

PRESERVING RESPECT IN JOHN PATRICK SHANLEY'S MOVIE *DOUBT* (2008)

Mulfi Madia Hanum¹, Muhd. Al-Hafizh²
Program Studi Bahasa dan Sastra Inggris
FBS Universitas Negeri Padang
email: mulfimadiahanum@yahoo.co.id

Abstrak

Makalah ini merupakan analisa film "Doubt" (2008) yang ditulis oleh John Patrick Shanley. Masalah yang dibahas dalam analisis ini adalah *preserving respect*. Tokoh dalam film tersebut berusaha mempertahankan harga dirinya sebagai kepala sekolah di sebuah sekolah Katolik karena dia merasa kedua guru baru tersebut tidak menjalankan aturan yang berlaku di sekolah tersebut. Mereka yang jauh lebih terbuka dengan perubahan zaman dan dekat dengan anak-anak yang sangat bertolak belakang dengan aturan mereka harus menjaga jarak dengan orang lain. Tujuan dari penganalisaan ini adalah untuk mendapatkan jawaban sejauh mana film *doubt* memperlihatkan usaha-usaha yang dilakukan oleh karakter untuk mempertahankan harga dirinya sebagai pemangku kekuasaan di sekolah tersebut. Disamping itu juga, analisa ini bertujuan untuk mengetahui sejauh mana tokoh (*character*), konflik, dan latar (*setting*) mendukung penafsiran tersebut, dengan menggunakan perspektif *preserving respect*. Hasil analisa film ini menunjukkan bahwa tokoh berusaha sangat keras untuk mengeluarkan Pendeta yang baru bertugas disana karena ketidaksukaannya terhadap gaya hidup dan cara pandang pendeta tersebut, menggunakan *ballpoint*, makan gula, dan kedekatan pendeta tersebut dengan murid-muridnya yang akan mengancam *imagenya* sebagai kepala sekolah.

Kata kunci : *preserve, respect*

A. Introduction

Respect has a great importance for people in everyday life. As a child, they are taught to respect their parents, teachers, and elders, rules, family and cultural traditions, and other people's feelings and rights. And we come to value respect for such things; when we're older, we may shake our heads at people who seem not to have learned to respect them. Fromm in Respect stated that:

¹ Mahasiswa penulis Makalah Prodi Bahasa dan sastra Sastra Inggris untuk diwisuda periode September 2012.

² Pembimbing, dosen FBS Universitas Negeri Padang.

In fact, giving someone respect seems similar to valuing them and their thoughts, feelings, etc. It also includes acknowledging them, listening to them, being truthful with them, and accepting their individuality and idiosyncrasies.

Respect can be said that the person will valued the other thought, felling and idea. Respect is also related to a person position. The position that the people get will influence to their social status; as they have a social position, automatically they will have a power and get more respect by another people. The power will also give the upper status has authority to control the powerless ones. In addition, the people who have power are influential among the others in the groups. They will be more respected in the society.

We may also believe that, at some level, all people are worthy of respect. We may see that jobs and relationships become unbearable if we receive no respect in them. In order to get the power and the position, the people must do an effort and work hard to reach the position they want. However, it's the nature of human being that people will not be contented with what they have got.

As the highest position they get, automatically they will have a power. Power is a measurement of an entity's ability to control the environment around itself. George (2009) said that the power is the ability, strength and capacity to do something or the authority to act or to do something according to the rule. Therefore, after getting the power and the position, people will also try to preserve their position. In addition, when they see people who will damage her status and image, they will try to keep their good image. The powerful people will do some strategy to maintain their power. Sidanius and Plato (2009) stated that in maintaining power, people will do systematic terror to control over others. They will do some strategies to keep powerless people stay in its place and keep their power everlasting.

The phenomenon of preserving respect can be found in daily life. This phenomenon was reflected in Soeharto's Regime, Indonesian second President. He governed his country by using hegemonic principle in order to preserve his power. He also limited the existence of political party in Indonesia. He only permitted three parties to control the society easily. He also tried to build a good image by rising the economical subsidize to the society. Furthermore, in preserving his position, he did some violence. He treated and abused people who have different view with his presidency.

