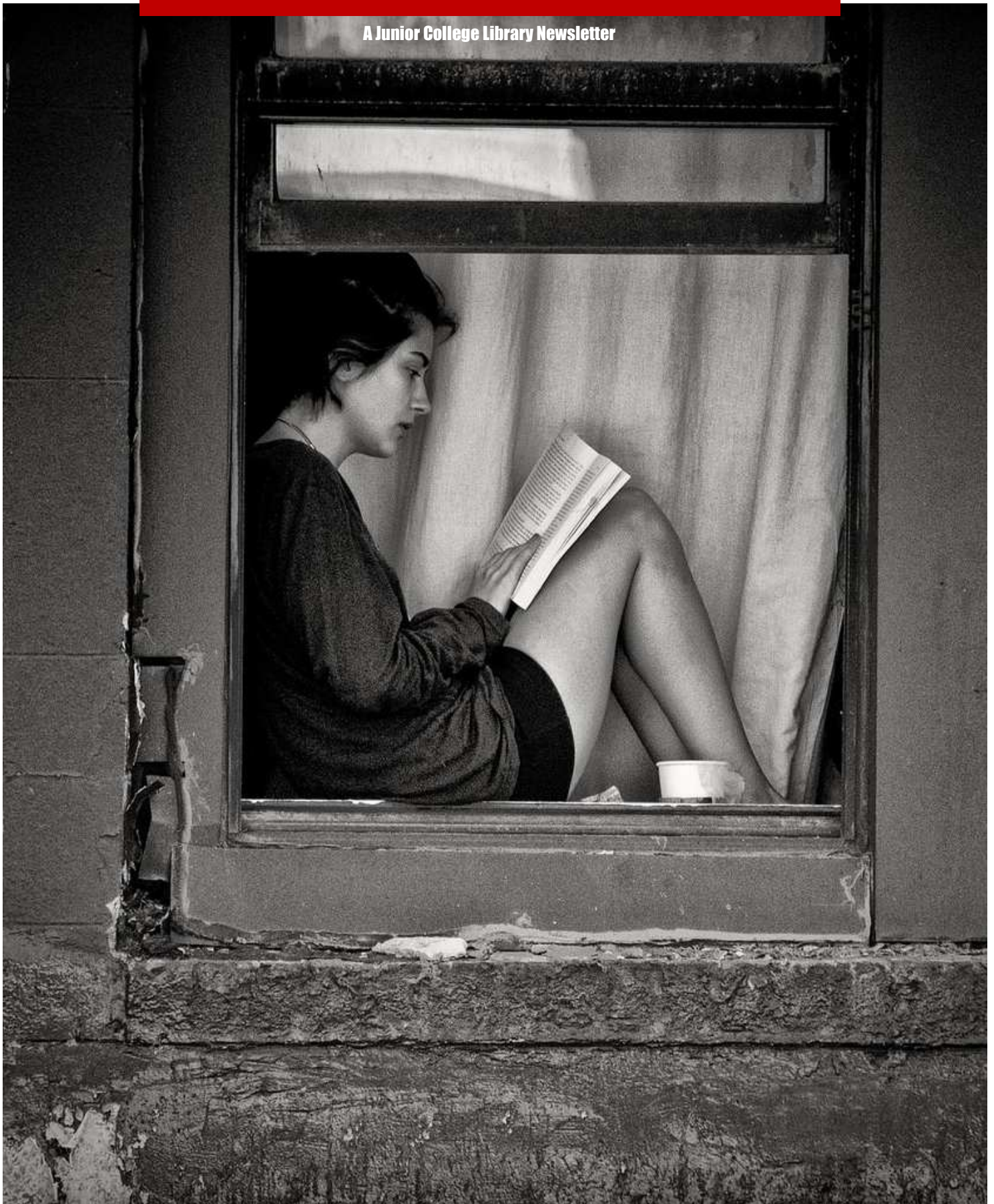




BOOKMARK

A Junior College Library Newsletter



FEBRUARY/MARCH- ISSUE 15 - 2018

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EDITOR'S NOTE

Dear Readers,

Welcome to Issue 15 of BOOKMark!

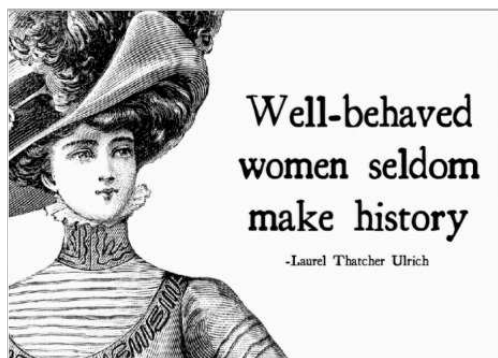
This year marks a century since women were given the vote. Women's rights have lately been making the front news. Ever since the election of the 45th President of the United States, the US saw the largest women's march across the country, and in other international cities. This year's was no exception. The Women's march, as the name implies, was mostly made up of women, but a lot of men participated too. These men cannot be considered as feminist but as citizens who want to see every member of their society treated with respect.

Equality is a very broad term and can mean many things. One aspect of equality is having the gender pay gap and glass ceilings eliminated. Iceland is the first country to make it illegal for firms to pay women less than men if they are doing the same job.

Additionally, being a feminist, does not mean being a man-hater and championing only women's issues. It means fighting for the right to have a choice, which should have been there in the first place.

In this issue we celebrate a variety of women, each of whom have contributed in their own way. From scientists to activists to authors such as Mary Shelley. Shelley was only 19 when she penned Frankenstein. In the article written by Charmaine Falzon we discover that Frankenstein is not just a horror story with a monster but a sensitive and intelligent creature - shunned only because of his looks, which are in no way his fault!

We also interview Clare Azzopardi who gives us her thoughts on what it is to be a writer. Michael Grech writes his opinions about the question of surrogacy whilst Gerald Grech highlights the use of mind-maps and how they can be used to help you study more efficiently. In this issue we also showcase the work of two of our students through their poems.



JC Library Opening Hours :

Monday to Friday 7am to 4pm

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Follow us on : www.facebook.com/uom.jclibrary/

Easter Recess : Monday 26th March to Friday 6th April 2018





A list of influential women you should know about

On the 8th of March, Women's Day is celebrated around the world. Throughout history women from all classes of society and races had to face an uphill battle to claim even the most basic human and civic rights. Women have been breaking barriers and discovering things since time immemorial - some actions more poignant than others, but each great none the less. In this issue's feature we shall mention some influential women from the past century up to modern day in all fields of society. How many did you know about?



Emmeline Pankhurst (1858-1928) - Founder of the British Suffragette movement.

Born Emmeline Goulden on 14 July 1858 in Manchester. Married Richard Pankhursts in 1879, a lawyer who supported the women's suffrage movement.

In 1889 she founded the Women's Franchise League which fought for the right for married women to vote in local elections. The Women's Social and Political Union (WSPU) was founded in October 1903. This organisation gained a reputation and its members were the first to be called 'suffragettes'. Members of the WSPU took part in violent attacks such as arson, window smashing and hunger strikes.

Emmeline was arrested several times and even went on hunger strikers herself. As a retaliation from government, many women were force fed

Militant action was suspended on the outbreak of World War One in 1914 - here women formed part of the war effort. In 1918, women over the age of 30 were given voting rights by the Representation of the People Act. Equal voting rights to all women at the age of 21 was given in 1928, only weeks after her death on 14th June.

She was commemorated two years later with a statue in Victoria Tower Gardens, London.

"I would rather be a rebel than a slave"

Rita Levi-Montalcini (1909-2012) - Neurobiologist - Nobel Laureat

Born in Turin on 22nd April 1909 into a wealthy Jewish family. She studied Medicine at the University of Turin where she graduated with a degree in Medicine and Surgery in 1936.

