

105 COMPOSITION MODELS IN ENGLISH

FOR SECONDARY, N. C. E. AND
SIMILAR EXAMINATIONS

* TOPICAL * TYPICAL * OBJECTIVE

* NARRATIVE * DESCRIPTIVE
* COMMUNICATIVE

ON A VARIETY OF SUBJECTS

BY

T. N. PUNJAKSHARAM

A T. E. M. P. L. E. PUBLICATION

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PRICE : Rs. 125/-

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1993

T. N. PUNJAKSHARAM

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**ST. JOSEPH'S CATHOLIC PRESS
MAIN STREET,
JAFFNA.**

PREFACE TO THE SECOND EDITION

A demand for an essay-book of this type since the publication of the first in 1988 has resulted in the second edition, up-dated, with the addition of a few more topics.

The principal aim of this book, as one in the T. E. M. P. L. E. series (which stands for TEACHING ENGLISH METHODICALLY TO PUPILS LEARNING ENGLISH) is to place before students in secondary schools a wide range of Model Compositions on topics that will appeal to their interest, stimulate their thoughts and help them to write a composition on their own by and by.

One of the effective ways by which pupils could be helped to master the art of writing anything is by providing them with suitable models. Every writer, to some extent is an imitator. R. L. Stevenson, one of the famous English Writers wrote in one of his essays, "I have played the sedulous ape to Hazlitt, Lamb and Wordsworth". So did, and so do many writers to improve their writing and style. This aptly applies in full measure to our pupils studying English as a second or foreign language.

Every topic in this book is written in simple style with well chosen words while the sentences are carefully arranged, balanced and varied. The main thoughts stand out clearly so that the reader will not have much difficulty in grasping them.

Topics include descriptions of persons, places, events, incidents, festivals, writing of reports, offering suggestions and views, life sketches of great men, etc., all of which form part of essential writing or writing for a purpose.

Students write best when they have something interesting and important to say. Students themselves have information, ideas and experiences worth writing about. Making Writing Interesting by providing the techniques and tools of writing is the task of a competent composition teacher. It is the intent

and hope of the author that this book will serve both the students and teachers in their important work in teaching and in learning to write English.

The author will be grateful for criticisms and suggestions from any quarter that will make this book more useful.

I am deeply indebted to Mr. V. Punniyamoorthy, Proprietor of MAHALUXMI PRESS, JAFFNA for his readiness to publish this book on my behalf at a time I could not undertake it in view of the acute shortages of everything in the peninsula now.

To the Genial Manager Mr. A. Johnpillai and his courteous staff of the Printing Section at St. JOSEPH'S CATHOLIC PRESS, JAFFNA the author expresses his sincere gratitude for the good work done in the midst of many of their inconveniences.

— T. N. Punjaksharam —

BRIEFLY ABOUT THIS BOOK....

A FEW SUGGESTIONS TO HELP YOU...

What made you buy this book? You may have many reasons. If one of your reasons is that you are very weak in English and find writing in English an up-hill task even after five or six years of learning it in school, you have to bear and share a part of the blame yourself.

It is very likely that you have ignored the following essentials in learning a second or foreign language.

- (a) Have you studied with care the lessons in your English Text Books of the various grades you have passed through? Did you carefully work out the several language exercises in every lesson in the books you have studied? Do you care to read anything in English like a simple story book, the newspapers or a magazine?
- (b) You have never made any effort to build up your vocabulary in English. Even some of the very simple or common words are strange to you. How many new words and useful phrases in English do you pick up a week?
- (c) Do you care to memorize anything in English like some proverbs, great sayings or some beautiful lines from English Prose or Verse? Could you declaim them by heart?
- (d) Most of you have an imperfect knowledge of the English verb and the use of tenses. You may not know the past and the past participle forms of some of the very common strong verbs. You are not familiar with the elementary rules of Basic English Grammar. **IF YOU ARE REALLY KEEN, YOU COULD MASTER THE USE OF ENGLISH TENSES WITH A MINIMUM OF THIRTY HOURS OF WORK.** It is that easy but remains neglected!

- (e) Many of you do not have a good English Dictionary. Many good ones are available. But you do not bother much about it. Every student of English must have a good dictionary. One such for a student like you is : AN ADVANCED LEARNER'S DICTIONARY OF CURRENT ENGLISH by Hornby, Gatenby & Wakefield published by the Oxford Univ. Press. Some students who have one, never use it. That is a great pity indeed !
- (f) Your handwriting, spelling and pronunciation of words deserve special attention. You must better them by daily practice.

You have neglected all or some of the essentials enumerated above all along with the result that you are unable to speak, read or write English. Remember : a mere possession of a book of essays or letters or grammar alone would not help you. It calls for a lot of effort on your part.

Now, confining ourselves to this book, please make the best of it as directed below if you want to derive the maximum benefit out of it.

- (a) Select any topic you like.
- (b) Read through it carefully as many times as you can — the more, the merrier !
- (c) Note all the words and phrases that are new to you or seem significant. Study their meaning, spelling and pronunciation.
- (d) Read again, this time for comprehension and to find out the ideas expressed in each paragraph.
- (e) Now begin to write the topic on your own using the words & phrases in the original. You may refer to the original as many times as necessary. Get your effort corrected by the teacher. You will find the effort rewarding giving you confidence in your ability to write in English.

To write a composition on your own, you need ideas and the necessary words and phrases to clothe your ideas. In other words, you must have the IMPRESSION on the topic and the EXPRESSION or tools of writing consisting of words, phrases and sentences. The study of a few models of composition will give you very good practice and will lead you to write on your own by and by. THIS, IN SHORT, IS THE AIM OF THIS BOOK.

In most school examinations of today, the length of an essay is limited to 200 or 300 words. Most of the essays in this book exceed this limit because the intention here is to give you practice and the skill in writing. You may reduce the length of any essay in this book by picking out the essentials or by omitting a paragraph or two.

Practice in picking out the essentials is called SKIMMING. Practice in skimming comes from COMPREHENSION and comprehension leads to skimming or summary writing; one is linked to the other. For example, take topic No. 2 in this book. You could reduce it by omitting para. 1, 3, or 4 or any of them while para 5 could be shortened. PRUNING or TRIMMING as this is called, is in itself a useful exercise for a language student.

I trust that the above suggestions will merit your attention. If you follow them, it will well lead you on the Language Road to success. Devote an hour a day for 365 days and you will be able to speak, read and write English well. This is the recipe that has helped millions. The Radio & the T. V. besides reading simple story books and the daily papers, also aid you to learn better English.

I wish you THE BEST OF LUCK and ALL SUCCESS.

T. N. Punjaksharam

Neervely, Jaffna
20 September, 1993.

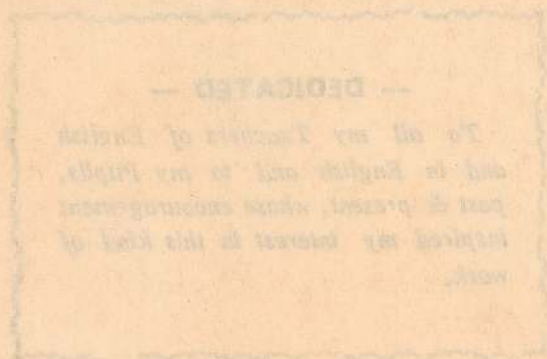
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— DEDICATED —

*To all my Teachers of English
and in English and to my Pupils,
past & present, whose encouragement
inspired my interest in this kind of
work.*

THE FOLLOWING IS A PARAGRAPH FROM A SPEECH BY A UNIVERSITY PROFESSOR ON "THE IMPORTANCE OF ENGLISH". READ THROUGH IT AND THEN WRITE NOT LESS THAN TEN REASONS WHY YOU CONSIDER ENGLISH IS IMPORTANT TO YOU PERSONALLY.

PROFESSOR'S SPEECH : English is the most widely used language in the world. For more than 300 million people, it is the mother tongue. It is the main **commercial** language for no fewer than 1,300 million people. A further 100 million or so come in regular **contact** with it. This means that more and more are using it. Millions of people right round the world use it in **Business, Commerce and Government**. English is the official language of the **United Nations** and of the **European Economic Community**. It is the **international** language of the sea and air lines. When **Heads of Governments** meet, English is the language that is mostly used. It **links** the different **nationalities** of the world. Is it surprising therefore that English occupies an important place!

My personal reasons why English is important to me :

1. A good command of English will help me to express myself clearly and **concisely**. I can **communicate effectively** with all.
2. I can impress myself well on people who matter.
3. My **job prospects** and chances of success will greatly improve.
4. When promotion comes along, I can be first in line for it.
5. I can win the **respect** and **admiration** of my friends and my **prestige** will grow.
6. I can make new friends who matter in life.
7. My **social life** improves and I can get on better with people.

8. I can widen my leisure time activities and enjoy more films and T.V. shows and read more books and periodicals.
9. When I travel overseas, I am readily understood.
10. I can understand the latest text books and better my qualification.
11. More **opportunities** will arise to develop my abilities.
12. I can always keep right up to-date with the world around me. I become full and I can be proud of myself. Life for me in the growing human family in the next century will be colourful and meaningful if I have good **competence** in spoken and written English.

| | | |
|---------------|---|--|
| Widely | — | extensively |
| Commercial | — | trade or business |
| Contact | — | link, association |
| International | — | the world over |
| Links | — | contacts |
| Nationalities | — | people of many nations |
| Concisely | — | briefly |
| Communicate | — | to exchange news and ideas or to speak |
| Effectively | — | with good result |
| Prospects | — | hopes for a reward or rise |
| Respect | — | honour, esteem |
| Admiration | — | a feeling of wonder |
| Prestige | — | fame |
| Periodicals | — | magazines printed at regular intervals |
| Opportunities | — | good chances |
| Competence | — | ability |

MY FIRST DAY IN SCHOOL — HOW I FELT — WHEN I LEFT HOME — MY FEELINGS IN — THE CLASS - ROOM AND HOW I GOT OVER THEM

To many a pupil the first day's experience in a school or in the class-room is not a rosy one. One feels that one is in a strange atmosphere of controls and restrictions. So was it with me on my first day in school.

Weeks before I was to join a school, my parents told me of many nice things about a school. They made me believe that I would have many friends to play with and that I could have a lot of dancing and singing and playing with them. They said it was all fun going to school with my sister. My sister also did likewise and told me of the many games they played and the prizes they got for doing well in class. All those nice things made me yearn for the day when I would go to school.

At last the great day dawned. I was made ready to go to school. It was a Monday. By 7-30 a. m. I left home fresh and happy with my father and my sister. When we reached school, the sight of the many building blocks and the unfamiliar faces of hundreds of children made me a little nervous. For the first time, I felt I was not myself. Soon my father and my sister sensed a change in me and began to pep me up. We got into the the Principal's office and my admission was accepted. My father told me the big lie that he would wait for me in the school premises and quietly left the place asking my sister to take me to my class.

My sister took me to my class and having introduced me to the class teacher, disappeared. I was left alone in a class of thirty or more pupils, most of whom, like me were new to school, and looked grim, timid and scared. What scared me most was the noise that came from the classes all over.

My teacher was a kindly lady but not as kind as my mother. She greeted us all, asked for our names and spoke to us gently. She said that we would have lots of pictures to see, songs to

sing, stories to hear and games to play. Her purpose was to make us feel quite at ease. But when she began the first lesson, it was all dry as a bone. I looked before and after and yearned to get back home quickly and never to get back to school. Just then a child cried aloud complaining that another one had pinched it. I was frightened that I myself would be pinched by some others. The teacher gave a mild cut with a footrule to the child who had pinched the other; and lo, that child too began to cry! Now, all the little ones turned pale. To me, it was all rather frightening. I wished, I had not come to school! By noon, our class was over and my sister came to take me home. As soon as I got home, I told my mother that I would not go again to school. I was adamant. But it was of no use. My good sister, somehow, took me to school dally. I had to go unwillingly to school creeping like a snail.

But soon I got over all the bitterness; and going to school became a joyous experience. Today when I look back at my first day's feelings in school, I am more than amused to know how a child's innocence sometimes makes things bitter or sweet according to circumstances!

| | | |
|--------------|---|------------------------|
| Restrictions | — | limitations |
| Yearn | — | to feel anxious |
| Dawned | — | became clear |
| Unfamiliar | — | strange |
| Adamant | — | not standing to reason |

SOME THINGS I LIKE DOING AND WHY

There are certain things I like to do as I think that they will make me a rounded personality and help me to lead a happy life winning the love and respect of all.

Poor as I am, I like to have a rich mind and heart. One way in which I could do this is by cultivating the habit of reading good books. Good books are treasure houses of ideas, ideals and values and help to create a broad and

liberal outlook. Biographies of greatman like Gandhi and Lincoln, novels by writers of the **calibre** of Dickens, Plays of Shakespeare and poems of great poets **tickle** one's sense of humanity and refine one's inner self.

