo em fases. Aqui reside o perigo de se tecnicizar as diversas espécies de decisão, por exemplo, pois todas elas são fruto do complexo processo hermenêutico (STRECK, 2013).

Em contrapartida, novas perspectivas devem ser tomadas, caso haja o interesse na modificação do *status quo ante* da desregrada utilização de referenciais fechados, refletindo na *práxis*. O fenômeno da zetética jurídica, por exemplo, permite que o pesquisador aborde temas juridicamente relevantes, não somente no âmbito prático, mas também teórico, invocando novas áreas para uma compreensão mais ampla sobre as raízes estruturais do problema, como a Filosofia do Direito, Sociologia do Direito, História do Direito, dentre outros. Em decorrência disso, questionamentos sobre os objetivos das questões postas como centrais são realizados para todas as direções, sempre respeitando determinados limites, de maneira a possibilitar debates sobre a lógica de sistemas (FERRAZ JÚNIOR, 2003).

Outra possibilidade seria o fenômeno do transconstitucionalismo, estudado pelo professor Marcelo Neves. Em virtude de um possível emaranhado normativo-constitucional resultante dessas relações, uma das sugestões de solução dada pelo autor seria a criação de uma racionalidade meta legal, no sentido de que a discussão ultrapasse os limites nacionais

soberanos, o que deve ser utilizado com cuidado, justamente pela questão da soberania dos Estados. Outro ponto interessante de se mencionar seria o fomento à pluralidade na esfera pública, de forma a trazer os excluídos da sociedade mundial para dentro desse movimento dinâmico, incitando ascensão dos grupos socialmente excluídos para um debate (NEVES, 2017).

Verifica-se, portanto, que a judicialização de direitos sociais, enquanto um fato posto e nocivo à efetividade e pleno gozo daqueles, deve ser repensada, tanto por aqueles que levam o direito aos tribunais, como por aqueles que o interpretam no sentido de reverter o quadro vicioso da *práxis*, demonstrando, pois, a necessidade de uma nova significação do direito, de sua aplicabilidade e de sua eficácia germinal.

#### IV. CONCLUSÃO

Em vista da ascensão da objetificação do sujeito, visando sua transformação em objeto de barganha dentro do cenário constitucional e político, a lógica utilitarista encontra campo fértil para disseminar seus ideais de máxima satisfação líquida, não importando tanto a questão moral, ao contrário do que se verifica da lógica constitucional moderna.

Sociedade civil como agente político e o magistrado como equivocado protagonista da norma: essas são duas concepções que demonstram sofrer embates, cujo prejuízo é observado desde a elaboração até a efetiva execução das políticas públicas. Ao passo que aquela pretende desde a incorporação do pensamento moderno nos textos constitucionais, ter vez e voz dentro dos processos que envolvem a efetivação de direitos legítimos e constitucionais, o magistrado, enquanto aquele que profere decisão final e vincula todos os partícipes da relação processual, demonstra que não toma com a devida importância seu papel dentro do jogo judicial/político, pleiteando mais e mais a posição de *ultima ratio*, inclusive nas demandas que versem sobre políticas públicas.

A não atribuição do *status* de condutor do processo legal ao magistrado se dá por dois

motivos principais: volume de serviço e apresentação dos fatos (tendo em vista que o magistrado aprecia apenas as perspectivas apresentadas pelas partes, em face da pluralidade de perspectivas sociais). Ademais, a prova testemunhal, que poderia trazer um outro espectro fático, não tem grande confiabilidade atualmente. O magistrado não pode decidir fora daquilo que foi pedido na petição inicial, o que o prende aos pleitos exordiaais (ASSIS, 2017).

Podemos entender que, a partir do momento em que os operadores do direito reproduzem uma lógica desregrada, um referente interpretativo do direito desvinculado de sistematicidade e cientificidade, as decisões judiciais vinculantes proferidas pelos legitimados têm poder de alterar a realidade, ao passo que esta, em sentido oposto, reforça a prática (*práxis*). Enquanto políticas públicas são decididas dentro de um contexto judicial que reforça essa ausência de referencial, permitindo a figura do decisionismo, a sociedade civil engessa suas práticas à medida que estas são ofuscadas pelo problema do decisionismo judicial.

A sociedade moderna não deve se abster de implementar gradativamente uma lógica vigente desde o pós-guerra do início do século XX, cujo objetivo principal é a centralização do ser humano enquanto destinatário das pretensões sociais, com vistas a implementação de condições dignas de vida.

Novas perspectivas devem ser adotadas na relação entre determinantes e determinados, magistrados/decisores e operadores do direito, justamente no sentido de evitar com que direitos sociais previdenciários passem a ser sinônimo de inefetividade estatal, sobretudo porque aqueles se encontram previstos dentro do texto constitucional, dotados de *status* máximo no ordenamento jurídico, denotando importância diferenciada.

## REFERÊNCIAS BIBLIOGRÁFICAS

1. ASSIS, Ana Elisa Spaolonzi Queiroz. Contemplem! Eis o comunicador da norma. Revista Quaestio Iuris. Rio de Janeiro, v. 10, n. 1, p. 241-257, fev. 2017. Disponível em: <https://www.e-publicacoes.uerj.br/index.php/quaestioiuris/article/view/23782/19475>. Acesso em 06 abr. 2022.
2. BRASIL. Constituição da República Federativa do Brasil de 1988. Disponível em: [http://www.planalto.gov.br/ccivil\\_03/constituicao/constituicao.htm](http://www.planalto.gov.br/ccivil_03/constituicao/constituicao.htm). Acesso em 06 abr. 2022.
3. BRASIL. Emenda Constitucional nº. 103, de 12 de novembro de 2019. Altera o sistema de previdência social e estabelece regras de transição e disposições transitórias. Disponível em: [http://www.planalto.gov.br/ccivil\\_03/constituicao/emendas/emc/emc103.htm](http://www.planalto.gov.br/ccivil_03/constituicao/emendas/emc/emc103.htm). Acesso em 24 out. 2022.
4. BRASIL. Lei nº. 14.226, de 20 de outubro de 2021. Dispõe sobre a criação do Tribunal Regional Federal da 6ª Região e altera a Lei nº 11.798, de 29 de outubro de 2008, para modificar a composição do Conselho da Justiça Federal. Disponível em: [http://www.planalto.gov.br/ccivil\\_03/\\_Ato2019-2022/2021/Lei/L14226.htm](http://www.planalto.gov.br/ccivil_03/_Ato2019-2022/2021/Lei/L14226.htm). Acesso em 15 mai. 2022.
5. FERRAZ JUNIOR, Tercio Sampaio. Introdução ao estudo do Direito: técnica, decisão, dominação. São Paulo: Atlas, 2003.
6. HÄBERLE, Peter. Hermenêutica constitucional. A sociedade aberta de intérpretes da Constituição: contribuição para a interpretação pluralista e “procedimental” da Constituição. Porto Alegre: Sergio Antônio Fabris Editor, 2002.
7. INSTITUTO DE ENSINO E PESQUISA (INSPER). A judicialização de benefícios previdenciários e assistenciais. Brasília: CNJ, 2020.
8. LOUREIRO, Maria Rita. Democracia e globalização: políticas de Previdência Social na Argentina, Brasil e Chile. Lua Nova Revista de Cultura e Política. São Paulo, n. 100, p. 187-223, jan./abr. 2017. Disponível em: <https://www.scielo.br/j/ln/a/GcyzcJmZfRJRqZBxkv9RTF/?lang=pt>. Acesso em: 06 abr. 2022.
9. MINAS GERAIS. Justiça Federal. Seção Judiciária de Minas Gerais. Consulta Processual. Disponível em: <https://portal.trf1.jus.br/sjmg/pagina-inicial.htm>. Acesso em 15 mai. 2022.

10. NEVES, Marcelo. *From trans constitutionalism to trans democracy*. *European Law Journal*. [S.l.], v. 23, n. 5, p. 380-394, set. 2017. Disponível em: <https://onlinelibrary.wiley.com/doi/abs/10.1111/eulj.12259>. Acesso em 06 abr. 2022.
11. PAIXÃO, Cristiano; FRISSO, Giovanna Maria. USOS DA MEMÓRIA: As experiências do holocausto e da ditadura no Brasil. *Lua Nova Revista de Cultura e Política*. São Paulo, n. 97, p. 191-212, jan./abr. 2016. Disponível em: <https://www.scielo.br/j/ln/a/k9h9jkWnzZmmQdDFZKpzRrL/?lang=pt>. Acesso em 06 abr. 2022.
12. PEIXOTO, Michael Lemos; BARROSO, Hayeska Costa. Judicialização e seguridade social: restrição ou efetivação de direitos sociais? *Revista katálysis*. Florianópolis, v. 22, n. 1, p. 90-99, jan./abr. 2019. Disponível em: <https://www.scielo.br/j/rk/a/74wVzkSNn33BP5P4sFSqbkq/?lang=pt>. Acesso em 06 abr. 2022.
13. PENTEADO, Claudio Camargo; FORTUNATO, Ivan. Mídia e políticas públicas: possíveis campos exploratórios. *Revista Brasileira de Ciências Sociais*. São Paulo, v. 30, n. 87, p. 129-141, fev. 2015. Disponível em: <https://www.scielo.br/j/rbcsoc/a/FmJPwZ6cVKGwK7M9bjhbZSp/?lang=pt>. Acesso em 06 abr. 2022.
14. ROCHA, Cármen Lúcia Antunes. Constituição e ordem econômica. In: FIOCCA, Demian; GRAU, Eros Roberto (Orgs.). *Debates sobre a Constituição de 1988*. São Paulo: Paz e Terra, 2001.
15. SIERRA, Vânia Morales. A judicialização da política no Brasil e a atuação do assistente social na justiça. *Revista katálysis*. Florianópolis, v. 14, n. 2, p. 256-264, jul./dez. 2011. Disponível em: <https://www.scielo.br/j/rk/a/ghtGKBvL6sQp6qNL5Q6rsjc/?lang=pt>. Acesso em 06 abr. 2022.
16. SIMIONI, Rafael Lazzarotto. Hermenêutica constitucional no paradigma da *Différence*. *Espaço Jurídico Journal of Law*. [S. l.], v. 19, n. 1, p. 25-44, 2018. Disponível em: <https://portalperiodicos.unoesc.edu.br/espacojuridico/article/view/14457>. Acesso em 06 abr. 2022.
17. STRECK, Lênio Luiz. *Jurisdição constitucional e decisão jurídica*. São Paulo: Revista dos Tribunais, 2013.
18. TEIXEIRA, Winston de Araújo. A democracia e a judicialização dos direitos sociais. *Revista de Direitos Sociais, Seguridade e Previdência Social*. Belém, v. 5, n. 2, p. 61-83, jul./dez. 2019. Disponível em: <https://indexlaw.org/index.php/revistadssps/article/view/5956>. Acesso em 06 abr. 2022.
19. VASCONCELOS, Frederico. Entenda a criação do TRF-6, de Minas Gerais, bandeira de aliado de Bolsonaro. *Folha, FolhaJus*, 23 de dezembro de 2021. Disponível em: <https://www1.folha.uol.com.br/poder/2021/12/entenda-a-criacao-do-trf-6-de-minas-gerais-bandeira-de-aliado-de-bolsonaro.shtml>. Acesso em 24 out. 2022.
20. VAZ, Paulo Afonso Brum. A judicialização dos benefícios previdenciários por incapacidade: da negativa administrativa à retração judicial. *Direito Hoje, Portal Unificado da Justiça Federal da 4ª Região*, 14 jun. 2021. Disponível em: [https://www.trf4.jus.br/trf4/controlador.php?acao=pagina\\_visualizar&id\\_pagina=2174](https://www.trf4.jus.br/trf4/controlador.php?acao=pagina_visualizar&id_pagina=2174). Acesso em 20 ago. 2022.

*This page is intentionally left blank*



Scan to know paper details and  
author's profile

# Perceptions towards the use of Task-based Approach in English Vocabulary Learning among English Majors

*Nguyen Dinh Nhu Ha, Nguyen Loc & Tran Tuyen*

*Nong Lam University*

## ABSTRACT

Among English teaching methodologies and approaches, task-based approach has an important role in EFL classrooms. It provides learners chances to practise the target language which can be applied into real-life situations. In addition, this approach appreciates the role of learners in performing learning tasks and brings more positive results than traditional methods (Amer & Demirel, 2020). In reality, this approach has been gaining popularity among Vietnamese language teachers and learners. As such, this study aims to investigate English majors' perceptions towards the use of task-based approach in learning English vocabulary. 150 respondents were randomly selected from five classes at Nong Lam University (NLU), Vietnam. The research instrument employed in this study was the questionnaire and interview. The findings showed that a vast number of students were positively taking part in classroom activities and felt motivated to learn English vocabulary by using this approach. Based on the findings, some implications are made to English teachers and students at NLU.

*Keywords:* english majors, students' perceptions, task-based approach, english vocabulary.

*Classification:* LCC: LB1028

*Language:* English



Great Britain  
Journals Press

LJP Copyright ID: 573345  
Print ISSN: 2515-5784  
Online ISSN: 2515-5792

London Journal of Research in Humanities and Social Sciences

Volume 23 | Issue 9 | Compilation 1.0



© 2023 Nguyen Dinh Nhu Ha, Nguyen Loc & Tran Tuyen. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 4.0 Unported License (<http://creativecommons.org/licenses/by-nc/4.0/>), permitting all noncommercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

# Perceptions towards the use of Task-based Approach in English Vocabulary Learning among English Majors

Nguyen Dinh Nhu Ha<sup>α</sup>, Nguyen Loc<sup>σ</sup> & Tran Tuyen<sup>ρ</sup>

## ABSTRACT

*Among English teaching methodologies and approaches, task-based approach has an important role in EFL classrooms. It provides learners chances to practise the target language which can be applied into real-life situations. In addition, this approach appreciates the role of learners in performing learning tasks and brings more positive results than traditional methods (Amer & Demirel, 2020). In reality, this approach has been gaining popularity among Vietnamese language teachers and learners. As such, this study aims to investigate English majors' perceptions towards the use of task-based approach in learning English vocabulary. 150 respondents were randomly selected from five classes at Nong Lam University (NLU), Vietnam. The research instrument employed in this study was the questionnaire and interview. The findings showed that a vast number of students were positively taking part in classroom activities and felt motivated to learn English vocabulary by using this approach. Based on the findings, some implications are made to English teachers and students at NLU.*

**Keywords:** english majors, students' perceptions, task-based approach, english vocabulary.

**Author α:** Institute of Technical Education, Nong Lam University, Vietnam.

**σ ρ:** Institute of Technical Education, HCMC University of Education and Technology, Vietnam.

## I. INTRODUCTION

The most important function of language is to help people to communicate with each other and use the target language in effective ways (Hassan,

2014). Abdallah and Mansour (2015) reconfirmed that the priority of learning a foreign language is knowing how to use the target language and put it into appropriate contexts. It is why foreign language teachers always make efforts to employ a variety of teaching methods in order to aid learners to use the target language in most situations. Among language teaching methods, task - based approach (TBA) has been proven to be effective in teaching English language and facilitating language learning (Leaver & Willis, 2004). In fact, TBA emphasizes that learning is the active process of transmission of knowledge from teachers to learners. Besides, it also appreciates the roles of students in autonomy learning. Recent studies demonstrate basic foundations of TBA in the learning process: (1) it dignifies the philosophy that learners are considered the centre of the learning process (Richards & Rodgers, 2001), (2) it clearly identifies the elements of learning process such as goal, procedures and learning outcomes (Johnson, 2003), and (3) it supports task-based activities which help to improve learners' problem-solving skills (Careless, 2003; Littlewood, 2004). Other practitioners have applied TBA for instructing learners solving real-life issues (Prabhu, 1987; Leaver & Willis, 2004). They believed that inside-class activities can be transferred to real-world issues thanks to the application of TBA (Brown et al, 1989). Meanwhile, a majority of the teachers completely rely on text books and traditional methods. They do not have good ways to attract and encourage their students in the process of acquiring foreign language (Chomsky, 1959). Therefore, the emergence of TBA has given teachers clear and meaningful insights of language teaching.

It is observed at Nong Lam University (NLU); many students are still surprised with TBA in learning English vocabulary. In addition, some students are good at English; however, they often have problems with using the target language in solving outside-class activities. Therefore, this study aims at discovering English majors' perceptions towards the use of task-based approach in English vocabulary learning at Nong Lam University by addressing the following research question:

What are English majors' perceptions towards the use of task-based approach in English vocabulary learning at Nong Lam University?

## II. LITERATURE REVIEW

Richards and Rodgers (2001) said that TBA bases on the use of tasks to plan and instruct the language teaching. It is also considered a teaching method in which the meaning of a task is the most important. In addition, Willis and Willis (2007) claimed that the priority of TBA is the completion of learning tasks which are evaluated in terms of learning outcome. Nunan (2004) claimed that task is a principle element in designing syllabus, teaching and assessing learners' language learners. In terms of task, Willis (1996) emphasised that learning tasks must be activities which help the learners use the target language for communicative purposes to achieve an outcome. Skehan (1998) stated that learning language is the process in which learners can build their characters by using language naturally and efficiently. In fact, tasks provide learners the input and output processing which is essential for language acquisition (Richard & Rodgers, 2001). Achieving the outcomes of solving tasks encourages learners' motivation in learning. There is no doubt that motivation is considered a need for learners' language learning. Learners will be successful in learning a second language if they have the proper motivation.

Different researches (e.g., Ruso, 2007; Sinatra, 2009; Badalyan, 2014; Hanh & Tuan, 2018; Chua & Lin, 2020) have confirmed that TBA has positive effects on the learning process, especially foreign languages. What is more, these studies

confirmed that TBA helps to develop positive motivation during the learning process. According to Dörnyei (2002), task-based activities motivate learners to deal with problems in learning easier. Therefore, it is essential to get students to take part in various tasks that are meaningful and interesting. Pintrich et al. (1993) also claimed that positive motivation during the learning process can enhance students' energy and participation level. In fact, students who are motivated by learning tasks perform better than their classmates (Harmer, 1991). Therefore, it is very essential to maintain students' motivation while learning. Many language researchers have suggested different learning motivation models (Gardner & Lambert, 1959; Spolky, 1969; Macnamara, 1973). Whatever the model of motivation is, it is always used to accelerate language learning. The TBA model is also used to motivate learners' language learning. By illustrating each duty in the model, learners find it easy to follow and reach the achievement.