In 1938, Mussolini decreed that persons of Jewish Heritage like Levi-Montalcini could no longer work at universities, thus driving her to work underground. She set up a lab in her bedroom using surgical instruments made up of sharpened sewing needles.

Levi-Montalcini was inspired by American embryologist Viktor Hamburger's article about nerve development in chicken embryos. She used her silver staining technique, developed during her university years to follow such growth. Her life changed when Hamburger invited her to visit Washington University after he saw papers she had published. In 1946 she was invited to work at Washington University.

In America, working with Stanley Cohen, a biochemist, they managed to isolate the nerve growth factor, which is a protein that promotes growth in nearby cells. For their work they were awarded the Nobel Prize for physiology or medicine in 1986.

She set up an Institute of Cell Biology in Rome in 1962, an educational foundation in 1992 and the European Brain Research Institute in 2002.

Rita Levi-Montalcini died on the 30th December 2012 at the age of 103.

<https://www.biography.com/people/rita-levi-montalcini-9380593>

https://www.nobelprize.org/nobel_prizes/medicine/laureates/1986/levi-montalcini-facts.html



“My body can do what it wants. I'm not the body. I am the mind”

Rosa Parks (1913-2005) - Civil Rights Activist

Rosa Louise McCauley was born on the 4th February 1913 in Tuskegee Alabama. At the age of 11, Rosa moved to Montgomery, Alabama and attended high school there at the Alabama State Teachers' College for Negroes. Early during her 11th grade she left school at 16 to take care of her dying grandmother and shortly ill mother.

In 1932 she married Raymond Parks who worked as a barber and long time member of the National Association for the Advancement of Colored People (NAACP). Rosa joined the NAACP in December 1943 and soon became the secretary of the Montgomery chapter. Here she worked closely with Edgar Daniel Nixon who worked as a railroad porter and was the president of the local branch of the Brotherhood of Sleeping Car Porters Union.

December 1st 1955 was to be the day of Rosa Parks arrest. After a long day at work, commuting back home on a public bus, Rosa was made to give up her seat for a white man. She refused. Two police officers passed by the bus to see what happened and eventually arrested Rosa. During this period, public buses were segregated with seats designated for blacks and whites. Montgomery laws were contradictory as one law stated that segregation had to be enforced, whilst another law, stated that no person, irrespective of race, could be asked to give up their seat.

Rosa was bailed out, but with the help of E.D. Nixon took the case to court where she was found guilty and fined \$10 and another \$4 in court charges. Meanwhile a boycott of public transport was being organised—headed by the very young Dr. Martin Luther King Jr.

After appeals and related lawsuits, on November 13 1956, the Supreme Court declared bus segregation as unconstitutional.

Rosa and her family moved to Detroit where she lived out her remaining years. She died on October 24th 2005 at the age of 92.



“You must never be fearful about what you are doing when it is right”

<http://www.history.com/topics/black-history/rosa-parks>

Mary Cassatt (1844-1926) - American Draftsman, Painter, Printmaker

American-born Mary Cassatt travelled to France for her artistic training and remained there for most of her life and career. There she was recognized by contemporaries like Edgar Degas for her talent, and she became the only American artist to exhibit with the Impressionists in Paris. Her signature subjects were portraits of women and portrayals of mothers and children caught in everyday moments. In both her style and her insightful evocations of women's inner lives, she was a distinctly modern artist of the late nineteenth century.

<http://www.theartstory.org/artist-cassatt-mary.htm>

"It is as well not to have too great an admiration for your master's work. You will be in less danger of imitating him."



Mary Beard (1922-2020) - Scholar and Classicist

Winifred Mary Bear was born on 1st January 1922 in Shropshire, UK. Her interest in the classical world began on a trip to the British Museum with her mother. When Beard was young she won a scholarship to the prestigious Shrewsbury High School. Here she excelled in Latin and Greek and participated in local archaeological digs during her Summer holidays.

After discovering that Kings College, Cambridge did not offer scholarship to women, Beard opted for Newnham College. She often mentions that this is the first time she has met with institutional prejudice towards women. At Newnham College she obtained a first class degree in classics and went on to hold positions as lecturer at Kings College London and a Fellow lecturer at Newnham College in 1979 and 1984 respectively.

Mary Beard is known to have made the Classics and more specifically Roman life more accessible to people who did not have a background in Classics. In 1992 she was appointed classics editor of the Times Literary Supplement. She has won the 2008 Wolfson Prize for history and presented a number of BBC Documentaries.

<http://www.foliosociety.com/author/mary-beard>

"There have always been men who are frightened of smart women"

Kathrine Switzer (1939-2022) - First woman to run the Boston Marathon

Kathrine Switzer was born in Amberg Germany on January 5th 1939 the daughter of a major in the United States Army. Her family returned to the US in 1949 where they settled in Virginia. She studied journalism and English literature and obtained her bachelor's and master's degree in 1968 and 1972 respectively.

In 1967 she registered under the name of K.V. Switzer to run the Boston Marathon as a numbered entry—261. During the run, one race official, Jock Semple, realised the mistake and went to physically remove her from the race and take away her bib. Semple was shoved to the ground by Switzer's boyfriend at the time who was running with her. This allowed her to complete the race at approximately 4 hours and 20 minutes.

Because of her run the American Athletic Union barred women from all competitions with male runners. It was only until 1972 that women were officially allowed to run the Boston Marathon for the first time.

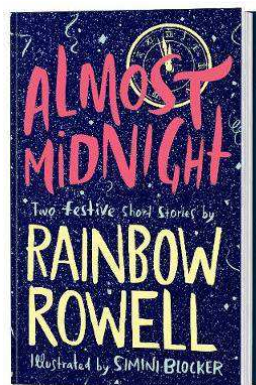
<https://www.feelingsuccess.com/first-female-boston-marathon-runner-kathrine-switzer-on-going-the-distance/>
https://en.wikipedia.org/wiki/Kathrine_Switzer



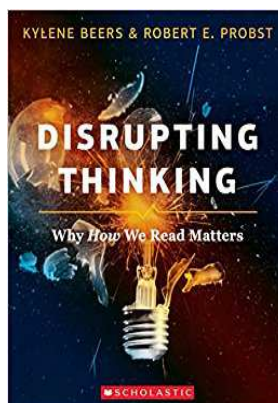
"All you need is the courage to believe in yourself and put one foot in front of the other."



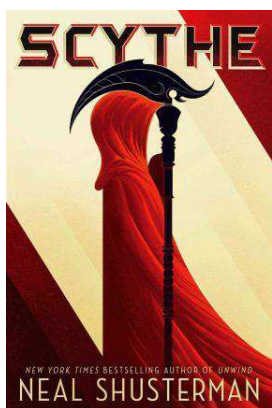
Recent Acquisitions



Almost Midnight
by
Rainbow Rowell



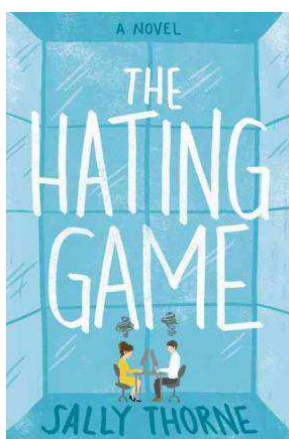
Disrupting Thinking :
why how we read
matters
by
K. Beers & R.E.
Probst



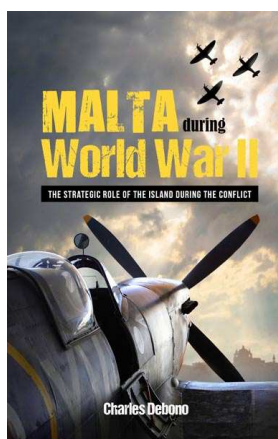
Scythe
by
Neal Shusterman



On Course German :
student book
by
Felicitas Starr-Egger



The Hating Game :
a novel
by
Sally Thorne



Malta during World
War II : the strategic
role of the island
during the conflict
by
Charles Debono

The Junior College Library would like to thank Mr. Alfred Scalpello for his kind donation of German Language Grammar Books, German Fiction titles, etc... All of these books will be available on the Recent Accession shelves until mid-February.