Besides reading books, I like the study of all religions because a person must be religious. A person who is religious becomes **upright**, truthful and loving. Such a one feels for all and likes to help the fallen and the weak.

Another thing I like doing is to have an **orchard** in which I shall grow all the fruit trees. Many have gardens and fields but orchards are few. In my orchard, I shall grow all kinds of tropical fruit trees. Once the trees begin to **yield**, it will prove a profitable **venture**.

Also I like to write short stories, plays and poems. I shall make my stories and plays natural, real and life-like. If I succeed in this sphere of activity, it will bring me a lot of honour and joy and perhaps my parents would become very proud of me.

In short, I like to be doing everything that will make me a useful citizen that will help me and my community.

| | | |
|----------|---|--------------------------------|
| Rounded | — | complete |
| Liberal | — | fair |
| Calibre | — | quality of mind |
| Tickle | — | to cause thrill |
| Upright | — | honest |
| Orchard | — | fruit garden |
| To yield | — | to produce or to bring results |
| Venture | — | dare to do something |

A DESCRIPTION OF MY CLASS AND SOME OF THE INTERESTING CHARACTERS IN IT

My class, which is Year Eleven, is a queer mixture of thirty-eight students, sixteen of whom are girls. The youngest four are 14 years old and the oldest member, only one in number, is sixteen years and six months. All others are in between these age-groups. Some are very tall and some short. There is one boy who is sixteen but he is the shortest in the class. Most of my friends come from the middle class or the lower middle class homes but two are very rich; the father of one is a businessman while the other is the only child of an accountant.

Our class is considered the weakest among the four Year Eleven Divisions in the school but we are a hard-working lot and everyone tries to do his or her best. Each one is a **distinct** character. The monitor of the class, who is the teacher's pet is not our favourite at all. We call him 'Robot' because he is mechanical in his ways. He has no feelings for us. He reports us to the teachers even for the slightest lapse on our part.

To the girls in our class, we have given each a nickname according to their features. One, we call 'brinjal'; another 'pumpkin'; and another one, 'cabbage'. The girl, whom all like, is called 'Apple'. There is one girl who gets angry with all and we call her, 'mustard'.

Similarly all the boys have their nick names. I am called 'blackie' by all because of my dark complexion; my good friend Mohan is called 'puppy' because he is very lean, short and timid. Here is one boy who is always sloven and ill-dressed and he is called 'Z-model'. The tallest in the class is called 'Gulliver'. There is one boy who is very silent and his ways are **inscrutable**. We call him 'tunnel' Kumar who is the **prodigy** in class is called 'Newton'. The **dud** one in class is known as 'Keydon' which actually is a jumble of the letters in the word 'Donkey'.

Even our class - teacher bears a nick name which he is not aware of. We call him 'Wonderful' because he uses this word quite often in class.

We, however, are harmless. We are a disciplined group. Our teachers like us. We have never been punished for any unbecoming conduct on our part. Our class may not be the best in studies but we lead the rest in sports and in all the extra - curricular activities. The best soccer and net - ball players are from my class. So is the leader of the school - choir. We are a group of thirty eight, each with a distinctive character but a wholesome whole.

| | | |
|-------------|---|-------------------------------|
| Queer | — | strange |
| Distinct | — | clear |
| Robot | — | a human machine |
| Lapse | — | a fault |
| Sloven | — | dirty |
| Inscrutable | — | difficult to find |
| Prodigy | — | extra - intelligent |
| Dud | — | a useless person; a blockhead |

THE JOYS OF SCHOOL DAYS

The joys of school days, when I look back, are **marvellous**. Those were, perhaps, the best days of our youth. **Nine** out of ten students would admit that their school days were the most thrilling, **adventurous** and care - free. One begins to enjoy the life in a school after a year or two. The first year in one's school might not be that **eventful** to many. As time goes on, one gets adjusted or settled to the general school atmosphere.

Soon class - mates and school - mates become friendly; the bonds become strong. Teachers who appeared rough or stern or severe become helpful. The various school activities like sports, dramatics, concerts, exhibitions, scouting, guiding and the prize day provide **opportunities** for **participation**. Winning and losing in **competitions** and contests at school

or at inter-school level are experiences that help us to discover ourselves. The praises we get from the school community **elevates** us and **enhances** our **prestige**. School becomes a home from home - a centre of a lot of activities and joyful experiences. Even a student who is a dullard is carried away by the general **enthusiasm** of his friends and begins to love the life in school.

Even the most **mischievous** trouble-makers in school branded as problem cases by the teachers enjoy their school days in **retrospect** and express regrets for all their **follies** in school when they become responsible adults.

When the final year of one's stay in school comes round, one begins to wish if one could stay a little longer in school. The very idea of having to leave school at the end of the year brings about a lot of sadness. When the last day arrives, the very thought or act of **bidding** good-bye to all the friends, teachers and the many familiar sights and surroundings become a heart-rending exercise and finally one leaves in tears!

Our school days form the best part of our lives. If not for our schools and the training we receive there, we will only be half-made. We can always hear adults speak in praise of their school days admitting gratefully that they owe a lot to their schools.

Anyone who has not found his or her school life rich or rewarding has really missed much and gained little out of life!

| | | |
|-------------|---|------------------|
| Marvellous | — | wonderful |
| Adventurous | — | courageous |
| Eventful | — | noteworthy |
| Elevates | — | raises |
| Enhances | — | rises |
| Prestige | — | honour |
| Mischievous | — | naughty |
| Retrospect | — | looking backward |
| Follies | — | foolish acts |
| Bidding | — | wishing |

MY BEST FRIEND—HIS CHARACTER — PERSONALITY— ACHIEVEMENTS—WHAT OTHERS THINK OF HIM

Appan, ever-smiling, loveable, pleasing, helpful and humane with lots of childlike graces.....that is the perfect picture of my most favourite friend. I have very few friends, and among them, Appan is my best friend. He is a rare find and the most popular in my school. Teachers and pupils, all alike, like him. Of course, Appan too likes all of them but as friends, he has a chosen few. I am one of the lucky few.

Appan is not my classmate; he is my school-mate. He is two years my senior and is an Advanced Level Science student and hopes to become a doctor if he could; otherwise, he will follow a degree course and take to teaching or do some job that will interest him. He is certainly not the best in class. He belongs to the second best group but he is quite diligent. He is a member of the soccer team and is one of the prefects in school. He is very polite and polished in his ways and serves as an ideal link between the teachers and the taught.

He has a sound general knowledge. He reads widely. He is the leader of the school's Senior Quiz team. He is quite good in public-speaking in English as ably as in the mother-tongue. He is always the principal's choice when it comes to making a welcome address or a vote of thanks during school functions.

Apart from his many merits, he is quite simple and humble. His dress is clean but plain. His bike is rather old and so is his wrist-watch. He believes in plain living and high thinking. He has a high sense of duty, loyalty and fellow-feeling. He comes from a pious middle-class family. His father is a farmer; not very rich nor poor. He is the eldest in a family of six children and has a high sense of responsibility. Whenever he is free, during week-ends or school vacations, he helps his father in his garden and his mother in her house-keeping, chores. He helps his brothers and sisters in their studies. He is never idle. He

is not like some of our youngsters of today who roam about aimlessly wasting their time in various kinds of unhealthy pursuits.

He lives in a village next to mine. Both he and I meet each other every week-end at the local temple or at the local Council library. Every moment spent with him, anytime, anywhere, is pleasant and rewarding. All praise him as "a Prince among the Youth". That's Appan, my best friend, whom I try to follow as a model!

| | | |
|-------------|---|-----------------------|
| A rare-find | — | not a common sight |
| Diligent | — | hard working |
| Merits | — | worthy qualities |
| Chores | — | ordinary work at home |
| Roam | — | wander |
| Pursuit | — | occupation |

WHAT I OWE MY SCHOOL ?

HOW DID IT HELP ME TO BE WHAT I AM NOW ?

Next to one's home and parents, the school exerts a great influence on us, our thoughts, words and deeds. A school can make or mar us. This is, perhaps, the reason why our parents are keen to send us to good schools.

A community is the mirror of the school. A school becomes what it is by the interest the community takes in its progress. I have heard many praising their school and speaking well of their teachers for their success in life. I have also seen some moaning and cursing bitterly their schools for their imperfections and failure in life. There is a lot of truth in what they feel and say. Luckily for me, my school has given me its best. I am under a heavy debt to it and to my teachers.

Some of the qualities like honesty, truthfulness, punctuality, sense of duty and loyalty, treating success and failure alike and other ideals imbibed in life are the result of lessons learnt and training received while one is in

school. It is the school that perfects us to become good citizens and to be aware of our rights and duties. Again, it is the school that discovers the hidden talents in us. The various activities in school make us become good writers, speakers, singers, actors and sports men and women. The love of books, the habit of reading with understanding and other values are taught to us in school day in and day out. Our progress in studies and in passing examinations are the total effect of good schooling. Good teachers and their efficient teaching inspire us. The lessons they teach us help us not only to overcome many pitfalls in life but also to do well in examinations.

Today, after ten years of schooling, I find myself a good student in class. I am good in my studies; I do well in sports and games; I like reading books which is one of my hobbies. I am a member on the Board of Prefects. I participate in all school activities, contests and competitions. My teachers say that I am a model pupil. My class teacher tells me that I will have a promising future. I am regarded by my friends; every one in my community respects me; my parents are proud of me. I help and guide my brothers and sisters at home in their studies.

I am in this happy position because of the very good training, help and guidance I have got from my school and my teachers over the years. I am indeed grateful to my school and love all my teachers. I shall always live up to the ideals I have been taught and trained. All my perfections belong to my school and my imperfections are mine and mine only.

- Imperfections — incomplete state
- Imbibed — to take in new ideas
- Pitfalls — traps
- Participate — to take part

MY SCHOOL LIBRARY

The school I go to is in my village. It was established thirty years ago as a primary school and was upgraded to secondary status a decade ago. Hence it cannot boast of the best of facilities found in older and bigger schools in my district. My school is **gradually** growing.

Its library is a modest one. It is housed in a spacious new room recently constructed for the purpose. It is next to the staff room. It is furnished with a number of shelves and about six almirahs with sliding glass doors. It is well-stocked with all the books and reference books a school library ought to have. But it does not have the most essential books on many subjects that pupils and teachers may need. A good number of books were donated by well-wishers while the others have been bought out of the school fund.

The principal has recently launched a library fund and has called upon parents, old students and well-wishers to contribute to it **lavishly**. The collections are coming in and it will take time to net in a good sum of money. The community served by the school is poor, and so, much cannot be expected.

We have over three thousand books. The library is in charge of a trained teacher-librarian. Students become members of the library by depositing a small sum of five rupees. Each student is given a card. They can borrow two books at a time and are expected to return them within a **fortnight**. Students who damage, tear or **mutilate** a book are fined.

The library is open daily on school days from 8 a.m. to 4 p.m. The teacher-librarian is assisted by the other teachers and by the senior students.

Recently a set of encyclopedia and some reference books have been bought out of a generous donation made by some teachers and a businessman who was an old-boy of the school.

There is also a reading room adjoining the library. The daily papers and some useful magazines are available in the reading room. Students make the best use of the reading room during free - periods, the lunch interval and after school.

Although my school library has limited facilities, I am proud of it. I am hopeful that it will become full - fledged and well - provided as time goes on. A village Maha Vidyalaya could not grumble or ask for more. We have to be satisfied with the minimum available and get the maximum out of it.

| | | |
|-----------|---|------------------|
| Decade | — | ten years |
| Gradually | — | little by little |
| Lavishly | — | to give freely |
| Fortnight | — | two weeks |
| Mutilate | — | to damage |

AN EDUCATIONAL TOUR

The Senior Students' Association of our school organised an educational tour to some of the important places in the district. The tour was made during the first term vacation. A group of five teachers and eighty - five pupils from the two Year Eleven divisions went on the tour.

The preparations were made weeks ahead of the tour. A special tour committee was elected under the chairmanship of a teacher. Permission to go on the tour was obtained through the principal of the school from the Director of Education.

The committee fixed the date of the tour and drew up the **itinerary** which included The Puttur Tidal Well and The Agricultural Station close by; the Tholagatty Catholic Monastery and its farm, the Aluminium Industries at Mavidapuram, The K.K.S. Lanka Cement Works, the Keerimalai Health Resort, The Sannathy Murugan Temple and The Thondaimannar Science Field Work Centre.

The committee wrote to the authorities of all the places asking for permission to visit them. All of them without exception, readily consented to allow us to visit their establishments. Two tourist buses were booked and the cost of the tour was shared equally by all of us.

We left from our school by 7 a. m. and visited all the places we had planned. At every place we were well-received by an officer or two of the establishment concerned. We were taken round and all their activities were shown to us. They answered all our questions and cleared our doubts. We took down important notes we considered essential.

