

**DOUĂ DECENII**  
**de la înființarea specializării**  
**Limba și literatura ucraineană**  
**la Facultatea de Litere –**  
**Universitatea Babeș-Bolyai din Cluj-Napoca**

**\* VOLUM ANIVERSAR \***

**ДВА ДЕСЯТИЛІТТЯ**  
**від заснування Відділу української мови та літератури**  
**Філологічного факультету**  
**Університету ім. Бабеша-Бойої, м. Клуж-Напока**

**\* ЮВІЛЕЙНИЙ ЗБІРНИК \***

**TWO DECADES**  
**since the Establishment of the Specialization**  
**Ukrainian Language and Literature**  
**at the Faculty of Letters –**  
**Babeș-Bolyai University of Cluj-Napoca**

**\* ANNIVERSARY VOLUME \***



Universitatea Babeș–Bolyai din Cluj-Napoca  
Facultatea de Litere  
Departamentul de limbi și literaturi slave  
Specializarea Limba și literatura ucraineană

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**THE MAIN ASSOCIATION TYPES OF THE  
“INFORMATION CULTURE” CONCEPT  
AMONG THE STUDENTS MAJORING IN JOURNALISM**

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**Анотація.** *Поняття основних асоціативних типів «Інформаційної культури» між студентами, спеціалізованими на журналістиці. У статті висвітлено результати дослідження асоціативного поля поняття «інформаційна культура». Теоретико-методологічною основою дослідження є новітні підходи до інформаційної культури як невід’ємної частини сучасного суспільства, поєднання норм, цінностей та практик інформаційної діяльності. Дослідження також визначає основні типи інформаційної культури як такої. Вивчення поняття “інформаційна культура” здійснювалося на міждисциплінарному рівні таким чином, що це дає плідний матеріал для вивчення психології повсякденної свідомості споживача інформації, соціальних комунікацій у контексті аналізу запитів та очікувань медіа-аудиторії, психолінгвістики в контексті вивчення мовної картини світу особистості в інформаційну епоху та медіапсихології. Широке висвітлення поняття та його природи як особливого явища інформаційного суспільства та невід’ємної частини загальної культури робить перспективним продовженням дослідження асоціативного поля понять, що становлять основу мислення споживачів інформації та професіоналів медіасфери, а також вивчення специфіки співвідношення асоціативних полів понять «інформаційна культура», «інформаційна безпека», «інформаційна маніпуляція» тощо, тому що аналіз реакцій на фразу-стимул «інформаційна культура».*

**Ключові слова:** *асоціативне поле, інформація, інформаційна діяльність, інформаційна культура, інформаційне суспільство.*

**Abstract.** *The article highlights the results of the research of the association field of the concept "information culture". The theoretical and methodological basis of the research is the newest approaches of scientists to the information culture as an integral part of modern society, a combination of norms, values and practices of information activities. The research also determines the main types of informational culture. The study of the concept of "information culture" was carried out at the*



*interdisciplinary level, providing relevant material for studying the psychology of everyday consciousness of the consumer of information, social communications in the context of studying the demands and expectations of the media audience, psycholinguistics in the context of studying the linguistic picture of the world of the individual in the information age. The wide coverage of the concept and its nature as a special phenomenon of the information society and an integral part of the general culture makes a prospective continuation of the research of the association field of the representatives of the information and technological specialties, as well as the study of the specificity of the correlation of the associative fields of the concepts of "information culture", "information security", "information manipulation", etc., because the analysis of reactions to the phrase-stimulus "information culture".*

**Keywords:** *associative field, information, information activity, information culture, information society.*

## **Introduction**

The detailed analysis of the association field of the concept in accordance with received logical and grammatical (syntagmatic and paradigmatic) reactions of one hundred respondents is presented in the article. The analysis made by the logical component revealed five main thematic groups of associations in respondents' reactions. Among them there are the information direction (as a direction of activity); educational environment; education; journalist's professional activity; ethical aspects of communication and information; wide mental direction. The analysis made by the grammatical component showed that by the types of reactions paradigmatic components are dominated. The research has shown that the most frequent association to the "culture" component is "literacy". The interrelation of the obtained results with the basic provisions of theoretical researches conducted by W. Babik, T. Piątek, Chun Wei Choo and A. Szewczyk is established.

The topicality of the research is specified by several factors, particularly:

- the interdisciplinary nature of the "information culture" notion;
- research interest regarding the associations, which it causes among the representatives majoring in different areas related to their information activity and their mutual interrelation with modern theoretic concepts;
- perspectives in using the method of an association experiment in psycholinguistics to research the concepts of mass consciousness and reconstruction of individual's linguistic and mental worldview in the information age.