Moreover, the phenomenon of preserving respect above also can be found in literary works. One of the literary works is *Doubt* movie (2008) written by John Patrick Shanley. This movie exposes the way to preserve respect that is done by the principle of Catholic school through constricting the rule and manipulating people.

Preserving the Respect

There are two terms that need to be explained in this analysis; preserving and respect. The term *preserve* refers to keep or maintain in unaltered condition. It is commonly used in natural science, philosophy and social. Meriam Webster dictionary (2012) stated preserve as the way to keep and save something from

decomposition. In addition, Thurrowgood & Hallam in *Preserving significance: Why the journey mattered more than the car* defined preserving as developing conservation techniques that preserve significance. It can be concluded that the term preserve in general means to keep something for a long period of time. In another word, preserving is the way to keep something in altered condition longer.

The next term is respect. The Merriam- Webster Dictionary defines respect as to consider deserving of high regard. In this analysis, preserving respect means the way that the character does to preserve the respect from her staff. She tries to protect her image as a good principle, without any problem in her school. It can be seen through her action of constricting the rule and manipulating people.

The analysis of this movie deals with the concept of human motivation by Abraham Maslow. Every people are motivated by needs. Maslow in Akrani (2010) stated that human behavior is related to needs. It is adjusted as per the nature of needs to be satisfied. The motivation assisted people to reach a goal. In his hierarchy theory of needs, Maslow identified five types or sets of human needs; psychological needs, safety needs, love / belonging needs, esteem needs and self-actualization needs.

The character in this analysis has reached the fourth stage of Maslow's theory, esteem needs. This stage relates to the character in the way she preserve the respect. As the holder of power in that school, she needs to be respected. She wants her ideology in govern her school accepted by new teacher. She tries to control all her new young nun and priest that have difference ideology with her. She tries to get a respect from the other nun by protecting one of old nun who is getting blind from removing. Moreover, to get more respect, she manipulates one of the priests in doing molestation.

The analysis of John Patrick Shanley' movie *Doubt* (2008) is aimed to reveal the meaning of preserving the respect. The meaning of the text is probed through context-based interpretation. The analysis of fictional devices; characters, plot (conflicts) and setting are also needed. The three of them are inseparable because they are interrelated to each other. Characters are used to disclose preserving the respect by analyzing through characters. Characters will be analyzed through behavior and the way of thinking. Then, plot (conflicts) plays important role in conveying the meaning of this movie. Meanwhile, setting gives much contribution in revealing the meaning. Moreover, these elements are analyzed based on the concept of power of knowledge by Michael Foucault and the hierarchy of needs by Abraham Maslow.

B. Discussion

This chapter focuses on the issue of preserving the respect in John Patrick Shanley's movie script entitled *Doubt* (2008). The fictional devices which are used to analyze in this chapter are characters, plot and settings. Preserving the respect is represented by character, Suster Aloysius, the Principle of St. Nicholas, Catholic School. She is the representative of person who does some way to preserve the respect. There are two aspects to be analyzed in revealing the meaning. They are constricting the rules and manipulating people. All aspects are

seen through analyzing the character's attitude and behavior. Setting and conflict are involved to reveal the issue about the way to preserve the respect.

1. Constricting the Rule

Constricting the rule is the first rule that the character does as the strategy to preserve the respect. The characters get the rule strict for the people who she thinks has ignored the rule in that school. On the other hand, she lets the rule loose to person who will support her position and to get more respect. The character feels disrespect by the new two teachers due to ignoring the rule in that school. They have different way in teaching and controlling the students. They disregard the rule. The way their teaching differs from what she wants, she still keep the old tradition. In the old tradition, priest or nun must keep a distance with their student. They must build a respectable image, as the result student will be afraid of them.