Between 12-30 and 2-00 we were at the Keerimalai Tank where some of us bathed in the tank and some swam in the sea. Then we had our lunch which we had taken with us and rested for a while. From Keerimalai, we proceeded to Thondaimannar. We worshipped at the Sri Sannathy Murugan Temple and went over to The Science Field Work Centre adjoining it. We spent two useful hours at the Centre learning first hand some of its activities and projects. We were given some useful study materials and were served with refreshments by some of the teachers there.

We left the Centre by 5-30 p. m. much tired but very much satisfied after a full day tour. We got back to our school by 6-30 p. m. and left for our homes.

- Itinerary** — a plan for a journey
Refreshments — food and drink that revives us

MY FAVOURITE HOBBY — WHY I LIKE IT AND HOW IT ENRICHES ME

A person who pursues a hobby is never dull or idle. It keeps him **alert** and active. It increases his knowledge and gives him an **inward pleasure**.

My hobby is philately or stamp collecting as it is commonly known. It is a hobby of kings as well as of the **commoners**. Stamp-collecting is **instructive, intricate, entertaining** and above all, educational and highly **profitable**. Stamp-collecting, as some think, is not merely **amassing** a large number of stamps that comes one's way. It is a careful selection which in time can produce a **wealth of information** and a **lot of fascination**.

In order to enrich my hobby of stamp-collecting, I have also another hobby which is pen-friendship, I write to pen-pals in more than a dozen countries who are also stamp-collectors. My pen-friendship is chiefly to help me to exchange stamps with others so that I could build up a grand collection of stamps with less expense.

Collecting stamps is fun. There are thousands all over the world who are fascinated by those little bits of paper in **dazzling** colours and in queer and different shapes.

To the stamp **enthusiasts**, these tiny scraps of paper mean much more. "The Science of Postage stamps" is an interesting study. Thousands, young and old, follow it. One can learn many things of a country like its **fauna, flora**, transport, history, Biography of Great Men, Inventions, discoveries, space exploration, etc., through its postage stamps.

In postage stamps, there are errors, **forgeries, freaks** and flaws. When these are **detected**, such stamps are considered rare. Such stamps fetch great prices. In stamp collecting one can learn something of colours, shades and water - marks.

Every collector of stamps is also a collector of First Day covers which are issued on the day a stamp is newly released. Hence First Day Covers are also valuable.

I am really fond of this hobby. My stamp-album is a mine of information. It never ceases to fascinate me. All my leisure hours are given to this hobby. My friends who see my stamp-albums look at me with awe and wonder. This is a hobby that needs no investment; anyone can follow it, anytime

I am proud to recommend my hobby to anyone who wants his or her life and leisure to be meaningful.

| | | |
|-------------------------|---|-------------------------------|
| Alert | — | wide awake |
| Inward pleasure | — | inner joy |
| Commoners | — | ordinary people |
| Instructive | — | giving information |
| Intricate | — | difficult |
| Entertaining | — | amusing |
| Profitable | — | bringing gain |
| Amassing | — | gathering |
| A wealth of information | — | a lot of details |
| Fascination | — | attraction |
| Dazzling | — | looking bright |
| Queer | — | strange |
| Enthusiasts | — | active people |
| Fauna | — | animals |
| Flora | — | plants and flowers |
| Forgeries | — | false imitation |
| Freaks | — | abnormal or defective |
| Detected | — | found out |
| Released | — | sent or given out |
| Ceases | — | stops |
| Awe | — | wonder |
| Investment | — | to spend money to make profit |

A BOOK I HAVE READ AND ENJOYED

One of my pastimes is reading for pleasure and profit. I usually read all the standard magazines, National Dailies and story books both in my mother tongue and in English. I am very happy that I have found reading as my pastime. My Books are my friends. I converse with them daily. They thrill and **entertain** me. I read daily for two or three hours and I finish at least a book a week. "Reading", as Sir Francis Bacon had said, "maketh a full man". One of the best books I have read in English is "Tales from Shakespeare" by Charles Lamb.

It was only after reading Lamb's Tales that I was able to realise the depth and content of Shakespeare's Plays, the immortal English Bard and **playwright**.

The characters in every story are real and life-like. The qualities attributed to each one of them are true of man and woman alike. In short, human nature in every detail is well-portrayed. It is no wonder, therefore, that several of Shakespeare's plays have been translated into many world languages.

Every tale is a true commentary of man for all times. It is no surprise that Shakespeare's characters like Ceaser or Macbeth; Antony or Brutus; Hamlet or Shylock; Orlando or Oliver; Portia or Lady Macbeth are still with us making or marring human life and destiny.

The character sketches, plot and atmosphere in every play is very natural. As one reads the stories, one gets a feeling that one is actually reading something that really happens in our lives. It was only after reading Lamb's Tales, I got a taste for the Bard and began to read his plays in the original with greater understanding and appreciation.

A book that delights, enriches and **spurs** one to **yearn** for more and leads one to drink deep in its original is the hallmark of a perfect book.

Anyone who likes to master the English language, to enrich his vocabulary, and to relish its literary legacy must not miss Lamb's Tales from Shakespeare. It is a book that leads one higher and deeper and helps one to learn this Great Language!

| | | |
|-------------|---|--------------------|
| Entertain | — | to amuse or please |
| Pl. ywright | — | writer of plays |
| Spurs | — | urges |
| Yearn | — | to feel anxious |
| Relish | — | enjoy |
| Legacy | — | wealth |

A COUNTRY I WOULD LIKE TO VISIT

There are many countries in the world that one would like to see. Many are fond of going to a western country like England or America or France. Still others would like to go to countries in Asia like China or Japan. But my choice would be India.

India is the nearest country to our Island. India is considered to be our mother-land. Books say that our religions, culture and many other things were brought here from India from time to time beginning with the coming of Vijaya. It is a pity that inspite of this historical connection, many of us do not know much of India.

I have, however, read many nice things about India. As I read them I am so charmed that I like to visit that country to see for myself its ancient culture, temples, mountains and rivers, its many beauty spots and last but not the least, its people speaking various languages and living in the true oriental fashion. What is the great idea of going to far off lands when one does not know one's near neighbour across the Palk Strait !

If and when I got a chance of going to a foreign country, I would certainly go to India. India is a country with famous temples all over. An Americnn once said that India is like a big

village full of temples. He was fascinated by this big village and temples. I love art. The ancient temples of India have within them some of the **master-pieces** of Art engraved in stone. I like to see them. I would also like to see some of the big cities in India like Madras, Bombay and Calcutta. I would also like to visit such holy places as Benares and Rishi Kesh. I have also read that there are even today hundreds of Yogis and Saints all over India. I would like to see some of them. I would also like to see the beauty spots; Kuttalam in the south and Kashmir in the North. Besides, there are also places, like the Taj Mahal and the Ajanta caves to see. There is the Buddha Gaya to be seen where Lord Buddha got his enlightenment. In this way there are many, many things to see in India. People say that in India one can see the best of the East and the best of the West happily co-existing side by side.

If the Americans and other westerners are keen to see India, surely, there must be something in that land. The above are some of the reasons why I like to visit this country which is a sub-continent, and one of the world's largest democracies and the home of many greatmen of international fame.

| | | |
|---------------|---|------------------|
| Oriental | — | eastern |
| Master-pieces | — | one's best works |
| Engraved | — | written |
| Enlightenment | — | to get wisdom |

**DESCRIBE AN IMPORTANT DAY OR EVENT OR
EXPERIENCE IN YOUR LIFE OR A DAY YOU COULD
ALWAYS REMEMBER**

An important day in my life! I have lived for many years but I am unable to think of an important day in my life nor in the lives of the other members of my family. We are an ordinary family; we lead an ordinary life. It is always the same; father going to work in his garden day in and day out, mother toiling at home washing, cleaning, cooking and feeding us and we, their children, four in number, going to school, staying at home

and helping Pa and Ma whenever we can in whatever way possible. **In short**, ours is a simple, rural life that knows neither pain nor pleasure. If at all we have **shared** or **experienced** anything at home, it is all about **solving** problems after problems that our parents face, all because of us, to find the means to feed, clothe, school and care for us. These have no importance, not at any rate to my reader or listener !

Still I can think of an important day in our home, in our lives and in mine!

It happened two years ago when the G. C. E. A/L results were released. Both my eldest brother and sister had taken the examination and were awaiting the results. Both my father and mother were **hoping against hope** that they would **secure** at least passes in all the four subjects, so that they could find some **suitable** jobs and take a **share** in the family **burden**. My brother was sure of getting passes in all the four subjects he had offered but my sister was **diffident**. Both were sorry that they could not attend a tuition centre like the rest of their friends. Father's **finances** did not permit them that luxury! Hence they had to be satisfied with work done in the class room and by their own efforts **unaided** by anyone.

It was a Friday, the long-awaited results had come in, Both my brother and sister got through in all the four subjects securing **very good** passes which ensured their admission to the University — my brother becoming eligible to do engineering and my sister to follow medicine.

This news was the finest and grandest we have ever had. My parents shed tears of joy; my brother and sister found their **earnest** labour rewarded and we were all delighted.

Our neighbours and friends and even others in our village who never had even a **remote** interest in us called on us to wish us and to shower their praises on a boy and a girl, both poor, but richly deserved them!

That was the day when I found both my parents full of cheer and joy and both praising the One on High for the Grace and kindness **bestowed** on a poor family, that has laboured long **righteously** awaiting for a reward that has come in at last in this form.

Today both my brother and sister are at the University My brother is doing Engineering while my sister is following medicine.

The day their results came in was a day we could ever remember! It was the first sign of a turning point in our family fortune. And perhaps the greatest moment of joy would arrive when both my brother and sister come out of the University successfully; one as an engineer and the other a doctor.

| | | |
|---------------------|---|--------------------------|
| In short | — | briefly |
| Rural | — | village-like |
| Shared | — | to take part in |
| Experienced | — | mature |
| Solving | — | overcoming |
| Hoping against hope | — | expecting much |
| Secure | — | get |
| Suitable | — | agreeable |
| Share | — | to have a part |
| Burden | — | load |
| Diffident | — | not very hopeful |
| Finances | — | money or means or wealth |
| Luxury | — | expensive life style |
| Unaided | — | with no help |
| Eligible | — | fit for |
| Earnest | — | eager |
| Remote | — | distant |
| Bestowed | — | given |
| Righteously | — | to be just and fair |

**MY MOST UNFORGETTABLE CHARACTER
OR
A PERSON WHOM I CANNOT FORGET**

I have seen a number of great men and I have read the biographies of an equal number who were all heroes in one sense or another. But there is one who has found a corner seat in my heart and whom I have known **intimately**. I had seen him in action; I had spoken to him and he had spoken to me. He is no more but he still lives in our hearts. His thoughts, words and deeds still remind him to us. I vividly remember his funeral; everybody in the village mourned his death. He was indeed **graet** and noble. He was a man of plain living, high thinking and noble actions. He was none other than a leader of our village, a guide and a philosopher to all for over half-a-century. He died five years ago at the ripe old age of ninety. All in our village called him "The Elder".

He was born of rich parents but lost both of them before he was twenty. When he passed the Senior Examination, he joined Government Service and retired from it after twenty years.

He married a poor **orphan** and lived a happy life for only one year. At the end of the year, his wife died of child - birth. He remained a widower ever after.

As leader of our village, he did **signal** service to all **particularly** to the poor and the needy. His qualification for leadership was his good heart, noble life and love of fellowmen.

His fame spread far and wide and he was known throughout the district. He knew every family in our village. No husband or wife could quarrel with eath other for fear of this elder. He taught all the value of honesty, truth and industry. He founded a school and managed it well until the Government took over all schools. He was the Manager of the local temple and the President of the Village Co-operative. He had an eye on every pupil.

Poor children went to him for money, books or for anything they needed. I was one of his **beneficiaries**. Once he presented me a brand new Japanese Pilot pen which I still have as a **momento** of him. The weddings and funerals of the poor were conducted by him. He had a lot of lands which he gave to the landless poor. As Chairman of our Local Council, he did yeoman service. No one could dare contest, **contradict** or challenge him. His word was law. He had all the virtues of a human being. He had no failings. He was an object of veneration. How can I or anyone ever forget this **feeble**, old man who had won the hearts of the people of the entire village?

| | | |
|---------------|---|--|
| Intimately | — | closely |
| Orphan | — | parentless |
| Signal | — | noteworthy |
| Particularly | — | specially |
| Beneficiaries | — | those who receive the goodness of others |
| Momento | — | token of remembrance |
| Contradict | — | to oppose |
| Feeble | — | weak |

MY FAVOURITE SUBJECT

“Tastes differ”, says the proverb. Every student has his or her own favourite subject. My favourite subject is **History**. History is the story of the progress of man. It **traces** the rise, growth and fall of nations and empires and analyses the causes for the changes.