In terms of vocabulary teaching model, Willis's (1996) TBA framework is adopted and discussed as follows:

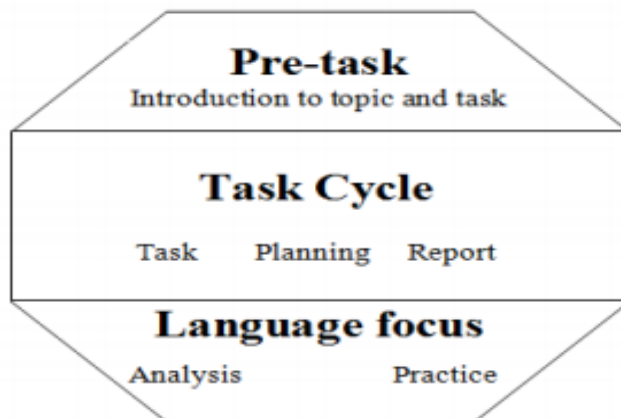


Figure 1: Task-based approach framework (Willis, 1996)

- Pre-task: The teacher introduces the topic and task to students.
- Task cycle: This phase is divided into three stages, including: task stage, planning stage and report stage. The task cycle is the most important phase in which students have chances to use the target language to complete tasks to reach objectives of lessons.
- Language focus: In this phase, the teacher, based on what learners have completed, assists learners to learn more about linguistic items and practice to be more fluent in the language use.

Related to the trends in vocabulary teaching and learning, using tasks to learn vocabulary has been widely mentioned in the literature. Ellis (2003) claimed that “task plays an important role in second language acquisition research and language pedagogy” (p.1). In recent years, TBA has been used in many countries in teaching English skills, especially English vocabulary. Nevertheless, it is not widely applied and practised in Vietnam. It is the reason why TBA is completely new to Vietnamese students who are learning English as a second language. Some attempts to study TBA in English vocabulary learning in Vietnam is that of Huan and An (2018). The study focuses on task-based vocabulary instruction at a Vietnamese high school. However, this research related to students’ perception in high school; whereas, the university students’ beliefs have an undeniable impact on language acquisition. Due to this gap, the study

aims to examine NLU students’ perceptions toward the use of task-based approach in English vocabulary learning.?

### III. METHODS

#### 3.1 Research Context and Research Participants

This study was carried out at Nong Lam University in Thu Duc City, Vietnam in the second semester of 2020-2021 academic year. By the time of conducting the research, English majors have the course of vocabulary 2 in their first year at the University. The course has 3 credits with the participation of Vietnamese teachers.

There were 150 participants recruited from 300 English majors to complete the questionnaire. These students were chosen because they completed the first course of vocabulary in the first semester. They were familiar with the teacher’s teaching methods at the university. As can be seen in Table 1, the male participants were 68, accounting for 45.3% and the female participants were 54.7%. The average age ranged from 18-20 (80.7%), the rest of them were over 20 years old (19.3%). In terms of the result of the vocabulary course 2, the number of students with the scores of 7-8 was 76, accounting for 50.7%. The second group with the scores of 6-7 was 48, accounting for 32%. There were 17 students with a score of 5 (11.3%) and 9 students with a score of 10 (6%).

*Table 1: Participants' background information*

No.	Information	N=150		
1	Gender	Male	68	45.3%
		Female	82	54.7%
2	Age	18-20	121	80.7%
		Over 20	29	19.3%
3	Scores of vocabulary course 1	5	17	11.3%
		6-7	48	32%
		7-8	76	50.6%
		10	9	6%

In terms of semi-structured interview, there were 7 participants (4 females; 3 males) selected by purposive sampling in three classes.

### 3.2 Research Instruments

The questionnaire and semi-structured interview were employed to collect data. The questionnaire included two parts: Part A was about general information of participants and Part B consisted of 11 items which investigated English majors' perception towards the use of TBA in English vocabulary learning. The design of the questionnaire was based on the five-point Likert scale with '5' for Strongly Agree, '4' for Agree, '3' for Neutral, '2' for Disagree and '1' for Strongly Disagree.

The questionnaire was conducted by Vietnamese in order that all participants could understand the meaning of each item and had no difficulty in answering. The reliability of the whole questionnaire, Cronbach's Alpha was .86 for 11 items. It means that the questionnaire was very reliable.

The semi-structured interview was used to discover more about participants' viewpoints of applying TBA in learning English vocabulary. This instrument helped the researcher to save time and focus on researched matter (Cohen et al., 2000). There were five questions for the interview. The interview was also conducted in Vietnamese so that the participants found it easy to express their

opinions. Then the responses from the interview were translated to English.

### 3.3 Data Collection & Analysis Procedures

The researcher conducted the questionnaire in 6 days. In terms of the questionnaire, the students were explained the research purpose and interpreted how to finish the questionnaire in advance. The questionnaire took them around 15 minutes to complete. In addition, to ensure the freedom of students, the researcher did not discuss with them the answers. In terms of the interview, 7 students took part in the interview. Each interview took 10 minutes in total. The interview took place in classrooms to ensure quietness.

Quantitative data from the questionnaire were analysed by SPSS software in terms of descriptive statistics. The 5-point Likert scale was interpreted as follows 1.00-1.80: Strongly disagree/ Never; 1.81-2.60: Disagree/ Rarely; 2.61-3.40: Neutral/ Sometimes; 3.41-4.20: Agree/ Often; 4.21- 5.00: Strongly agree / Always.

Qualitative data from the semi-structured data were recorded and translated into English. The students were coded as S1, S2, S3, S4, S5, S6 and S7. The content analysis was used to analyse the data.

#### IV. RESULTS

As seen in Table 2 the total mean score of English majors' perceptions towards the use of TBA in English vocabulary learning was 4.49 (SD=.62). Specifically, students strongly agreed that TBA helped them feel more confident to use English vocabulary in speaking (item 3: M=4.70; SD=.56). Besides, most of them admitted that TBA helped them increase English vocabulary and played an important in learning English vocabulary (item 5 & 1: M=4.66 & 4.65; SD=.59 & .48). Furthermore, they also strongly agreed that they felt more motivated to join vocabulary-based activities in task-based classrooms (item 9: M=4.62; SD=.77). In addition, they found it easy to express their ideas in English by practicing vocabulary with TBA (item 8: M=4.60; SD=.63). Besides, the results showed that TBA helped students understand each word in conversation easily (item 6: M=4.58; SD=.72). What is more, students admitted that they had positive learning habits of English vocabulary thanks to TBA (item 4:

M=4.47; SD=.62). In addition, most of students agreed that they felt more fun and less stress when they learned English vocabulary with TBA (item 7: M=4.42; SD=.71). Moreover, they often studied using words of other classmates when they joined task-based classrooms (item 11: M=4.31; SD=.68). They also showed their strong agreement that they had their own ways to learn English vocabulary with TBA (item 10: M=4.21; SD=.59). Last but not least, students strongly agreed that taking advantage of TBA could enhance their language acquisition (item 2: M=4.20; SD=.46). In a word, students viewed TBA as an important role in learning English vocabulary. TBA also positively affected English language acquisition and learning habits of English majors. Additionally, students showed that TBA was useful to enhance their positive feelings when using English vocabulary in communication as well as inside-class activities. Besides, English majors found it confident to express their ideas in English easily.

*Table 2:* English majors' perceptions towards the use of TBA in English vocabulary learning

Items	N=150	
	M	S.D.
1. TBA plays an important role in learning English vocabulary.	4.65	.48
2. Taking advantage of TBA can enhance learners' language acquisition	4.20	.46
3. TBA helps students feel more confident to use English vocabulary in speaking.	4.70	.56
4. TBA helps students develop positive learning habits of English vocabulary.	4.47	.62
5. TBA helps students increase English vocabulary	4.66	.59
6. TBA helps students understand each word in conversation easily.	4.58	.72
7. Using TBA to learn English vocabulary, I feel more fun and less stressed.	4.42	.71
8. I find it easy to express my ideas in English by practising vocabulary with TBA.	4.60	.63
9. I feel more motivated to join vocabulary-based activities in task-based classrooms.	4.62	.77
10. I have my own ways to learn English vocabulary with TBA.	4.21	.59
11. I study using words of other classmates when we join task-based classrooms.	4.31	.68
Total	4.49	.62

*Note:* M: Mean; S.D: Standard Deviation

Regarding the findings from the interview, it was found that students showed a positive attitude towards the use of TBA in English vocabulary

learning. In particular, many students admitted that TBA was very important because of the following reasons:

“I can use English vocabulary in most situations thanks to practising task-based learning activities. I also feel more confident speaking with foreigners.” (S1)

“At first, I was not confident with my English vocabulary and did not have any specific strategies to enhance my vocabulary. However, by taking part in task-based lessons, I became familiar with learning vocabulary. Moreover, I am more confident to use English vocabulary for other language skills.” (S2)

“Organising ideas in English was one of the most tiresome activities for me. However, I find it easy to organise English vocabulary into my spoken messages efficiently when my teacher helps me to learn with a task-based approach.” (S3)

“I felt stressed during most of my English vocabulary periods. Besides, I could not remember any words for a long time. Right now, I am changing the way of learning English vocabulary with TBA. Of course, I can enhance and remember my English words.” (S4)

“My teachers explain the task-based lessons carefully and clearly. I am becoming professional in using lexical structures.” (S5)

“I am interested in phases of learning English vocabulary in the TBA framework. It is because I never feel tired and stressed.” (S6)

“It is becoming more fun to learn the English language. My classmates and I always actively take part in task-based activities to enhance English vocabulary.” (S7)

## V. DISCUSSION AND CONCLUSION

The study has divulged some important results. English majors at Nong Lam university strongly believed that task-based approach had positive effects on learning English vocabulary. Particularly, students thought that TBA was important in learning English vocabulary. One of the explanations for this finding may be that English majors were aware that TBA could assist

them to increase their English vocabulary and feel more confident to use English vocabulary in most situations. Students found it easy to express ideas in English and develop positive learning habits of English vocabulary. More surprisingly, students became active in task-based lessons and imitating other classmates' use of English words. These findings were partially consistent with Sarani & Sahebi, 2012; Jurčenko, 2015; Huan & An, 2018 who highlighted that the appropriate use of task-based approach could enhance students' vocabulary learning in foreign language classrooms. Besides, the findings of the study were also confirmed by Khaneghah et al. (2016) who emphasised students were able to have better English vocabulary gains thanks to taking part in task-based activities in class.

The findings from the interview also revealed that students had positive views on the use of task-based approach. They realised the importance of TBA to English vocabulary learning. It is essential to note that the use of TBA in learning English vocabulary is promising although this approach is considered a new approach to NLU students.

## VI. IMPLICATIONS AND LIMITATIONS

The findings of this study have some implications for English teachers and English majors at NLU. For the English teachers at NLU, they should spend more time considering the procedures of task-based lessons in order that they can give students more chances to enhance their English vocabulary. In addition, teachers should carefully prepare various tasks so that students can have more interesting opportunities to increase their motivation of learning English vocabulary. Moreover, teachers should encourage students to practise learning vocabulary through the application of a task-based approach. To English majors at NLU, they should be aware of the importance and usefulness of TBA to English vocabulary learning so that they will make great efforts to practise and enhance their vocabulary. Last but not least, students need to be more active and confident to take part in task-based activities at the class so that they can accumulate meaningful lessons for their English vocabulary.

There were some limitations in this study. Firstly, the sample size was not large enough, so the finding could not represent the whole situation in NLU. Secondly, the study only employed the questionnaire and semi-structured interview. It should be better for the researcher to use pre-test and post-test to have clear insights into the use of TBA for English vocabulary learning. Finally, some of the students in the interview were not willing to share their opinions. Therefore, the data from the interview was not enough.

## REFERENCES

1. Abdallah, M. & Mansour, M. (2015). Virtual task-based situated language-learning with second life: Developing EFL pragmatic writing and technological self-efficacy. *Arab World English Journal (AWEJ)*, 2, 150-18. DOI: <https://doi.org/10.2139/ssrn.2843987>.
2. Amer, N. B. & Demirel, O. (2020). The impact of task-based language instruction on the development of learners in language schools. *Revista Argentina de Clínica Psicológica*, 295, 977-984. DOI: <https://doi.org/10.24205/03276716.2020.1094>.
3. Badalyan, M. (2014). *Task-based learning and students' motivation in the Armenian classroom setting*. Unpublished Master thesis. American University of Armenia, Yerevan, Armenia.
4. Brown, J. S., Collins, A., & Duguid, S. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42. DOI: <https://doi.org/10.3102/0013189X018001032>
5. Carless, D. (2003). Factors in the implementation of task-based teaching in primary schools. *System*, 31, 485-500. DOI: <https://doi.org/10.1016/j.system.2003.03.002>.
6. Chomsky, N. (1959). Review of B.F. Skinner verbal behavior. *Language*, 35, 26-58.
7. Cohen, L., Manion, L. and Morrison, K. (2000). *Research methods in education*. London: Routledge Falmer.
8. Dörnyei, Z. (2014). Motivation in second language learning. In M. Celce-Murcia, D. M. Brinton & M. A. Snow (Eds.), *Teaching English as a second or foreign language* (4th ed., pp. 518-531). Boston, MA: National Geographic Learning/Cengage Learning.
9. Gardner, R. C., & Lambert, W. E. (1959). Motivational variables in second-language acquisition. *Canadian Journal of Psychology/Revue canadienne de psychologie*, 13(4), 266–272.
10. Hanh, N. T. M. & Tuan, T. L. (2018). The effect of a task-based language teaching on EFL learners' writing performance at Tien Giang University. *Can Tho University Journal of Science*, 54(5), 91-97. DOI: <https://doi.org/10.22144/ctu.jen.2018.031>.
11. Harmer J. (1991). *The practice of English language teaching*. New York: Longman Publishing.
12. Hassan, N.R. (2014). Value of IS research: Is there a crisis? *Communications of the Association for Information Systems*, 34(41), 801–816. DOI: <https://doi.org/10.17705/1CAIS.03441>.
13. Johnson, K. (2003). *Designing language teaching tasks*. Basingstoke: Palgrave Macmillan.
14. Jurčenko A. (2015). Applying task-based language learning method for teaching vocabulary. In V. Dislere (Ed.), *The Proceedings of the International Scientific Conference "Rural Environment, Education, Personality"*, Latvia, 8, 423-428.
15. Khaneghah, L.F., Mehrdad, A.G., & Almadi, S.D. (2016). Comparing the effect of task-based (TBI) vs. content-based instruction (CBI) on EFL learners' vocabulary learning. *Modern Journal of Language Teaching Methods*, 6(1), 219-233.
16. Leaver, L. & Willis, J. (2004). *Task-based instruction in foreign language education*. Washington, D.C.: Georgetown University Press.
17. Littlewood, W. T. (2004). The task-based approach: Some questions and suggestions. *ELT Journal*, 58 (4), 319-326. DOI: <https://doi.org/10.1093/elt/58.4.319>.
18. MacNamara, M. (1973). Attitudes and learning a second language. In: Shuy,R., & R Fasold (eds.), *Language attitudes: current trends and prospects*, Washington, DC, 36-40.
19. Ellis, R. 2003. *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press.

20. Huan, N. B., & An, N. H. (2018). Task-based vocabulary instruction at a Vietnamese high school: Students' perceptions. *European Journal of English Language Teaching*, 3(3), 1-20.
21. Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
22. Pintrich, P. R., Smith, D. A. F., Garcia, T. & Mckeachie, W. J. (1993). Reliability and predictive validity of the motivated strategies for learning questionnaire. *Educational and Psychological Measurement*, 53, 801-813. DOI:<https://doi.org/10.1177/0013164493053003024>.
23. Prabhu, N. S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
24. Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.
25. Sarani, A., & Sahebi, L. F. (2012). The impact of task-based approach on vocabulary learning in ESP courses. *English Language Teaching*, 5(10), 118-128. DOI: <https://doi.org/10.5539/elt.v5n10p118>.
26. Sinatra, A. F. (2009). *Optimising task-based activity to improve students' speaking ability*. Unpublished Master Thesis. Universitas Sebelas Maret, Indonesia.
27. Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
28. Chua, H.W & Lin, C.Y. (2020). The effect of task-based language teaching in learning motivation. *International Journal on Social and Education Sciences*, 2(1), 41-48.
29. Spolsky, B. (1969). Attitudinal aspects of second language learning. *Language Learning*, 19, 271-285. DOI: <http://dx.doi.org/10.1111/j.1467-1770.1969.tb00468.x>.
30. Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford: Oxford University Press.
31. Willis, J. (1996). *A framework for task-based learning*. England: Harlow Longman.



Scan to know paper details and  
author's profile

# Virtual Scenic Spaces and the Staging of Interactivity

*Mauro Cacciatore*

*Universidad Nacional de las Artes Argentina*

## ABSTRACT

In this essay I propose to consider the possible existence of a virtual scenic space based on a proposal in which the devices used for its development are determinant in enabling processes of production of meaning within its material configuration and location. The analysis will be focused on *Now* by Pat Catterson (2016), a work that will be questioned about the devices used, if they can determine the creation of a virtual scenic space and if so, what are the forms of expectation and reading contracts that they propose. I wonder if the production of images made possible by the use of hyper-devices modifies the perceptual scheme that can be foreseen in a classic reading contract between performers and spectators. Being *Now* a proposal that brings together a group of face-to-face performers acting simultaneously with another group of performers located in different parts of the planet and that also enables various forms of expectation (audience in the room and audience that consumed the streaming of the same) is useful to address the new links that have been generated between producers and viewers in technological environments that involve technological devices, the development of the Internet and various software to relate distant levels of reality or impossible contact.

*Keywords:* hyper devices, scenic spaces, reading contract.

*Classification:* LCC: QA76.9.C65

*Language:* English



Great Britain  
Journals Press

LJP Copyright ID: 573345  
Print ISSN: 2515-5784  
Online ISSN: 2515-5792

London Journal of Research in Humanities and Social Sciences

Volume 23 | Issue 9 | Compilation 1.0



© 2023 Mauro Cacciatore. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 4.0 Unported License <http://creativecommons.org/licenses/by-nc/4.0/>, permitting all noncommercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

# Virtual Scenic Spaces and the Staging of Interactivity

Los Espacios escénicos Virtuales y la Puesta en Escena de la Interactividad

Mauro Cacciatore

## ABSTRACT

*In this essay I propose to consider the possible existence of a virtual scenic space based on a proposal in which the devices used for its development are determinant in enabling processes of production of meaning within its material configuration and location. The analysis will be focused on Now by Pat Catterson (2016), a work that will be questioned about the devices used, if they can determine the creation of a virtual scenic space and if so, what are the forms of expectation and reading contracts that they propose. I wonder if the production of images made possible by the use of hyper-devices modifies the perceptual scheme that can be foreseen in a classic reading contract between performers and spectators. Being Now a proposal that brings together a group of face-to-face performers acting simultaneously with another group of performers located in different parts of the planet and that also enables various forms of expectation (audience in the room and audience that consumed the streaming of the same) is useful to address the new links that have been generated between producers and viewers in technological environments that involve technological devices, the development of the Internet and various software to relate distant levels of reality or impossible contact.*

**Keywords:** hyper devices, scenic spaces, reading contract.

**Author:** Universidad Nacional de las Artes Argentina.

## RESUMEN

*Me propongo en este ensayo plantear la posible existencia de un espacio virtual escénico a partir de una propuesta en la que los dispositivos*

*empleados para su desarrollo resultan determinantes en la habilitación de procesos de producción de sentido dentro de su configuración material y emplazamiento. El análisis estará centrado en Now de Pat Catterson (2016), obra que será interrogada sobre los dispositivos empleados, si estos pueden determinar la creación de un espacio virtual escénico y de ser así, cuales son las formas de expectación y contratos de lectura que estos proponen. Me pregunto si la producción de imágenes posibilitadas por el empleo de hiperdispositivos modifica el esquema perceptual que puede preverse en un contrato de lectura clásico entre performers y espectadores. Siendo Now una propuesta que reúne a un grupo de intérpretes presenciales actuando en simultáneo con otro grupo de intérpretes situados en distintos puntos del planeta y que además habilita diversas formas de expectación (público en sala y público que consumió el streaming de la misma) resulta útil para abordar los nuevos vínculos que se han generado entre productores y espectadores en ambientes tecnológicos que implican dispositivos tecnológicos, el desarrollo de internet y diversos software para poner en relación niveles de realidad distanciados o de imposible contacto.*

**Palabras clave:** hiper dispositivos, espacios escénicos, contrato de lectura.

## I. INTRODUCTION

Me propongo en este ensayo plantear la posible existencia de un espacio virtual escénico a partir de abordar una propuesta en la que los dispositivos empleados para su desarrollo resultan determinantes en la habilitación de procesos de producción de sentido dentro de su configuración material y emplazamiento. El

análisis estará centrado en *Now* de Pat Catterson (2016), obra que será interrogada sobre los dispositivos empleados, si estos pueden determinar la creación de un espacio virtual escénico y de ser así, cuales son las formas de expectación y contratos de lectura que estos proponen.