One Stop Search
through all the Library's
print and online resources



ON THE JOB

Architect

In this instalment of ON THE JOB we interview Stefania Buhagiar about her role as an Architect

How did you become an architect?

My love for our country's rich history, art and culture made me want to pursue architecture in all its form and glory. I am a hopeless romantic, so designing beautiful and enticing spaces for an end user makes my occupation worth living.

What do you actually do?

In our line of work, you'll get to dream, draw, detail and build. Apart from general practice, I have been lucky enough to work on some of our country's prestigious projects. I was a site based assistant project manager on Renzo Piano's city gate and parliament building to an interior designer/architect/project manager for a 'design and build' 5 star office building block at Tigne.

Why do you think your job is important?

Our job is important because we have to merge our clients' brief and the authority's principles to propose and construct the most feasible design in the best timing possible.

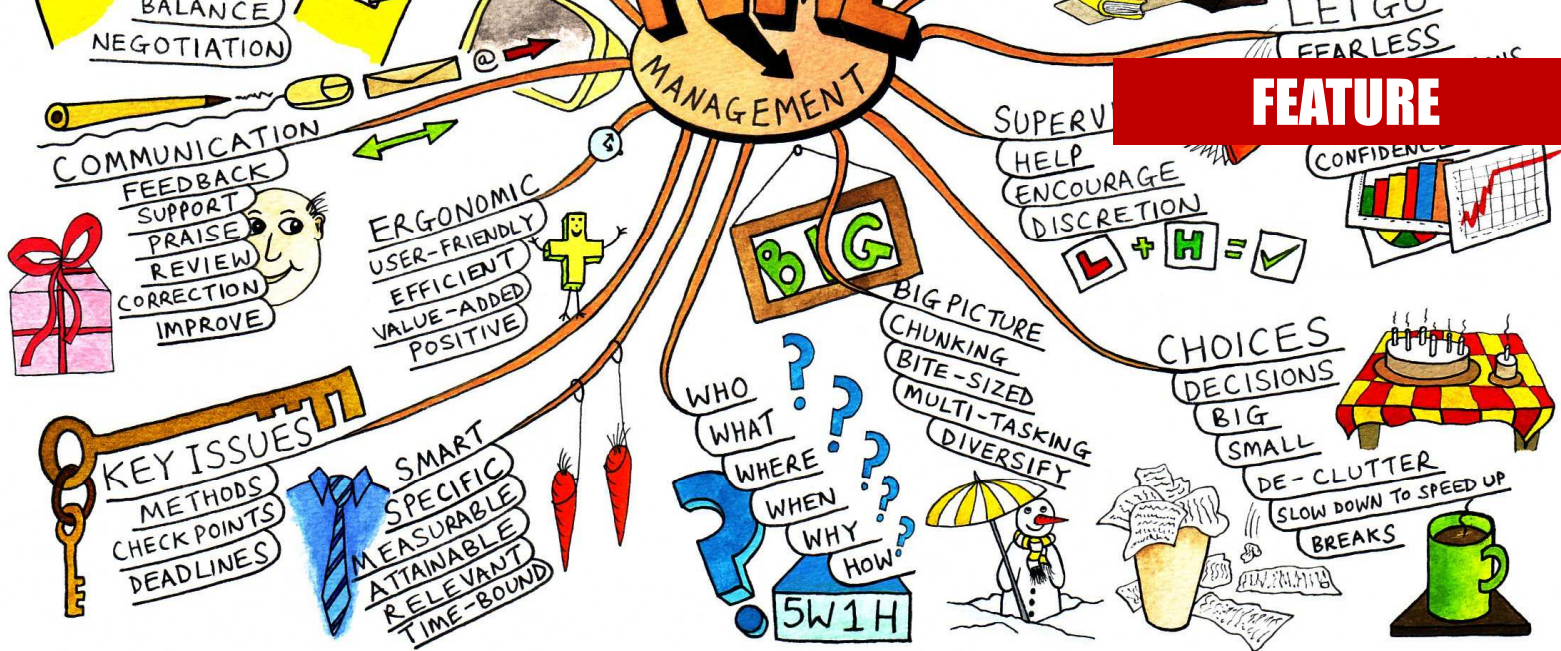
What did you study to become an architect?

I read for the degree of Bachelor of Engineering and Architecture within the Faculty of Built Environment at the University of Malta. Subjects varied, however my most favourite ones were restoration, concrete and steel structural design, construction detailing and art classes.

What is your favourite book?

I simply love Khaled Hossein's 1000 splendid suns





Learning through Mind Maps by Gerald Grech

Educators and teachers are now facing even more challenging times as they face post-millennial students also known as generation Z (born after year 2000).

In a recent article, Tim Elmore points out that: 'While Generation Y grew up with slightly longer attention spans, Generation Z has an attention span of 8 seconds'. While Generation Y initiated text messages as a norm, Generation Z prefers communicating through images, icons and symbols'.¹

We live in an information age which means that our problem is less one of obtaining and more of retaining and organizing all the quantities of information that are required to ingest – both during our studies and afterwards to keep up with rapid changes in many fields². These challenges demand that educators and students alike adopt new alternative learning methods to cope and succeed.

Mind maps offer a dynamic learning method to keep students' attention, engage students in a fun creative way, improve information retention and recall abilities.³

Earliest forms of mind-maps and similar mental image techniques have already used as early as fifth century BC by Greek orator and poet Simonides of Ceos. Mind maps techniques were made popular in the 1970s by Tony Buzan, a reputed author in the field of education and learning.

Mind-mapping is a note-taking, organizational technique, which allows individuals to 'organize facts and thoughts'⁴ in a map format containing a 'central image, main themes radiating from the central image, branches with key images and key words, plus branches forming a connected nodal structure'⁵. In addition, the mind map helps students to assimilate new information, to think and to develop their conceptual schema. Mind mapping is a technique which enhances creativity and promotes individuals learning.⁶ They assist in recall of knowledge and show the relations between different thoughts and concepts.⁷ Studies on the effectiveness of mind-mapping learning techniques have been conducted in various education fields and with various age groups. These include science and mathematics,⁸ economics,⁹ chiropractor education,¹⁰ executive education,¹¹ medicine,¹² engineering,¹³ elementary education,¹⁴ middle-school education,¹⁵ and others.

Positive and negative effects of using mind maps have been identified in the literature. Evrekli et al. found that according to science teacher candidates, mind mapping can be used in constructive science and technology effectively.¹⁶ To Farrand, Hussain, and Hennessy 'Mind maps provide an effective study technique when applied to written material'.¹⁷

Williams stated that mind mapping provided students with an opportunity to improve their learning.¹⁸ According to this study, the mind-mapping technique, as confirmed by other studies, 'is helpful as a study aid and helps learners understand and recall information better'. Taliaferro determined that students enjoyed the mind-mapping exercise.¹⁹ Goodnough and Woods similarly identified that students' perceptions of mind mapping were 'fun, interesting, and a motivating approach to learning'.²⁰ In addition, students preferred to use mind mapping in an individual situation rather than a group situation because they could express their own ideas for their own meaning.

Negative results of the study were students' level of cognitive development. Students were not able to 'think abstractly'.²¹ Other negative results were that some adults in the studies found this strategy to be 'uncomfortable to use'.²² Their reasoning was because it lacked structure and required spontaneity. Time and practice were required for adults to feel comfortable with the strategy.

What makes a mind map?