History is an interesting branch of study. A study of history increases our knowledge of the different nations of the world. We may learn from the study of history how Rome was first a city of seven hills, peopled by **outlaws** and slaves and how this city became in course of time the conqueror of the world. It also tells us the circumstances that help the progress of civilisation and culture and what **retard** it. In short, history

gives us much information regarding the growth of a nation, its arts, literature, philosophy and morals, science, agriculture and industries.

History is like a **beam of light** which **illuminates** the past and helps us in understanding the present better. In the light of the past events, we can plan wisely our course of action in the future. In fact the history of the rise and fall of nations offer us many valuable lessons. A careful study of the fall of the Roman and Mohamedan Empires clearly shows that a nation given to luxury **hastens** its ruin and that disunion among the people weakens them so much that they fall an **easy prey** to a more powerful nation. The study of history, then, gives us a **real insight** into basic truths and helps in the formation of character, and teaches us to face the problems of life wisely.

Finally, the study of history is a powerful means of **inspiring** patriotism in the minds of the citizens of a country. As citizens of a country, with a **glorious** past, good citizens are ready to fight for "**the ashes of their fathers and the temples of their Gods.**"

I am really happy that History is my pet subject. It makes me full and makes my life meaningful. While I love my race and my country, it instils in me a respect for all nations. It makes me a lover of the Human race and to believe in interdependence and in the world community.

| | | |
|----------------|---|--------------------------------|
| Traces | — | tells |
| Outlaws | — | lawless robbers |
| Retard | — | slows or delays |
| Beam | — | a ray of light |
| Illumines | — | brightens |
| Hastens | — | quickens |
| An easy prey | — | easy victims |
| A real insight | — | the power to see or understand |
| Inspiring | — | a mental feeling |
| Glorious | — | honourable |

A BIRTHDAY PARTY I ATTENDED BY WHOM, WHEN, AND HOW IT WAS HELD

I have attended many parties of one kind or another but I can never forget the sixteenth birthday party of my friend Keerthi. His earlier birthday observances were quiet and confined to his home because he does not believe in pomp or show or in lavish spending. He is a boy who believes in plain living and high thinking. His outlook in life is entirely different from that of others.

His sixteenth birthday, however, was celebrated in a different form with invitations extended to all his friends, neighbours and relatives because it coincided soon after his winning a state scholarship for his 'A' Level studies awarded by the Education Ministry on his excellent performance in the 'O' Level examination in which he got distinctions in all the eight subjects he offered. Hence his parents wanted his sixteenth birthday celebrated in a fitting manner. But the celebration still had the air of simplicity, grand in a way but not showy. Keerthi saw to it that among the invitees were a number of poor kids to be treated well. To everyone of them he handed a parcel of sweets and biscuits to be taken home. Of course, he did likewise to all others too but he took special care to treat the poor kids.

The party was held in the evening in his house, a small one but had been cleaned and suitably decorated with leaves and flowers. The decorations did not cost him even a cent.

The party began at 4 p.m. All were seated on the floor on mats or carpets. The celebration began with Keerthi kneeling in prayer before his parents. The parents blessed him with their loving kisses. Then the priest of the local temple blessed him. This was followed by a speech by his favourite teacher wishing him Many Happy Returns. On behalf of his friends I read out a verse wishing him well. This was followed by a group of children singing a birthday song and some devotional hymns befitting the occasion. An uncle of Keerthi took a few snaps of the events.

The occasion was without the usual sing-songs, recorded music of all sorts, dances, bailas and ha-hoos seen at similar functions elsewhere but there was a lot of mirth and merriment in the midst of a solemn air.

By 5-30 p.m. a variety of delicious dishes were served with a choice of fruit salad, ice-cream and coffee to suit the taste of each one. Most of the guests gave him presents. The father gave him a beautiful wrist-watch. His teacher presented him a parker pen and we, his friends, gave him an expensive English Dictionary.

By 7-30 p. m. the party came to an end; Keerthi and his parents thanked us for our company and we in return thanked

them for all the delicious short-eats and the pleasant evening. It was indeed a model birthday party for all to follow.

| | | |
|---------------------|---|----------------------------|
| Observances | — | celebrations |
| Confined | — | limited to |
| Pomp | — | showy |
| Lavish spending | — | too much spending |
| Coincided | — | to happen by accident |
| Showy | — | attractive |
| Kids | — | little children |
| Many happy returns | — | typical birthday greetings |
| Devotional | — | prayerful |
| Befitting | — | proper |
| Similar | — | like |
| Mirth and merriment | — | happiness and enjoyment |
| Delicious | — | tasty |

A DAY WHEN EVERYTHING WENT WRONG WITH ME

It was the first day of the second term — a Monday. School reopened after a long vacation of one month. During the vacation I had got used to irregular hours of sleeping, waking, bathing, eating, studying and playing. This lapse had terribly affected me on the day school reopened.

To begin with, I got up at seven and I was greeted by the scoldings of my mother for lying late in bed. I finished my morning duties quickly and went to bathe. Just after drawing two buckets of water, the bucket snapped and fell into the well. This meant more delay and I had to get the bucket out with the help of a long pole and this took about ten minutes. Then I had a quick bath and got ready for school. By now the time was 8 a.m. I could not spare even five minutes for my breakfast. I had a slice of bread and washed it down with gulps of tea.

I collected my books in a hurry; I could not find my pen and some of my exercise books had got mixed up. I collected whatever books I could find and when I took my cycle out, what a pity, the front tyre was flat! I was terribly upset. Seeing my terrible plight, my mother continued with her shower of scoldings at my indifference and gave me a five-rupee note and wanted me to go by bus. I ran to the bus-stop where again I had to wait for over half an hour for a bus. When the bus arrived, it was full and crowded. I managed to get in and tendered the five rupee note to pay the fare. The conductor was himself upset with the unruly crowd of passengers, while issuing them tickets, collecting the fares and cursing all for tendering rupee notes.

I was on pins ; the time was past 8-45 and I was very late. Just then, the bus stopped at the school bus halt. As soon the bus stopped, I jumped out and ran to school forgetting to get the balance. One more blunder and the loss of four rupees !

School had begun ; the first period was on; as I walked in; my class teacher severely **reprimanded** me for coming late and sent me to the principal. The principal, the stern man he usually is, gave me two nice cuts and told me that I was the only pupil who was late on the very first day of the term.

I went back to class pained and **humiliated**. The first period was over. The second period was Mathematics. I looked for my Mathematics exercise book which I had not brought; besides, I had no pen ! I borrowed a pencil from my friend and began to do the days's **assignment** on a piece of paper. The mathematics teacher, another strict person, saw me writing with a pencil on a paper. He asked me where my exercise book was. When I told him that I had not brought it, he **admonished** me in words that belittled me in class.

Being the first day of the term, school closed at 12-30. With no money to get back home, one of my friends offered to take me on pillion. As he cycled along, a lorry came from the opposite direction and just as he was overtaking it, he lost control of the handle and both of us fell down on a heap of stones by the side of the road. Luckily, my friend **sustained** no injuries but my left leg was **bruised** ; that was another blow to me.

Finally when I got home, I was totally **demented**! I was very hungry. I sat down to have my lunch but I could not **relish** it. My mind was all in a muddle. In the evening, I had a severe headache. When I retired to bed, I could not have a restful sleep. But I became wiser for the rest of my life. It was my indifference, carelessness, and irregular habits that had caused me all the miseries on that Monday, a Black Monday indeed !

| | | |
|-------------|---|-----------------|
| Scoldings | — | angry rebukes |
| Tendered | — | given |
| Reprimanded | — | warned severely |
| Humiliated | — | to be humbled |
| Assignment | — | work |
| Admonished | — | scolded |
| Sustained | — | suffered |
| Bruised | — | injured |
| Demented | — | upset |
| Relish | — | taste |

MY EXPERIENCE WHEN I WAS ILL

My last December holidays were spent in bed. Just two days after the vacation started, I fell ill. Just past mid-night I felt I had high fever with aches and pains all over my body. I was not myself even for a few days earlier. I thought it was because of the change in the weather, the rains and the chilly air. I put up my mother and told her of my condition. She did not know what to do and so she awoke father and told him of my plight. Both decided to give me two panadol tablets with a cup of tea. I took the tablets and found some relief but again towards dawn my condition became worse.

My parents rushed me to the family doctor. He examined me thoroughly but could not diagnose exactly my illness. He suspected that it could be a kind of virus flu or typhoid or something worse. He gave me an injection and advised my parents to admit me to hospital.

I was therefore, admitted to hospital where the physician ordered a blood test. A sample of my blood was taken for the test. Till the report on my blood was received, I was given a number of pills and injections. The blood test report came in the next day and revealed that I had typhoid. I was then treated for typhoid; it took ten days for the fever and pain to subside and I had to suffer much day and night. I could not eat or drink or sleep. The pain was severe; I could not get

up by myself or move my body. I could not stretch or fold my legs. I had a number of pillows all around me to ease my pain. It was some comfort. My father was by my side all the time.

My friends, classmates and relations came to see me. But in my heart of hearts, I did not like anyone visiting me or disturbing me. I had to bear up old custom.

I was discharged from hospital after two weeks. Even at home, I was confined to bed for another ten days. The doctors had advised me perfect rest and warned me to be careful of a **relapse** of my illness. My entire vacation was spent in bed at the hospital and at home. When I was confined to bed, I was jealous of all the healthy people who were walking or running about and making themselves merry.

I realised for the first time in my life what it is to be healthy. I hate to be ill again or warded in a hospital for the rest of my life.

Indeed, health is wealth ; to be ill is nasty and bitter.

| | | |
|------------|---|--------------|
| Dawn | — | sun rise |
| Thoroughly | — | completely |
| Diagnose | — | find out |
| Revealed | — | showed |
| Subside | — | to come down |
| Relapse | — | to get back |
| Realised | — | felt |

A NOBLE ACT I CAN NEVER FORGET

Opportunities come to us in strange circumstances to do a good deed. Perhaps, it is provided by God. Perhaps, one must be born or blessed to do it.

Just two years ago, my father and I went to the General Hospital in our town to see a friend of my father. Soon after visiting him, my father and I came out. As we

came out; we saw an old lady in tears. Her husband was in a serious condition. He had to undergo an operation. As he was very weak, the doctor wanted to give him a blood transfusion to save his life. His group of blood was not available at the Blood Bank. The doctor, therefore, had asked the old lady to bring someone, a friend or a relation to donate blood. The old lady was found in the company of her friends and relations and some of them were young and able-bodied. But they were not prepared to go to her aid. Some came out with lame excuses and some remained silent and were scared to donate blood.

When my father saw the old lady in tears, he was much moved. He asked her why she was crying. When the old lady told her plight and the reluctance of her kith and kin to come forward to her rescue, he took pity on her. He volunteered to donate his blood if it agreed. The old lady was happy. She took my father. His blood was tested and surprisingly it belonged to the 'O' group. The required amount of blood was taken.

When the doctor found out the circumstances in which my father came forward to give his blood, he congratulated him for his noble deed. The old lady was about to fall at the feet of my father to thank him which my father quickly prevented her from doing. He told her that he had only done something that any man should do in such circumstances.

Of course, my father was a little weak but he recovered soon after.

Indeed, I am proud of my father and proud of his praiseworthy deed. I can never forget it! Only one in a million gets the chance and the readiness to do a noble act!

| | | |
|--------------|---|------------------------------|
| Transfusion | — | Transfer from one to another |
| Reluctance | — | unwillingness |
| Praiseworthy | — | laudable |

**WRITE AN ARTICLE ON "SRI LANKA"
FOR PUBLICATION IN AN AMERICAN MAGAZINE
GIVING ALL THE DETAILS THAT GIVES
A TRUE PICTURE OF THE COUNTRY.**

Asia's dot; Indian's Pendant; the Land of Gems; the Isle of Delight; Lipton's Tea Garden — These are some of the many beautiful phrases by which Ceylon, now called Sri Lanka, has been described from time to time by various writers and travellers.

This Island in the Indian Ocean has Colombo as its capital. Colombo, a sea port city, is also called 'the half-way house' in the Indian Ocean. The island, 271 miles in length from North to South is 140 miles wide, and has an area of 25,332 square miles. It is half the size of England without Wales. It has great natural beauty. The greater part of the country is low-lying and flat; the central portion is a mass of mountains. The climate is ideal all the year round; cool in the hills and warm on the plains.

Besides Colombo, the Administrative capital, Sri Jeyawardene pura, where Sri Lanka's House of Parliament is, serves as the political capital. There are several other cities like Kandy and Nuwra Eliyig in the Hills, Galle in the South, Jaffna in the North, Trincomalee and Batticaloa in the East and Anuradhapura, the ancient capital of Lanka, in the North-Central region. Trincomalee is famous throughout the world for its natural harbour in the Indian Ocean.