Partiré desde la hipótesis de que la producción de imágenes posibilitadas por el empleo de hiperdispositivos (que implican el añadido de nuevos planos al plano específico que determina el cuerpo en escena) modifica el esquema perceptual que puede preverse en un contrato de lectura clásico entre performers y espectadores. La noción de dispositivo articula dos instancias, por un lado la puesta en obra de técnicas de producción signica; por el otro, procesos que hacen posible la circulación discursiva. La suma de ambos recursos no resulta indiferente en lo que concierne a la producción de sentido. Según Traversa (2001), la noción de hiperdispositivo articula dos o más dispositivos, lo que implica: un soporte técnico (que habilita operaciones de producción de sentido con posibilidad de repetición); un cierto uso social o modo de funcionamiento de ese recurso (prácticas sociales); un modo de gestión del contacto y un conjunto de posibles articulaciones textuales. *Now* es una propuesta que reúne a un grupo de intérpretes presenciales actuando en simultáneo con otro grupo de intérpretes situados en distintos puntos del planeta usando distintos software que permitieron la comunicación tanto en los procesos creativos como en el desarrollo de cada presentación, siendo una obra que además habilita diversas formas de expectación (público en sala y público que consumió el streaming de la misma).

Internet, como caso paradigmático de hiperdispositivo, permite la difusión de discursos en un nuevo soporte, a la vez que habilitan el registro, la visibilización, la espectacularización y la ritualización del contacto como rasgos constitutivos de sus discursos, prácticas, consumos y apropiaciones. Resulta importante tener en cuenta los nuevos vínculos<sup>1</sup> que se han generado entre productores y espectadores en ambientes tecnológicos que implican dispositivos

tecnológicos, el desarrollo de internet y diversos software para poner en relación niveles de realidad distanciados o de imposible contacto.

## II. DANZA TELEMÁTICA

Partiré por la inclusión de *Now* dentro de la danza telemática, categoría que propone a las artes del movimiento en una metáfora de red en la que una expresión multimedial envuelve al cuerpo y sus funciones abriendo el espectáculo a públicos diversos, ya sean presenciales o que siguen el espectáculo a través de internet, proponiendo entonces un modelo de comunicación abierto y ramificado. La danza telemática, al anclarse en el cuerpo, permite un contraste marcado y un diálogo enriquecido con los soportes tecnológicos que arrojan, procesan y recrean cuerpos y voces sin materia. El cuerpo aparece como objeto y sujeto, dejando de ser una entidad cerrada y privada: las fronteras entre el cuerpo y el mundo y entre los diferentes cuerpos se subvierten, estos se convierten en campos de acción, manipulación y transformación.

Siguiendo a Traversa, la danza telemática podría incluirse dentro de la categoría de vínculos paradójales, dándose la simultaneidad entre los acontecimientos y su mostración en otro espacio, lo que implica relaciones en ausencia moldeadas gracias a la convergencia técnica y la articulación de dispositivos. La obra resultante de dicha confluencia humana/corporal y tecnológica, se desarrolla en espacios simultáneos reales y virtuales que trastocan los modos de participación del cuerpo y sus facultades y la constitución de vínculos.

Desde la consolidación y expansión de Internet en la vida social, ha emergido un nuevo sistema de mediatización que afecta de un modo u otro todas

<sup>1</sup>Oscar Traversa define los vínculos como aquellas “distinciones que se pueden observar entre los atributos de los cuerpos actuantes en distintas situaciones de circulación discursiva y, además, el carácter de las técnicas que se ponen en juego en cada una de ellas; entendiéndose como tales, la puesta en obra de procedimientos que propenden a lograr con su ejercicio un resultado más o menos homogéneo”. (2009, p.18)

las prácticas sociales: modos de trabajar, de comunicarnos, de practicar la política, el arte, de entretenernos, etc. Este caso representa un interesante punto de partida para un análisis basado en los nuevos contratos de expectación que generan los hiperdispositivos para plantear si además habilitan nuevas formas de construir un estar juntos en los intérpretes, poniendo en relación nuevos niveles de realidad distanciados o de imposible contacto. Dentro de *Now* se ponen en relación distintos puntos del planeta, estableciéndose entre ellos una relación mediatizada que hace entrar en juego otro factor: la obra sucede en un espacio escénico físico pero también en un espacio virtual.

### III. ANÁLISIS

Para analizar la obra voy a basarme en el registro del streaming<sup>2</sup>. No se analizaron los rasgos de los registros como tales, sino que estos son tomados como la materia a partir de la cual analizar la performance. La misma es presentada por su autora como un evento / performance / instalación multimedia (dado que puede identificar rasgos de los tres formatos en su pieza) trabajada en colaboración con el artista multimedia Paul Galando. La misma fue emplazada en la *NYU Tisch Dance and New Media Department* (New York) contando con la participación de ocho bailarines “in situ” junto a nueve bailarines transmitiendo en simultáneo desde Argentina, Brasil, Dinamarca, Estonia, Francia, Grecia, Holanda, Japón y Noruega.

La instalación de 75 minutos de duración ocupa dos salas (una de ellas dividida a su vez en dos secciones) y el público puede moverse libremente entre estos espacios. Además contó con un streaming (visto en 29 países) que presenta de manera alternada lo que acontece en ambas salas. Debido a este particular emplazamiento, ningún miembro de la audiencia (presencial o remota) puede ver todo lo que sucede durante la obra pero con seguridad se podrá ver a todas las bailarines. Catterson argumenta que “Es como vivimos, a veces suceden muchas cosas y uno no puede estar en todos lados, por lo que cada uno va a tener una experiencias distintas de *Now*”.

En una de las salas (tanto en las proyecciones que forman parte de la escena como en televisores instalados en diversos espacios) pueden verse videos de Catterson interpretando su propio material, conviviendo así materiales que proponen vínculos restringidos (cuerpo frente a un texto ya existente), que se diferencian del tipo de vínculo paradójico que proponen las videollamadas. En esta sala les bailarines realizan a lo largo de todo el evento improvisaciones sobre los materiales de movimiento de la performance, alterados por algunas pautas particulares (lo que da cuenta de la convivencia de movimiento improvisado con movimiento pautado). Cada 7 minutos se interpreta una misma frase por dos bailarines distintos cada vez (a pesar de las particularidades con que cada uno lo ejecuta, se reconoce que se realiza el mismo material). Además la propuesta incluye en esta misma sala momentos donde les bailarines invitan a la audiencia a participar de la escena copiando los movimientos del intérprete que observan en la proyección, lo que genera un efecto enunciativo que remite al género de performance participativa.

En la otra sala se suceden diecisiete dúos, nueve en un sector y ocho en el otro. Dieciséis de ellos son entre uno intérprete virtual y uno presencial (lo que genera la convergencia de diferentes naturalezas: cuerpos reales y cuerpos virtuales), solo el último de ellos es entre dos bailarinas virtuales (una transmitiendo desde Ámsterdam y la otra desde Copenhague). Cada intérprete virtual se presenta, dice dónde está y qué hora es en su lugar. Cada dúo tiene secciones hechas al unísono, pero también hay lugares donde les bailarines eligen qué partes de la frase realizar y de qué manera. Por momentos los dúos se mueven al unísono, por momentos la sincronización se ve alterada a causa del delay. Igualmente, esta sincronización más “laxa” es una característica intencional de las obras de Catterson, quien está interesada en que sus bailarines tomen su material (frases con

<sup>2</sup><https://vimeo.com/153775052>

reminiscencias a la estética de Merce Cunningham pero con una clara y reconocible impronta personal) para hacerlo suyo, un proceso que los soportes tecnológicos facilitan y alteran sutilmente.

Surge de esto que ambas salas presentan diferentes patrones rítmicos en su composición. La primera presenta un evento recurrente cada 7 minutos intercalado con secciones de mayor confluencia de intérpretes y una composición más libre (tanto en lo espacial, como en el material de movimiento empleado); la otra sala, dividida a su vez en dos secciones, presenta una sucesión de dúos de entre 5 y 7 minutos, con estructuras similares y materiales que si bien recurren a la misma estética, son propios de cada dúo y en todos los casos se observa la convivencia de bailarines presenciales con bailarines remotos, registros audiovisuales y videollamadas.

Los bailarines al moverse de un sitio a otro pasan entre la audiencia. La coreógrafa explica que el público también es libre de moverse de una sala a otra, indicando los espacios posibles para esto. El espacio de instalación (diseñado por Paul Galando) incluyó cinco proyectores con cinco computadoras con cinco instancias de Skype, además de lo necesario para el mapeo de proyección, desarrollo de redes inalámbricas y transmisión en vivo multicámara. El dispositivo forma parte de la escena (no está oculto) y los técnicos también aparecen en ella, ya que son quienes realizan las llamadas. Por momentos la coreógrafa ingresa en escena constatando que los dispositivos funcionen y comentando cosas a los espectadores.

La obra concluye con un unísono realizado por los bailarines internacionales. Aquí Catterson indica el tempo a los bailarines presenciales que realizan una pequeña introducción y luego todos se sientan para convertirse en espectadores de las proyecciones, generando un desplazamiento temporal del rol de intérprete al de espectador, gesto que trae aparejado una suerte de recorte en el espacio escénico, un efecto de cambio en el emplazamiento de la obra, en el que por un momento la acción escénica deja de suceder en el plano real (en el que está incluido el plano virtual

por medio de las proyecciones), para pasar a suceder sólo en el plano virtual.

#### IV. OBSERVACIONES GENERALES

La particularidad que tienen los discursos mediatizados es que hay múltiples materias de la expresión articuladas que construyen escenas enunciativas específicas que pueden ser coherentes o pueden, justamente, contradecirse. En el caso analizado, las situaciones comunicacionales se ven complejizadas por la presencia de dispositivos web que habilitan nuevas formas de visibilidad de las experiencias de mediación y de mediatización preexistentes, a la vez que crean prácticas, representaciones y discursividades nuevas. En los dispositivos web, el estar conectado acentúa los recursos y discursos del estar en contacto como una propuesta meta: una puesta en escena de la interactividad. Como fue señalado con anterioridad, estamos ante una obra donde se ponen en juego vínculos paradójales. Los hiperdispositivos empleados en todos los casos, articulan el dispositivo teatral y el dispositivo cinematográfico lo que genera una manera particular de mostrar, alterándose el esquema perceptual y por ende, el contrato de lectura clásico entre performers/espectadores. A los cuerpos en escena (que generan un plano específico), se añaden otros nuevos planos que implican una mirada mediatizada por una pantalla.

En lo descrito se observa un uso de la paradoja como recurso retórico a partir de la coalición temporal y espacial de espacios que no son contiguos, efecto que es posible en tanto y en cuanto los espectadores conozcan la particularidad del arché: existe una persona que es capturada por una cámara que se conecta a una red que construye un cierto código que se decodifica a través de otro ordenador que a su vez emite una proyección sobre una superficie determinada. La respuesta emitida sufre las mismas transformaciones antes de ser captada por el otro real que habita del otro lado de los dispositivos. Lo que sucede en el “entre”, el espacio escénico virtual, se entretiene con lo que va sucediendo en las escenas de uno y otro lado y a la

vez conforma una materialidad propia que puede ser captada y transmitida en sí misma como una tercera alternativa escénica en canales digitales o en redes sociales.

La imagen proyectada de un otro en algún lugar lejano puede responder a estímulos, generando el efecto de que se establece una reunión efectiva con otros espacios lo que produce un efecto fantasmático a partir de presentar la ausencia de la materia corporal: lo real y lo virtual se encuentran en diálogo, en fusión, en retroalimentación. La metonimia que opera en la presentación de la ausencia, construye el efecto de que la tecnología tiene la capacidad de acercar, de unir, pero esto no deja de estar en el plano del efecto: se visualiza una imagen que guarda relación indicial con aquello que es representado, pero eso que es representado sigue estando en otro espacio, la relación de distancia no se modifica.

Como fue señalado, la realización de *NOW* implicó un gran despliegue técnico. El hecho de que al comienzo de cada dúo un técnico hiciera la llamada por Skype (con la inclusión del típico sonido de la llamada y además, la proyección de la imagen de espera) permite dar cuenta del arché de la puesta (atravesada en su totalidad por el factor delay y por los tiempos inherentes a la concreción de cada videollamada) y por otro lado, favorece a cierta ruptura de la ilusión al mostrarse la preparación de las escenas. Esta puesta en escena del armado mismo de la escena junto a la forma en que la composición va articulando las materias expresivas (en una gradación ascendente respecto de la inclusión de imágenes fantasmáticas), los paratextos propios de Skype (imagen de espera en la conexión, logos, etc) y la presencia de Catterson invitando a la gente a desplazarse y comentando cosas con ellos a lo largo de la instalación, dan cuenta de una enunciación enunciada.

La gestión de contacto de esta propuesta incluye que el público pueda recorrer libremente por las distintas áreas de actividad, por lo tanto, ningún espectador podrá ver todo lo que sucede, cada uno tendrá una experiencia diferente y aquí cabe destacar dos modalidades diferentes: los

espectadores presenciales podrán construir su propio recorrido, pero los espectadores virtuales, accederán a la construcción generada para el streaming a través de la articulación alternada de las distintas cámaras que registran el evento. La audiencia presencial está ubicada muy cerca de los intérpretes y como estos se mueven de un sitio a otro, pasarán a través de ellos. Este factor sumado a los momentos donde los espectadores pueden unirse a la escena da cuenta del carácter instalativo de la propuesta, que a su vez genera un efecto enunciativo propio de la performance participativa.

Como parte de la obra, el límite entre el espacio de los bailarines y el del público, se ve parcialmente borrado. Algo propio del género danza telemática que opera a nivel enunciativo radica en que las fronteras entre el cuerpo y el mundo y entre los diferentes cuerpos se subvierten, estos se convierten en campos de acción, manipulación y transformación. Al presentarse el cuerpo como objeto y sujeto, deja de ser una entidad cerrada y privada. Los espectadores son llevados a ocupar un rol activo teniendo que decidir durante toda la experiencia qué ver y qué recorrido hacer, sumado a la posibilidad de sumarse al espacio escénico a seguir lo que hacen los bailarines virtuales.

## V. CONTRATOS DE LECTURA

Con la consolidación y expansión de Internet en la vida social emerge un nuevo sistema de mediatización que afecta todas las prácticas sociales y habilitan la construcción de nuevos sujetos, reconfigurando las formas en que lo público, lo privado y lo íntimo se constituyeron e interrelacionaron en la modernidad. Dichos factores modifican la forma en que configuramos el mundo íntimo y cómo percibimos y circulamos por los grandes centros urbanos hiperconectados. Podemos sumar aquí la invasión de medios que modifican la idea de lugar y de espacio-tiempo al virtualizar el territorio llevando a que no importe el lugar físico sino la capacidad de interactividad. Hay una nueva manera de pensar el cuerpo que plantea la forma en la que éste es atravesado por diferentes interfaces y se conecta con una realidad simultánea. La presencia pasa a ser un fluido.

Llegado este punto resulta pertinente abordar lo planteado por Fedá Baeza (2017) que toma de Nicolás Bourriaud el concepto de estética relacional en relación a la “construcción de dispositivos de encuentro y participación directa basados en la enunciación de un *estar-juntos*” (pp. 22-23) mediado por plataformas virtuales que permiten establecer nuevos vínculos entre productores y espectadores en dicho ambiente tecnológico. La estética relacional caracteriza y distingue el arte de los años 90s a partir del modo en que el sistema de las artes procesa el contexto sociopolítico tras la caída del muro de Berlín, el ambiente tecnológico surgido por la difusión de computadoras personales junto al desarrollo de internet y la propia tradición de las artes visuales en el siglo XX. Bourriaud entiende la actividad artística como un juego que precisa de la participación del receptor, no ya para adquirir sentido sino incluso para existir. Entonces una obra de arte propone un modelo de organización, una forma que puede ser apropiada por el receptor que aparece como un agente que interactúa con la propuesta. En muchas de las prácticas que el autor señala, “estar-juntos” se convierte en tema central, porque de lo que se trata es de la posibilidad de elaborar colectivamente el sentido, que el arte pueda suponer un estado de encuentro.

Del análisis de los rasgos que *Now* integra de la performance participativa se observa que se acerca a este planteo pero quizás de una manera un tanto forzada debido a que si ningún espectador desea sumarse a lo que hacen los intérpretes internacionales, la escena sucede igual; lo mismo sucedería si alguien decide ocupar un lugar fijo y no realizar un recorrido determinado, esa será su experiencia construida respecto de la obra. A pesar de esto, si podemos observar la construcción de un *estar-juntos* habilitado por los hiperdispositivos empleados, rasgo que aparece fuertemente en la relación que se construye entre los intérpretes, o sea, hacia el interior de la propuesta, no desde la obra hacia el afuera, hacia los espectadores. El estado de encuentro que señala Bourriaud es un motivo desarrollado por la propuesta, pero no un rasgo enunciativo predominante o que llegue a determinar un modo de hacer particular.

## VI. CONCLUSIÓN

Me propuse para este trabajo abordar una obra en la que los dispositivos empleados para su desarrollo resultan determinantes en la habilitación de procesos de producción de sentido. Partiendo desde la hipótesis de que la producción de imágenes posibilitadas por los hiperdispositivos modifica el esquema perceptual que puede preverse en un contrato de lectura clásico entre performers y espectadores (a partir de la añadidura de nuevos planos al plano específico que determina el cuerpo en escena), decidí interrogar al corpus acerca de si dichos dispositivos pueden determinar la creación de un espacio virtual escénico y de ser así, cuales son las formas de expectación y contratos de lectura que estos proponen.