FLYNN

Not yet. (To Sister Aloysius) It's
a new time, Sister.

SISTER ALOYSIUS

What's new about it?

FLYNN

Something inside of people is new.

SISTER ALOYSIUS

There is nothing new under the sun.

FLYNN

The Church needs to change. We should sing
a song from the radio now and then. Take the
kids out for ice cream. (Page 45)

From the dialogue above, it can be seen that character and priest have different idea in facing the regulation of new time. The statement *There is nothing new under the sun* shows that character reject all the new changes of life, both way of life and way thinking. With her old tradition believe, she wants nothing to be changed. On the other hand, priest receives the changes as he stated *The Church needs to change*. With the new idea, the priest gets much attention from their students. This condition make the character feel her position as the holder of power in that school is ignored.

Feeling her position as the Principle of that school disregarded, she uses her power to do some ways to preserve her respect. In order to preserve the respect, she gets more aggressive to control the new priest and the new nun. She tries actively to find any error in order to blame them. These errors are also as a way to declare that her rules are the best one. She gets the rule stricter to the new priest and the new nun.

Suster Aloysius control the Suster James' class. She investigate both Suster James pursuance toward the rule and her consistency in control her

students. The first thing that she does is controlling the new Suster class, to make sure that the Suster has controlled her class carefully. It is the rule in that school to send every disobedient student to the principle office to get punish. It is also the Principle charge to punish the disobedient student. On the other hand, the new Suster tries to control everything in her class by herself.

(She sits in Sister James' chair. Her bones seem to hurt a moment. She rummages through the desk drawers)

SISTER ALOYSIUS

Are you in control of your class?

SISTER JAMES

I think so.

SISTER ALOYSIUS

Usually more students are sent down to me.

SISTER JAMES

I try to take care of things myself.

SISTER ALOYSIUS

That can be an error. You are answerable to me, I to the Monsignor, he to the Bishop, and so on up to the Holy Father. There is a chain. Make use of it. (Discovers a small box. Inquires.) Candy?

SISTER JAMES

Cough drops.

SISTER ALOYSIUS

Candy by another name.(Page 21-22)

From the quotation above it can be seen that the character observe the new Suster ability in managing the class. As her question *Are you in control of your class?* shown that the character investigate the Suster does she manage the class. From the character question there is hesitancy about the Suster ability in manage the class.

The statement *That can be an error* clearly stated that the character want the Suster to involve the character in every class activity. She has to control every class by herself. Even though the teachers can solve the problem by them self in their class, but based on the rule they must send the disobey student to her office.

Furthermore, the classroom is the teacher's responsibility to manage and control the class, but Suster Aloysius come to the class to control the class. She does it in order to preserve her respect. She wants everything run based on the rule. She wants the teacher's of that class teach as the way she want. The character comes to the class during the lesson to find if there is any error in the class. She heard a noise voice from that class during the lesson.

(A door creaks. SISTER ALOYSIUS IS ENTERING THE CLASS.
She takes in that class is noisy. The class stands.)

SISTER ALOYSIUS
Be seated.

SISTER JAMES
Franklin Delano Roosevelt was the thirty-second president
of The United States.
(BACK TO ALOYSIUS, WHO SPEAKS TO NOREEN)

SISTER ALOYSIUS
That barrette out of your hair, Miss Horan.

NOREEN
Yes, Sister.

SISTER ALOYSIUS
Morning, Sister James. Continue. (page 14)

From the quotation, it can be explored that Suster Aloysius as the Principle in that school use their position to control every side of the school. She wants the lesson process run well without any disturbing. The setting of the scene *She takes in that class is noisy* can be seen that the character feel that the young teacher can not control the students in that class. She enters to the class to investigate what happen in that class.

Even she knows, her coming to that class will disturb the teacher and the students concentration The sentence *Morning, Sister James. Continue* reflect that the teacher feel uncomfortable with the present of Suster Aloysius in her class. She get mentionless for a moment when the character find a girl student use a barette. She finding of that barrete make the teacher get nervous to continue in explaining the lesson. The sentence *That barrette out of your hair, Miss Horan.* shows that the character is clearly forbid the student use any thing for human pleasure.