A greater part of the country is rural in character; all villages; clean and neat with all the blessings of nature. Most of the villages have all modern facilities and are being developed more and more. The main occupation is farming and the country is almost self-sufficient in food. There are a lot of cottage industries that keep our traditional arts and crafts alive.

There are also heavy industries like the making of Sugar, Paper, Cement, Textiles, Chemicals and Tyres using local natural resources.

Sri Lanka is multi-racial; multi-religious and multi-lingual and the population consists of the Singhalese, the Tamils, the Muslims, the Burghers, the Malays, and others. English serves as a link or common language to all, — which is one of the blessings of British rule. This country was under foreign **domination** for nearly five centuries, first under the Portuguese, then under the Dutch and finally under the British. The British rule lasted a hundred and fifty years until we got our freedom on February 4, 1948. We are a parliamentary democracy; our parliament is based on the Westminster model; our system of government, administration and education follow the British practice.

We enjoy free health services and free education from the kindergarten to the University. There are eight universities. Over seventy percent of the population are literate.

There are excellent roadways and railways and travel from one end of the country to the other is quick and comfortable. The Colombo International Airport is at Katunayake.

To the tourists, this is a **veritable** paradise. They lack nothing that they need. Modern Hotels, Banks, Transport, the ideal climate, the scenic beauty, the **courteous reception** they receive everywhere, the use of English, etc., have put Sri Lanka on the tourist map of the world.

Sri Lanka is a country where the best of the East and the best of West happily coexist and proves that 'Unity in Diversity' is a beautiful reality.

| | | |
|-------------------|---|---------|
| Domination | — | rule |
| Veritable | — | true |
| Courteous | — | polite |
| Reception | — | welcome |

**PREPARE A BROCHURE FOR THE TOURIST BOARD
TO ADVERTISE SRI LANKA IN FOREIGN COUNTRIES
GIVING ALL THE INFORMATION
TO ATTRACT TOURISTS TO SRI LANKA**

Sri Lanka welcomes you!

If you are planning to visit the Mystic East, why not tour a Paradise Isle in the Indian Ocean, that Sri Lanka verily is!

Discover its many **mysteries** of the **Romantic** East where everything is fascinating and fantastic. This is the land that Marco Polo marvelled!

Be **enchanted** by its ruined cities, a lost civilisation, its **fauna** and **flora**, palm-fringed shores and sandy beaches ideal for sun-bathing with just the climate you will want to enjoy.

Be **enthralled** with this Land of Gems, the Land of Lipton's Tea Gardens amidst cool and health-giving hills, smoking waterfalls and Game Sancturaries.

Experience the peace and quite of our temples and **monasteries** and see for yourselves our ancient art and architecture.

The beautiful, clean city of Colombo, the Capital of Sri Lanka, a garden city, with its National Museum, The Zoo, The Art Gallery and Theatres, and sun-down dances and songs and many more thrills give you a feeling that you are on the top of the world.

A net-work of Hotels and Rest Houses every-where to suit, your taste and purse with safe and swift road and rail transport to all parts of the country in luxury coaches provide you perfect comfort.

This is a country to enjoy and experience the **oriental** splendour happily blended with western comfort.

And to crown it all, enjoy the **lavish** hospitality and courtesy of its people!

Sri Lanka Welcomes You, anytime, throughout the year !

| | | |
|-------------|---|-------------------------|
| Mystic | — | secret |
| Mysteries | — | strange secrets |
| Romantic | — | strange visions |
| Enchanted | — | charmed |
| Fauna | — | animals |
| Flora | — | plant life |
| Enthralled | — | excited |
| Monasteries | — | places where monks live |
| Oriental | — | eastern |
| Lavish | — | too much |

**WRITE OUT A SPEECH YOU WOULD DELIVER
ON THE OCCASION OF THE RETIREMENT OF
ONE OF YOUR POPULAR TEACHERS**

Mr. President, dear Teachers and my friends.

This is not an occasion for speech-making. We have gathered here in all **solemnity** to bid good-bye to Mr. Ranjan who after three **decades** of active service is retiring at the end of this month.

Friends, you have already heard the speakers before me praising the noble qualities of our dear master and the **signa services** he has **rendered** during his long and **distinguished** stay here. It is very rarely that we come across a person of his **calibre** who has been an ideal teacher and a perfect man. He has always been to all of us a parent, a friend and a guide. He has always been supreme in the class room; his **mastery** of his subjects and the way he taught us have always made us wonder at his rare skill. To those of us who are poor and weak in our studies, he gave us his best. In the school community he remained a very popular teacher. To the school, he has been a back-bone. There is hardly any parent who does not

know him. To all of us, he has been a **symbol** of greatness. It is therefore, very, very difficult for us to miss him next term. This father figure, **immaculately** dressed in spotless white kind, **winsome**, and **upright** is a rare find. If anyone were to ask me to show him or her a born teacher and a perfect man. I would straight away direct him or her for an **audience** with Mr. Ranjan. I mean what I say and I say what I mean. It is not an easy task to say more on an occasion like this. Any way, I wanted to express some thing in all **sincerity** which I have done with a feeling of joy and sadness.

And now to you, **Revered** Sir, we like to say that even if we forget all the valuable lessons we have learnt from you, we shall always remember you to the end of our days with reverence and respect. You will ever reside in a corner seat in our grateful hearts. To you, our **debt** is great; we salute you as one of our greatest masters and **mentors**. May you enjoy a blest retirement and May the Lord shower you with long life, health and happiness. May your **nexus** with us and our school continue for ever! To you, Sir, a fond farewell!

| | | |
|-----------------|---|------------------------------|
| Solemnity | — | with seriousness |
| Signal services | — | remarkable work |
| Rendered | — | done |
| Distinguished | — | famous |
| Calibre | — | quality of mind or character |
| Mastery | — | control |
| Immaculately | — | of pure quality |
| Audience | — | people present at a meeting |
| Revered | — | respected |
| Debt | — | to owe another |
| Mentors | — | friends |
| Nexus | — | tie |

A RAINY DAY — HOW IT AFFECTED OUR AREA AND THE PEOPLE AND HOW WE HELPED THE AFFECTED

Year after year, we get much rain during the months of November and December. These are usually cold and wet months. Although a shower of rain is always welcome and all enjoy its **refreshing** effects during the hot or dry months, we certainly do not like an excess of it. Too much of rain can cause a lot of havoc and misery.

The rains we had two years ago in the month of December just two weeks before Christmas was the most **severe** and caused a lot of **destruction** and suffering to many people in our area. I had never experienced such a rainy day before or since. Even our elders had not experienced such a heavy and prolonged down-pour for years. It began to rain around mid-night with a **frightening** thunderstorm and continued to rain cats and dogs till 3 p. m. the following day when there was a sudden gale. The gale was equally severe and intense and lasted an hour uprooting all the tall trees, coconut palms and plantain groves. Most of the telegraph and electric posts fell down. The fields and gardens were flooded. Most of the crops were destroyed. Roads were **impassable**. Power supply was cut off. Hundreds of families whose houses were in low-lying areas left their homes and took refuge in schools, temples and in public buildings. The poor hut-dwellers were the most affected. The roofs of their houses were blown off by the gale. The flood got into all the tanks and wells and they were full to the brim with water. The farm-animals had to be rescued and taken to the high-lands along the main road. The old, the sick and little children suffered the worst. Such was the fury of the rain and the gale that followed it!

All the people had to be given relief. Dry rations were given to all. The Department of Health and Social services and other voluntary welfare bodies had to work round the clock providing relief to all. Several young people like me, me included,

served as relief workers helping the people in all possible ways. We helped the poor and the needy to rebuild and repair their houses.

It took two days for the floods to **subside** and about two weeks of labour by all to restore **normalcy**. When nature begins to be merciless, no one is spared. I pray, that such a calamity does not happen again.

| | | |
|-------------|---|--------------------|
| Refreshing | — | invigorating |
| Havoc | — | too much damage |
| Severe | — | intense |
| Destruction | — | loss |
| Impassable | — | not fit for travel |
| Fury | — | anger |
| Subside | — | to come down |
| Normalcy | — | usual state |

DESCRIBE YOUR MARKET

WHERE IS IT LOCATED ?

WHAT DOES IT LOOK LIKE AT ITS BUSIEST HOUR ?

DO YOU ENJOY GOING TO A MARKET ?

WHAT INTERESTS YOU MOST IN A MARKET ?

There is no place today without a market or a Fair. Some are big and some are small. Some attract big crowds ; some do not. The market we go to is in the town. It is a large one. It is centrally situated. People from far and near come here to buy and sell. Most of the things sold in this market are fresh and are of good quality. The buyer and the seller get a fair deal in this market. It is a **paradise** for both the buyer and the seller. In every way, it is a standard market of **steady supply and demand**.

Some think that this is a model market. Some call it a super market. But, it is far from it. It is certainly growing and **expanding** and becoming more and more **congested**. It has

a number of stalls; some **permanent** and some **temporary**. There are also shops and open spaces all around it. It is very busy and crowded during the forenoons and on Sundays. Most of the people **flock** to this market because every thing they need from fruit to vegetables and from **groceries** to **crocery** are readily available at fair prices.

The fruit and vegetable sellers have their stalls near the entrance to the market. Stalls selling groceries, fancy articles and clothes are **further** inside the market. The fish and meat stalls are in a corner of the market. In the open spaces sit the **gramsellers**, ice-cream sellers and potters. There are also the **beggars**, the street **urchins** and other **undesirables** all over the place. There is a **public parking** lot for cars, lorries, carts and cycles. The roads all around the market are crowded and **obstruct** the traffic.

The scene inside the market is also crowded and **confusing**. The noise made by all is so loud that one could hardly hear the other. It is indeed a **feat** for both the buyers and the sellers to do business in that atmosphere especially during the forenoon when there is a big rush and the people have to **squeeze** past one another. Certainly a market is not a place to make a quiet bargain. Anyway, many people seem to **relish** the din.

I like going to a market not only to buy things but to watch what goes on within it. It is a meeting place of one's friends, relations, sight-seers and several other **odd** characters found in our human family. The market crowd is a curious one. It is as **varied** as the wares or goods on the stalls for sale. The brisk-selling, the hard bargaining, the cunning wits and tricks of the traders, each trying to undercut the other, the joys and regrets among the buyers, teach us many useful lessons in life.

These are lessons that we cannot learn in our books or in the classrooms. These are practical lessons that one learns outside one's home or school. This is, indeed, one of the things I observe with relish in a market.

| | |
|--------------------------|---|
| Paradise | — a perfect place |
| Steady supply and demand | — goods available all the time without any difficulty |
| Far from it | — not true or correct |
| Expanding | — growing |
| Congested | — crowded |
| Permanent | — long lasting |
| Temporary | — lasting for a time |
| Flock | — to come in large numbers |
| Groceries | — house hold requirements |
| Crockery | — pots, dishes and bowls |
| Further | — more |
| Urchins | — boys who do mischief |
| Undesirables | — of low conduct |
| Public parking lot | — a place where vehicles are parked |
| Obstruct | — prevent ; hinder |
| Confusing | — not clear |
| Feat | — an act of skill |
| Squeeze | — to press hard |
| Relish | — enjoy |
| Din | — too much noise |
| Varied | — not the same |

**DESCRIBE A VISIT TO A RAILWAY STATION ;
THE PURPOSE OF THE VISIT AND SCENE
JUST BEFORE AND AFTER THE ARRIVAL
OR DEPARTURE OF A TRAIN**

I rarely visit a railway station. I am not a train traveller. Besides the nearest railway station to my village is about ten miles away in the town. I visit it, perhaps, once or twice a year to receive someone or to see somebody off. The scene at a railway station may be thrilling to a spectator but it may not be so to one who goes there to take a train or to see one off or to receive one's friend or relation.

In July this year, I went to the station to receive my father who returned home after four years in the Middle East. He

arrived in Colombo by Air the previous day and took the day train the following morning. The train left Colombo at 6 a.m. and was due at 5-45 p.m. I was at the station by 5-15 p.m. with a car to bring father home. As soon as I reached the station, I bought a platform ticket and walked in. A local train packed with office workers and others returning home was at platform No. 2. It was to leave at 5-30 p.m. The time was 5-35 p.m. and still the train was waiting; the passengers in it became restless. Just then a railway official announced that it would have to wait for another half-an-hour as the day train from Colombo was held up and would arrive behind schedule. As I had to spend another anxious half-an-hour, I wandered about the platform reading all kinds of charts, advertisements and posters on the walls and noticeboards and looking at the books and periodicals at the station book and newstalls. From the platform I saw long queues of people at the counters for their tickets. Those people had come to take the night mail to Colombo leaving at 6 p.m. Along with the passengers were their relatives and friends who had come to bid them good-bye. Outside the station premises were a steady flow of cars and taxis bringing in the passengers; some cars and taxis were in the parking lot to pick up the arrivals.