- *Key central image*: The central point in the mind map must always be a central image, placed horizontally on the middle of the page, as this stimulates imagination and helps the brain keep focused and concentrated on task.²³
- *Branches*: Curved branches of different thickness are then used to connect the ideas to the central image. The thickness of the branches varies according to the importance hierarchy of the ideas.²⁴
- *Key words*: Each branch should be captured by a single keyword, not a phrase or sentence, printed on top of the line. Using single words reduces ideas to their core. Important ideas are not obscured by extraneous words, and new associations are not limited by more specific phrases.²⁵ The focus on using single key words can foster more expansive connections, and confining the entire mind map to a single piece of paper allows one to see the entire picture at once and perhaps stimulate additional associations.²⁶
- *Colours*: The use of colour for different branches is very important in creating mind maps as colours are exciting for the brain boosting attention span, enhance comprehension, and improve recall and recognition.



Student generated mind map using www.coogole.it (Maya Pollacco 2nd year Marketing student)

- *Images*: Images should be ideally used throughout the mind map to add more focus and make it more attractive. The use of images stimulates both the right and left side of the brain in the process.

Why use mind maps?

Mind maps are particularly adaptive for effective note taking, studying, revising, researching, writing, planning, problem solving, presentations, learning a language, amongst other activities.²⁷

Several advantages of mind maps have been identified:

- Mind maps are more compatible with the way the brain functions and processes information as they resemble closely the brain's neurological structure, which is made of billions of interconnected neurons.²⁸
- Mind maps also train and balance the left and right hemisphere of the brain at the same time since multiple sensory channels are used. This produces a significant increase in the individual's total abilities and effectiveness.²⁹
- Unlike linear way of note taking, mind mapping also emphasize associations between concepts and ideas, which enhances comprehension, understanding and creativity.³⁰
- Mind maps also makes it faster to take a review notes because they take advantage of the human mind's ability to see an image as a whole instead of isolated parts.
- Mind maps employs spatial mnemonics – by remembering where something is located, this triggers the recollection of other items around it.³¹
- Some of the **disadvantages** of adopting mind maps for studying and learning are that it requires habit change as well as time to get used to. This emphasizes the importance of introducing mind map techniques in early education years when students are less resistant to change. Nevertheless, overall by far the positives outweigh the negatives.

Mind mapping software

Mind maps are traditionally drawn by hand using coloured pens on a blank sheet in landscape format. However, in recent years mind-mapping online software has been developed to facilitate the process of creating a mind-map. Amongst the tried and tested mind-mapping software to use are: <https://simplemind.eu/>; www.coogle.it; and <https://www.lucidchart.com/>

This article was intended as a brief investigation in the use mind maps as an effective alternative study and learning tool in the context of the 21st century, information-age society. The evidence in the literature and the results of this research show that mind maps may facilitate recall of knowledge and conceptions and the interrelations set between them. More importantly mind maps can be effective to create learning environments in which students feel desirous and motivated to learn.³²

Similarly, even though a learner constructs a detailed mind map, it is not a guarantee that he has committed this knowledge to long-term memory.³³ Willingham states that, 'it is virtually impossible to become proficient at a mental task without extended practice'.³⁴

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⁴Tony Buzan, *How to mind map* (London, 2002).

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⁶A.J. Mento, P. Martinelli, & R.M. Jones, 'Mind mapping in executive education: Applications and outcomes', *Journal of Management Development*, 18(4), (1999) 390–416. <http://dx.doi.org/10.1108/02621719910265577>

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¹²P. Farrand, F. Hussain, and E. Hennessy, 'The efficacy of the 'mind map' study technique', *Medical Education*, Vol. 36 (5) (2002), 426–31.

¹³L.A. Zampetakis, L. Tsironis, and V. Moustakis, 'Creativity Development in Engineering Education: The Case of Mind Mapping', *Journal of Management Development*, Vol. 26, No. 4 (2007), 370–80.

¹⁴Özgül Keleş, 'Elementary Teachers' Views on Mind Mapping', *IJE 4.1* (2012): n.p.

¹⁵K. Goodnough and R. Woods, 'Student and Teacher Perceptions of Mind Mapping: A Middle School Case Study', Paper presented at the Annual Meeting of American Educational Research Association, New Orleans, 1–5 April 2002.

¹⁶Evrekli et al.

¹⁷Farrand et al.

¹⁸Williams, M.H. (1999). The effects of a brain-based learning strategy, mind mapping, on achievement of adults in a training environment with consideration to learning styles and brain hemisphericity. Unpublished doctoral dissertation, University of North Texas, Dissertation Abstracts International, 60, 1525.

¹⁹M. Taliaferro, 'Mindmapping effects on sixth-grade students' recall ability', Unpublished master's thesis, Mercer University, Atlanta, Georgia (1998).

²⁰Goodnough et al.

²¹Keles.

²²Williams.

²³Buzan.

²⁴Ibid.

²⁵Budd.

²⁶Budd.

²⁷Taylor; Buzan.

²⁸Taylor.

²⁹Buzan.

³⁰Ibid.

³¹Taylor.

³²Evrekli et al.

³³Sankarsingh, V. Candice, *Mind Maps: mindless or mindful?* (Bethlehem, USA, 2010)

³⁴Daniel T. Willingham, *Why Don't Students Like School?* (San Francisco, 2009).

When to use **REFERENCE SOURCES**



What are reference sources?

Reference sources are encyclopedias, dictionaries, almanacs, handbooks, directories, and other items providing concentrated information on a topic. Reference sources are available online or in print.

Starting Point

Many reference sources are good for quickly locating factual pieces of information, such as using an almanac to learn the current population in Greece. Other sources, like subject encyclopedias, can help you get an overview of a broad subject.

Reference sources don't provide sufficient information when researching a topic in an academic environment. They are not meant to be your only source for research! Instead, use them as a starting point to gain a basic understanding of the scope and terminology associated with your topic so that you can begin in-depth research.

Basic Understanding

Further Reading

Many entries contain a "Further Reading" section or bibliography that you may find useful as a jumping-off place for locating more detailed information.



Where can I find reference sources?

The Sage Libraries have print and online reference sources, which are available via the library website. Looking for an online source? Use Credo Reference or Gale Virtual Reference Library.

A black and white close-up portrait of Frankenstein's monster. The creature has a pale, textured face with visible stitches on its forehead and neck. Its eyes are closed, and it has a somber expression. The lighting is dramatic, highlighting the contours of its face.

FEATURE

Happy Birthday, *Frankenstein!*

A Book for Those Who Don't Fit In.

By Charmaine Falzon

March 2018 marks an important anniversary – that of the first publication of Mary Shelley’s novel *Frankenstein* (March 1818), one of world literature’s first horror stories and a monster novel which has by turns intrigued and puzzled generations of readers. This novel is the first published work of Mary Shelley. Yes, Mary Shelley! Known for its brutal take on themes such as unbounded ambition and mad science, *Frankenstein* is the work of a woman – and a 19-year-old one at that! Though she was young when she produced the novel, however, Shelley was by no means a neophyte where the world of writing was concerned. Her parents were the philosopher-novelist William Godwin and the feminist essayist and journalist Mary Wollstonecraft. Her writing of *Frankenstein*, besides, followed hard upon the heels of her elopement with another key literary artist – the poet Percy Bysshe Shelley, then at the dawn of his artistic career. The novel was written in Switzerland, in the countryside south of Geneva, where the couple spent a few months after their departure from the United Kingdom, often meeting up with other illustrious literary figures such as the poet Lord Byron and the gothic novelist M.G. Lewis.