The character creates a condition that she is in right side and what she thinks and does is right. As she gets one of student in the young teacher class use the barrete, she also find another derogation in that class. As she walks around the class to control the whole class, she sees one of the students listening to a radio during the class.

SISTER ALOYSIUS
What's this, Mr. Conroy?

TOMMY
I don't know, Sister.

SISTER ALOYSIUS
You don't know you have a wire coming out of your ear?
CONROY

No.

SISTER ALOYSIUS
Huh? Huh?

CONROY
No, Sister. I didn't.

SISTER ALOYSIUS
You come with me, boy. Go.
(They leave) (Page 15)

From the quotation above, it is shown that the character is trying to teach the young teacher in controlling the student. The sentence *You don't know you have a wire coming out of your ear?* can be seen as way to the character to pronounced that the young teacher is not able to manage her student. It seems that the character tries showing to new nun that she is not capable to manage her class. Her action in controlling the class during the lesson seems to consolidate her position as the holder of power in that school. She tries to preserve her respect, she wants every side of school run based on the rule of that school.

The next way she control Sister James is clarifying her about the rule of the school. She creates a rule for the teacher to send every disobedient student to her office. This rule is purposed to control every activity of the students and the teachers itself.

(She sits in Sister James' chair. Her bones seem to hurt a moment. She rummages through the desk drawers.)

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Candy by another name. (Page 20-21)

The whole conversation delivers how the character centralizes her power. In the name of responsible that shown in the sentence *There is a chain*, be a reason for the character to make a rule, to send every disobedient and the wrongdoer student to her. This rule can be seen as her distrust to the teacher. The words *That can be an error* implied that she create herself as perfect person who never not do a mistake. She does not let the teacher handle their class problems by their selves. The sentence *Make use of it*, clearly clarify that the character must followed that rule. It is a requirement for every nun and priest to obey this rule.

Besides clarify the rule to the young teacher, the character also try control every possession in the young teacher class. The character looks for everything in that class which is not allowed based on the Catholic Church rule. This investigates as a way to blame and put the the young teacher in the corner. She opens the young teacher desk drawer to see all think in that desk. The character find candy in the desk drawers. Based on Chatholic Church rule, they are not allowed to eat candy. As in Chatholic Church ruled, they are not allowed to eat and to do something that will give an sastisfication for them.

Having an aversion to something sweat, candy or sugar, also character shown to the new priest. The new priest enjoys his sweat tea that confront by the character and the young teacher.

FLYNN
... The sugar?

SISTER ALOYSIUS
Yes. One?

FLYNN
Three.

SISTER ALOYSIUS
Three?
She's appalled and tries to hide it.

FLYNN
Sweet tooth.
She digs at the sugar because the cubes have melded together.

SISTER ALOYSIUS
One. Two. Three. Sister, you care for sugar?

SISTER JAMES
Never! (Gently, to Flynn.) Not that
there's anything wrong with sugar. (Page 41-42)

The expression of the character's surprise, *Three?*, can be shown that the character has a contrary with the priest about sugar. Her question to the young teacher, *Sister, you care for sugar?* Also clearly show that she really againts the sugar.

Moreover, as the holder of power in that school, Sister Aloysius also decides by herself to do what she wants. She gets the rule loose in order to manage the students in the young teacher class by putting the wrong Pope. She puts a deceased Pope picture's in order to use the glass to control the student.

SISTER ALOYSIUS

You should frame something. Put it up on the blackboard. (Picking up a framed photograph.) Put the Pope up.

SISTER JAMES

That's the wrong Pope. He's deceased.