Platform No. 1 was full of people waiting for the arrival of the Colombo night mail. Its arrival too was delayed. Its arrival would be after the arrival of the in-coming day train. The waiting halls and the benches on the platform were full. People getting in had to inch their way through the crowd. Some of the tired passengers sat on their luggages. The porters added to the mess carrying in luggages shouting and demanding more from those who did not pay them enough hire. The youthful walked up and down the platform pushing through the crowd utterly unmindful of the others. Most of the passengers and their friends and relatives who had come to see them off appeared restless and depressed at the orderless crowd, noise, confusion and delay.

By 6-10 p. m. the day train steamed in; a lot of people got out and got in. I saw my father **alighting** from a second class compartment. I helped him to get out and got a porter to carry all things he had brought. As the day train came in, the office train puffed out. The platform was then left with only the passengers waiting for the mail, but there was still a lot of **hustle** on the platform when we left the station.

An hour's **weary** waiting at the station in the midst of terrible rush and **din** was after all nothing as I stood face to face with my father after four long years!

| | | |
|-------------------|---|----------------------------|
| Spectator | — | on-looker |
| Announced | — | made known |
| Schedule | — | fixed time |
| Bid | — | wish |
| Premises | — | place or area |
| Mess | — | confusion |
| Demanding | — | asking |
| Utterly unmindful | — | without notice or care |
| Confusion | — | disorder |
| Alighting | — | stepping down |
| Hustle | — | hurried pushing in a crowd |
| Weary | — | tired |
| Din | — | noise |

HOW TEA IS MANUFACTURED

The cup of tea that we enjoy has an interesting story. Right from the time it is plucked in the tea gardens and right up to the time it is packed in chests for sale, the leaf undergoes a number of processes.

When plucking the leaves, only the bud and the two leaves right below it are plucked. This, in itself, is an art that the plucker is well-versed in.

The plucked two-leaves and the bud are sent to the factory where it is spread evenly on long trays to dry or to wither for a

day. Then the leaves are passed through a machine. This process is called "rolling". Once the "rolling" is over the leaves begin to change colour and give out a sweet smell.

After rolling, the leaves are allowed to ferment. During this period, the leaves change more and more in colour and give the pleasant flavour we are used to in Tea. Next comes the process which is called "Firing" or a heat treatment which absorbs all the moisture in the leaves.

Once this is over, the leaves are graded to size in the form of dust or leaves. The superior quality is called F.B.O.P. or the Flowery Broken Orange Pekoe; the next grade is called the B.O.P. and the lowest quality is the Dust. The manufactured tea, graded and boxed leaves the factory for export overseas and sales locally.

| | | |
|----------|---|-----------|
| Chests | — | boxes |
| Moisture | — | to be wet |

LIFE AND WORK ON A TEA ESTATE

Life and work on a tea estate has a charm all its own. To an occasional visitor, it holds much attraction and given the choice, he would himself like to live and work on a tea-estate among the health-giving hills and share the luxuries of the tea planters.

Every estate is a self-contained unit with its school, shops, dispensary, electricity and water-supply, roads and even a place of worship. It has its customs and traditions. It has its songs of joy and woe.

Hundreds of workers, men, women and children live and work on it. They work day in and day out from morn till night like bees in a hive. Every estate is in charge of a superintendent helped by a number of clerks who run the office.

Work on a tea estate begins very early in the morning and goes on till late in the evening. The pluckers, men and women, assemble by 6 a. m. for the roll-call and go to work in gangs. Each gang is in charge of a Kangany who supervises their work. It is a feast to the eye to see pluckers hard at work among the tea bushes with baskets slung on their backs plucking **rhythmically** the two leaves and a bud from the tea bushes and putting them into their baskets. It is their toil that keeps the economy of our land **prosperous**.

The plucked leaves are sent to the factory where it is manufactured into the finest tea and sent to Colombo for export.

Our tea gardens are our national wealth and it comes to us out of the honest labour of the tea pluckers who in sun and shower toil to enrich all.

| | | |
|--------------|---|------------------|
| Woe | — | sorrow |
| Rhythmically | — | regular movement |
| Prosperous | — | wealthy |

AS AN AGRICULTURAL INSTRUCTOR IN A RURAL AREA, THE ACTIVITIES I WOULD ENGAGE IN TO HELP THE FARMERS AND INCREASE FOOD PRODUCTION

An Agricultural Instructor rightly belongs to the rural areas where the main occupation of many is farming. Hence he will have a lot of responsibilities to bear and many useful duties to perform.

If I were an Agricultural Instructor, I would educate the farmers in modern methods of cultivation. Most of the farmers are **illiterate** or semi-literate. Even the literate ones are **tradition-bound**. Hence I would try to **convince** them of the many blessings they would get if they did their cultivation on tried and tested scientific methods.

As a first step, I would form farmers' clubs in every area and I would persuade them to join them if they wanted easy loans, free supply of seeds and seedlings and other state assistance. This would attract all to come together.

As a next step, I would meet them individually or in groups or at special meetings where I would explain to them their defective methods of cultivation. I would arrange special speakers to address them on pest control, use of fertilisers and the type of new crops they could grow. I would have a model nursery and make the farmers realise how to have healthy plants. I would also organise demonstrations and exhibitions to make the farmers become familiar with better systems of intensive and extensive cultivation. They be shown how compost pits are made and the excellence of compost manure.

Once the farmers got used to the tried and tested methods of scientific and the higher yield and profit got, my efforts would be appreciated by them.

I could also assist them to market their produces profitably without the intervention of the middle-men. I would help them to get all the help they needed from the Co-operative and the Marketing Departments.

In these and in many other ways, I could help the rural farmers to grow more and to earn more, so that, they and the consumers were benefited.

| | | |
|--------------|---|----------------------------------|
| Illiterate | — | cannot read or write |
| Convince | — | make one accept |
| Defective | — | faulty |
| Yield | — | harvest |
| Intervention | — | without the help of or hindrance |

**IF I WERE A MEMBER OF AN ORGANISATION
THAT HAS BEEN SET UP TO DO
SOCIAL SERVICE WORK IN THE SLUMS,
WHAT I WOULD DO TO HELP THE PEOPLE THERE,
THE AGED, THE POOR, THE SICK AND THE
YOUNG ONES !**

Social service work in a slum area is no easy task. It calls for wise and careful planning, team-work and above all, assistance from individuals, groups, and the Local and Central Government bodies.

Granted assistance was available, I would prepare a **comprehensive** plan. It would include slum clearance, housing and resettlement and help to all the needy including the aged and finding employment for all the able-bodied.

Priority would be given to housing. Every family would be helped to build a low-cost house to a given plan using local materials. The Aged would be taken to a home for the aged where they would be well-cared for. Health and sanitary facilities would be made available. All the able-bodied but poor folk would be found work to do. Any one of them who would like to be self-employed would be given all assistance. They would be helped to take to poultry farming or to rear a cow or a few goats or to engage in cottage industries like coir-making, mat-weaving, or basket-making. Girls could also be trained in sewing or in weaving cloths; the boys would be sent to vocational centres for basic trade-training in carpentry, masonry, plumbing etc., Training in such trades would help them to find work.

I would also work to provide the community with social medical and **recreational** facilities like a dispensary, a school, a community hall and a play-ground. A slum area usually **lacks** all these facilities.

The above are some of the **tasks** that have to be done in a slum area if the people in such an area were to be rehabilitated in a meaningful manner.

| | | |
|---------------|---|---|
| Comprehensive | — | consist of many things |
| Priority | — | of importance |
| Recreational | — | refreshing or giving amusement to spend one's leisure |
| Lacks | — | does not have |
| Task | — | work |

WHAT DO YOU THINK IS MORE IMPORTANT TO A VILLAGE — A DISPENSARY OR A LIBRARY? GIVE REASONS FOR YOUR CHOICE

The people in a village certainly need both — a dispensary and a library. One is as important as the other. But when it comes to a **choice** between the two, a dispensary is certainly most important and more useful than a library. A dispensary is a **basic requirement** to any community. Without a dispensary, the health of the people will be badly **affected**. Most of the people in our villages are poor and **ignorant**. They cannot go to hospitals or doctors in town for treatment. This **involves** a lot of expenses and **inconveniences**. Hence, a dispensary in the village with essential drugs under the care of a qualified **physician** is a number one **priority**.

A library, on the other hand, is also important to a community. A library, helps both the young and the old to **enrich** and **widen** their knowledge and to spend their **leisure** meaningfully. But, it is not an urgent necessity. Those who like to read or borrow books could do so from libraries in the **neighbouring** villages or town. School children could obtain this **facility** in their schools. It is even possible for people in a village to get together, form a club and jointly **subscribe** to a paper or magazine or even to buy a few new or second hand books and read them in turns. But **similar** arrangements could not be made for a dispensary.

Hence by **any measure of reasoning**, a dispensary is more important than a library to a rural community on a **basis of priority**.

| | |
|--------------------------|--------------------------------|
| Choice | — selection |
| Basic requirement | — a prime need |
| Affected | — caused a change |
| Ignorant | — to know little or nothing |
| Involves | — mixed up with |
| Inconveniences | — discomfort |
| Physician | — doctor |
| Enrich | — to make rich |
| Widen | — broaden |
| Leisure | — free moments |
| Neighbouring | — close to; near by |
| Facility | — help |
| Subscribe | — to pay |
| Similar | — alike |
| Any measure of reasoning | — to any way of right thinking |
| Basis of priority | — of great importance |

MY SCHOOL SPORTS MEET

The Annual Inter-House Athletic Meet is a regular event in most schools. This Meet, in my school, is usually held during the second term in the month of June or July. It is a great event for all of us and keeps us thrilled.

We have four Houses — The Green, The red, The Blues, and The Yellows. All teachers and students belong to one of these Houses.

A number of events are held like the Races, Hurdles, High Jump, Long Jump, Putt Shot, Discus Throw, Javelin Throw, Tug-of-war, The Fancy Dress Parade, Musical Chairs and the Old-Students race. There are also a variety of events for the little ones like the lime and spoon race, the bun race and the leap-frog race.

The Meet, this year, was held on a Saturday. It began at 1 p. m. As usual, a large crowd of parents, old-students and well-wishers had come to witness the Meet. All the prominent citizens were **accommodated** at the special visitors pavillion. The Chief-Guest was the District Medical officer, an old-boy of

the school. He had come with his wife who distributed the awards and the trophies to the winners at the end of the Meet,

The Meet began with the usual fanfare of hoisting flags, lighting the Olympic torch and followed by the colourful march-past set to martial music. All the events were worked out in quick succession.

The relay race was exciting; the obstacle race was a thrilling game as there were too many obstacles and so it was rather baffling. The three-legged race and the sack-race were very amusing; the fancy-dress parade delighted all; the most interesting event was the tug-of-war. It was a real show of strength that kept the spectators cheering and clapping.

I took part in the hurdle race and came a poor third. For me it was an achievement as I am not a very good sportsman like some of my friends. A classmate of mine of the Red House became first in this event. The Yellow House emerged the Inter-House champions. All cheered the Champion House.

By 5-45 p. m. all the events were gone through and the distribution of prizes began. The Principal made a brief speech welcoming the Chief-Guest and his wife. Then the Chief-Guest spoke. He praised the school for the excellent manner in which the Meet was conducted and for the wonderful spirit displayed by all the competitors. He congratulated the Individual Champions and the Champion House and spoke on the virtue of winning and losing with grace. His speech revealed that he was much impressed by the excellent show of the Meet. He also thanked the school for the honour bestowed on him and his wife.

His wife distributed the awards and the trophies and the Meet came to a close by 7 p. m. to the jubilation of all.

| | | |
|--------------|---|---------------------------|
| Accommodated | — | housed; allowed to occupy |
| Martial | — | warlike |
| Baffling | — | puzzling: too difficult |
| Achievement | — | to do with great success |
| Revealed | — | showed |
| Bestowed | — | given |
| Jubilation | — | rejoicing |

OUR COLLEGE PRIZE — DAY

One of the most important functions in our school is the Annual Prize-Day. It is an occasion that brings all our parents, past-pupils and well-wishers to the school. To them, it is a kind of reunion and serves to **revive memories** of many things of the school. To us, it is an occasion of great significance. To all the prize-winners, it is a **red letter day** in their lives!

Our Prize-Day this year **coincided** with the Golden Jubilee of the school and therefore it was doubly significant. A Jubilee Souvenir was released on the occasion packed with all details of the school, its history, development, successes and failures. It is a publication to be treasured.

The function began at 4 p. m. A distinguished old-boy of the school, a Chartered Accountant and Managing Director of a flourishing Industrial factory in the city was the Chief-Guest. He is also a **benefactor** of the school and has contributed a large sum to the College Building Fund.