As violent as it is sentimental, *Frankenstein* is a text which touches upon several aspects of life in Europe in the years which followed the French Revolution and the Napoleonic Wars. Some of its themes, though, such as those of mad science and the plight of the deformed and the physically abnormal in human society, are as relevant in our times as they were in Shelley’s. *Frankenstein’s* plot centres on the troubled - and, ultimately, quasi-murderous - relationship between Victor Frankenstein, an ambitious young scientist, and the unnamed creature (variously referred to as “the monster” and “the daemon/demon” in the novel) whom he brings to life after having studied science frenziedly for many years (“pursu[ing] nature to her hiding-places”), finally discovering the secret source of organic life.

1) We had arrived in England ^{at the beginning} of October and it was now February; we accordingly determined to commence our journey towards the north at ~~at~~ the expiration of another month. In this expedition we did not intend to follow the great road to Edinburgh. But to visit Windsor, Oxford, Malpas, & the Cumberland lakes resolving to arrive at the completion of this tour about the end of July. I packed my chemical instruments & the materials which I had collected ready to finish my labours in some obscure nook in the country.

We quitted London on the 27th of March and remained a few days at Windsor gambling in its beautiful spot. This was a new scene to us mountaineers; the ~~mountain~~ ^{mountain} foot oaks the quantity of game & the beautiful flocks of ~~birds~~ ^{we all wished} to us. From thence we proceeded to Oxford. We were charmed with the appearance of the town. The colleges are ancient and picturesque, the streets broad & the landscape rendered perfect by the lovely Isis which near here spreads into broad & placid expanse of water & runs south of the town. We had ~~some~~ ^{received} letters to several of the professors ^{who} were received with great politeness & cordiality. We found that the reputations of this university were somewhat improved since the days of Gibbon; but there is still ~~in~~ ⁱⁿ fashion a great deal of bigotry & devotion to established rules that constrains the mind of the students & leads to a narrow & narrow principles of action.

Pages from the draft of 'Frankenstein' located at the Bodleian Libraries, Oxford University- MS. Abinger c. 57, fol. 47v

<http://genius.bodleian.ox.ac.uk/exhibits/browse/pages-from-the-draft-of-frankenstein/>

Throughout the novel, Shelley - who was in the habit of avidly reading accounts of contemporary scientific discoveries in the English papers - criticizes the hubristic¹ ambition of her troubled scientist, a man who, despite his pretensions to glory and reputation, is deeply flawed, being at once a coward, a man given to debilitating melancholy and seemingly incapable of relating to the opposite sex and a messy scientist to boot (the creature which, after years of study and research, he succeeds in giving life to, is so hideous that people run away screaming upon catching sight of it). Frankenstein's studies, besides, have not helped him overcome the prejudices of his contemporaries - once he has "infused a spark of being" into the misshapen collection of flesh, muscle and bone which will become his creature, and the being's eyes finally open upon the world, Frankenstein is struck with the hideousness of the creature he has given life to, and runs out of his laboratory in horror. His reaction to the creature, in short, is

identical to that of the far less learned characters (many of them simple peasants) the creature meets in the course of his travels in the novel, travels he is forced to undertake in order to escape human persecution. Frankenstein's character is deeply flawed and, ultimately, unchanging. In its ability to develop in reaction to the circumstances of his existence, on the other hand, the creature's character is a true source of interest in the novel. Starting life as naïve, submissive and uncomprehending, the creature soon realizes how unfair his treatment at the hands of human beings is and - like the commoners who had staged the Revolution in France a few years before *Frankenstein* was written - soon begins a systematic rebellion against the world which has sidelined him, a rebellion which culminates in his setting his maker a challenge which leads to the latter's death.

¹Equating oneself with God



Richard Rothwell's portrait of Mary Shelley was shown at the Royal Academy in 1840

One of the key tools the creature uses in his bid to acquire revenge on a world which rejects him solely on the basis of his hideous physical appearance is language, which he evocatively describes as a “godlike science.” In the course of the novel, the creature makes great efforts to master language with a view to being able to establish relationships with human beings. When this fails, he uses the French language, of which he has acquired an excellent command, to confront his creator/father Frankenstein in a scene which is without doubt one of the most powerful in the nineteenth-century English novel - the confrontation between the creature and Frankenstein on the slopes of Montanvert in the Swiss Alps (Chapters 11 to 16). In the course of this verbal contest, the creature, speaking like a Revolutionary claiming emancipation from oppressive government, takes his maker to task for abandoning him upon “birth”, for doing nothing to socialize him in the world of men and for making him so ugly that he is an object of horror and disgust to everyone who sees him: “You had endowed me with perceptions and passions and then cast me abroad for the scorn and horror of mankind”. The confrontation ends with the creature ordering Frankenstein to create a female companion for him, a creature as hideous as he is himself, in whose company he could live out his days in some desolate spot unknown to man. The creature’s predicament in the novel and his articulate speech are reminiscent - both in tone and content - of the revolutionary pamphlets produced by radical writers at the time and also of the ‘slave autobiography’ (an English-language text, such as Olaudah Equiano’s *Interesting Narrative* [1789], in which a former slave tells the story of his/her life with particular emphasis on the oppressions s/he had suffered under slavery). Like the former slave who uses an autobiographical work to talk back to the society which has oppressed him, Frankenstein’s creature takes his ‘master’ to task for his hubris and incompetence, forcing him - a man who is so repulsed by sex that his only brush with fatherhood is the creation of a ‘child’ out of organic offal - to acquiesce to his request for a female companion.

Written in studied, beautiful language which is often reminiscent of her husband's poetry and rich in descriptions of torrid emotion and wild landscape, *Frankenstein* is an unforgettable read, a meditation on the themes of ambition, social exclusion, personal vindication and revenge which has few equals in Western literature. Speaking for myself, I first read the book in my 20s and, though it did not influence my early youth, it has been a steady favourite and fixed point of reference throughout my adult life. Read this book if you are interested in issues such as the difficulties faced by people afflicted by deformity, the ethical dimension of scientific research and how language makes us human. And as you read, do not omit to reflect on the inspiring story of an early nineteenth-century English girl who, in defiance of the rigid gender codes of the time which hampered women's self-expression at every turn, birthed a "hideous progeny" and sent him out into the world not - as he is portrayed in several of the films spawned by the novel - as a hideous, flat-craniumed, inarticulate monster but as a creature which, though marginalized for his appearance, is fully as sensitive, intelligent and articulate as the author herself.

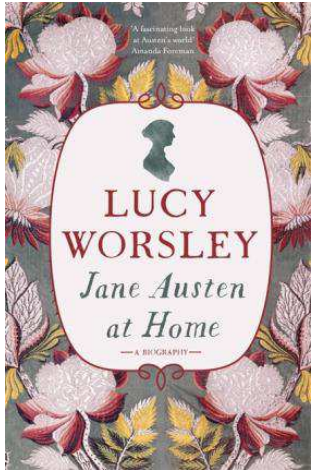
**I have love in me
the likes of which
you can scarcely imagine
and rage the likes
of which you would
not believe.**

**If I cannot satisfy
the one, I will indulge
the other.**

- Mary Shelley, *Frankenstein*.

Librarian's Choice

RECOMMENDED READINGS FROM OUR SHELVES

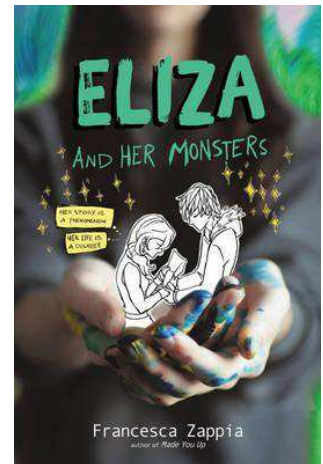


Jane Austen at Home by Lucy Worsley

Historian Lucy Worsley visits Jane Austen's childhood home, her schools, her holiday accommodation, the houses both grand and small of the relations upon whom she was dependent, and the home she shared with her mother and sister towards the end of her life, where she wrote many of her famous novels. This new telling of the story of Jane's life shows us how and why she lived as she did, examining the rooms, spaces and possessions which mattered to her, and the way in which home is used in her novels to mean both a place of pleasure and a prison. Jane famously lived a 'life without incident', but with new research and insights Lucy Worsley will reveal a passionate woman who fought for her freedom. A woman who, far from being a lonely spinster, in fact had at least five marriage prospects, but who in the end refused to settle for anything less than Mr Darcy.