The concept of "information culture" researched at the interdisciplinary level provides topical material to analyze ordinary consciousness psychology of the consumer of information and social communications in the context of exploring the inquiries and expectations of media audience, as well as psycholinguistics in the context of linguistic worldview.

The scientists from different countries study the notion of the information culture. Currently, there are many information culture concepts formulated: for example, as a culture of collective exchange of information; the discussion concerning the determination of its types and levels is on.

The interdisciplinary notion of “information culture” can be considered as a special phenomenon of the information society and an integral part of an individual’s general culture. For example, A. Shelestova determines the information culture as an “area of the being related to the functioning of information in the society, to the formation of individual’s information expertise” (Shelestova, 2016). In her opinion, in a wide sense, the information culture is a total of principles and mechanisms assuring the interaction of ethnic and national cultures, their inclusion into general mankind’s experience. The information culture in a narrow sense is production of optimum methods for the use of information and its provision to the consumer to solve theoretic and practical tasks; mechanisms of improving technical means of production, storage and delivery of information; the development of the learning system, preparation of a person for effective use of information and information means.

The researcher specifies three levels of the information culture regarding the subject that is its carrier: particularly, it concerns the information culture: an individual’s, particular groups’ and communities’, society’s in general.

S. Parshukov, summarizing 12 main determinations of the information culture spread in the scientific literature, formulates his own view on it as a total of achievements of a particular human society, a relevant development level of the information relations as of a particular period in a particular circle of persons, the total of practical, material and spiritual acquisitions of the society demonstrating the level of society’s and human development historically achieved in the area of information relations and which is implemented in the results of information activity<sup>1</sup>.

Chun Wei Choo, Professor at University of Toronto, considers the information culture from the point of view of organizational management as a unity of values, attitudes, behavior, knowledge and skills leading to the rational use of external information and encouraging its diffusion and designated use. This is a culture of collective information exchange lying at the intersection of information, communication, education and computer sciences.

Adrienne Curry and Caroline Moore, Scottish scientists from University of Stirling (2003), who are also authoritative authors on this matter, believe that the information culture is a sub-type of the culture, which admits value and usefulness

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<sup>1</sup> Parshukov, S. (Eds), *Student's Information Culture: A Manual for the Course “Student's Information Culture”*, 2014, Uman: FOP Zhovtyj O.O. Retrieved from [https://dspace.udpu.edu.ua/jspui/bitstream/6789/2417/1/Informatsiina\\_kultura\\*\\_studenta.pdf](https://dspace.udpu.edu.ua/jspui/bitstream/6789/2417/1/Informatsiina_kultura*_studenta.pdf).

of information in achieving operational and strategic success where information is a basis to take organizational decisions, and information technologies are easily used as an instrument for efficient information systems.

In researchers' opinion, particularly (Marchand, Kettinger and Rollins, 2001; Curry and Moore, 2003; Widén and Hansen, 2012; Oliver, 2008, 2011; Choo, 2013), the information culture is a context of how information is transferred inside an organization and how relations, norms and values regarding the creation, exchange and use of information are developed<sup>1</sup>.

D. A. Marchand, a Professor on Strategy and Data Management at IMD International (Switzerland) determines four types of the information culture:

- Functional culture, involving the use of information as a method to influence or dominate over others;
- Sharing culture, when managers and employees of an organization trust each other, \*using information to increase efficiency of their labour;
- Inquiring culture is demonstrated in the fact that managers and employees look for information to understand better the future and the ways how to change what they are doing to meet future tendencies/trends;
- Discovery culture, demonstrated in the openness of managers and employees to new views with regard to crises, and radical changes while searching the ways how to create competitive gaps<sup>2</sup>.

Thomas H. Davenport determined the following types of the information culture: open or closed; factually oriented or rumour and intuition-based; internally or externally focused; controlling or empowering; having preferences for information channels or media<sup>3</sup>.

Choo (2013) suggests to identify four types of the information culture based on the analysis of culture of organization and organizational efficiency in relations resulted on information search: result-oriented, rule-following, relationship-based, and risk-taking cultures<sup>4</sup>.

Hanna Batorowska, a researcher from Pedagogical University of Krakow emphasizes on the interdisciplinary nature of the "information culture" notion (Hanna

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<sup>1</sup> Choo Chun Wei, *Information culture and organizational effectiveness*, in: *International Journal of Information Management: Faculty of Information, International Journal of Information International Journal of Information*, 33, 2013, p. 775-779.