As the Chief-Guest arrived with his wife, they were received with full honours by the Principal. The Head Prefect garlanded the Chief-Guest and his wife was presented with a bouquet of flowers by a little girl. They were then introduced to the staff by the Principal. A splendid guard-of-honour was presented by the Scouts and Guides, with the school band in attendance.

Thereafter, they were entertained to tea by the Principal and Staff.

After tea, the Chief-Guest and his wife along with other **distinguished** persons were taken to the College Hall. As the Chief-Guest with his wife accompanied by the Principal and staff went up the stage, there was the usual thunderous applause and clapping of hands. It took five minutes for calm to be restored.

The function began with the singing of the National Anthem followed by the college song.

A senior girl delivered the welcome address. Then the Principal presented his annual report and this was followed by the Chief-Guest's address. He touched on many useful points and advised the pupils on the virtues of good character and to concentrate on their studies. The prizes were given away by the wife of the Chief-Guest. This was followed by a vote of thanks given by the Secretary of the Old-Students' Association. Then began the variety entertainment of songs, dances and a play staged by the students. All the items were of a high standard and brought out the best talents in the participants. The audience remained spell-bound and relished them well. A number of photographs were taken covering all the proceedings.

The function came to a close by 8-30 p. m. much to the joy and satisfaction of all.

| | | |
|------------------|---|---------------------------|
| Revive | — | to bring back |
| Memories | — | remembrances |
| A red letter day | — | an important day |
| Coincided | — | happened at the same time |
| Benefactor | — | one who helps all |
| Distinguished | — | famous |
| Spell-bound | — | amazed |

**DESCRIBE THE ACTIVITIES OF AN ASSOCIATION
IN SCHOOL. HOW DOES IT FUNCTION?
HOW DOES IT HELP THE STUDENETS? ITS VALUE**

Every school has a number of associations for the benefit of its students. One of the most active and popular amongst them is the literary society. In some schools there are junior and senior literary societies. The junior society is for pupils in the lower and middle school while the senior society is for pupils in the 'O' and 'A' level classes.

The main aim of a Literary Society or Association is to train the pupils in all the literary Arts. It helps to arouse their interest and develop their skills in all the literary activities. It

serves as a forum where pupils deliver speeches; both prepared and unprepared, have debates, sing songs, tell stories and take part in dramatics. The association also conducts quiz contests and competitions in essay and in short-story writing at inter-house levels. Guest speakers and distinguished men and women are invited to address the members at least once a term.

Pupils who do well in the various competitions are selected for the Prize-day performance and for participation at inter-school competitions. The best essays and short stories are selected for publication in the school magazine.

The Association serves as a training ground and provides all the chances for students to develop their talents to speak, to debate, to act, to sing, to write and above all to widen their horizon. It also helps them to become leaders who could shoulder responsibilities and organise public activities in later life when they become full citizens in a democratic society. Most of our frontline leaders today in the country were at one time organisers and participants in school societies during their student days.

| | | |
|---------|---|------------------------------|
| Arouse | — | awaken |
| Forum | — | a meeting-place |
| Horizon | — | the limit of one's knowledge |

WHERE DOES BURGLARY OFTEN TAKE PLACE? HOW BEST CAN HOUSES BE SAFEGUARDED AGAINST BURGLARS AND THIEVES?

Our newspapers report daily that houses and shops are burgled. They reveal how thieves get away with jewels, money and other valuables. The police find it difficult to get at the culprits. Quite often they admit that they are helpless.

Most of the houses burgled belong to the rich and the educated classes and the shops are in less crowded areas with poor or no lighting facilities at night. Beside, the shop buildings

are not well-secured. The owners of both the houses and the shops are careless. The doors and windows of some of these buildings do not work well. Sometimes the owners are absent-minded and they leave the doors and windows open at night. All lock the front doors but the locks may not be strong enough. The back doors are just slammed or unbolted.

With maximum care and precaution, we could do much to prevent burglaries. Doors with ordinary or weak locks must be replaced with strong double locks. Such locks cannot be easily tampered with. The back doors must have strong bolts; one at the top and another at the bottom. All windows must be locked at night. People who have valuables like jewels must have burglar proof safes. A modern home could have an alarm system that will frighten the thieves away.

All money must be banked; even jewels could be kept in vaults in Banks. A nice dog in the house will be a great help.

There must be regular all-night patrol by the police in areas where burglaries are common. Burglars will think twice to engage in their activities in places where the people and the police are ever-vigilant. If people take maximum care and protect their homes and premises, burglars could be kept away.

- Culprits — those who do crimes or wrongs
Tampered — meddled
Slammed — to shut or close with force

HOW TO CHOOSE A SATISFACTORY CAREER

Most of us need a job as soon as we leave school or come out of the university. For students who do medicine or law or engineering, there is no problem. The course of studies they do rightly leads them to the profession of their choice.

Ninety percent of us who leave school after our general education at 'O' Level or 'A' Level must choose a job wisely. Plenty of jobs are available in our province or country. Some

would like to be **independent** or self-employed. To them, farming or business will prove ideal. But they need land or capital or both. They must be **enterprising** and work hard; otherwise they will not fare well.

Students who are mathematically bent may become Bank-clerks, Book-keepers or Accountants. To them, a course of training may be necessary. Students who are good in Arts may enter the State or Private sector as clerks, stenographers or supervisors. Students who have creative ability may take to painting, singing, dancing or acting. Some training to them will be helpful; those who can use their hands may take to **vocational**, technical or mechanical jobs. The Technical and Vocational schools could give them useful training in their field.

Those who like people and serving them may become social workers or nurses. They could help the poor, the sick and the **forlorn**. Anyone who likes to be a student all one's life with love of children may take to teaching.

We must select a job according our tastes, abilities and talents. Those who have no strong **leanings** in any directions must take to a job that will at least make them happy. In a country like ours that is developing, we have a fairly wide choice. A person's job must make him happy and contented. This is the final **yardstick** that should guide us in choosing a career.

| | | |
|--------------|---|-------------------------|
| Independent | — | not depending on others |
| Enterprising | — | courageous and willing |
| Vocational | — | trade |
| Leanings | — | a liking |
| Yardstick | — | measure |
| Forlorn | — | miserable or neglected |

LIFE AND WORK OF A FARMER THEN AND NOW

Time has brought about many changes in the life and mode of living of everyone. The farmer is no exception. Our farmer friend of today leads a life of ease and luxury unknown to his peer half a century ago.

A farmer of olden times led a simple life. He was ignorant and innocent. He had to toil hard day and night. His income from his lands was nothing to boast of. He did not enjoy the fruits of his labour. His garden or farm was small in size. His method of cultivation was always the same. He used the age-old tools and implements of his forebears. The State did not assist him. His life was **obscure**. He had to depend on the mercy of God and nature. He and his children had to lead a **frugal** life with his limited income. But it must be said to his credit that he was humble, simple and **virtuous**. He was free from **avarice**. He hated vice. He led a healthy life and lived long with his simple pleasures.

A farmer of today is a prince among men. He owns extensive farms and gardens. He grows a variety of crops. He no longer uses the bullockcart or the wooden plough of his forebears; instead, he uses the tractor. The electric motor and the water-pump have made his work very light. He no longer follows the olden methods of cultivation. He uses the latest scientific methods. The use of agro-chemicals and artificial manures bring him better yield and have trebled his income. His standard of living has improved. He has a modern house and enjoys all the modern comforts. His children continue their education and go to universities. Many of them have already become graduates in law, medicine and engineering.

The farmer of today is helped by the State. Banks and Government Institutions like the Co-operative; the Agricultural and the Marketing departments assist him in many ways. They grant him loans on easy terms and buy all his produce at fair prices.

A farmer of today can enjoy the benefits of crop insurance and the Farmers' pension scheme introduced by the state to enhance his welfare.

A farmer of today leads a life of ease and pleasure and is more prosperous than the farmer of yester-year who had to toil and mull throughout the year.

| | | |
|---------------|---|----------------|
| Mode | — | method, way |
| Peer | — | equal |
| Obscure | — | hidden |
| Frugal | — | thrifty |
| Virtuous | — | morally good |
| Avarice | — | greed |
| Enhance | — | to make better |
| Toil and mull | — | to work hard |

THE LIFE AND WORK OF A NURSE

A nurse, unlike a clerk or a teacher has no regular hours of work. She has to be on duty for eight hours, both by day and night, in regular shift.

A nurse must be punctual. She must clock in at least half an hour before her duty turn. She has to work in a ward or at the operating theatre or at the various clinics or at the out-patients' section. Ordinarily, a nurse works in one of the many wards. She has a lot of work to do. She has to look to the cleanliness of the ward. She has to take care of all the patients and administer to each one the medicine or injections or the treatment prescribed by the doctor. She goes from patient to patient and helps them to take the medicine. She needs a lot of patience because patients sometimes are unreasonably boisterous and create problems.

If and when a patient complains or becomes serious, she has to summon the doctor immediately. Besides nursing, she also does clerical work like maintaining the records and progress

charts of patients. Thus, a nurse is always busy. She cannot idle. If a nurse neglects her duty, it is bound to affect the lives and welfare of her patients. No nurse with a sense of service ever **shirks** her responsibility.

Once her duty turn is over, she is dead tired and goes home for complete **relaxation** to be fit for another day's work

Nursing is a trained job. It calls for very high qualities of head and heart. A nurse belongs to a noble band of servants of humanity. Her tasks are by no means easy

| | | |
|------------|---|------------------------|
| Shift | — | turn |
| Punctual | — | arriving in time |
| Administer | — | give |
| Boisterous | — | unruly; noisy |
| Shirks | — | careless of one's duty |
| Relaxation | — | rest |

A DAY IN THE LIFE OF A TEACHER

A day in the life of an ideal teacher is a busy one. He begins his day as the day dawns. He gets up at four or five in the morning. As soon as he gets up, he finishes his morning duties and takes a cup of tea or coffee. Then he gets to his stud-yroom and prepares his lesson-notes or corrects the exercise books of his pupils or sets a question paper. Very often, he is disturbed by parents or friends who call on him for some help or advice. They bring their problems to him. It may be about their children or about something **relating** to the community welfare. As soon as he finishes with them, he takes a quick bath and a hurried breakfast and leaves for school. If the school is near, he walks the distance; if it is far away, he goes cycling or by bus or train. On his way to school, he meets a lot of people. To everyone of them, he has a kind look, a kind smile or a kind word to offer.

Once he reaches school, usually ten or fifteen minutes before it begins, he exchanges greetings with his fellow-teachers and shares a joke or two.

As the sessions start he goes to his class and greets his children. He looks to the cleanliness of the class. He marks the register and inquires into absentees. He will also have some complaints to be heard. Then, he gets down to the actual task of teaching. He tries to make his teaching lively. A good teacher does not sit down and reels off his lectures. He stands the whole time. No pupil escapes his attention. As every period ends, he goes from class to class according to his timetable. He is all the time busy except during recess and the lunch interval when he could rest a little.

During examination or test time, his work-load becomes heavy. He has to set the question paper, conduct the test, correct the scripts and prepare the pupils' progress reports of his class. All extra-activities in the school also take a lot of his time.

When the school is over, he goes home tired. He enjoys a drink and reads the day's paper. Sometimes he goes out for a walk or attend to some kind of community work. By 6 p. m. he takes a wash, says his prayers and prepares his next day's work. By 9 p. m. he has his dinner and goes to bed much tired to enjoy a sound sleep to get up early for another day's work.

A teacher is always busy. His personal work, school work and community service take a lot of his time. A teacher is an important servant of society. He is quite often the back-bone of the community. A teacher's responsibility is great. It is he who moulds and shapes 'tomorrow's citizens' who are today's pupils.

Relating — connected to
Actual — real

THE USE OF ELECTRICITY

Modern living without electricity is just impossible. Modern industry and technology and the vast industrial combines will get **paralysed** if there is no electricity. It holds sway everywhere — on farms, factories, homes, hospitals and other public institutions.

The water-pump, the electric motor, the T. V. and the modern communication systems depend on electric power. All office machines from typewriters, photo-copiers to computers need electricity. A modern house-wife fumes, frets and feels **helpless** when there is a power-cut. Without power, the fans, the fridge, the cooker, the iron, the cooler and the air-conditioner cease to function. All the latest sensitive equipments, the X' ray plant and the surgical theatre in our hospitals depend on an **uninterrupted** flow of electricity. The modern transport system, the railways and airways become paralysed if there is no electricity. **In short**, all machines and **gadgets** that work with **startling** speed and accuracy to make our life and living **worthwhile** need electricity. We cannot think of a modern machine that helps to heal, pull, push, draw, carry, haul or weld working without the use of electricity.