Teniendo en cuenta la pertenencia del caso analizado al género danza telemática, se halla que los terrenos de la danza y la tecnología comprenden soportes con procedimientos técnicos disímiles en diferentes niveles. En su proceso comunicativo, ambos demandan la intervención de actores individuales (espectadores y usuarios de las tecnologías audiovisuales por una parte y espectadores de obras de danza, por otra). La danza, en tanto manifestación de escenario, ingresa en la categoría de vínculos restringidos (el cuerpo que danza es el soporte del discurso y no su productor, por lo cual hay un salto de escala espacio-temporal propia de este tipo de vínculo). Los vínculos paradójales que propone la tecnología, permiten articular dispositivos y complejizar la instancia de recepción (tanto por el uso de las proyecciones articulado con el espacio escénico, como por la introducción de tecnología digital). El caso analizado representa alguna de las modalidades en que ambos sistemas se vuelven disponibles el uno para el otro, posibilitando la emergencia de una nueva estructura a partir de introducir su propia complejidad en el otro.

Los hiperdispositivos implican una ruptura de escala dada la articulación del dispositivo teatral y

el dispositivo tecnológico, poniendo en juego relaciones de continuidad entre cuerpo y dispositivo, generando dinámicas abiertas más allá de las dimensiones espacio-temporales en que se basan la danza y las tecnologías del video. Se construyen así maneras particulares de *mostrarse*, añadiéndose nuevos planos a los que ya de por sí configura el desenvolvimiento del cuerpo en escena que el espectador observa.

Las interfaces virtuales permiten al cuerpo actuar en espacios electrónicos. Estos esquemas de la realidad mixta (que introducen en el mismo juego dimensiones espacio-temporales del entorno físico como de los sistemas técnicos), posibilitan la simultaneidad de los nuevos circuitos de comunicación que se mezclan con los contextos espacio-temporales de los ambientes por los cuales atraviesan esas mediaciones. Internet, más que anular las categorías de tiempo y espacio, propone un permanente aquí y ahora en el que toda la información es accesible a partir de estar conectado. La discursividad de los dispositivos de y en Internet existe en un entramado de experiencias temporales y espaciales que suponen nuevas forma de entender el espacio-tiempo propia de ese lugar y que nos pone a circular bajo su lógica: somos una multitud conectada, pero destinada a habitar algo que se puede concebir como un espacio inmaterial, un no-espacio o un espacio líquido.

Ahora bien, las imágenes proyectadas son el resultado de una traducción de datos. Varias veces fue señalada la importancia del conocimiento del arché dentro de la propuesta para que se logre el efecto enunciativo buscado (respecto de la diferenciación entre registro audiovisual y videollamada y la consecuente - o no - coincidencia temporal). La relación indicial de cuerpos existentes en espacios de imposible contacto pasa por el estado de creencia en este arché y la consecuente conciencia de la exposición de los cuerpos a una mirada que se halla mediatizada por una pantalla.

Teniendo en cuenta las particularidades que implican el empleo de los hiperdispositivos, las maneras de mostrarse en esquemas de realidad mixta, la complejidad que generan la percepción

del tiempo y el espacio y el estatuto de relación indicial basado en la creencia del arché en relación a la posibilidad de existencia de un espacio virtual escénico, se observa que esto factores redireccionan la percepción del espacio físico hacia un espacio inmaterial simulado y creado por los propios hiperdispositivos. Si bien podemos observar la emergencia de una nueva estructura que modifica el esquema perceptual del contrato de lectura clásico, no podemos olvidar que su existencia es producto de una ilusión o un efecto propio de estos sistemas complejos, abiertos y pluridimensionales.

## BIBLIOGRAFÍA

1. Baeza, F. (2017). *Proximidad y distancia: arte y vida cotidiana en la escena argentina de los 2000*. Ciudad Autónoma de Buenos Aires: Biblos.
2. Bourriaud, Nicolas (2006). *Estética relacional*. Buenos Aires: Adriana Hidalgo, editora. Traversa, O. (2001). "Aproximaciones a la noción de dispositivo", Signo y seña N° 12, Buenos Aires, Facultad de Filosofía y Letras, UBA.
3. (2009). Dispositivo-Enunciación: en torno a sus formas de articularse. En San Martín, P., Traversa, O. (Comp.), *El dispositivo hipermedial dinámico. Pantallas críticas* (pp. 17-29). Buenos Aires: Santiago Arcos editor.

*This page is intentionally left blank*



Scan to know paper details and  
author's profile

# War between Russia and Ukraine and Hope to the Peace

*Takeo R.M. Nakagawa*

## ABSTRACT

This paper is concerned with how the struggle for existence between Russia and Ukraine would be end, for the result must be vain for the both countries as well as all the rest world. The theoretical outcome by the present study infers that either Russia or Ukraine must be beaten out by the opponent completely, and being governed by the country for the time being only in keeping the high possibility of the outbreak another struggle soon: The relation between Russia and Ukraine is always unstable over the generation by generation. It is therefore necessary for us all to seek for the way to eternal peace to avoid such a foolish war. It is inferred that there exists some hope to peace if the unification theory is applied to the war between Russia and Ukraine to overcomes the mysteriousness and irrationality of the both presidents, though the full discussion on the way how to apply the unification theory to settle down any conflict is left for the future.

*Keywords:* war, unification theory, peace, struggle for existence, differential equation.

*Classification:* LCC: JZ1616

*Language:* English



Great Britain  
Journals Press

LJP Copyright ID: 573345  
Print ISSN: 2515-5784  
Online ISSN: 2515-5792

London Journal of Research in Humanities and Social Sciences

Volume 23 | Issue 9 | Compilation 1.0



© 2023 Takeo R.M. Nakagawa. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 4.0 Unported License <http://creativecommons.org/licenses/by-nc/4.0/>, permitting all noncommercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

# War between Russia and Ukraine and Hope to the Peace

Takeo R.M. Nakagawa

## ABSTRACT

*This paper is concerned with how the struggle for existence between Russia and Ukraine would be end, for the result must be vain for the both countries as well as all the rest world. The theoretical outcome by the present study infers that either Russia or Ukraine must be beaten out by the opponent completely, and being governed by the country for the time being only in keeping the high possibility of the outbreak another struggle soon: The relation between Russia and Ukraine is always unstable over the generation by generation. It is therefore necessary for us all to seek for the way to eternal peace to avoid such a foolish war. It is inferred that there exists some hope to peace if the unification theory is applied to the war between Russia and Ukraine to overcome the mysteriousness and irrationality of the both presidents, though the full discussion on the way how to apply the unification theory to settle down any conflict is left for the future.*

**Keywords:** war, unification theory, peace, struggle for existence, differential equation.

**Author:** Think Tank Flow, 2-14, Meiko Hakusan 920-2152 Japan.

## I. INTRODUCTION

The unification theory (Moon 2006) is a powerful key capable of solving any conflict in our society, no matter how difficult it may be. When this theory is applied to society, various social problems can be settled down and realistically solved in the straight forward manner. In particular, when it is applied to criticizing communist theory (Lee 1997) together with the theory of evolution, all the contradictions of communist theory and Darwin's evolution theory are shed light brightly, and the necessary counter proposals can be established rationally.

The unification theory presents a completely novel view of our life, the world, the universe, and even God's work in history. It presents a holistic and comprehensive view of nature as a counterproposal to modern biology. The unification theory is also a principle of integration that can bring different religious doctrines and various philosophies into unity, while in keeping each of the diverse characteristics. This article is an extension of our recent paper entitled 'Origin of war and way to eternal peace' (Nakagawa 2022), so refer the relevant literatures that are useful for the mathematical modelling the war at the end of this forgoing paper.

The main purpose of the present paper is to model the war using the differential equations and solve the war between Russia and Ukraine analytically, together with to infer how to settle down the war in terms of the unification theory.

## II. MATHEMATICAL MODELLING THE WAR

The ongoing war between Russia and Ukraine is modelled in terms of one set of two differential equations. Let us assume that this war may be represented by so-called logistic model: At first, introducing the war potentials for Russia and Ukraine as  $x$  and  $y$ , respectively, we obtain that

$$\text{when } y=0, \quad dx/dt=x(a-bx), \quad (1)$$

While

$$\text{when } x=0, \quad dy/dt=y(c-dy). \quad (2)$$

Moreover, assume that the progress speed of the war potential for Russia  $dx/dt$  is retarded by the Ukraine's war potential  $y$ . Because the progress speed of the war potential for Ukraine  $dy/dt$  must be followed similarly to  $dx/dt$ , we have a set of the

two differential equations governing the war between Russia and Ukraine,

$$dx/dt=x(a-bx-my), \tag{3}$$

$$dy/dt=y(c-dy-nx), \tag{4}$$

where  $a, b, c, d, m,$  and  $n$  are positive constants. It may be immediately evident that the set of the two differential equations (3) and (4) have no analytical solution. It is, therefore, necessary that at this stage a novel approach must be adopted for the deeper understanding the war. Thus, alternatively let us obtain the critical points that would shed some light for us. In order to get critical points, set  $dx/dt=dy/dt =0$ , and as the results we have the following four points;

$(0,0), (0, c/d), (a/b,0)$  and  $[(ad-cm)/(bd-mn), (cb-an)/(bd-mn)]$ .

with different critical points as

$$(0,0), (0,a/b), (a/b,0) \text{ and } [a(m-b)/(mn-b^2), a(n-b)/(mn-b^2)] \tag{8}$$

It may be worth noting that the fourth critical point is located at the first quadrant on the phase plane. Moreover, the ratio of (6) and (7) provides us

$$dy/dx= y(a-by-nx)/ x(a-bx-my). \tag{9}$$

Referring to (9), it may be interesting to find out the following facts,

(a) on  $y=0$  and  $bx+ny=a, dy/dx=0,$  (10)

(b) on  $x=0$  and  $bx+my=a, dy/dx=\pm\infty.$  (11)

It may be already evident that these points can be located at any quadrant on the phase plane, for the choice of these values have no limitation.

At this stage, for simplicity in the analyses, confine the following limited case

$$a=c, b=d \text{ as well as } n > m, \tag{5}$$

which corresponds to the case that Russia  $x$  takes the advantage against Ukraine  $y$ . Under these conditions, (3) and (4) can be simplified significantly as,

$$dx/dt=x(a-bx-my), \tag{6}$$

$$dy/dt=y(a-by-nx). \tag{7}$$

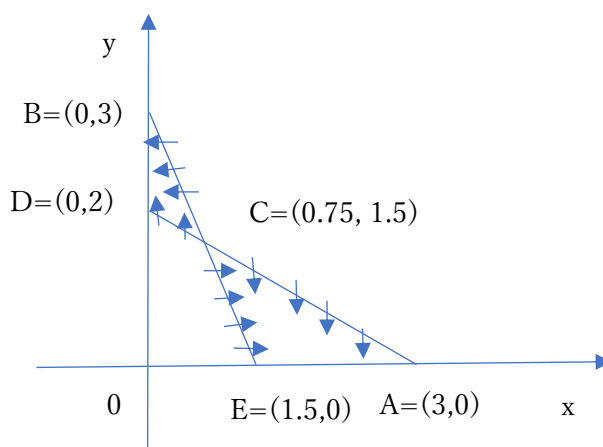
In particular, referring (6) for  $x>0,$

$$dx/dt>0 \text{ when } a>bx+my, \tag{12}$$

while

$$dx/dt<0 \text{ when } a<bx+my. \tag{13}$$

Let us draw the lines on which  $dy/dx$  takes the value of 0 or  $\pm\infty$ , where  $a=6, b=2, m=3,$  and  $n=4$ . Figure 1 draws these lines.



*Figure 1:* Two lines on which  $dy/dx= 0$  or  $\pm\infty$ .  
On line B-E,  $dy/dx=0$ , while on line D-A,  $dy/dx=\pm\infty$ .

It may be evident that the equilibrium point C is unstable, though it is no more than the fourth critical point. On the other hand, at the other two critical points B(0,3) and A(3,0), the military potentials x, and y are zero, respectively. This means that once Russia invades the east part of Ukraine with an overwhelming majority with weapons, Ukraine will be governed by Russia completely. It is, however, interesting to note the fact that even the military potential x of Russia is higher than that y of Ukraine, there remain some possibility that Russia will be beaten by Ukraine, as clearly depicted in Figure 2. It may be considered that such a interesting situation would appear if the surrounding countries belonging

NATO and USA support Ukraine by sending soldiers and weapons.

Of course, it is certain that the situation must be completely reversed if the different premise  $m > n$  is introduced, for Ukraine takes the advantage against Russia in this case.

Finally, by adopting the further analyses around the critical points, it is possible to draw the more informative sketch of the track for the roots, as depicted in Figure 2.

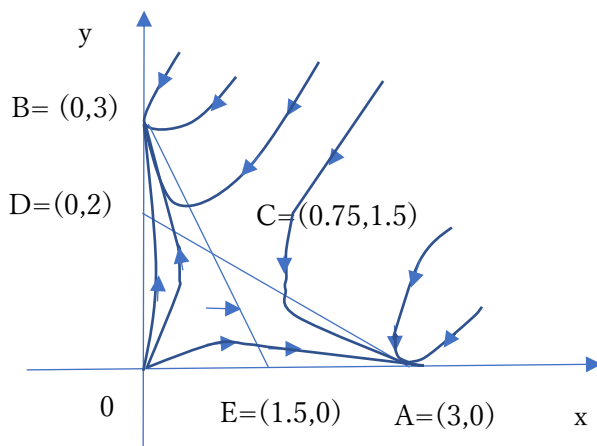


Figure 2: Sketch of the track for the roots

### III. DISCUSSION

In this section, how to settle down the war between Russia and Ukraine has been discussed on the basis of the unification theory proposed by Moon (1993).

The communist asserts that after the revolution, communist society, which is the classless kingdom of freedom, will be realized. The unification theory asserts that the original ideal world of creation, namely, the kingdom of Heaven on the earth, where all humankind will become one family, will be realized by receiving the Messiah as true parents of humankind.

It seems for us that because the Christian is rather mysterious and irrational, she/he hardly has any persuasive power today. It simply asserts

that God promotes His providence in history. Since concrete laws of history are not presented, however, it is not at all clear how He conducts His providence. It is also hard to understand that in the Last Days those people represented by the goats on the left side will receive eternal punishment. Further, it does not clarify what the new heaven and the new earth will concretely be like.

The communist being compared with the Christian, seems more realistic and rational, and therefore because it carries more persuasive, she/he has captivated the minds of many intellectual young people. At its height, nearly half the world came to be ruled under communism. Today, however, it has become clear that communism society would not be the kingdom of freedom nor an affluent society, but

rather its opposite. Thus, the idea of a communism society has been already perished from the earth. Originally, as Toynbee said, communism appeared as an accusation or a prosecution from Satan's side, because Christianity failed to fulfill its mission and suffered degeneration. That is why the communist has the ceaseless appearance along with Christian who has taken at the turned upside down position.

The unification theory has emerged as an elaboration of the Christianity, yet it is presented as a view that overcomes the Christian view of mysteriousness and irrationality. It is a view of history that can successfully overcome the communist accusation against Christianity. Any Christian asserts that the people in the kingdom of the world who obeyed Satan will receive eternal punishment. The communist asserts that the proletariat will overthrow the bourgeoisie by violent means. Yet, the unification theorist asserts that the good side induce the evil side naturally to surrender by means of true affectionate love and eventually will save all humankind by restoring the evil side to the good side. In the ideal world all humankind with no exception must become happy. That must be guaranteed only by the unification theory.

The communist attacks the Christian as being mere superstition or myth, and boasts, on the other hand, that the communism theory itself is scientific, with rational laws. Nevertheless, the laws presented by the communism theory, have turned out to be nothing but arbitrary, pseudo laws, advocated for the sole purpose of rationalizing revolution. In contrast, the laws presented by the unification theory are genuine laws, fully supported by historical facts.

Finally, let us seek for the glorious hope to settle down the war between Russia and Ukraine in terms of Murray's solution (Gottman et. al. 2005), as expressed by

$$W_{t+1} = w + rWW_t + IHW(H_t), \quad (14)$$

where  $W_{t+1}$  denotes how Ukraine president's next remark is positive or negative, where Ukraine president's response would be determined by her/his feeling  $w$ , while she/he stays with Russian president  $rWW_t$ , together with Russian president's action impacting to her/him  $IHW(H_t)$ , which means that the impact to Ukraine president is caused by Russian president's action at the time  $t$ .

On the other hand, the relation for Russian president may be formed similarly to Ukraine president as follow,

$$H_{t+1} = h + rH H_t + IWH(W_t), \quad (15)$$

where  $H_{t+1}$  means how Russian president's next remark is positive or negative,  $w$  is her/his feeling,  $rH H_t$  is her/his feeling when she/he stays with Ukraine president, and  $IWH(W_t)$  is the impact to Russia president is caused by Ukraine president's action at the time  $t$ .

It may be interesting to note here that these equations (14) and (15) may model those for struggle between one single couple consisting of wife and husband for example: In another words, the situation between one couple conflicting each other is mathematically the same to the two nations, Russia and Ukraine, opposing in terms of even the most advanced weapons including nuclear bombs.

In the set of the two equations (14) and (15), the decisive term either  $IHW(H_t)$  or  $IWH(W_t)$  plays an critical role in any conflict: Take for example, let us consider  $IHW(H_t)$ .

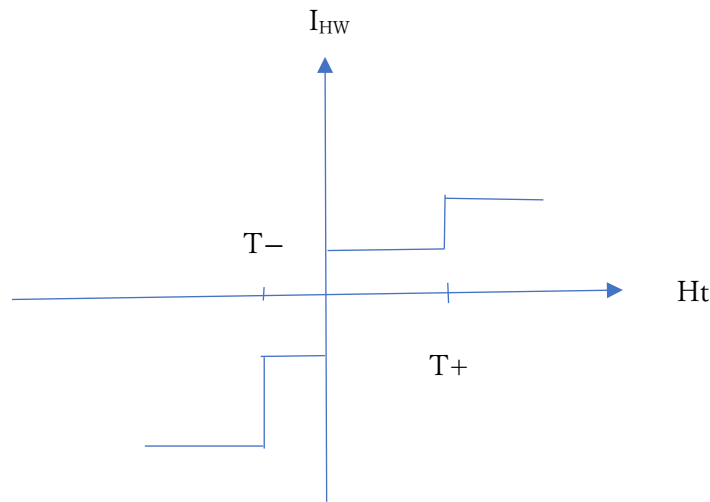


Figure 3: IHW against Ht.