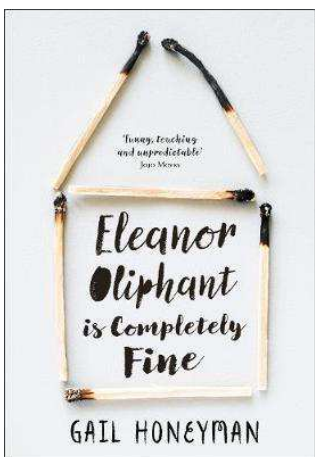
Eliza and Her Monsters by Francesca Zappia

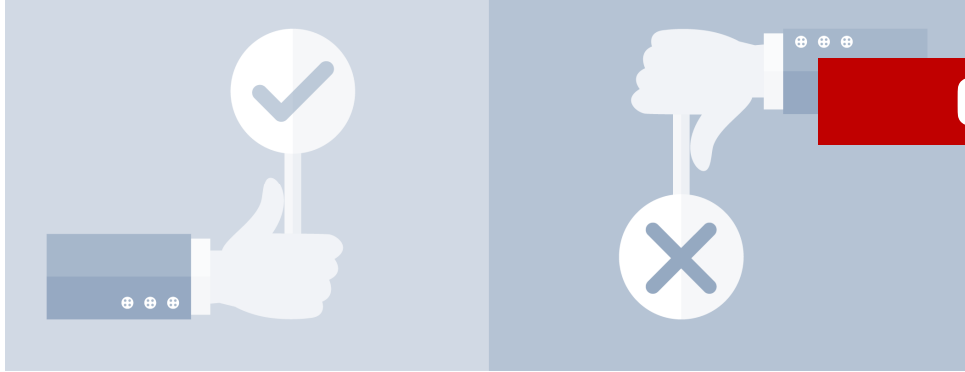
Eighteen-year-old Eliza Mirk is the anonymous creator of Monstrous Sea, a wildly popular webcomic, but when a new boy at school tempts her to live a life offline, everything she's worked for begins to crumble. Scott Westerfeld's *Afterworlds* meets *Nimona* in this novel about art, fandom, and finding the courage to be yourself. Features illustrations by the author throughout. Perfect for readers of Rainbow Rowell's *Fangirl*, this is the second novel by the acclaimed author of *Made You Up*. In the real world, Eliza Mirk is shy, weird, smart, and friendless. Online, Eliza is Lady Constellation, the anonymous creator of a popular webcomic called *Monstrous Sea*. With millions of followers and fans throughout the world, Eliza's persona is popular. Eliza can't imagine enjoying the real world as much as she loves her digital community. Then Wallace Warland transfers to her school, and Eliza begins to wonder if a life offline might be worthwhile. But when Eliza's secret is accidentally shared with the world, everything she's built-her story, her relationship with Wallace, and even her sanity-begins to fall apart.



Eleanor Oliphant is completely fine by Gail Honeyman

Eleanor Oliphant has learned how to survive - but not how to live Eleanor Oliphant leads a simple life. She wears the same clothes to work every day, eats the same meal deal for lunch every day and buys the same two bottles of vodka to drink every weekend. Eleanor Oliphant is happy. Nothing is missing from her carefully timetabled life. Except, sometimes, everything. One simple act of kindness is about to shatter the walls Eleanor has built around herself. Now she must learn how to navigate the world that everyone else seems to take for granted - while searching for the courage to face the dark corners she's avoided all her life. Change can be good. Change can be bad. But surely any change is better than... fine?





On Surrogacy

By Michael Grech

Surrogacy, a procedure whereby a woman agrees to carry out a pregnancy for someone else, is a topical subject of debate in moral and political spheres. It might soon be on the local political agenda. Views and positions on the morality of surrogacy obviously vary. The stand points from where considerations are made are also numerous, ranging from the philosophical to the religious to the political, or to a combination of any/all of these. In what follows I give an opinion on whether surrogacy should be legalised from a combined philosophic-political stand-point. I will combine a rule-utilitarian approach to law, together with some considerations about the importance of contexts and the limits of classical liberalism when assessing utility. I will present the following as a provocation; a proposal that is meant to be more of an incitement to discussion rather than an actual plan.

Rule utilitarianism is a version of utilitarianism that applies the principle of utility – enjoining one to bring about the greatest happiness to the greatest number of people – to rules rather than particular actions. It is hence particularly apt to assess, justify or censor law and statutory injunctions. Regarding surrogacy, it seems that the principle would entail that the procedure should be legal, since *prima facie* it brings happiness to all those it involves. Yet, in what follows I argue that this need not be the case; that rule utilitarianism might oppose a liberal surrogacy law because of some of the limits of classical liberalism.

According to classical liberalism, the purpose of the state and of legislation is to protect the rights of individuals rather than promote some ethical or religious ideal. One of the limits of classical liberalism is that it conceives of the rights of individuals in context insensitive terms. To give a classic example of the limits of classical liberalism Bob who is homeless and Mary who lives in a sumptuous home and whose parents are willing to support her if she falls on hard times both have the same right to take or refuse a particular job, and hence if Bob freely accepts to work for starvation wages, the state should not interfere in the transaction between Bob and his employer if the latter did not coerce or force Bob to agree to their work-contract. That factors like Bob's situation forces him to accept the contract are ignored or dismissed in the name of a formal and purely legal understanding of freedom.

Regarding surrogacy, many Feminist writers oppose the procedure because they claim that leads to the commodification (i.e. being treated as something that can be traded and used instrumentally) and exploitation of women, especially of poor women who are likely to be those who will offer their own body for the procedure, and who would thus be doubly victimised (because they are women and because they are poor). The situation might produce overall more happiness – the surrogate guardians would get their baby and the surrogate mother might obtain some money which would alleviate her situation – but only because of the dire situation of the surrogate mother. They would 'choose' to offer their womb, but concretely theirs would not be a free choice. Indeed, allowing such women to offer their womb for a surrogate pregnancy, might be an incentive for government not to improve the situation of the poorest members of a society. It would give women an avenue of making money through which they can scrape a survival even if at the cost of commodifying their own body. Such a possibility might be censurable even on pure utilitarian grounds since the possibility of poor women offering to undergo a pregnancy as surrogate mothers would be delaying or staving off a scenario where poverty is tackled in a way that is respectful to the dignity of the poor, a possibility that would entail more happiness than the scenario where poor women alleviate their problems by lending their womb. So my proposal, by way of provocation, is to allow women to offer themselves to be surrogate mothers. But, they have to do so free of charge and to ensure that there is no hidden exploitation, only women who have a university degree and are in a stable financial situation should be allowed to do so.

Michael Grech is Assistant Lecturer with the JC Philosophy Department

SAVE THE DATE

BLIND
DATE
WITH A
BOOK

FEB 5 - FEB 23

Clare Azzopardi

Min hi Clare Azzopardi?

Mara, għalliema fil-Junior College, kittieba kemm ta' kotba għat-tfal kif ukoll tal-kbar. Kwjeta u ma tħobbx folol kbar.

Meta bdejt tikteb? U kif indunajt li l-kitba hi parti minnek?

Meta kont is-sixthform kont diġà bdejt nesperimenta bil-kitba. Imbagħad l-Università bdejt nikteb b'mod iktar regolari, fil-fatt l-ewwel ktieb tiegħi ħareġ f'it wara li ggradwajt bħala għalliema.