<sup>2</sup> Marchand, D., Kettinger, W., Rollins, J., *Information orientation: the link to business performance*, New York, NY: Oxford University Press, 2001.

<sup>3</sup> Davenport, T. H., *Saving IT's Soul: Human-Centered Information Management*, Harvard Business Review, 1994, Retrieved from <https://hbr.org/1994/03/saving-its-soul-human-centered-information-management>.

<sup>4</sup> Choo Chun Wei, *Information culture and organizational effectiveness*, in: *International Journal of Information Management: Faculty of Information, International Journal of Information International Journal of Information*, 33, 2013, p. 775-779.

Batorowska, 2009). In her opinion, the information culture is a subject of interest of social sciences, particularly, of the information safety science, sociology, psychology, law, public communication, culture studies, media studies, ecology, economics, as well as the sciences of information (informathology, knowledge management, ecology of information, information and communication technologies, information literacy, etc.). Moreover, the researcher classifies the information culture as a component of the culture of safety<sup>1</sup>.

In A. Szewczyk's opinion, the information culture can be interpreted as knowledge and/or customs related to the information, which is considered as a component of the reality surrounding a human influencing both the human and the society in general, being the same important as energy and matter<sup>2</sup>.

Professor W. Babik connects the information culture with the information ecology. According to him, an ecological approach to the information culture is seen in processes going on in it, which are similar to those going on in the environment. The environmental dimension of the information culture means an ecologically specified approach. This approach is not only focused on the quality of the processes to create and spread the information but also on its effective use. From the point of view of information ecology, the information is one of methods to remove an unfavourable negative information influence on the information environment of the human being (anthropoinfoarea)<sup>3</sup>.

Liia Lauri, Mati Heidmets and Sirje Virkus suppose an availability of relation between the efficient activity of an educational organization as an informationally significant environment and a level of information culture formed in it. Thus, they offered to differentiate higher educational institutions in compliance with the information culture level<sup>4</sup>.

Supporting the positions of many researchers mentioned, particularly, A. Shelestova's, L. Lauri's etc., the authors of the article base their idea on understanding the importance for the future specialists involved into the area of information activity of having the information culture formed while studying at the higher educational institution both at the level of personality and at the level of an

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<sup>1</sup> Batorowska, H., *Interdisciplinary reflection on information culture*, in: *Kultura informacyjna w ujęciu interdyscyplinarnym. Teoria i praktyka* [Information culture in an interdisciplinary approach. Theory and practice], 2016, Retrieved from <https://cutt.ly/htAlArv>.

<sup>2</sup> Szewczyk, A., *Dylematy cywilizacji informatycznej*, Polskie Wydawnictwo Ekonomiczne, 2004, 222 p.

<sup>3</sup> Babik, W., *Kultura informacyjna a ekologia informacji współczesnego człowieka. Studium porównawcze*, in: Batorowska, H., Kwiasowski, Z. (red.), *Kultura informacyjna w ujęciu interdyscyplinarnym*, T. 2, Kraków: Uniwersytet Pedagogiczny, 2016, Retrieved from <https://cutt.ly/htAlArv>.

<sup>4</sup> Lauri, L., Heidmets, M., Virkus, S., *The information culture of higher education institutions: the Estonian case*, 2016, Information Research, vol. 21 no. 3. Retrieved from <http://www.informationr.net/ir/21-3/paper722.html#.W47YGs4zbc>.

individual professional community, which, in its turn, influences on formation and development of principal norms and values of the society's information culture in general.

### **Methodology**

The free associative experiment was held in May 2020 with the masters of the 5<sup>th</sup> and 6<sup>th</sup> years majoring in Information, Librarian and Archive Sciences; Journalism; Media Communications; Advertising and Public Relations.

The researchers have chosen a method of a free associative experiment to avoid the limitations for responses to the stimulus word. The responses were given in writing on a form as well as with the use of Google-form; that provided a possibility to involve maximum respondents.

100 people aged from 20-22 (96%) to 35-45 (4%) have participated in the experiment; among them men – 15, women – 85. Thus, the experiment does not provide an opportunity to trace gender or age peculiarities of associations, since women aged 20-22 prevail among the respondents. However, when further study, the results of the questionnaire can be compared with the questionnaire results of specialists aged 35-45 involved into the information area.