$T+$  is the positive threshold,

$T-$  is the negative threshold

Referring to Figure 3, consider that if the value of IHW is greater than 0, Russia president provides Ukraine president positive impact, while if its value is below 0, Russia president gives Ukraine president negative one. It is therefore expected that under the condition that IHW is positive, Russia president can push Ukraine president's feeling upwards by saying a favorable friendly words to Ukraine president easily. On the other hand, while IHW is already negative, if Russia president says unpleasant words to Ukraine president for example, it may happen that Ukraine president will lose her/his temper. In Figure 3, it is drawn that the critical value to the negative direction is greater than that to the positive direction, but actually in the majority cases the opposite setting for the critical values motivates the ordinarily couples lives more refined if their conflicts are managed carefully. These results infer us that we may be required incessantly to solve the tiny problems in the foreign affairs each by each with the utmost delicacy. On this regard, the true affectionate love against each other between Russia and Ukraine will save all of the people in the both countries by restoring the evil persons to the good ones according to the unification theory. Certainly, it is desirable for us to prepare for the outstanding delegates to settle down the difficult international affairs between Russia and Ukraine.

#### IV. CONCLUSIONS

In this section, new knowledges and insights obtained through the present study have been summarized in brief.

- The ongoing war between Russia and Ukraine is modelled in terms of one set of two differential equations.
- It is found that once Russia invades the east part of Ukraine with an overwhelming majority with weapons, Ukraine will be governed by Russia completely. It is, however, interesting to note the fact that even the military potential of Russia is higher than that of Ukraine, there remain some possibility that Russia will be beaten by Ukraine.
- A concrete way how to settle down the war between Russia and Ukraine, together with various social problems that are difficult to solve, has been discovered on the basis of the unification theory proposed by Moon.
- The true affectionate love against each other between Russia and Ukraine must save all of the people in the both countries by restoring the evil persons to the good ones.
- Gottman et. al.'s model clearly suggests us that we are required incessantly to solve the tiny problems in the domestic as well as foreign affairs day by day with the utmost delicacy.

Finally, a full detailed discussion on the way how to apply the unification theory to settle down any conflict in our society is left for the future.

## REFERENCES

1. Gottman, J.M., Murray, J.D., Swanson, C.C., Tyson, R., Swanson, K.R.(2005) *The mathematics of Marriage: Dynamic Nonlinear Models*. Cambridge, Mass. Basic Books.
2. Moon, Sun Myung (2006) *New Essentials of Unification Thought (Head-Wing Thought)*, edited by Sung-Bae Jin, Korea, Unification Thought Institute, pp. 602.
3. Nakagawa, R.M.T.(2022) *Origin of war and way to eternal peace*. *Research & Review: Journal of Social Science*, 8(6) Online Paper.
4. Lee, Sang-Hun(1997) *The Coming of the Age of Head-Wing Thought Beyond Communism*. Korea, Unification Thought Institute.



Scan to know paper details and  
author's profile

# Thoughts about an Exhibition on Photography, Public History and School Memories in Italy

Chiara Naldi

## ABSTRACT

The purpose of this research is a transdisciplinary work that thinking about meaning of private photographs in school and local memory. The aim of this research is to explain how private and domestic photographs can representing identity of community, past and present, in its individual and collective memory. The photographs be part of Circolo Arno Photo Archive in Figline e Incisa Valdarno, near Florence in Italy during Twenty Century. These photos are considered visual and historical sources, are exhibited and analysed in relationship between school memories and Public History method experimented by a teacher in Eighty's on elementary school.

*Keywords:* photo archive, school memories, public history, italy, private photographs.

*Classification:* LCC: N8790

*Language:* English



Great Britain  
Journals Press

LJP Copyright ID: 573345  
Print ISSN: 2515-5784  
Online ISSN: 2515-5792

London Journal of Research in Humanities and Social Sciences

Volume 23 | Issue 9 | Compilation 1.0



© 2023 Chiara Naldi. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 4.0 Unported License <http://creativecommons.org/licenses/by-nc/4.0/>, permitting all noncommercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

# Thoughts about an Exhibition on Photography, Public History and School Memories in Italy

Chiara Naldi

## ABSTRACT

*The purpose of this research is a transdisciplinary work that thinking about meaning of private photographs in school and local memory. The aim of this research is to explain how private and domestic photographs can representing identity of community, past and present, in its individual and collective memory. The photographs be part of Circolo Arno Photo Archive in Figline e Incisa Valdarno, near Florence in Italy during Twenty Century. These photos are considered visual and historical sources, are exhibited and analysed in relationship between school memories and Public History method experimented by a teacher in Eighty's on elementary school.*

**Keywords:** photo archive, school memories, public history, italy, private photographs.

## I. INTRODUCTION

Questo articolo prende le mosse da una mostra fotografica realizzata a fini divulgativi all'interno del progetto di rilevante interesse nazionale PRIN - *School Memories between Social Perception and Collective Representation in Italy (1861-2001)*, nel segmento d'indagine incentrato sulla memoria scolastica in fotografia<sup>1</sup>. Nello specifico, si tratta di un affondo sulle fotografie conservate presso il Circolo Fotografico Arno di Figline e Incisa

<sup>1</sup> Gli ultimi contributi di carattere generale sul progetto di ricerca nazionale: Sani, R. e Meda, J. (2022). *School Memories between Social Perception and Collective Representation*. Un progetto di ricerca innovativo e a marcata vocazione internazionale, *History of Education & Children's Literature*, No(1); ; Montecchioni, S. (2021). *Le forme della memoria scolastica e i primi affondi interpretativi*. A proposito del quarto seminario nazionale PRIN. *HECL*, No(XVI-2); Paciaroni, L. (2021). *Memoria scolastica ed educativa: questioni metodologiche, buone pratiche ed esperienze digitali*. A proposito del terzo seminario nazionale PRIN, *HECL*, No(XVI-1).

Valdarno in provincia di Firenze, reso possibile dall'attività di ricerca di terza missione del dipartimento Sagas e in collaborazione con il dipartimento Forlilpsi dell'Università di Firenze<sup>2</sup>.

## II. MEMORIA SCOLASTICA ISTITUZIONALE VS MEMORIA SCOLASTICA PRIVATA: OSMOSI.

Spesso le persone sono legate da un comune passato nella pratica, seppur individuale, di un gesto collettivo: andare a scuola. La memoria scolastica si preserva in modo puntuale nelle fotografie collezionate negli album di famiglia, che tessono luoghi, storie, modi di vivere l'esperienza della scuola e di ricordare il sentimento che suscitava e suscita, ancora oggi, in ognuno di noi. Si annovera infatti tra gli obiettivi del progetto di ricerca nazionale il recupero "dell'immagine di scuola di volta in volta impressasi nell'immaginario collettivo analizzando il processo di definizione del sentimento che di quella scuola è stato elaborato nel corso del tempo a livello individuale e collettivo da parte dei vari agenti sociali e culturali che hanno contribuito alla sua rideterminazione"<sup>3</sup>.

La mostra è dedicata alla memoria scolastica nel territorio di Figline Valdarno in provincia di Firenze, nel corso del Novecento, ed è incentrata su testimonianze visive e orali. Si tratta delle fotografie rappresentative degli istituti scolastici e dei loro studenti, raccolte nel territorio da Edo Mugnai, fotografo, per circa un trentennio, e delle memorie di Vanna Bacci, maestra alla Scuola

<sup>2</sup> Cfr. <https://www.memoriascolastica.it/notizie/eventi/mostra-fotografica-fotografia-public-history-e-memoria-scolastica-figline-valdarno> (14/11/2022). Le fotografie estratte dall'archivio del Circolo fotografico Arno sono stampe da digitalizzazioni delle fotografie originali raccolte presso i privati e a loro restituite e sono libere da copyright.

<sup>3</sup> Si veda la descrizione del progetto sul portale <https://www.memoriascolastica.it/il-progetto> (14/22/2022).

elementare G.B. Del Puglia di Figline (1981-2021), su ciò che definisce “la scuola del fare”.

### III. “L’HO FATTO PER IL MIO PAESE, PER AMORE DEL MIO PAESE”: EDO MUGNAI (FIGLINE VALDARNO 1939 -)

Fotografo amatore, a partire dagli anni Novanta ha avuto l’intuizione di conservare la memoria del territorio setacciando il comune di Figline Valdarno e raccogliendo presso privati circa 8.000 fotografie – datate sin dagli Anni Venti – di cui una piccola parte a tema scolastico. Grazie a un lavoro collettivo svolto dai volontari dell’associazione fotografica, le fotografie, scansionate e stampate, sono confluite nell’archivio del Circolo Fotografico Arno, dove vengono a tutt’oggi valorizzate in numerose mostre tematiche.

Mugnai, conoscitore dei territori figlinesi, iniziò la raccolta proprio con l’intento di allestire una mostra fotografica sulla scuola, negli anni Novanta, e la prima mostra, racconta, suscitò entusiasmo cui seguirono quella sul tema della guerra, su sport come calcio e ciclismo, il tempo libero.

Descrive l’intento di salvaguardare la memoria delle persone e dei luoghi della cittadina toscana e lo fa conoscendo personalmente le persone, conquistando la loro fiducia per poi riprodurre le fotografie entrate nei loro album di famiglia e consegnarle alla memoria pubblica. Le persone da cui si recava per reperire le fotografie “si fidavano di me”, afferma, tanto da affidargli i cimeli fotografici delle proprie famiglie: l’archivio costituito è perciò un modello efficace per la salvaguardia di una memoria viva che rischia di andare dispersa con le future generazioni.

Per quanto ancora, nelle nostre case, avremo la premura di conservare le scatole e gli album di fotografie?, con l’avvento del digitale e soprattutto per i nativi digitali, la conservazione del patrimonio fotografico analogico rischia di andare in secondo piano, pertanto la memoria fotografica delle persone, tramandata nelle famiglie per decenni è a rischio costante di dispersione e perdita. Tanto più fa riflettere una raccolta a

tappeto su uno specifico territorio, dove, sebbene in maniera discontinua e anche talvolta casuale, poiché il reperimento delle fotografie è dipeso anche dalla disponibilità delle persone a condividerle, dalla rete di conoscenze intessute dal raccoglitore e non basato su un meccanismo sistematico d’intercettazione e raccolta, offre l’opportunità di salvaguardare, conservare e tramandare la memoria identitaria di una comunità nell’arco di un secolo.

A ciò si aggiunge la rete di relazioni di scambio intessuta sull’identità passata e presente della comunità di Figline: una modalità riconducibile alle pratiche di Public History<sup>4</sup>.

### IV. FOTOGRAFIE SENZA AUTORE E VOLTI SENZA NOME.

Caratteristica distintiva di gran parte delle fotografie scolastiche conservate nell’archivio del Circolo fotografico Arno è l’assenza dell’autorialità delle fotografie e dei nomi delle persone ritratte: tranne casi cui si tratta di una fotografia realizzata su commissione da un professionista e quelli in cui sono annotati sul verso i nomi degli insegnanti, dell’alunno in posa oppure degli alunni in una fotografia di classe. Racconta Edo Mugnai che spesso era la generazione successiva a quella ritratta a consegnargliele, perciò non sempre erano in grado di identificare le persone rappresentate, anche perché raramente le fotografie riportavano annotazioni manoscritte e l’aspetto più divertente per i visitatori delle mostre era riconoscere e indovinare nomi e cognomi, quelli in didascalia dice Mugnai non interessavano, così come le date precise scatenavano non pochi dubbi e lamenti tanto che a un certo punto decise di segnalare soltanto il decennio.

<sup>4</sup> Herman, F. Braster, S. e del Mar del Pozo Andrés, M. (2023). *Exhibiting the Past, Public Histories of Education*, De Gruyter Oldenbourg; Biscioni, R. (2019). *Fotografie e public history: patrimonio storico e comunicazione digitale*. Pacini Editore; Fiorentino, G. (2017). Public History e fotografia: una sfida complessa, *Rivista di Studi di Fotografia*, vol. 3 No(5); Faeta, F. (2017). Public History, antropologia, fotografia. Immagini e uso pubblico della storia, *Rivista di Studi di Fotografia*, vol. 3 No(5).

Tutto sommato, le informazioni catalografiche a tergo riportano la data oppure il decennio, il luogo con il nome della scuola sia essa del paese o delle frazioni nei dintorni. La riduzione ai minimi termini di informazioni di contesto, personali, sociali e cronologiche utili a focalizzare i soggetti delle fotografie distinguendoli da “persone qualunque”, pone non pochi problemi di ordine filologico riguardo l’analisi delle immagini, ed epistemologico riguardo alle potenzialità narrative di un determinato evento in un determinato contesto e momento riferito alla persona o al gruppo di persone ritratte.

Radicalizzando il discorso potremmo domandarci: qual è la portata documentale di queste fotografie quali fonti storiche locali? Sono soltanto un accumulo d’immagini denotanti cambiamenti di costume, di qualità della vita scolastica e personale degli individui in base al loro abbigliamento, al livello di benessere intuibile dai loro volti e corpi e all’evolversi di diversi atteggiamenti nei ruoli di alunni e insegnanti rappresentativi dei mutamenti dell’istituzione scolastica, oppure possono essere un veicolo di maggiori notizie e riferimenti per ricostruire il comune passato scolastico di quella comunità?.

Certamente, elementi a favore sono la quantità, la copertura cronologica sul XX secolo, la natura privata e locale consente di salvaguardare un patrimonio documentale a rischio dispersione e di conseguenza la memoria visiva di un territorio periferico. La possibilità per molti, siano privati o enti, di attingere a un *corpus* iconografico a fini di ricerca storica su aspetti specifici della società, di sviluppare mostre su temi generali quali: la scuola, la guerra, il lavoro, il Fascismo, il lavoro delle donne, gli sport, gli scout ecc.

Il nostro testimone ci invita a un’ulteriore riflessione riguardo ai soggetti delle fotografie, domandandosi quanto incida segnalare il nome delle persone ritratte se chi guarda la fotografia non le conosce. In effetti, la scarsità di informazioni catalografiche, associata alla natura privata delle fotografie rischia di rendere queste immagini mute se non interviene la testimonianza di un interlocutore posto in relazione con le immagini stesse: difatti, quando il riconoscimento

delle persone non è più un’opzione praticabile, la fotografia si mostra in qualità di documento storico denotando luoghi, costumi, modi di vivere di gruppi d’individui che restano anonimi nel dettaglio di scene quotidiane ma forse è in questo frangente che da memoria individuale diventa memoria collettiva.

È qui che interviene opportunamente la necessità di instaurare una relazione tra le fotografie e le testimonianze orali, al fine di ottenere dei contenuti aggiuntivi rispetto a quelli denotati durante la raccolta e l’ordinamento, un patrimonio che induce alle pratiche di Public History per divenire parlante in merito al passato di un luogo periferico di quella che con un termine gergale si definisce “Toscana profonda”.

Questi oggetti fotografici privati, che in sostanza possiamo considerare materiali minori, necessitano l’elaborazione di una metodologia d’analisi dedicata e pensata in modo da “farle parlare”, da renderle responsive nei confronti della domanda che ci poniamo nell’osservarle: che storia raccontano?.

#### 4.1 Le Fotografie in Mostra

La mostra si è sviluppata su una selezione di venti fotografie raggruppabili in 3 tematiche: foto di classe, ritratti e momenti fuori dagli ambienti scolastici. La memoria scolastica è qui presentata attraverso suggestioni visive più che da un organico corpus iconografico tale da restituire un racconto fluido della scuola nel territorio figliese.

Possiamo tuttavia procedere con alcune considerazioni anche di carattere formale che denotano la qualità narrativa delle immagini scelte: le “foto di classe” mirano a mostrare tutte le scuole di primo grado presenti nel territorio nel corso del Novecento, molte delle quali chiuse in anni recenti o confluite nell’istituto comprensivo Del Puglia. Un primo dettaglio salta all’occhio: tutte le scene sono realizzate in posa e con intenti compositivi, sicuramente opera di fotografi professionisti. Il gruppo è sempre formato dalla classe e dall’insegnante, dagli anni Venti fino agli anni Sessanta, ed è interessante come alcune delle classi di scuole in campagna siano ritratte all’aperto, magari anche con un riferimento

architettonico, come la fotografia della classe di Gaville con la pieve romanica alle spalle o con il nome della scuola presente nell'inquadratura, come per la scuola di Restone; mentre le classi delle scuole in paese si trovano in classe oppure all'ingresso o nel cortile dell'istituto, come quelle delle elementari Lambruschini. A cambiare è l'atteggiamento degli alunni, immobile e ieratico quello della classe del maestro Morelli negli anni

Venti, rilassati e sorridenti i volti del maestro Bombacigno e dei suoi alunni alla scuola elementare Stecco negli anni Sessanta. Segno di un cambiamento profondo nel modo di vivere la scuola, il rapporto con l'autorità del docente, diminuisce il rigore e la disciplina per fare spazio a un atteggiamento più rilassato e giocoso degli alunni.



*Fig. 1:* Scuola di Gaville, anni '60



*Fig. 2:* Scuola del Restone, a.s. 1969/1970



*Fig. 3:* Scuole Elementari Lambruschini, maestro Morelli, anni Venti



*Fig. 4:* Scuola elementare Stecco, maestro Bombacigno, anni '60

Una fotografia sui generis tra quelle presente in mostra è certamente quella che ritrae due alunne alla cattedra intente in un'interrogazione alla scuola delle Suore Stimmatine nel 1957, fatto inusuale anche secondo Vanna Bacci che abbiamo intervistato. Le due bambine sono vestite con un grembiule bianco con il fiocco e pettinate allo stesso identico modo, due trecce di lato abbellite

da un fiocco in testa, forse colorate, a sinistra Paola accenna un sorriso con gli occhi rivolti verso il basso, mentre Oliviera guarda dritta negli occhi la maestra che la ricambia con sguardo affettuoso mentre di fronte a sé tiene aperto il libro di testo. A chiudere la composizione sulla destra un vaso di fiori.



*Fig. 5:* Interrogazione di Paola Mugnai e Oliviera Naldini, classe V B, Scuola elementare Suore Stimmatine, 1957

Tra i ritratti in classe, quello di Antonietta Fabbriantima soprattutto di Edda Coppi, ricordano il ritratto ottocentesco, sfondo scuro, posa delicata delle mani intente nello scrivere, e il dettaglio dei fiori in vaso, certamente collocati sul banco per l'occasione della fotografia. Inusuale invece il ritratto di Ilaria Poggesi negli anni Sessanta, la bambina non è ritratta a mezzo busto ma per intero seduta al suo banco di scuola, le scarpine tipiche di quegli anni, e in mano la sua bambola, riportano l'ambiente in una dimensione più domestica.



*Fig. 6:* Antonietta Fabbricanti, VI elementare, anni '40



*Fig. 7:* Edda Coppi, Scuola elementare Suore Stimmatine, anni '50



*Fig. 8:* Ilaria Poggesi all'asilo, anni '60

Un'altra immagine che merita di essere citata tra quelle selezionate per la mostra, tratta di un momento fuori dalla scuola, la partenza per le colonie di Calambrone, attività estiva ancora in uso nel secondo dopo guerra: la banchina dei binari della stazione di Figline, di cui si legge il cartello in bella mostra sotto la pensilina in alto a sinistra, è gremita di bambini e bambine con il

cappello bianco alla marinaretto e genitori che li accompagnano per salutarli, la fotografia è composta di scorcio con i binari della ferrovia che segnano il primo terzo dell'immagine in basso dandole profondità, e gli abiti a pois delle signore rimandano ai costumi tipici degli anni Cinquanta. La palma che svetta sulla destra ci anticipa la destinazione marittima della vacanza.