X'inhu dak li jspirak?

Ħafna affarijiet jspirawni: in-nies u l-istudenti li niltaq' magħhom kuljum, is-sitwazzjonijiet li ninqabad fihom, il-films li nara u l-kotba li naqra, pajjiżi li nżur u kulturi differenti ... nista' nibqa' sejra naħseb ... imma, lanqas temmen, xi kultant dettall ċkejken u insinifikanti jaf jispirani tant li nikteb storja dwaru.



Għandek xi ġeneru li ttippreferi tikteb?

Nikteb proża l-iktar u ktibt iktar novelli milli rumanzi, minkejja li issa ħiereg l-ewwel rumanz tiegħi, "Castillo" għall-kbar. Il-ġeneru tan-novella jogħgobni ħafna. Ir-rumanz huwa iktar impenjattiv u ma nafx għadx nikteb iktar rumanzi. Naħseb li wara dan ir-rumanz li ħiereg f'April, nerga' nibda naħseb bis-serjeta' f'habra għdida ta' novelli.

X'qed taqra bħalissa?

Għadni kif spiċċajt "Kapitali" ta' Wayne Flask li nirrakkomandah lil kull min togħgħbu s-satira u l-politka u issa qed naqra "The White Book" ta' Han Kang

Il-ktieb favorit tiegħek?

Mhux faċli nwegibha din ... għax żgur li hemm ħafna ... imma wieħed mill-kotba li nħobb ħafna huwa "Hallucinating Foucault" ta' Patricia Duncker, "Binocular Vision" ta' Edith Pearlman u anke "The World's Wife" ta' Carol Ann Duffy u anki "Can't and Won't" ta' Lydia Davies u ... qed tara kif se nibqa' sejra.

Vicious by V.E. Schwab

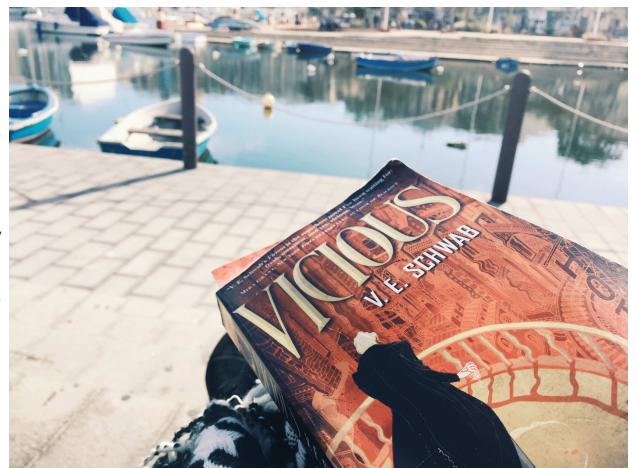
Victor and Eli started out as college roommates—brilliant, arrogant, lonely boys who recognized the same sharpness and ambition in each other. In their senior year, a shared research interest in adrenaline, near-death experiences, and seemingly supernatural events reveals an intriguing possibility: that under the right conditions, someone could develop extraordinary abilities. But when their thesis moves from the academic to the experimental, things go horribly wrong. Ten years later, Victor breaks out of prison, determined to catch up with his old friend (now foe), aided by a young girl whose reserved nature obscures a stunning ability. Meanwhile, Eli is on a mission to eradicate every other super-powered person that he can find—aside from his sidekick, an enigmatic woman with an unbreakable will. Armed with terrible power on both sides, driven by the memory of betrayal and loss, the arch-nemeses have set a course for revenge—but who will be left alive at the end?

In *Vicious*, we follow two equally brilliant, driven and morally ambiguous college roommates at Lockland University. Victor Vale gladly glides through his college years without forming any connections with most college students, alienated and without distractions. Eli Cardale, on the other hand, is charming, warm and well-liked among his peers.

"All Eli had to do was smile. All Victor had to do was lie. Both proved frighteningly effective."

When asked to submit their thesis proposal, they embark on a scientific mission to prove that EOs - ExtraOrdinary people - can be created as a result of adrenaline, pain and near death experiences.

Fast forward to ten years, we meet Victor again, this time escaping from prison alongside his previous cell mate after being incarcerated for ten years for a crime unknown to the reader, with only one objective in mind, that to destroy his previous friend, now nemesis. Eli, on the other hand is on a quest to eradicate the world from other EOs.



What makes Victor and Eli so different from the superheroes we have all read about and loved, is that when they actually do achieve their superpowers they do not become consumed with the need to save the world. Rather, Eli decides to start playing God and Victor becomes oblivious to everything except his desire to destroy Eli. Neither is a 'hero' or a 'villain'. As Mitch, Victor's ex-cellmate points out:

"There are no good men in this game."

The novel is at its core very character driven. It flashes back and forth, from the present to ten years prior, which means that we can compare side by side the relationship switch between our two main protagonists. What brought these two seemingly very different men together was the ability Victor had to see through Eli's perfectly constructed facade, and recognise in Eli a mutual darkness, which turns into a dangerous competitive game.

The rest of the cast compliments the main duo perfectly, especially our small band of misfits who travel with Victor. Mitch, is the ideal side-kick and Sydney is the most interesting twelve-year-old I've come across in my reading so far. The group also travels with a semi-dead dog. Eli, on the other hand travels with Serena, Sydney's sister, with whom she shares a very complex relationship.

Essentially, *Vicious* is built on tension, ambition and revenge. Schwab does a fantastic job at constructing a story where the reader finds it difficult to decide for whom to root for. There are no heroes in this story, just deeply flawed but very interesting characters. I highly recommend anyone to give this book a chance.

Feel free to pick up a copy of *Vicious* from the Junior College library and keep an eye out for the sequel which is set to be released (hopefully!) later in 2018.



Limerikki

Elisa June Campbell

L-istudenti l-iskola jobogħdu,
Meta jkollhom test kmieni filgħodu.
Huma jibqgħu reqdin,
B'hekk imorru tazzin,
B'marki koroh se jkollhom joqogħdu!

Kien hemm sitta bilqiegħda go bar.
F'daqqa waħda dan qabad in-nar.
Tnejn minnhom stenduti
L-oħrajn deċeduti,
U wieted kien tarab bil-tmar!

Mela darba kien hemm żewġt itfal,
Wieted minnhom kien xaba' jitbagħal.
L-ietħor mar fejn ried hu,
Iżda spiċċa Korfù,
Mentri ried imur it-Taj Mahal.

Kien hemm darba qattus ftit għażżien,
Kemmil darba kien jibqa' fejn kien.
Darba sidtu bezzgħatu,
U bil-qatgħa li tatu
Beda jpexpex fil-pront kullimkien!



Tliet poeziji hajku

Andrew Debono Cauchi

*Rajt ħarstek ħelwa;
bewsa fuq ġbini tlabtek.
Int tlaqt minn ħdejja.*

*Żiffa Maltija;
tofroq sigra weraq ġmiel.
Kelb jinbat fil-bogħod.*

*Poplu falz ġakbin;
teatrin ta' żewġ ucuħ.
Bniedem imwegġa'.*



HOLOCAUST

Preparing for the worst by Lei (Tony) Grima

"History does repeat itself! We've had this proven to us so many times. Whenever the world's population grows out of control, there's always a war to cull the herd! And mankind has never had greater numbers than now!"

My grandfather is a genius, or at least that's what he seems to me. He's always in his workshop tinkering with his inventions and building tools to help us survive what, according to him, is 'the inevitable apocalypse'. Unfortunately, he is also a little paranoid, to say the least, especially when it comes to the eventuality of another war. He's always ranting about his theories, and tonight was no exception.

"If another genocide had to take place, you'd think we'll be safe right? We are Catholics after all! Well, you're wrong! According to studies conducted on the population of the time, approximately 17 million people died during the Holocaust. A large number of those who were killed were in fact non-Jews!"