The results provided have been received using general scientific methods – an analysis and a synthesis, special methods – a questionnaire survey and a statistical analysis.

The purpose of the research is to discover an association field for the concept of the information culture according to the data of the associative experiment having involved masters majoring in Journalism; Information, Librarian and Archive Sciences; Advertising and Public Relations. In our opinion, the formation of information and communication competences for the masters majoring in different areas involved, in a wide sense, into information activity must demonstrate particular theoretic concepts, which the experiment results can prove.

### **Result and discussion**

The information culture is a basic and simultaneously a uniting concept in preparation of future specialists for journalism; information, librarian and archive sciences, advertising and public relations, which is included into the system of main theoretic concepts. Correspondingly, the participants of the experiment were offered to provide up to 10 associations to the word combination-stimulus of “information culture”.

The free associative experiment has provided a possibility of freedom in choosing associations, since it was not limited with an instruction concerning part-of-speech or syntactic attributes, etc. Moreover, it has been mentioned that the concept-stimulus with a particular part-of-speech attribute has specified part-of-speech attribute of the responses, although it was not with an absolute factor.

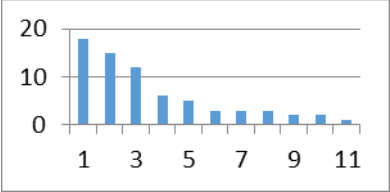
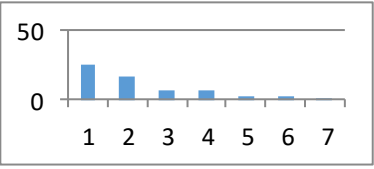
There were received 226 different associations not taking into account repetitions.

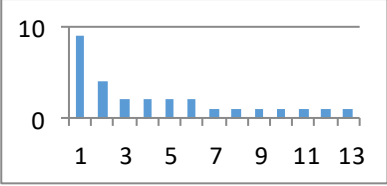
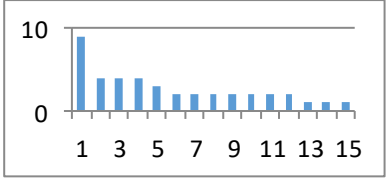
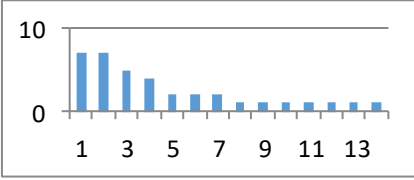
**Analysis by a logical component**

Thematic associations amount to a significant percentage and are divided into 5 main groups and presented in Table 1.

- **Information area:** *information (18); information activity (15); information society (12); information technologies (6); communication (5); conversation (3); information environment / infosphere (3); access to information (3); information safety (2); audience (2); information war (1);*
- **Educational environment, study:** *literacy (26), development / self-development (17); knowledge (7); education/accomplishments (7); access to knowledge (2); media education (2); digital knowledge (1), etc.;*

**Table 1: Thematic groups of associations of the concept “information culture”**

Thematic groups	Number of responses per group
<b>Information area</b>	<ol style="list-style-type: none"> <li>1. information</li> <li>2. information activity</li> <li>3. information society</li> <li>4. information technologies</li> <li>5. communication</li> <li>6. conversation</li> <li>7. information environment / infosphere</li> <li>8. access to information</li> <li>9. information safety</li> <li>10. audience</li> <li>11. information war</li> </ol> 
<b>Educational environment, study</b>	<ol style="list-style-type: none"> <li>1. literacy</li> <li>2. development/self-development</li> <li>3. knowledge</li> <li>4. education/accomplishments</li> <li>5. access to knowledge</li> <li>6. media education</li> <li>7. digital knowledge</li> </ol> 

<b>Professional activity of a journalist</b>	<ol style="list-style-type: none"> <li>1. journalist's ethics</li> <li>2. information quality</li> <li>3. fact checking</li> <li>4. media consumer</li> <li>5. content quality</li> <li>6. fakes</li> <li>7. information message</li> <li>8. information noise</li> <li>9. information intoxication</li> <li>10. formation of an information inquiry</li> <li>11. topicality for audience</li> <li>12. professional manning</li> <li>13. separation of facts from comments</li> </ol> 
<b>Ethic aspects of communication and information</b>	<ol style="list-style-type: none"> <li>1. ethics</li> <li>2. etiquette</li> <li>3. safety</li> <li>4. tolerance</li> <li>5. politeness</li> <li>6. principles</li> <li>7. courtesy</li> <li>8. honesty</li> <li>9. goodness</li> <li>10. responsibility</li> <li>11. respect</li> <li>12. values</li> <li>13. correctness</li> <li>14. decency</li> <li>15. ethicality</li> </ol> 
<b>Wide mental area</b>	<ol style="list-style-type: none"> <li>1. intelligence</li> <li>2. culture</li> <li>3. awareness</li> <li>4. intellectual development</li> <li>5. book</li> <li>6. word</li> <li>7. library</li> <li>8. national cultural aspect</li> <li>9. speaking</li> <li>10. mutual understanding</li> <li>11. style</li> <li>12. nature</li> <li>13. plagiarism</li> <li>14. mentality</li> </ol> 