Fig. 9: Partenza per le colonie di Calambrone dalla stazione dei treni di Figline Valdarno, anni '50

#### 4.2 La Necessità Delle Relazioni di Scambio

È qui che interviene la pratica di Public History quale metodo storico adatto a tessere relazioni di scambio tra le fotografie e il vissuto che tramandano, grazie alle testimonianze delle persone inserite nel contesto territoriale di riferimento. Il processo di testimonianza orale però non è privo d'insidie, poiché stabilire che cosa sia il ricordo non è facile, come scrive Adolfo Mignemi, anzi, le fonti orali pongono non pochi quesiti sul rapporto tra ricerca, storia e memoria<sup>5</sup>. Citando Alessandro Portelli, scrive Mignemi “con le fonti orali non è che si ha accesso al vissuto, ma si ha accesso a una narrazione, a una costruzione verbale, che qualcuno fa per informarti di quanto gli è successo [...], nella narrazione c'è di mezzo il problema della memoria”<sup>6</sup>.

Tuttavia, è interessante sperimentare la pratica del ricordo attraverso un processo di rammemorazione indotto dallo sfogliare album fotografici, come quelli conservati nell'archivio di Figline, lasciando che il testimone vaghi con lo sguardo alla ricerca di appigli visivi e mnemonici.

Lo abbiamo sperimentato con Vanna Bacci, insegnante della scuola primaria Del Puglia di

<sup>5</sup> Mignemi, A. (2017). *Un cammino accidentato: fonti documentali, fotografie e scrittura nella Public History*, Rivista di Studi di Fotografia, No(5), 8-29.

<sup>6</sup> Portelli, A. (2008). *Materiali orali e loro aspetto narrativo*, in Bermani, C. e De Palma, A. (2008): *Fonti orali. Istruzioni per l'uso*, 109-110; citato in Mignemi, A. (2017), *Un cammino accidentato: fonti documentali, fotografie e scrittura nella Public History*, *Rivista di Studi di Fotografia*, (5), 10.

Figline Valdarno dal 1981 al 2021<sup>7</sup>, la quale racconta che la scelta di insegnare fu casuale, dettata dalla necessità di intraprendere un percorso di studi che la conducesse ad un impiego, perciò le opzioni all'epoca, 1972, per le studentesse si riducevano a ragioneria o le magistrali e Bacci scelse la seconda. S'iscrisse poi alla Scuola Magistrale Ortofrenica di Firenze (1925-1994), che si svolgeva in due anni di studio con esami e la tesi e ben presto iniziò a insegnare come supplente nella scuola per l'infanzia di Rignano alle Corti, un paesino nei dintorni di Figline dove fu assunta per completare l'orario della maestra unica. Così Vanna Bacci in quegli anni s'impegnò tra studio e supplenza, seguendo anche alunni con disabilità: i primi ad essere inseriti nelle classi.

Sfogliando gli album fotografici del Circolo fotografico Arno, Vanna Bacci continua il suo racconto, soffermandosi di volta in volta su dettagli o luoghi che le tornano alla memoria: delle scuole delle frazioni ricorda certamente Gaville fu chiusa poco dopo che iniziò a insegnare, all'inizio degli anni Ottanta e alcune insegnanti furono trasferite alla scuola Del Puglia, nel paese di Figline, aperta all'inizio degli anni Settanta. Non conosce nessuno invece che insegnasse alle scuole nelle frazioni del Brolo e Cesto, tra le prime ad essere state chiuse, riconosce poi la scuola San Biagio, costruita fuori dal paese nel 1966. Della scuola di Matassino, presente nelle

<sup>7</sup> La testimonianza della maestra Bacci è stata raccolta con un'intervista il 12 e il 26 settembre 2022.

fotografie dell'archivio, Bacci ricorda che fu ricostruita negli ex macelli di Figline negli anni Ottanta.

Ricorda infine con affetto e stima la maestra Nocentini, nota per le sue notevoli capacità e cultura, iscritta all'MCE (Movimento cooperazione educativa), fu tra le prime a fare ricerca nelle scuole sulla dislessia negli anni Settanta, studiando con Edo Bonistalli, professore alla Scuola Ortofrenica di Firenze<sup>8</sup>.

## V. LA "SCUOLA DEL FARE": UN ESEMPIO DI PUBLIC HISTORY OF EDUCATION

### 5.1 Vanna Bacci (Figline Valdarno 1958 -)

Maestra della scuola elementare G.B. Del Puglia (1981-2021), Vanna Bacci ha sperimentato le mutazioni dell'istituzione scolastica in quarant'anni di insegnamento e raccontato la sua esperienza definendo la didattica di allora la "scuola del fare": dove la disciplina della Storia s'insegnava con attività anche laboratoriali e di ricerca. Tra le pratiche sperimentate dagli allievi della maestra vi era l'intervista a genitori e nonni riguardo le mutazioni urbanistiche, commerciali e di vita nel quartiere della scuola, così da confrontare i cambiamenti nei decenni. Tra i risultati delle indagini delle classi educate dalla maestra Bacci, ricordiamo la realizzazione di un quaderno con i report sull'indagine nel quartiere della scuola a Figline nell'anno scolastico 1981-82. Realizzato appunto dagli alunni delle elementari con interviste agli abitanti, il quaderno descriveva luoghi d'interesse come le scuole, gli asili, l'ufficio postale, la stazione, la chiesa, ma anche luoghi per il tempo libero: dai salesiani, il Nuovo cinema teatro, la sala da ballo Moulin Rouge, la piscina, la società di calcio Rinascita, il comitato di zona del Partito Comunista Italiano. Non mancano le attività economiche come ristoranti e negozi. Infine un affondo, oggi di grande attualità, su problematiche ecologiste legate al traffico di automobili sulla via principale.

<sup>8</sup> Il testo di cui parla Bacci è: Bonistalli, Edo (1973). *Prevenzione e trattamento della dislessia: un lavoro nelle prime classi in collaborazione con il gruppo fiorentino MCE*, Firenze, La Nuova Italia. Si ricorda di Edo Bonistalli (1929-2000), psicologo, pedagogista clinico, docente universitario.

La presenza di immagini di classe incollate sul ciclostile denota l'interesse e la pratica della fotografia da parte degli alunni per queste inchieste sul presente. La didattica della Storia realizzata dalla maestra Bacci, oggi potremmo ricondurla alle pratiche di Public History of Education<sup>9</sup>: un lavoro di gruppo condotto all'esterno dell'istituto scolastico attraverso un metodo d'indagine puntuale sul territorio che coinvolge la testimonianza diretta del pubblico in prima persona, tessendo relazioni di scambio sull'identità passata e presente della propria comunità.

<sup>9</sup> G. Bandini / S. Oliviero, *Public History of Education: riflessioni, testimonianze, esperienze*, Firenze, Firenze University Press, 2019; G. Bandini / P. Bianchini et al., *La Public History tra scuola università e territorio. Una introduzione operativa*, Firenze, Firenze University Press, 2022.



rischia di rimanere silente e con il tempo scomparire dalle scatole dei nostri ricordi analogici.



Scan to know paper details and author's profile

# "No Place for a White Woman in British West Africa"\*: A Study of Colonial Nigeria, 1900-1920

*Justus Adim Nzemeka*

## ABSTRACT

This article examines the proclamation of the Colonial Office that there was "No Place for a White Woman in British West Africa." Until now, colonial literature had focused mostly on British colonisation in Africa to the exclusion of the imperial policy on White women. The paper argues that the rejection of White women in colonial Nigeria in particular, and British West Africa in general cannot be divorced from gender inequality, culture, and sex, as well as the chronic shortage of housing contrary to the propaganda of the Colonial Office that the policy was to safeguard colonial servicemen against women's interference and encumbrances. This study identifies among other things that the colonial authorities underestimated the role and influence of women in the gendered space, hence, the conflict and contradictions in the policy. Using primary and secondary sources of data, government and official publications to substantiate its claim, this paper revealed that women's exclusion in British West Africa was caused by poor quality housing and infrastructure as opposed to the conception of gender inequality.

*Keywords:* british west africa, colonial service, social exclusion, imperial policy, nigeria, white women.

*Classification:* LCC: DT515.42

*Language:* English



Great Britain  
Journals Press

LJP Copyright ID: 573345  
Print ISSN: 2515-5784  
Online ISSN: 2515-5792

London Journal of Research in Humanities and Social Sciences

Volume 23 | Issue 9 | Compilation 1.0



© 2023 Justus Adim Nzemeka. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 4.0 Unported License <http://creativecommons.org/licenses/by-nc/4.0/>, permitting all noncommercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

# “No Place for a White Woman in British West Africa”\*: A Study of Colonial Nigeria, 1900-1920

Justus Adim Nzemeka

## ABSTRACT

*This article examines the proclamation of the Colonial Office that there was “No Place for a White Woman in British West Africa.” Until now, colonial literature had focused mostly on British colonisation in Africa to the exclusion of the imperial policy on White women. The paper argues that the rejection of White women in colonial Nigeria in particular, and British West Africa in general cannot be divorced from gender inequality, culture, and sex, as well as the chronic shortage of housing contrary to the propaganda of the Colonial Office that the policy was to safeguard colonial servicemen against women’s interference and encumbrances. This study identifies among other things that the colonial authorities underestimated the role and influence of women in the gendered space, hence, the conflict and contradictions in the policy. Using primary and secondary sources of data, government and official publications to substantiate its claim, this paper revealed that women’s exclusion in British West Africa was caused by poor quality housing and infrastructure as opposed to the conception of gender inequality. It establishes that the policy reversal was caused by systemic and institutional failure, poor quality food, and desertion of troops. The paper concludes that the place of women in society is sacrosanct because of their multiple roles.*

**Keywords:** british west africa, colonial service, social exclusion, imperial policy, nigeria, white women.

## I. INTRODUCTION

The subject of women and colonial encounters have not been adequately dissected in knowledge production because they were seen as the second

sex.<sup>1</sup> Others have also categorised them as “women in a man’s country,” since their roles were invisible and subordinate in the gendered space.<sup>2</sup> Consequently, the Colonial Office published that there is “No Place for a White Woman in British West Africa.” The history of British West Africa in the second half of the 19th century was to a great extent interwoven with European military developments on the West Coast.<sup>3</sup> The nineteenth century represents the early beginnings of colonisation and Western culture in Africa. It was the period of colonial domination and the spread the Western philosophy, as well as the Victorian gender ideology of separate spheres which constricted the opportunities available for women to participate in the public sphere thereby rendering them invisible.<sup>4</sup>

The policy of women’s exclusion in nineteenth-century British West Africa can best be described as one of the political errors of judgment because the intention of the Colonial Office to create a masculine world, distinguished clearly and exists separately from the larger society was impracticable in a society of role differentiation and complementarity. There was the assumption that “the conquering soldiers and visionary empire-builders of these vast roadless, not yet fully mapped territories had to be men, not boys,

\* Confidential correspondence between Lord Lugard and the Colonial Office, 1904/ PRO/CO 446/39); Also see Helen Callaway, *Gender, Culture and Empire* (London: Macmillan Press Ltd, 1987), 6. Simone de Beauvoir, *The Second Sex, The Classic Manifesto of the Liberated Woman* (New York: Vintage Books Edition, 1974).

<sup>2</sup> Helen Callaway, *Gender, Culture and Empire*, 245.

<sup>3</sup> Samson. C. Ukpabi, “The Origins of the West African Frontier Force,” *Journal of the Historical Society of Nigeria* 111, no.3 (December 1966): 485-500.

<sup>4</sup> Melinda Adams, “Colonial Policies and Women’s Participation in Public Life: The Case of British Southern Cameroons,” *African Studies Quarterly* 8, no.3 (Spring 2006): 1-22, specifically, 3-4.

and certainly not women.”<sup>5</sup> And because the Colonial Office did not consider the era and the challenges of the empire, women and children were excluded from the colonies.

Consequently, there arose a strong opposition to the policy from well-meaning Englishmen, women, and liberal colonial officers because of the impacts on families, colonial servicemen, and the colony in general.<sup>6</sup> The majority of the protesters argued that it was inimical to separate men, women and children because of Colonial Service (hereafter C.S.). Therefore, part of the problems created by women’s exclusion was: poor quality food for soldiers, malnutrition, and homesickness. These issues consequently triggered desertion in the West African Frontier Force (WAFF) until the Colonial Office surrendered to a policy reversal.

The year 1900 marked the starting point of our analysis because it was the year Nigeria came under effective British occupation. The year also marked the final phase of the military aspect of the imposition of British rule in Nigeria.<sup>7</sup> 1920, the terminal date, was the year Col. Amery, the spokesman of the Colonial Office “said that it was the desire of the Secretary of State that married life should be the rule rather than the exception in the Crown colonies and Protectorates.”<sup>8</sup> This, therefore, marked the coming of European wives in British West Africa.

We must clarify some concepts used in this paper. For instance, the term “White woman” also refers to “European wives.” Although it is the latter term

<sup>5</sup> Callaway, *Gender, Culture and Empire*, 4.

<sup>6</sup> Liberal thinkers in the Colonial Service included: Alan Burns, Walter, R. Crocker, and Bernard Bourdillon, to mention but a few. They opposed the imperial policy of women’s exclusion in the colony; As Lady Lugard puts it, “There are over thirty civil and military officers of sorts. There are also the non-commissioned officers and subordinates in the civil departments...Everyone now is asking me about bringing their wives out and there is a general set towards civilisation.” For detail see Margery Perham, *LUGARD: The Years of Authority 1898-1945* (London: Collins St James’s Place, 1960), 79.

<sup>7</sup> T. Falola, A. Mahadi, M. Uhomobhi and U. Anyanwu, *History of Nigeria 3: Nigeria in the Nineteenth Century* (Ikeja: Longman Nigeria Plc, 1991), 2.

<sup>8</sup> Debate of 23<sup>rd</sup> August 1920; also see F.D. Lugard, *The Dual Mandate in British Tropical Africa* (Edinburgh and London: William Blackwood and Sons, 1922), 142.

that has a wider currency in African literature even though, in some colonial servicemen’s memoirs and journals, they were known as “colonial wives.” In this paper, I have employed the two concepts above and also used them interchangeably to shed light on the subject.

“Colonial Service,” on the other hand, was the organ of the Colonial Office in British West Africa. According to Heussler, “Colonial Service” normally suggests administration in tropical Africa more than in any other part of the world. The West African colonies took the lion’s share of C.S. recruits, East Africa being the second and Central Africa a poor third.”<sup>9</sup> It was set up as a separate Department in 1825 and thereafter took control of the African Protectorates from the Foreign Office. The C.S. attracted most young men because it promised them a sense of personal responsibility, power, and freedom from domestic constraints.<sup>10</sup> In terms of administration, the C.S. was accountable to the Colonial Office, established in 1825 to take over control of the African Protectorates from the Foreign Office.<sup>11</sup> It is noted that the C.S. was the whole gamut of administration employed by the British in her colonies for political and administrative goals. The British West African colonies referred to in this paper comprise Nigeria, Sierra Leone, the Gold Coast (present-day Ghana), and the Gambia. In contemporary times, they are active members of the Commonwealth of Nations, a forum through which Britain interacted with her colonies and dependencies.

The term “exclusion,” according to *Oxford Advanced Learner’s Dictionary* “means the act of preventing somebody or something from entering a place or taking part in something.”<sup>12</sup> Cannan also noted that “social exclusion refers to various types of social disadvantages, related to the new

<sup>9</sup> Robert Heussler, *Yesterday’s Rulers, The Making of the British Colonial Service* (London: Oxford University Press, 1963), 3.

<sup>10</sup> L. H. Gann and Peter Duignan, *The Rulers of British Africa 1870-1914* (London: Croom Helm, 1978), 207.

<sup>11</sup> LUGARD, *The Dual Mandate in British Tropical Africa*, 157.

<sup>12</sup> A S. Hornby, *Oxford Advanced Learner’s Dictionary of Current English* (Oxford: Oxford University Press, 2015), 509.

social problems such as unemployment, poverty, fundamental changes in family life, social and spatial marginalisation, as well as informality and illegality of housing and human settlement.”<sup>13</sup> Similarly, Agbola and Alabi opine that exclusion reflects discrimination, the drawing of group distinctions denying individuals access to common rights such as legal residential sites, housing and human settlement.<sup>14</sup>

When one juxtaposes the views of the scholars, one would observe that social exclusion refers to discrimination against social inclusion. Therefore, the social exclusion of women is the range of inequality that exists between men and women in politics, the economy and social life.

On the other hand, gender inequality is a social construct between men and women, it is caused by hormonal differences and biological configuration (*biogenetic* and *biocultural*) between males and females.<sup>15</sup> Therefore, the theory of gender, culture, and sex is useful to this study. Drawing on Sherry B. Ortner’s *Culture and the Devaluation of Women* (1974), the author agrees with Shulamith Firestone’s *The Dialectics of Sex* (1970) that women are universally oppressed and devalued.<sup>16</sup> The author emphasises that it is not biology as such that ascribes women to their status in society, but how every culture defines and evaluates female biology.

Ortner further explains that in every society, a higher value is placed on culture than on nature because culture is the means by which humanity controls and regulates nature. He concludes that women’s psyche and psychological make-up are closer to nature because women are concerned

with childcare and primary socialisation. Corroborating the view are the works of Ann Oakley and Michelle Zimbalist Rosaldo.<sup>17</sup> However, this theory has been criticised by Stephanie Coontz and Peta Henderson (1986) and Kate Millet’s *Sexual Politics* (1970). Yet, the theory of culture is useful to this study because since antiquity military traditions have socially excluded women in military camps and combats. Therefore, the exclusion of women in the colonies and empires cannot be any different.

In the modern-day army, sex is no longer a factor in combat operations but the culture persists. But sex or biology is still an issue in the workplace, the discrimination has led to pay gaps and inequality between men and women in society. This theory helps to explain that the imperial policy on women’s exclusion in British West Africa,” was caused by gender inequality and culture rather than sex or biological determinism.

Since the pre-colonial period, women’s role in Africa revolved around domesticity and reproduction, socio-economic activities, and community development, to mention but a few. Sudarkasa discusses the status of women in indigenous African societies. The author pointed out the independence of African women, noting their control over their own lives and resources.<sup>18</sup> She claimed that African women were active participants and collaborators in the food economy and food security. Boserup’s woman’s role in economic development emphasises that Africa is the region of female farming par excellence and nearly all the tasks connected with food production continue to be left to women.<sup>19</sup> She further observes that the loss of women’s rights to land is sometimes the result of land

<sup>13</sup> C. Cannan, “The Struggle against Social Exclusion: Urban Social Development in France,” *IDS Bulletin*, 1997, 77-85.

<sup>14</sup> T. Agbola and Moruf Alabi, “The Politics of Illegality in Human Settlements in Ibadan, Nigeria,” *The Lagos Journal of Environmental Studies* 7, no.2 (2010):1-8.