SISTER ALOYSIUS

I don't care what Pope it is. Use the glass to see behind you. The children should think you have eyes in the back of your head. (Page 24)

From the quotation above, it can be seen that even the character knows framing a deceased Pope is not allowed. The sentence *I don't care what Pope it is* clearly shows that she breaks the rule to fulfill her will. She obeys the rule even Sister James has reminded her. She keeps framing the picture even the Pope is deceased. She wants the glass of the picture will help the young teacher in controlling her students. The character does the wrong way to get a good thing.

Furthermore, the character also controls aggressively every activity the new priest does. She always tries to find his mistake in order to blame him. The first way she blames the priest is clearly against his modern life style. As the old tradition that the character believes, they are not allowed to follow the modern. She forbids Father Flynn using a ballpoint pen.

(He writes something in a small notebook.)

SISTER ALOYSIUS

Oh, IT'S BEGINNING TO LOOK LIKE - -

A LOT LIKE CHRISTMAS would be fine,

I suppose. Parents would like it.

May I ask what you're writing down?

With that ballpoint pen? (Page 44)

From the quotation above it can be seen that the character uses her power to decide what can be done or cannot be done, and what can be used and cannot be used in that school. In traditional Catholic Church it is not allowed using ballpoint pen. It can be seen in the way the character asks the Priest, *May I ask what you're writing down? With that ballpoint pen?* The character tries to remain the prohibition order in Catholic Church not using the ballpoint pen to the Priest.

Furthermore, her prohibition about ballpoint, also can be shown in her statement in the young class:

SISTER ALOYSIUS

What's this?

SISTER JAMES

A pen?

SISTER ALOYSIUS

A ballpoint pen. The students are not using them for assignments, I hope?

SISTER JAMES

No, of course not.

SISTER ALOYSIUS

I'm sorry I allowed even cartridge pens into this school. Always the easy way out these days. Every easy choice today will have its consequence tomorrow. Mark my words. (Page 22)

From the quotation above, it can be seen that the character do not allowed the students use ballpoint pen in that school. This due to her believe that the people who do and get everything easily will have give bad effect in future, as she stated *Every easy choice today will have its consequence tomorrow*. She thinks that person who doing something hardly will get them ready to face every bad possibility in next life. Thas is way the character do not allooe the use the ballpoint. It will effect the people get and want everything easier without an effort.

In addition, beside getting the rule stricter to the new teachers, the character also let the rule loose for people who will help her in preserve her respect. She protects an old nun, who is getting blind from removing. She helps the old when she looks unsteady.

SISTER ALOYSIUS

Sister Veronica is going blind.

SISTER JAMES

Oh how horrible!

SISTER ALOYSIUS

If they find out in the rectory, she'll be gone. So, if she looks unsteady, take her hand. (Page 20)

From the quotation above, it can be seen that the character is trying to protect an old nun from removing. She keeps the news from the rectory. In the sentence *So, if she looks unsteady, take her hand* can be seen that the character also asks the new young teacher to help Suster Veronica when she looks unsteady. In keeping the news about the old nun, she also tell a lie to the Priest.

FLYNN

Did I hear Sister Veronica had an accident?

SISTER ALOYSIUS

Yes, Sister Veronica fell and practically killed herself.

FLYNN

Is she alright?

SISTER ALOYSIUS

Oh, she's fine.

FLYNN

Her sight isn't good, is it?

SISTER ALOYSIUS

(Lying)

Her sight is fine. Nuns fall, you know.

FLYNN

Nah, I didn't know that.

SISTER ALOYSIUS

It's the habit. It catches us up more often than not.

We go down like dominoes. (Page 39)

From the whole conversations, it can be seen that the character is trying to protect the old nun. She seeks an excuse for the old nun's accident. She use their's clothes as the reason of that accident, *Her sight is fine. Nuns fall, you know.* She uses her power to do protect the nun. She breaks the rule by keeping the condition of the old nun from the Priest.

2 Manipulating People

The second way that the character does to preserve her respect is manipulating people. As she afraid of losing her position, she tries to a find a strategy to discard every person that she does not like. She does not like the priest habit by using modern life, using boil point pen and his caring to the students. She tries to put the new pries in the corner. The new priest use the opposite way of teaching with the character. Many traditional rules that she believed are contravene by the priest. Because of the differentiate, the character feel it will give bad effect to her image as the principle of that school.