- **Professional activity of a journalist:** *journalist's ethics (9); information quality (4); fact checking (2); media consumer (2); content quality (2); fakes (2); information message (1); information noise (1); information intoxication (1); formation of an information inquiry (1); topicality for audience (1), professional manning (1), separation of facts from comments (1), etc.;*
- **Ethic aspects of communication and information:** *ethics (9); etiquette (4); safety (4), tolerance (4), politeness (3); principles (2), courtesy (2), honesty (2), goodness (2), responsibility (2), respect (2), values (2), correctness (1), decency (1), ethicality (1);*
- **Wide mental area:** *intelligence (7), culture (7), awareness (5), intellectual development (4), book (2), word (2), library (2), national cultural aspect (1), speaking (1), mutual understanding (1), style (1), nature (1), plagiarism (1), mentality (1), etc.*

The analysis performed allows concluding that the most of responses have a direct semantic connection with a word-stimulus, i.e. they represent a central logical reaction (56 %); peripheral reactions amount to 44%.

Among the associations found as a result of a free associative experiment can be detached a block of typical ones, traditionally found while studying the association fields. These responses are culturally primary, particularly “*literacy*”, “*information*” “*development (progress, self-development)*”, “*ethics*”, “*knowledge*”. Frequent (typical) responses specify the basis for perception by the students of a key notion in their professional activity – information area.

Frequent responses appeared to be *literacy, information, development (progress, self-development), ethics, knowledge*, which is correlated with A. Szewczyk’s approach to the notion of information culture, who thinks that this notion can be interpreted exactly as knowledge according to which information culture is determined as a level of development. The associations related to the semantic nuclear of “development” provided several syntagmatic attributive responses, particularly, “*intelligent*”.

As it was specified above, Professor Chun Wei Choo connects the information culture with values, norms, rules. The research results confirm this approach since there has been provided a range of responses that reflect the idea about normativity, normality, compliance with particular rules or agreements: *values, ethics, journalist's ethics, linguistic ethics, norms, compliance with norms, principles, agreement, law, ethicality, decency*.

Understanding the information culture as a culture of information exchange at the intersection of information, communication, educational and computer sciences is represented in such paradigmatic responses to the stimulus: *literacy, spiritual development, self-development, communication, communication technologies,*



*education, accomplishments, technologies, technical means, innovations, cooperation, culture of cooperation, e-learning, integrity.*

The results of the research provide a possibility to confirm the accuracy of W. Babik's theory regarding an ecological component of the information culture since the respondents provide a range of responses related to ecological nature, friendliness, safety of communication: *safety, etiquette, tolerance, politeness, respect*, etc.

Among the associations received one can highlight those that were opposite to the notion–stimulus; in fact, they were antonymic, reflecting the area of absence of “information culture” absence: *junk information (1), bots (1), skepticism (1), manipulation (1).*

The word-combination – stimulus provided a range of interesting peripheral responses, particularly, *the availability of own opinion (1), collaboration (1), resistance to manipulations (1), algorithm (1), fence-mending (1), interest (1), code (1), youth (1), association (1), struggle (1), new policy of Ukraine (1), adaptation (1), rhetoric (1), gadgets (1), harmony (1)*, which are sporadic, however, when further correlation study of association fields for the concepts of the “information culture”, “information safety”, “information manipulation” being performed within the limits of collective scientific research can be important.

A large amount of unique responses provided for by the specific nature of respondents and the content of the concept itself have become a peculiarity of the association field of the “information culture” concept.

There have been researched certain peculiarities in the associative perception of a word combination – stimulus by the representatives majoring in different areas. Particularly, masters majoring in Journalism, Media Communication connected the information culture with the notions of professional activity having formed the above thematic group of “professional activity of a journalist”, since they connect the information culture, first of all, with the qualitative content, provision of facts checked, literal work with information.