Yeah...like I said, he's absolutely paranoid. I am only thirteen but I'm old enough to realise that there is almost no chance of another Holocaust. However, I still enjoy listening to him as he's so passionate about it all.

"Well, about 20% of the poor 17 million souls who perished were in fact Soviets. They were prisoners of war! And around 10% were murdered because of their political beliefs. You see, the Holocaust was a mass genocide during World War II. In the broadest terms, it referred to the slaughter of anyone inside a concentration camp. The person in command, Adolf Hitler, had an excuse for doing so as his goal was to build a flawless country with a perfect human race. Anyone that did not fit into his perfect image of the world was exterminated. His main target of eradication was an unfortunate group of people that held certain religious beliefs. In fact, the European Jewish fatalities totalled to about 6 million! His extreme hate for them was fueled by more than one source," my grandfather explained.

"To him, the Aryan race was far superior to that of the Jews. So much so, that the latter were not even seen as human beings in his eyes!"

"But grandpa," I interrupted, "was Hitler really such an extremist?"

"He was indeed one of the most extremist dictators the world has ever seen. And do you know why he hated Jewish people so much? Well, he blamed the Jews for the economic downfall of Germany after World War I, as they had control over most of the banks and financial institutions at the time. Thus, along with other groups of people he deemed as 'lesser beings', such as homosexuals and disabled persons, Jews were sent to concentration camps. Contrary to popular belief, the purpose of concentration camps was not solely to execute the unlucky denizens. Many men and women were put to harsh slavery with as many rights as a farm animal! Many others, including children younger than you, were experimented upon like lab mice."

"That is why I'm preparing for the worst my dear. All the pieces of the greater puzzle are falling into place and I must make sure that I've got everything planned and ready for our survival when the next inevitable Holocaust takes place."

"But what does the term 'Holocaust' truly mean grandpa?"

"Holocaust was derived from the Greek word 'Holokauston' which means 'a completely burnt sacrificial offering', but I believe the Jewish word 'Shoah' is more appropriate as it means calamity and that's what Holocaust truly was; a shameful disaster. No one should ever be sacrificed or slaughtered, especially not my family! We must survive!"

Lei (Tony) Grima is a 1st Year English Intermediate student at Junior College. He has worked on this essay in collaboration with Ms Roberta Borg Parnis, a lecturer within the English Department at Junior College.



Physical Activity and Stress by Roseann Dimech

As days go by, whilst we fulfil duties at home and at school, meet personal and externally imposed expectations, we may sometimes not be aware of the accumulating stress levels we are experiencing and its impact on our wellbeing. Teenage status does not exclude one from its debilitating effects. In fact, increasing research supports the idea that stress is very common among teenagers, especially during the school year.

Stress is typically felt both psychologically and physically. As the old Latin wisdom goes, “Mens sana in corpore sana”, meaning a healthy mind in a healthy body, the mind and body are very closely connected, such that stress can affect the body from head to toe. Surveys show that teens experience both emotional and physical symptoms of stress, which can manifest as nervousness or anxiety, fatigue, procrastination, or a neglect of responsibilities, overwhelming feelings, experience of negative thoughts and experience of changes in sleeping patterns. Problems with concentration and changes in eating habits (eating too much or too little) have also been linked to stress.

Faced by a predator, our ancestors benefitted from the physical hormonal response (such as, the release of adrenaline and cortisol) in the body, which prepared us to fight or run away, known as ‘fight or flight’ response. Classical theory supports the idea that stress response has evolved because of its protective benefits, during threatening situations. Despite the fact that we live in much safer environments, our bodies still react to stressful situations and even though, it is normal and good to experience stress in certain situations, it becomes very unhealthy when high levels persist for a long time. In fact, it is assumed that chronic (long-term) stress causes anxiety, high blood pressure and a weakened immune system (which defends us from infection), which can lead to depression, obesity and heart disease.

Therefore, finding ways of keeping stress levels low is cardinal for all people irrespective of age. It is commonly believed that a very effective way of combating stress is through physical activity. Physical activity does not have to translate into arduous jogging and gym sessions, and today we are blessed with a wider exposure of physical activity alternatives. Irrespective of the choice of activity, it is very important that the choice is based on individual preferences, in order to increase the chances of consistency.

The most recent federal guidelines for adults recommend at least 2.5 hours of moderate-intensity physical activity (e.g. brisk walking) each week, 1.15 hours of a vigorous-intensity activity (such as jogging or swimming laps), or a combination of the two.

Here are some tips on how to become more physically active at the Junior College:

12 WAYS TO REDUCE STRESS & LEAD A LESS HECTIC LIFE



- 5 X 30: Jog or walk three to five times a week for 30 minutes, around the football ground track
- Set small daily goals and aim for daily consistency rather than perfect workouts. It's better to walk every day for 15-20 minutes than to wait until the weekend for a three-hour fitness marathon. Lots of scientific data suggests that frequency is most important.
- Find forms of exercise that are fun or enjoyable. Extroverted people often like classes and group activities. People who are more introverted often prefer solo pursuits.
- Distract yourself with an iPod or other portable media player to download audiobooks, podcasts, or music. Many people find it's more fun to exercise while listening to something they enjoy.
- Recruit an "exercise buddy." It's often easier to stick to your exercise routine when you have to stay committed to a friend, partner, or colleague.
- Be patient when you start a new exercise program. Most sedentary people require about four to eight weeks to feel coordinated and sufficiently in shape so that exercise feels easier.

Junior College students can benefit from the karate, tennis and yoga sessions taking place on a weekly basis, or borrow the equipment to do the preferred choice of activity. Sport facilities at the College include an eleven-a-side turf football ground, an athletics track, a five-a-side football ground, a tennis court, a basketball court, a volleyball court and an indoor basketball court which also caters for a variety of physical activities such as fitness classes, badminton, table tennis, basketball, martial arts and gymnastics. Students and staff may freely use these facilities and can borrow sports equipment during College hours.

Literary Calendar

February

4th February 1826 : The Last of the Mohicans is published

6th February 1937 : Of Mice and Men is published

7th February 1601 : Shakespeare's Richard II is presented at the Globe

8th February 1955 : John Grisham is born

11th February 1778 : Voltaire returns to Paris after being exiled for 28 years

14th February 1989 : Salman Rushdie has a fatwa placed on his head

17th February 1952 : Ian Fleming begins work on the first James Bond novel, Casino Royale, at his Goldeneye estate in Jamaica

21st February 1848 : The Communist Manifesto is published

25th February 1956 : Sylvia Plath and Ted Hughes meet at a party

27th February 1902 : John Steinbeck is born

March

2nd March 1904 : Dr. Seuss is born

4th March 1881 : 'A Study in Scarlet' the first Sherlock Holmes story begins

6th March 1927 : Gabriel Garcia Marques is born

9th March 1913 : Virginia Woolf delivers her first novel to her publisher

11th March 1959 : A Raisin in the Sun becomes the first play written and acted by African-Americans to show on Broadway

12th March 1713 : Richard Steele and Joseph Addison founded The Guardian

15th March 44BC : Julius Caesar is murdered

17th March 1740 : Henry Fielding summons poet laureate Colley Cibber to court. The charge? Murder of the English language

20th March 1852: Uncle Tom's Cabin is published

21st March : World Poetry Day

23rd March 1917 : Virginia and Leonard Woolf purchase a small, used handpress—a month later, Hogarth Press was born

25th March 1811 : Percy Bysshe Shelley gets thrown out of Oxford for publishing 'The Necessity of Atheism'

26th March 1874 : Robert Frost is born

30th March 1820 : Anna Sewell is born

31st March 1836 : The first instalment of 'The Pickwick Papers', Dicken's first novel is published.

References :

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