She uses her suspicion of priest molestation to a new black student to discard him to another parokish. This suspicion is due to his closeness with the boy.

SISTER JAMES

I'm not so sure anyone will.

SISTER ALOYSIUS

This parish serves Irish and Italian families. Someone will hit Donald Miller.

SISTER JAMES

He has a protector.

SISTER ALOYSIUS
Who?

SISTER JAMES
Father Flynn.

A CLOSE UP OF SISTER ALOYSIUS - SUDDENLY VERY ALERT
She turns to face Sister James.

SISTER ALOYSIUS
What?

SISTER JAMES
He's taken an interest.

SISTER ALOYSIUS
I told you to come to me, but I hoped you never would.

SISTER JAMES
Maybe I shouldn't have.

SISTER ALOYSIUS
So it's happened.

SISTER JAMES
What!?! Oh, no. I'm not telling you
that! I'm not even certain what you mean. (Page 31)

She defames the priest doing molestation to a new first black student in that school. The sentence *So it's happened* can be shown that the nun has suspected the priest doing a molestation to their first new black student. It is due to his friendship with the boy. Her suspicion is also supported by Sister James report when she might have seen something wrong with the friendship of the priest and the black student. Even there is no direct evidence of malfeasance, but Sister James's circumstantial evidence seems enough for Sister Aloysius.

Furthermore, the evidence that she hears from Sister James the priest called the boy to Rectory a week ago, and has a private meeting. She says Donald seemed strange when he returned to class after that meeting. As Sister Aloysius gets evidence of her suspicions, she tries to discard the Priest. She does her power as the Principle to stop him even there is a rule to get him off. She defames the priest by asking directly to the priest about her suspicious.

FLYNN
I think he should be treated like
every other boy.

SISTER ALOYSIUS
Well, you yourself singled the boy
out for special attention. You held

a private meeting with him at the
Rectory. (Shooting a look at Sister James)
A week ago? (Page 47)

From the quotation above it can be seen that Suster Aloysius defames the Priest. The sentences *Well, you yourself singled the boy out for special attention* is clearly shown that she defames the priest taking special attention to the boy. Even she does not straightly say about the molestation, the phrase *special attention* can be concluded that the Priest has inappropriate relationship with the boy.

In doing her will to discard the priest, Suster Aloysius tell a lie to prove her suspicious. She said she had called the nun from Father Flynn previous Parokish. The character do everything to get what she want. She wants the Priest removed to another Parokish and she does everything to get it happen. She create a lie by calling the nun in the previous Priest Parokish, but she made no such called.

SISTER JAMES

Then why did Father Flynn go? What
did you say to make him leave?

SISTER ALOYSIUS

That I had called a nun in his
previous parish. That I had found
out his prior history of infringements.

SISTER JAMES

So you did prove it!

SISTER ALOYSIUS

I made no such call.

SISTER JAMES

You lied?

SISTER ALOYSIUS

Yes. But if he'd had no such
history, the lie wouldn't have
worked. His resignation was his
confession. He was what I thought
he was. And he's gone.(Page 92-93)

The sentence *I made no such call* can be seen that the Suster Aloysius tell a lie to get what she wants. She creates a lay to prove her certainty and get what she wants became true. She wants to prove her certainty about the molestation. She tries to certain herself by saying *Yes. But if he'd had no such history, the lie wouldn't have worked. His resignation was his confession.* She is success to remove him to another Parokish.

From all discussion above, it can be concluded that the character do constricting the rule, get strict and loose the rule, to protect the respect from her

staff. Moreover, she also manipulate a priest who she thinks will damage her image as the principle of that school.

Notes: This article is written based on the Mulfi Madia's paper under the supervision of Muhd. Al-Hafizh, S.S., M.A.

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