<sup>15</sup> David Jary and Julia Jary, *Collins Dictionary of Sociology* (London: HarperCollinsPublishers, 1991), 254.

<sup>16</sup> Sherry B. Ortner’s *Culture and the Devaluation of Women* (1974) quoted in Michael Haralambos, Martin Holborn and Robin Heald, *Sociology: Themes and Perspectives* 7<sup>th</sup> edition (London: HarperCollins Publishers Ltd, 2008), 105; Shulamith Firestone’s *The Dialectics of Sex* quoted in (1970) quoted in Michael Haralambos, Martin Holborn, and Robin Heald, *Sociology: Themes and Perspectives*, 104-105.

<sup>17</sup> Ann Oakley, *Sex, Gender, and Society* (New York, 1972); Michelle Zimbalist Rosaldo and Louise Lamphere (ed.), *Woman, Culture & Society* (Stanford: Stanford University Press, 1974)

<sup>18</sup> Niara Sudarkasa, “The Status of Women” in *Indigenous African Societies*,” in *Feminist Frontiers II, Rethinking Sex, Gender, and Society* ed. Laurel Richardson and Verta Taylor, (London: Random House Inc, 1989), 152-158.

<sup>19</sup> Ester Boserup, *Woman’s Role in Economic Development* (London: Earthscan Publications Ltd, 1989), 16.

reforms introduced by European administrations because they were not accustomed to it.<sup>20</sup>

Aderinto examines the constraints facing rural women in a rural Yoruba Community. The author reveals that despite the increasing awareness of women's education, there is still a tacit preference for the education of the male child. The author concludes that there is a need for the mobilization of resources to prepare women for leadership roles, and awareness creation about the problem facing women and indeed rural women in South-Western Nigeria.<sup>21</sup>

Apart from women's contributions to the economy of their societies, Nzemeka stresses that African women were visible in the formal governmental structures. For instance, in Yoruba country, women played an active role in palace administration as *Iya Afin*, *Iya Oba*, and *Erelu*. While in pre-colonial Ibadan, Iyalode Efunsetan wielded strong political authority and influence similar to that of Madam Efunroye Tinubu, the Iyalode of Egbaland.<sup>22</sup> The above literature has shown that African women played a remarkable role in economic development and politics. Their roles could be secondary or subordinated but they were neither marginalised nor excluded.

What difference(s) did the colonial encounters make in the lives of women and how were they portrayed in colonial literature that gave rise to the imperial policy "No place for a white woman"?<sup>23</sup> To answer these questions, we draw on the works of Alan Burns, Rudyard Kipling, and Jan Morris. For example, Burns explains that many of the older officials disliked the idea of wives coming to Nigeria because they interfered with their husbands' work and prevented them

from travelling on duty.<sup>24</sup> The author added that, from the "official point of view, wives are often a nuisance in West Africa and husbands are reluctant to take them travelling in the bad country or bad weather and equally reluctant to leave them behind; therefore they travelled less than they should."<sup>25</sup>

Kipling underlines that colonial wives were "self-centred, overbearing individuals, flitting from the bridge parties to tennis parties 'in the hills' while their husbands slaved away in the plains."<sup>26</sup> Morris also points out that Englishwomen wove a white web around their men folk and at the same time drive a wedge between rulers and ruled.<sup>27</sup> Literature written by colonial officers did not ignore the sordid character of European wives. For instance, E.M. Forster, George Orwell, and Joyce Cary in their separate works depict European women in the colonies as shallow, overbearing, and preoccupied with maintaining the hierarchy of their narrow social worlds.<sup>28</sup>

Despite the confluence of ideas on the negative perception of white women in the colonies, there were sweeping generalisations about sex and gender inequality. Their arguments have left some gaps. In the first place, not all European women were married to officers because there were British officers and British Non-Commissioned Officers (BNCOs) in the colonies. In the second place, not all women had the opportunity to visit the bazaars or flit from bridge parties to tennis parties because of their nature, personalities, rank, and status in C.S.

Contesting the poor representation of women in the colony, Allman, Geiger, and Musisi's brilliant

<sup>20</sup> Boserup, *Woman's Role*, 60.

<sup>21</sup> Adeyinka Abideen Aderinto, "Subordinated by Culture: Constraints of Women in a Rural Yoruba Community, Nigeria," *Nordic Journal of African Studies* 10, no. 2(2001): 176-187.

<sup>22</sup> Justus. Adim. Nzemeka, "The Position of Women in Pre-colonial Africa," in *Women and Power in Africa in the Twentieth and Twentieth First Centuries*, ed. Eno Blankson Ikpe, (Lagos: Fragrance Communications Publishers, 2009), 27-58.

<sup>23</sup> Confidential correspondence between Lugard and the Colonial Office, 1904/ PRO/CO 446/39; Also see Callaway, *Gender, Culture and Empire*, 6.

<sup>24</sup> Alan Burns, *Colonial Civil Servant* (London: George Allen and Unwin Ltd, 1949), 41.

<sup>25</sup> Burns, *Colonial Civil Servant*, 42.

<sup>26</sup> Rudyard Kipling, "Nursery Rhymes for Little Anglo-Indians," in *Early Verse by Rudyard Kipling, 1879-1889*, A Rutherford, ed., (Oxford: Oxford University Press, 1986), 230-232.

<sup>27</sup> Jan Morris, *Pax Britannica, The Climax of an Empire* (London: Faber and Faber Ltd, 1998), 136.

<sup>28</sup> E. M. Forster, *A Passage to India* (Harmondsworth: Penguin Books, 1979); George Orwell, *Burmese Days* (Harmondsworth: Penguin Books, 1967); Joyce Cary, *Mister Johnson* (London: Michael Joseph, 1939).

study challenges the notion that has often cast women as “passive agents” by reiterating that the diversity and reflexivity of early contact with colonialism were apparent for both genders.<sup>29</sup> Chaudhuri and Strobel note that in general, theories about colonialism have stressed its ‘masculine’ nature, highlighting the essential components of domination, control, and structures of unequal power.<sup>30</sup> Interestingly, Chaudhuri’s “Memsahibs and Motherhood in Nineteenth-Century Colonial India,” highlights the experiences of confinement, delivery, and infant care of the “memsahibs” i.e. British housewives in India.<sup>31</sup>

The author concludes that “these women left behind... a network of family and friends and the comforts of their home environment; sacrificing accustomed cultural and recreational resources...to take up life in a land they viewed as primitive and superstitious.”<sup>32</sup> Available evidence suggests that in colonial Nigeria, Constance Larymore, Violet Bourdillon, and Lady Margaret Field, to mention but a few made outstanding contributions to the development of the colony. Their involvement in social relations with the colonial subjects was remarkable because they crossed the boundaries of race and racial prejudice.<sup>33</sup>

These works are useful to this study even though most of the authors discussed events in colonial India. The reviewed literature has shown that colonialism was a factor in women’s discrimination and marginalisation in the socio-economic space and the work of the empire. The gap in the works is that none of the authors

<sup>29</sup> Jean Allman, Susan Geiger and Nakanyike Musisi, eds. “Women in African Colonial History,” *Journal of Modern African Studies* 41, 3 (2003), 485-505, especially, 485

<sup>30</sup> Nupur Chaudhuri and Margaret Strobel, “Introduction.” In *Western Women and Imperialism Complexity and Resistance*, 3 (Bloomington: Indiana University Press, 1992.), 3.

<sup>31</sup> Nupur Chaudhuri, “Memsahibs and Motherhood in Nineteenth-Century Colonial India,” *Victorian Studies* 31, no. 4 (Summer, 1988), 517-535, specifically, 517.

<sup>32</sup> Chaudhuri, “Memsahibs and Motherhood,” 519.

<sup>33</sup> Constance Larymore, *A Resident’s Wife in Nigeria* (London: George Routledge and Sons Ltd, 1911); R. D. Pearce, “Violet Bourdillon: Colonial Governor’s Wife,” *African Affairs* 82, no. 327 (1983): 267-277.

discussed the imperial policy “No Place for a White Woman in British West Africa.”

In filling this gap, the study draws on primary and secondary material from a wide variety of sources. The primary sources are mainly derived from structured interviews and oral data, government and official publications, as well as government and official publications. This study also profited from the author’s personal experience in the military for over two decades where he accessed some of the colonial documents. Secondary sources, on the other hand, include journals, internet materials, books and published and unpublished dissertations. These materials were sourced from the Nigerian Army Libraries and Training Schools, Ibadan, Kaduna, and Lagos respectively. Others were obtained from the National Libraries, Kaduna, Ibadan, and Lagos, as well as the Universities of Lagos and Ibadan. These materials shed light on the subject and also clarify the grey areas.

The objective of this paper is to examine the imperial policy, “No Place for a White Woman” and how it affected the C.S. and the factors that led to the reversal of the policy of indigenous soldiers’ wives in 1905 and White women in 1920. We interrogate the following: first, what were the issues surrounding women’s exclusion in the early years of British West Africa? Second, how did women’s exclusion affect the West African Frontier Force (WAFF) and the C.S.? Third, what were the factors responsible for the reversal of the policy?

In my attempt to answer these questions, this paper is divided into three main sections. Section one discusses the politics of women’s exclusion in the early years of British West Africa. Section two examines the effects of women’s exclusion in British West Africa. Section three considers the reversal of the policy by the Colonial Office. And the conclusion of the paper brings together the various arguments, findings, and recommendations.

## II. THE POLITICS OF WOMEN'S EXCLUSION IN THE EARLY YEARS OF BRITISH WEST AFRICA

The politics of colonialism and gender inequality in British West Africa became pronounced in the nineteenth and early years of the twentieth centuries following the use of conquest, diplomacy, and intrigues. The imperial policy “No Place for a White Woman in British West Africa” was one of the proclamations of the Colonial Office that jolted liberal thinkers and women activists in Europe. They opposed the Colonial Office and its policy because “forceful separation” had thus become the most sinister word in its vocabulary as women had to choose to be apart from either their husbands or children.<sup>34</sup>

The activists argue that the policy was inimical to family regeneration, social stability, and the health of colonial servicemen. They noted that the French colonialists live with their wives and children in the colonies and why the British Colonial Service was different needs to be explained. According to Burns, “Too often, the European woman has to decide whether to be separated from her husband or her children; in either case, the separation is unnatural and the cause of much suffering and unhappiness, and it adds to the financial difficulties of most men who are never overpaid.”<sup>35</sup> This explains the predicaments and homesickness of colonial servicemen in British West Africa. It shows why British officers engage in frequent annual vacations and sometimes outright retirement which impacted staffing and deployment.

By the first decade of the twentieth century, most European wives had begun to show maternal indiscretion by ignoring the policy on the personal recognition of their husbands. They made their way to colonial Nigeria to assist in the welfare of their spouses and the work of the empire. These women include Flora Lugard who came in 1902, Constance Larymore, in 1902, Sylvia Leith-Ross,

1907, and Olive MacLeod, 1913.<sup>36</sup> Others were nursing sisters, women travellers, and missionaries, to mention but a few.

However, Joyce Cary's wife and others were not allowed to join their husbands in Borgu, Nigeria.<sup>37</sup> The same was the experiences of Lady Alan Burns, Lady Sharwood Smith, and others until the 1920s and 30s. For example, when Rex Niven brought his wife to Nigeria in 1925, the Resident Officer in Lokoja did not hesitate to welcome her with the statement, “Mrs Niven, this is no place for a white woman.”<sup>38</sup> Also, in 1928, Mary Elisabeth Oake travelled with her husband to the British Cameroons and found herself the only European woman in the station and was told that “women were out of place in West Africa.”<sup>39</sup> It was these encounters that provoked the title of her memoir, *No Place for a White Woman*.<sup>40</sup>

It is safe to argue that this development could trigger emotional and psychological problems not only for the women but also for the majority of the colonial servicemen. The absence of women consequently resulted in the sexual exploitation of indigenous women and the production of children of colour as was the case in the Benue/ Plateau region of Nigeria.<sup>41</sup> It also led to the prevalence of venereal diseases in the colonies, especially, gonorrhoea and syphilis, the twin diseases that were abhorred in Europe at the time, similar to the experiences of the British in Colonial India that brought the Cantonment Act.<sup>42</sup>

For many, the essential question is, what were the factors that led to the exclusion of women in the colonies? As Burns explained, “The real objection

<sup>36</sup> Callaway, *Gender, Culture and Empire*, 166-167.

<sup>37</sup> Callaway, *Gender, Culture and Empire*, 6.

<sup>38</sup> Rex Niven, *Nigerian Kaleidoscope* (London: C. Hurst, 1982), 62.

<sup>39</sup> Elisabeth. M. Oake *No Place for a White Woman* (London: Lovat Dickson, 1933), 11.

<sup>40</sup> Oake, *No Place for a White Woman*; Also see Callaway, *Gender, Culture and Empire*, 5.

<sup>41</sup> The Concubinage Circular, PRO/CO 854/168; see also Callaway, *Gender, Culture and Empire*, 48-50.

<sup>42</sup> Philippa Levine, “Venereal disease, prostitution and the politics of Empire: the Case of British India,” *Journal of Hist. Sexuality*, 4 (1994):579-602. ----- *Prostitution, Race and Politics: Policing Venereal Disease in the British Empire*. New York: Routledge Publishers, 2003).

of the “hardened old coaster” was to the white women. He regarded them as intruders into what had been essentially a bachelor’s paradise, where a man could dress as he pleased, drink as much as he liked, and be easy in his morals without causing scandal.”<sup>43</sup> He added that many of the old coasters, that is, the high-ranking officials disliked the idea of wives coming to Nigeria since they interfered with their husbands’ work, and also prevented them from travelling on duty.<sup>44</sup>

Also highlighted was that a wife’s illness upsets the husband and puts him off work. Therefore, husbands were reluctant to take them travelling in bad weather and equally reluctant to leave them behind, and this made them travel less than they should.<sup>45</sup>

When one considers the above, one would discover that culture, sex stereotypes, and patriarchal conjecture were the main factors that brought women’s exclusion. For us, the idea that women were fond of causing trouble in the colony cannot be substantiated. The same can be said of the complaint that women fell ill regularly and as such, hindered their husbands’ work. The C.S. had forgotten that some of its officers and men died of malaria, dysentery, anaemia, cholera and other tropical diseases.<sup>46</sup> Therefore, it will not be strange if women fell ill too.

In British West Africa, evidence abounds that the underlying issues behind women’s exclusion were not primarily the problems of culture and sex as the colonial officers made us understand but also institutional and systemic factors. First, there was the indifference of the colonial administration to invest in infrastructure development and social amenities of the colonial state. Gann and Duignan note, “Housing was usually very poor, for the Colonial Office lacked the funds and the imagination to build and furnish proper quarters. Thus, the colonial secretary was shocked in 1910 by the conditions under which administrators

lived.”<sup>47</sup> Lord Lugard, the architect of colonial Nigeria also summarised:

When I recall the deplorable conditions which existed in 1898 and subsequent years, the measure of progress is striking. British officers in Northern Nigeria then lived in temporary grass huts – not rain-proof, liable to be carried away by the violent tornadoes of the Niger Valley, and very inferior to the well-thatched mud-walled native house. A year or two later, we considered ourselves fortunate when three officers, or five British NCOs, shared a wooden hut.<sup>48</sup>

He added, “If the British nation,” I wrote in 1902, “is not prepared to bear the cost of an enterprise which promises good returns, and already shows substantial progress, it were better that it had never undertaken it.”<sup>49</sup> When juxtaposing the above, one would observe that the absence of quality housing largely contributed to women’s exclusion in British West Africa. Although, Sally Ulmer has written that European women were kept out of the colonies because they were seen as financially burdensome and would restrict European men from embarking on sexual adventures in the colonies.<sup>50</sup> We can safely argue that the colonial administration understood the expenditure or financial implications of incorporating women and children into the colony. The colonial administration would no doubt embark on the provision of infrastructure, basic amenities, hospitals and schools to make life conducive for the colonial service family. But these infrastructures would undoubtedly affect the colonial agenda, exploitation, and imperialism.

Another factor that loomed large in women’s exclusion was the incessant colonial wars and indigenous resistance. For instance, there was the conquest and annexation of Lagos (1851-1861),

<sup>47</sup> L.H. Gann and Peter Duignan, *The Rulers of British Africa, 1870-1914* (London: Croom Helm Inc, 1978), 229.

<sup>48</sup> LUGARD, *The Dual Mandate*, 143.

<sup>49</sup> LUGARD, *The Dual Mandate*, 144.

<sup>50</sup> Sally Ulmer, “British Women Travelers,” *Historical Perspectives, Santa Clara University Undergraduate Journal of History*, Series II, 20, no. 7 (2015): 1-37, especially, 2.

<sup>43</sup> Burns, *Colonial Civil Servant*, 42

<sup>44</sup> Burns, *Colonial Civil Servant*, 41.

<sup>45</sup> Burns, *Colonial Civil Servant*, 42

<sup>46</sup> LUGARD, *The Dual Mandate*, 144.

the Benin Massacre of 1897, the Ekumeku uprising in the Igbo West of the Niger (1906), the Satiru uprising (1906), and the Aba Women Riot (1929), among others. Due to these wars, the colonial administration was reluctant to incorporate White women in the colony to avoid attacks similar to the Indian Mutiny of 1857. Furthermore, the First World War (1914-1918) and the influenza Pandemic of 1918 prolonged the exclusion of white women in the colony until 1920.

Nevertheless, Nancy Goldman made us understand that gender inequality was not limited to British West Africa. This is because women's exclusion was also an episode in the US army, until a few decades ago when feminist movements, women activists, and the forces of social change upturned the status quo.<sup>51</sup> It is speculated during the period that integrating women into the US military would erode the institution because of pregnancy since women must leave to give birth.<sup>52</sup> Also emphasised was that female soldiers had an inherent inability to serve in submarines and hand-to-hand ground combat.<sup>53</sup> The majority of the senior officers maintained that women could hardly keep secrets in the face of love and social interactions with officers, and thus erode military culture and ethics.

It should be clear from our discussion, that women's exclusion in a male-dominated profession had its origins in ancient times and engendered by patriarchal ideology, gender, and sex. It is also caused by infrastructure deficit as was the case in Nigeria, poor housing, and lack of social amenities. These were the critical issues the colonial administration never wanted to expose to the ordinary British because of the financial

implications but rather chose to hold back using the theory of gender inequality.