The masters majoring in Information, Librarian and Archive Sciences also demonstrated the responses that reflected the specific nature of their professional area of activity, particularly, operation of libraries, book storages, quality of text materials, culture of speaking, etc. These responses meet the content of preparation of future specialists in the area of culture and social communications.

#### ***Analysis by grammar component***

Paradigmatic and syntagmatic responses of the respondents have been analyzed in compliance with the experiment results.

With regard to the types of the responses, paradigmatic ones, i.e. those belonging to the same grammar class prevailed: development, literacy, Internet, communication, awareness, etc. This is a completely relevant result since stimulus

of a particular part-of-speech attribute usually causes a corresponding response. However, as the concept being researched contains attributive element, there have been received reactions of “notion + feature” type: *information literacy, computer literacy, intellectual development, information society, journalist’s ethics, true information, timely information, information environment*, etc.

Paradigmatic responses provide an opportunity to trace the lexemes that can act as a kind of substitution for the concept-stimulus. Particularly, stimulus of “culture”, beside the analyzed “knowledge”, “development”, causes such reactions as: *intellect, progress, level, awareness, quality, objectivity, reference standard*, etc.

Paradigmatic response is a becoming of a semantic relation between the word-stimulus and the association caused. Moreover, the word-association belongs to the same grammar class. Since the associative stimulus is a word combination of “information culture”, correspondingly, the paradigmatic responses received can belong to two grammar classes. The most frequent association to the component of “culture” is “literacy” (26 respondents). This lexeme often forms constructions similar to the stimulus, such as “*information literacy*”, “*computer literacy*” or derivatives – “*media literacy*” (26 responses).

The informants have demonstrated several options of synthetic syntagmatic responses with the verbs, which are mostly coordinated: *information < share, use, consume, filter*. Some of these responses have been additionally widened with the adverbial forms (use < efficiently) or with substantives *use < ability*. The verb of action in some constructions has been replaced by a verbal noun: ability to use, efficient use, compliance with norms.

Adjective syntagmatic responses related to the word combination – stimulus, for example *bad (1), absent (1), low (1)* are absolutely infrequent.

Thus, the “information culture” acts as a basic uniting notion in preparation of future specialists in journalism, media communications, information, librarian and archive sciences, advertising and public relations, the notion included into the systems of main theoretic definitions, moreover, there was not seen a significant difference in the responses given by students under different curriculums, which is proved by the quality of curriculum content.

### **Conclusions**

1. The research results confirm the interdisciplinary nature of the “information culture” notion and a possibility of its updating in different theoretical-and-methodological and applied scientific areas, particularly, psycholinguistic (study of the linguistic field of the concept), psychological (understanding information comfort of the information consumer), communicative (the information culture as assurance of qualitative communication and information transfer), etc.

2. Within the limits of the research performed, the analysis of the notion content appeared to be especially productive at the intersection of psycholinguistics, culture studies, semiotics, social communications, etc.

3. The association field of the “information culture” notion demonstrates different logical and grammar (syntagmatic and paradigmatic) responses, the analysis of which proves relevance of the responses to the word combination–stimulus in different fields of the information culture comprehension in theoretical researches on the issue, particularly, W. Babik, Chun Wei Choo, A. Szewczyk, particularly understanding information culture as a culture of exchanging the information, knowledge, customs and skills (correlation with education, literacy), a concept of normality, reference standard, friendliness of communication. Typical responses and a word combination – stimulus reflect perception by the students of one of the key notions in their professional activity – information area.

4. The analysis by a logical component has discovered 5 main thematic groups of associations in the respondents’ reactions – information area (as an area of activity); educational environment, study; professional activity of the journalist; ethic aspects of communication and information; wide mental area.

5. The analysis by a grammar component has confirmed that paradigmatic responses significantly prevail with regard to the types of responses, and the most frequent association to the component of “culture” was “literacy” which is certified by the constructions similar to the stimulus, such as “information literacy”, “computer literacy”, or derivative – “media literacy”, made by the informants.

6. Taking into account the wide cover of the notion and its nature as a special phenomenon of the information society and an integral part of general culture, it is promising to continue researching the association field of the concept in the linguistic worldview of the representatives majoring in information-and-engineering areas, as well as to study correlation of association fields of the concepts of the “information culture”, “information safety/security”, “information manipulation” etc., since the analysis of responses to the word combination of the “information culture” at the first stage of a scientific experiment opens perspectives for that.

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