### III. THE EFFECTS OF WOMEN'S EXCLUSION IN BRITISH WEST AFRICA

The effects of women's exclusion in British West Africa were wide-ranging and far-reaching in the colonies. Beginning with the British officers, the policy brought interconnected challenges, such as poor quality food, frequent vacations of British officers to England, homesickness, as well as liaison and concubinage. Poor quality food affected European officers who live far away from the coast and those involved in bush exercises and drills. According to Haywood and Clarke, "Fresh food was mostly not available, so the diet had to be supplemented by tinned provisions usually packed in chop-boxes"<sup>54</sup>

In British West Africa, the story was the same. In the Gold Coast (present-day Ghana) Regiment, rotten grains and yams formed part of soldiers' diets because of shortages of fresh food.<sup>55</sup> Also, in the Sierra Leone Regiment, there was an ad-hoc arrangement in which "in the dry season a 'Fishing man' (a soldier with a rifle would be sent daily to the river to shoot fish."<sup>56</sup> "There was also a 'hunting man' who would go out and shoot guinea fowl and bush fowl when they settled down to roost for the night."<sup>57</sup> This explains the predicaments of WAFF caused by food shortages which culminated in the malnutrition of soldiers, frequent vacations and homesickness.

The problems of WAFF also emanated from their brutality and suspicions of the indigenous people. Therefore the colonial officers became afraid to buy food in bulk from the local farmers to avoid food poisoning. Even during the period of requisition of food by the Emirs; they were regarded with suspicions because of perceived

<sup>51</sup> Nancy Goldman, "The Changing Role of Women in the Armed Forces," in *Changing Women in a Changing Society*, ed. Joan Huber (London: University of Chicago Press Ltd, 1973), 130-149.

<sup>52</sup> Sara Hammel and Arie Taylor, "Why Would a Woman Want to Serve in the Military, Anyway?" in *Letters of Intent: Women Cross the Generations to Talk about Family, Work, Sex, Love and the Future of Feminism*, ed. Anna Bondoc and Meg Daly (New York: The Free Press, 1999), 78.

<sup>53</sup> Hammel and Taylor, "Why Would a Woman Want to Serve in the Military, Anyway?" 78.

<sup>54</sup> A. Haywood and F.A.S. Clarke, *The History of the Royal West African Frontier Force* (Aldershot: Gale and Polden Ltd, 1964), 38.

<sup>55</sup> Ukpabi, "Military Recruitment and Social Mobility," 100-101.

<sup>56</sup> Haywood and Clarke, *The History of the Royal West African Frontier Force*, 497.

<sup>57</sup> Haywood and Clarke, *The History of the Royal West African Frontier Force*, 497.

hatred, hence the dependence on tinned food, and this contributed to the desertion of soldiers.<sup>58</sup> Consequently, Burns advised the Colonial Office as thus, “It is desirable that married officers in the West African Service should be accompanied by their wives. The officer who has his wife with him (unless she is entirely unsuitable as a wife) lives a happier life, and eats better food, than he can possibly do as a grass-widower.”<sup>59</sup> However, this advice was not approved until 1920 when much harm had been done to the majority of the colonial servicemen, in terms of sickness as many were invalided, the high divorce rate of colonial servicemen, and child delinquency in England.

The frequent vacations of British officers and men to Europe were also caused by poor food quality and loneliness. As one of the colonial officers summarised, “During my first period of service in Nigeria, from 1912 to 1923, I went on leave to England six times. In over forty years of colonial service, I have made twenty-five sea voyages to and from West Africa...either on transfer or going on or returning from leave.”<sup>60</sup> The frequent travels of British officers to England impacted manning, security, and logistics. It also brought a consequential increase in staff to maintain the actual minimum for duty and to supply the vacancies caused by the absence of officers on leave in England.<sup>61</sup>

By 1916, shortages of manpower had become acute in the colonies. To remedy the situation, a committee was established to find a lasting solution and determine what needed to be done to increase the flow of recruits.<sup>62</sup> It was discovered among other things that the strict requirements of the Colonial Office in the recruitment of local soldiers were problematic. Hence, the C.S. was plagued with shortages of manpower, frequent

vacations of officers, and absconding of troops. This consequently led to the loss of morale within the WAFF which impacted the colonial project.

The rejection of women in the colonies also increased the rate of concubinage and the spread of venereal diseases. Sexual relations and liaison between British officials and local women elicited regular warnings and confidential memorandums from the Colonial Office, but little was done to enforce the policy because of the circumstances of the time and environment.<sup>63</sup> It was aggravated by the loneliness of officers and men, as was the case of a District Commissioner (D.C.) at Nandi reputed to have had a harem. Also in 1907, an inquiry into a sex scandal at Nyeri, Kenya, revealed that two officers had already paid a bride price to a local chief for Kikuyu girls.<sup>64</sup>

Similarly, in the Benue-Plateau region of Nigeria, children of mixed colour were found and believed to be the product of sexual relations between British officers and local women.<sup>65</sup> To save the image of C.S, the Colonial Secretary, Lord Crewe issued a Confidential Report in 1909 expressing disgust at officers becoming involved with local women and setting out sanctions in the “Concubinage Circular” (see PRO/CO854/168).<sup>66</sup>

Ironically, the problems that the Colonial Office claimed to prevent, i.e., prostitution and the spread of venereal diseases that caused headaches in British India, manifested in another form in British West Africa. Undoubtedly, critics of the C.S. acquiesced that the institution was managed by gentlemen not qualified to control business ventures.<sup>67</sup> To them, the institutional and systemic factors were the challenges that militate against the development of colonial enterprise, and this gained currency in British politics.

Another sad occurrence of the period was the British officers’ culture of heavy drinking and suicide in the colonies. As British officers adjusted

<sup>58</sup> We did not like the soldiers, they were our people and had conquered us for strangers and had defeated our people on the plain just before us. This feeling was very common all over the North. For details see Alhaji Sir Ahmadu Bello, Sardauna of Sokoto, *My Life* (Cambridge: Cambridge University Press, 1962), 23.

<sup>59</sup> Burns, *Colonial Civil Servant*, 42-43.

<sup>60</sup> Burns, *Colonial Civil Servant*, 39.

<sup>61</sup> Lugard, *The Dual Mandate in British Tropical Africa*, 141.

<sup>62</sup> Haywood and Clarke, *The History of the Royal West African Frontier Force*, 254.

<sup>63</sup> Gann and Duignan, *The Rulers of British Africa*, 240.

<sup>64</sup> Gann and Duignan, *The Rulers of British Africa*, 240-241

<sup>65</sup> Walter R. Crocker, *Nigeria, A Critique of British Colonial Administration* (Reprint) (Freeport, New York: Books for Libraries Press, 1971), 62-63.

<sup>66</sup> Callaway, *Gender, Culture and Empire*, 48.

<sup>67</sup> Gann and Duignan, *The Rulers of British Africa*, 65

to the culture of the grass widower, some of them turned to alcoholism to make up for the absence of women.<sup>68</sup> The British colonial cantonments became centres of European gin, Scotch whisky, and brandy. Most British officers thus became addicts, while some combined drug use and alcoholism, which brought a spike in suicide in the colonies.<sup>69</sup> In one notable case, a soldier in Northern Nigeria ran amok, threatening to kill all the British officers until he was arrested and chained.

The imperial policy equal had a social and psychological effect on women and children in England. For instance, there were rising cases of divorce because most women could not cope with the absence of husbands and the single-parent culture. Compounding the situation was the prevalence of child delinquency and slum boys in England and East London in the nineteenth and early years of the twentieth centuries. These social problems were common among the children of colonial servicemen. Hence, the proclamation of 1920 that incorporated white women in British West Africa became a source of relief and an epoch-making social change. Although, the removal of the Sex Disqualification Act in 1919 was a precursor. The Act gave women the eligibility for employment in the administrative grades of the Home Civil Service.

#### IV. THE REVERSAL OF THE POLICY

The policy reversal on women's exclusion did not come easily despite the hue and cry of European women and liberal thinkers in the colonies. For instance, in one of the private correspondences of Flora Lugard to Joseph Chamberlain dated August 30, 1902, she said: There are also the non-commissioned officers and subordinates in the civil departments... Everyone now is asking

me about bringing their wives out and there is a general set towards civilization.<sup>70</sup>

In a similar correspondence to Joseph Chamberlain in 1902, Flora Lugard argued, "The principal, perhaps the only serious obstacle to the successful development of the country appears to me to be the effect of the climate upon Europeans....There can be no trustworthy continuity of administration until men can safely bring their wives and families to the country."<sup>71</sup> On the same matter, Larymore reiterates that "the difficulties in the way of wives accompanying their husbands to far-distant stations must still exist...Tropical Africa is for the civilized nation that can take its women along with it."<sup>72</sup>

Bradley equally emphasised that many people will tell you that separation is the most sinister word in the colonial vocabulary because it increased cases of divorce in Britain during the period as families were separated by the C.S.<sup>73</sup> Therefore; in women's memoirs, the pain of separation flows at submerged levels and breaks through with intense awareness.<sup>74</sup> When one juxtaposes the views of European women, one would discover a confluence of ideas and the need to incorporate women to assist their husbands in the colonies. Their arguments represent the position of teaming activists who clamour for women's participation in public space because indigenous soldiers and British officers who live in the colonies with their wives were better fed and in good health. They were also free from venereal diseases because they were free from local concubines.

To forestall the problems of desertion of soldiers, several options were exploited by the C.S.: first, there was the persuasion of local troops in 1900 to bring their wives into the barracks, but none of

<sup>68</sup> Gann and Duignan, *The Rulers of British Africa*, 230

<sup>69</sup> The Europeans in West Africa in the nineteenth century were as a rule drinkers and believed that unless they partook regularly a moderate quantity of liquor as a stimulant and preventive they would succumb to fever. Also see E. A. Ayandele, *The Missionary Impact on Modern Nigeria 1842-1914: A Political and Social Analysis* (London: Longman Group Ltd, 1979), 308.

<sup>70</sup> Flora Lugard to Joseph Chamberlain dated August 30, 1902, quoted in Margery Perham, *LUGARD: The Years of Authority 1898-1945* (London: Collins St James's Place, 1960), 79.

<sup>71</sup> Flora Lugard to Joseph Chamberlain dated 1902, quoted in Perham, *LUGARD: The Years of Authority 1898-1945*, 83.

<sup>72</sup> Larymore, *A Resident's Wife*, xiii.

<sup>73</sup> Bradley Emily, *Dearest Priscilla, Letters to the Wife of a Colonial Civil Servant* (London: Max Parrish, 1950), 228.

<sup>74</sup> Callaway, *Gender, Culture and Empire*, 45.

the women agreed to leave the town because of the image of the force.<sup>75</sup> Second, the British colonial administration suggested the distribution of freed female slaves to soldiers as wives to forestall further desertion but this option was abandoned. As Olusanya puts it, "As for women freed from slavery, the practice at first was to give them out as wives or concubines to soldiers or others or turn them adrift in the town to lead the life of prostitution. As this system was deplorable, an alternative had to be sought."<sup>76</sup> Therefore, cases of desertion continued in the WAFF impacting security and staffing.

Between 1902 and 1903, Colonel James Wilcocks took over Command of the W.A.F.F. from Lugard who was on annual vacation. During the period, he attempted to make a difference by instructing military commands to shoot and burn down houses of recaptured recruits that had deserted twice to teach others a bitter lesson.<sup>77</sup> But the Colonial Secretary was not favourably disposed to the policy because; to him, it was caused by Captain Lynch's highhandedness, which alienated the inhabitants.<sup>78</sup> Since these alternatives offered no positive solution, the C.S. resolved to set up Wilkinson's Commission on the Desertion of Troops.<sup>79</sup> The Commission discovered among other things, that changes in diet and the separation of soldiers from their families were the main factors. "And that desertion was most common among soldiers recruited outside the Gold Coast, of whom the Yoruba and the Mende were in the majority."<sup>80</sup> The Commission added that yams, the staple food of the Yoruba, were

limited in quantity in Asante, while the Mende from Sierra-Leone could not obtain enough rice except when the government sold damaged rice from its store in Kumasi. The report also identified that, in many instances, wives could not be persuaded to leave Sierra Leone, Senegal, or Nigeria to join their husbands in Gold Coast.<sup>81</sup>

As a remedy, the Committee recommended that every effort be made to persuade wives to join their husbands in the colonies, and captured deserters be subjected to severe corporal punishment because they would forget their drill if imprisoned, and that recruits should be enlisted locally in the colony for easy identification of local deserters.<sup>82</sup> Consequently, 1905 marked the social origins of indigenous soldiers' wives in C.S. By 1907 "All African troops, except recruits, had 'wives' in the barracks who cooked for their lords and kept the huts and lines clean. Each company had a head woman, the *magajia*, who was responsible for the cleanliness of the lines as well as the dress, deportment, and general behaviour of the 'wives'.<sup>83</sup>

The significance of this development cannot be overlooked in the social history of British West Africa. First, the incorporated wives brought with them a new food culture and the making of compound gardens for food production. Second, women's inclusion eroded the masculine world and culture, "where a man could dress as he pleased, drink as much as he liked, and be easy in his morals without causing scandals."<sup>84</sup> Third, it reduced the sexual exploitation of local women and the spread of venereal diseases. Additionally, the incorporation upturned the politics of gender inequality in the colonies as women began to engage in the work of empire and social relations between the coloniser and the colonised.

An important issue ignored by the Commission was the incorporation of white women into the

<sup>75</sup> Ukpabi, "Military Recruitment and Social Mobility," 97.

<sup>76</sup> G. O. Olusanya, "The Freed Slaves' Homes - An Unknown Aspect of Northern Nigerian Social History," *Journal of the Historical Society of Nigeria* III, no. 3 (December 1966), 523-538

<sup>77</sup> One recruit who deserted twice and was captured was shot immediately by Lieutenant Pope-Hernesy as an example to others. Captain Lynch himself burned down the house of another recruit who had deserted twice but was never recaptured. For details see Samson C. Ukpabi, "Military Recruitment and Social Mobility," 97-98.

<sup>78</sup> Ukpabi, "Military Recruitment and Social Mobility," 98.

<sup>79</sup> Lt. Col. P. S. Wilkinson, Confidential Report on the Gold Coast Regiment for 1905, encl. 2, CO445/19

<sup>80</sup> Ukpabi, "Military Recruitment and Social Mobility," 101; Details see Lt. Col. P. S. Wilkinson, Confidential Report on the Gold Coast Regiment for 1905, encl. 2, CO445/19.

<sup>81</sup> Ukpabi, "Military Recruitment and Social Mobility," 101.

<sup>82</sup> Ukpabi, "Military Recruitment and Social Mobility," 101.

<sup>83</sup> A. Haywood and F.A.S. Clarke, *The History of the Royal West African Frontier Force* (Aldershot: Gale and Polden Ltd, 1964), 316-317; Also see L.H. Gann and Peter Duignan, *The Rulers of British Africa, 1870-1914* (London: Croom Helm, 1978), 113.

<sup>84</sup> Burns, *Colonial Civil Servant*, 42.

C.S. This subsequently triggered another round of agitation in England and British colonies, because of the rising death rate of British colonial officers caused by malnutrition, venereal diseases, and loneliness. Most British officers were looking sickly and malnourished compared to their indigenous counterparts who enjoy the comfort of their wives and a variety of cooked food. Nevertheless, changes came their way with the reforms of Sir Hugh Clifford in 1919, which brought improved living conditions and the establishment of the European Reservation Area and quality housing for married officers.<sup>85</sup> This initiative coincided with the Sex Disqualification (Removal) Act of 1919 which made women eligible for employment in the administrative grades of the Home Civil Service.<sup>86</sup>

In 1920, a Committee was appointed to consider the desirability of revising the leave and pension rules for West Africa. The recommendations include among other things, a curtailment of the period of leave in England and a mandate that officers be encouraged to take their wives to the colonies.<sup>87</sup> Also “in the debate on the Colonial Office Vote, the spokesman of the Colonial Office, Colonel Amery said that it was the desire of the Secretary of State that married life should be the rule rather than the exception in the Crown colonies and Protectorates.<sup>88</sup> This marked the incorporation of White women in C.S. in general and Nigeria in particular.

It is noted that gender discrimination in C.S. was caused by patriarchal ideology and sex and gender. It is understandable from our discussion that the theory of gender inequality in British Africa is rooted in the Victorian gender ideology of separate spheres, which assigned roles based on sex and gender,<sup>89</sup> Available records have shown

<sup>85</sup> Callaway, *Gender, Culture and Empire*, 233.

<sup>86</sup> Callaway, *Gender, Culture and Empire*, 14-15.

<sup>87</sup> LUGARD, *The Dual Mandate*, 141-142; See also, The Sex Disqualification (Removal) Act of 1919 which opened the way for the appointment of women in the administrative or Civil Service.

<sup>88</sup> F.D.LUGARD, *The Dual Mandate*, 141-142

<sup>89</sup> Diana Jeater, “The British Empire and African Women in the Twentieth Century,” in Philip D. Morgan and Sean Hawkins, ed., *Black Experience and the Empire* (Oxford: Oxford University Press, 2004), 230.

that the indifference of the Colonial Office to the provision of infrastructure in the colonies, particularly quality housing for colonial servicemen prolonged the inclusion of women, even though some scholars argue that the rejection of White women offered British colonial officers the opportunity of sexual exploitation of local women similar to the experiences of the British in colonial India.<sup>90</sup>

There were observable changes and transformations with the integration of White women in the colonies. A robust social life and intergroup relations developed, changing the C.S. from a strict authoritarian organisation to a regulated social society. Women were involved in complementary roles as incorporated wives, engaging in compound gardens and planting fruit trees to augment food shortages. They were also actively involved in colonial service politics and diplomacy, promoting relations between the colonisers and the colonised.

## V. CONCLUSION

This paper considered the imperial policy, “No Place for a White Woman in British West Africa.” It is an aspect of colonial history that has not received adequate scholarly treatment due to gender, culture, and sex. One of the core observations of this paper is that gender inequality has long been a factor in the interactions between men and women in the gendered space and the C.S. was no exception. The conception of women’s exclusion in British West Africa in the nineteenth and part of the twentieth centuries was one of the fundamental mistakes of the Colonial Office because it affected the colonisers and the colonised. Besides, the ‘experiment’ to make the C.S. a masculine world ended with enormous costs and criticisms.

Women’s exclusion led to poor quality food, malnutrition, homesickness, and sexual exploitation of local women in the colonies. To remedy the situation, the Wilkinson Commission was set up to determine the remote and

<sup>90</sup> Ulmer, “British Women Travelers,” 2; Philippa Levine, *Prostitution, Race, and Politics: Policing Venereal Disease in the British Empire* (Psychology Press, 2003), 96-7.

immediate causes of desertion. The Commission found among other things that poor quality food, malnutrition, and homesickness were the major factors, and thus recommended a policy reversal and the incorporation of women in the colonies to care for their spouses. The coming of the indigenous soldiers' wives in 1905 and the European wives in 1920 changed the doctrine of the C.S. in British West Africa. It also upturned the conception of the C.S. as a masculine organisation where a man could dress as he pleased, drink as much as he liked, and be easy in his morals without causing scandal.

This study discovered that women's exclusion in the early beginnings of British West Africa was caused by poor quality housing and infrastructure to sustain European wives and children in the colonies. It established that the theory of gender inequality and poor representation of women was merely employed to promote the "British forward policy" in the colonial states. The paper concluded that women cannot be socially excluded from any social system because of their multiple and complementary roles, hence the need for girl-child education and women's inclusion in politics and the economy.