Electricity, therefore, has become our master and servant. Its benefits are **incalculable**. It has brought about fascinating changes in our life-style. It will continue to perform greater wonders than it has hither-to done.

| | | |
|---------------|---|---------------|
| Paralysed | — | out of action |
| Uninterrupted | — | non-stop |
| In short | — | briefly |
| Gadgets | — | devices |
| Startling | — | surprising |
| Worthwhile | — | useful |
| Incalculable | — | inestimable |

WHAT IS ONE OF THE SERIOUS PROBLEMS THAT PEOPLE FACE. SUGGEST WAYS TO SOLVE THIS PROBLEM

Our Number one Problem today is not money or jobs or food or clothing. No doubt, we want all these. But these alone cannot satisfy our life if our society is full of crimes and criminals of every kind. Crime is surprisingly on the increase in our Island Home. Daily we hear of assaults and murders; arson and looting; hold-ups and robberies. Every criminal has a firearm or a lethal weapon. Out of ten robberies and murders, as many as five or six remain unsolved or **undetected**. Our newspapers daily tell us of these horror stories and peace-loving people **shudder** to read them. Our homes are no longer our castles. Anytime, anybody, can enter and do damage to our persons and property. The Police force is also helpless at times.

It has, therefore, become necessary to rid our society of crimes of all kinds. This can be done only if every citizen is **vigilant**. Every village must have a vigilant committee. The members of this committee must be quite honest and public-spirited. Every social and welfare organisation must plan a course of action to help and to educate the innocent and illiterate people. The Police force must be **strengthened**. The Police must become friends of the citizens. Both the Police and the citizens must co-operate with each other to check crimes.

Severe punishments and heavy penalties must be imposed on criminals. They must not be shown any mercy; if necessary we must not hesitate to follow the Saudi Arabian example and punish all murderers, criminals and robbers in such a way that **potential** criminals give up doing crimes. Every village must have a police station and regular patrols must be made day and night.

There are also political crimes where a group or a faction or sometimes a racial or religious group resorts to **disrupt** the Government. When this happens a whole country is affected. Sometimes this results in loss of lives and loss of property.

Political crimes can be ended if a state is just and fair by all. All its actions must be just. It must not **discriminate** between man and man on any ground. Liberty, equality and justice must not be denied to any citizen on grounds of race, or religion or region. If the State follows such high principles, there will be no political **chaos** or crimes. Crimes on political grounds weaken a society and make men err. Hence the Rule of Law, fairly and squarely, must be upheld.

If the above measures are followed, we can completely rid our country of crimes and criminals. Law and order, peace and discipline are essential to happy living and general progress. Hence we must all get together and act as one man to free our society of all crimes.

| | | |
|--------------|---|---------------------|
| Undetected | — | not found |
| Shudder | — | to feel shocked |
| Vigilant | — | careful |
| Strengthened | — | to feel strong |
| Potential | — | powerful |
| Disrupt | — | upset |
| Discriminate | — | to show differences |
| Chaos | — | disorder |

A DREAM I HAD

Once I had a dream. I had this dream when I was about ten years old. It was a very frightening dream. I still remember it. When I got up early next morning, I told what I dreamt to my grandfather because my grandfather was good at telling the **significance** of a dream. My grandfather told me that it was a bad dream and warned me to be careful.

I dreamt that I was returning from a temple festival just after sun set. The temple was a few miles away from my village. I was returning alone and as it was getting dark, I hurried my steps. Suddenly I got a fear that I had missed the usual route. I was walking aimlessly all over, sometimes through a lonely spot,

sometimes through a jungle land, and sometimes over a rocky area. Suddenly, I came across a deep pit which I could not cross, and so I was trying to go by another route. As I did so, a tall fat, dark man, the like of him, I had never seen before appeared before me and tried to block my way. It looked as though he was trying to **kidnap** me. In fear, I cried aloud and opened my eyes to realise that I was only dreaming. It was indeed a frightful dream. I had never dreamt like that before or since then.

Of course this dream had some sense. A few months afterwards, I fell ill; I had chicken-pox and I could not go to school for over a month and in the promotion examination, I did badly and I had to remain another year in Grade Five. No wonder the dream was **frightening** and had its effect on my life.

| | |
|--------------|----------------------------------|
| Significance | — importance |
| Kidnap | — to remove by force by a person |
| Frightening | — fearful |

IF I WERE A MEMBER OF PARLIAMENT.....

Many young people of today like to become members of parliament. They think that it is a great honour to be a representative of the people. By becoming a member of parliament one can enjoy many privileges. One can enjoy power and position. One can go abroad at State expense. One can even become a Minister of State. Perhaps these tempt many to venture into politics.

I do not know whether I can ever become an M. P. I like to be an M. P. but it is not easy to become one. If and when I became an M. P. I would serve the people who elected me well and truly. I would do everything in my power to help them. I would get land for the landless and jobs for the jobless. I would see that every village in my electorate had a good school, a decent dispensary, a fine library, good lanes and roads and all modern conveniences like water supply, electricity and transport facilities. I would

devise ways and means to help the farmers and the workers to live well and to earn more. I would help to reorganise the rural co-operatives and credit services to benefit everyone. I would serve for the welfare of all my electors without any **distinction**. Even those who voted against me would receive my kind attention.

I would spend a good part of my time to **relieve** the sufferings of the poor and the needy. I would open an office in every village in my constituency where I would meet the people at regular intervals. I would not like the people to come to me; instead, I would go to them. I would listen to their **grievances**. I would work hard to bring them relief. I would tell Parliament the plight of my electors and would urge the Ministers to take proper action to help them all.

As an M. P. I would also think of my country in general. I would oppose unhealthy and unprogressive acts of the government. I would never do anything or support any measures that would harm the people. My concern would be the people, the country and its welfare. I would be a real Hampden and a true watch dog of the nation serving all alike and fearing none.

| | | |
|-------------|---|--------------------|
| Tempt | — | persuade |
| Venture | — | to undertake |
| Distinction | — | of a special kind |
| Relieve | — | to bring down pain |
| Grievances | — | sufferings |

MY FAVOURITE KING OF CEYLON

My favourite king of Ceylon is Parakramabahu the great of the Polonnaruwa period whose rule was called the **golden era** of Ceylon History. I consider him one of the greatest of Lanka's Kings. He became king at a time when the country was divided into a number of small divisions, each under a **petty tyrant**. It was left to him to unite the country and to work for its prosperity.

Parakramabahu was cast in a **heroic mould**. He was an ambitious prince. He wished to become the ruler of the entire country and to **restore** Lanka to its ancient greatness. Therefore, as soon as he became king, he defeated all the petty rulers and brought the island under his sway.

Having brought the entire country safely under his rule, he set about to make the country rich. He encouraged and improved agriculture. He repaired all the old tanks. He constructed a number of canals. "The sea of Parakrama" was his **handi-work**. National wealth rose high and the people began to enjoy an **era of prosperity**.

This great king did not stop with encouraging agriculture. He also encouraged religion, education and health. He gave special **patronage** not only to Buddhism but also to Hinduism. He built many Buddhist temples, such as the Lankatilaka and the Gal Vihara. He also built two Hindu temples. He gave his **prtronage** to learning and to literary activities. He honoured the monks and poets and gave them many rewards. Above all, he made, Polonnaruwa a mighty city. He laid out many parks and gardens and built lovely ponds and pavillions.

The true greatness of this king lies in the fact that he worked to create a strong, united and **prosperous** nation. He maintained law and order so admirably that it is said a richly dressed young woman could travel anywhere in the island without the fear of being robbed or molested. Could we ever imagine of a similar state today when we boast of many **big things**? This was indeed a proud **testimony** to his strong rule! Parakramabahu was also a strong warrior. He did not fear to carry on war even beyond the seas. He waged successful wars with Burma and against the Cholas of South India.

This great king ruled Lanka for thirty-three years and did a lot for the unity, prosperity and glory of Lanka, so much so, he is looked upon as one of the greatest kings of Lanka.

| | | |
|----------------------|---|--------------------------|
| Petty tyrant | — | A small unjust ruler |
| Heroic mould | — | of brave appearance |
| Restore | — | to revive |
| Handi-work | — | done by one's own effort |
| An era of prosperity | — | a period of plenty |
| Patronage | — | to help a worthy cause |
| Prosperous | — | wealthy |
| Testimony | — | proof |

A FILM I LIKE BEST

I am not, like many, a regular film-goer. I go to see one if and when a good film is shown in our town. By a good film, I mean one that is really educative and rewarding. Hence, the number of films that I have seen could be counted on one's fingers. One such film I saw recently was the one on "The life of Mahatma Gandhi" a man of this century, an **incarnation** by any standard and a god-man who loved all and hated none.

As one who was born after the death of Gandhi, I am not a **contemporary** of his; hence his life and times are as strange to me as to those who had lived before him. All that I had known of Gandhi before I saw the film on his life was the little I had read and heard of his life and work from books and from elders and betters. Therefore, those like me are grateful to that wonderful English man, Lord Attenborough, for his years of toil and expenses incurred in making the film on the life of Gandhi, who was almost a saint and a **superman**; a **messiah** of the twentieth century.

This film is thrilling from start to finish. It depicts beautifully on the silver screen the many episodes in the life of Gandhi. It is true to what we have read of Gandhi and his mission. Ben Kingsley who has the features of Gandhi has played the role of Gandhi quite ably. His subdued acting like that of a man of peace, was classic. The various scenes presented in the film look real, life-like and gave us the satisfaction that we are face

to face with Gandhi and his times. In short, it is a faithful record of Gandhi and his mission. It is no wonder that this film was an award winner and was acclaimed in many countries. This is a picture that no one should miss. Lord Attenborough deserves the **gratitude** of all those who love Gandhi and who were not fortunate enough to have lived during his time or to have seen him in flesh and blood.

“The Life of Gandhi”, is a historical and biographical film that depicts an important era of this century on celluloid. Indeed, it is one of the best pictures that I have ever seen and I would like to see it again and again!

| | | |
|--------------|---|-------------------------|
| Incarnation | — | embodiment of something |
| Contemporary | — | living at the same time |
| Messiah | — | a prophet |
| Acclaimed | — | praised |
| Gratitude | — | feeling of gratefulness |

A NATIONAL FESTIVAL

The celebration of religious and national festivals with deep piety, pomp and splendour by people of all faiths is a common feature in almost all countries of the world, and Sri Lanka is no exception to the rule.

I have seen many such festivals and one of them is the Wesak festival which is religious, social, national and cultural, all combined. This festival goes on for two or three days. The Wesak day is a national holiday. No one goes to work. All take part in it in some form or other. Although “Wesak” is sacred to the Buddhists, others too take time off to enjoy in its festivities.

Wesak is the most popular religious festival celebrated in Sri Lanka. This great festival falls on the Full Moon day in the month of May. As Buddhists form the majority of the population in Sri Lanka. Wesak has come to be regarded more as a national festival rather than as a purely Buddhist festival in this country.

Wesak is an occasion of festivity and rejoicing because it is associated with the three great events in the life of Lord Buddha. It was on a Wesak Full Moon day that the Buddha was born as Prince Siddhartha in the Lumbini Gardens. It was on a Wesak Full Moon day that the Buddha attained Enlightenment under the Bo-tree at Buddha-Gaya. It was again on a Wesak Full Moon day that Lord Buddha attained "Nirvana"

The celebration of the Wesak festival is one of the most magnificent sights in Sri Lanka. The streets of the towns and villages of the island are decorated with multi-coloured flags and flowers and palm-leaves. Special "pandals" with multi-coloured illuminations are erected at prominent places of the towns and villages. The Wesak festival is outwardly a festival of lights. With the illumination and decoration, the towns and villages look like enchanted spots in a fairy land.

The most significant place of activities are the temples, degobas and vihares. Thousands of white clad devotees, bearing baskets of flowers, throng the temples to pay homage to this Great Teacher, Lord Buddha, who brought the message of deliverance. The sound of tom-toms vibrates from the temples and fills the air. Cries of "Sadhu" are heard from all directions as the peraheras wend their way along the crowded streets. Thousands of people, men, women and children, young and old, pour into the city on the Wesak day to admire the splendid decorations and illumination. The Wesak is certainly 'A Grand National Festival' in Sri Lanka.

| | | |
|---------------|---|-----------------------------------|
| Piety | — | devotion to God |
| Pomp | — | a show; a display |
| Splendour | — | great brightness |
| Exception | — | to leave out of many |
| Festivity | — | rejoicing |
| Rejoicing | — | to make merry |
| Associated | — | connected |
| Attained | — | got, reached |
| Enlightenment | — | to get true understanding; wisdom |
| Celebration | — | an event of great joy |

| | |
|---------------------|--|
| Magnificent | — grand |
| Illumination | — lit with bright lights |
| Erected | — put up |
| Prominent | — outstanding; chief |
| Significant | — important |
| White clad devotees | — people going to worship dressed in white clothes |
| Deliverance | — to become free |
| Vibrates | — throbs and thrills |

WHAT IS A NEWSPAPER? WHY IS IT USEFUL? HOW DOES IT HELP THE PEOPLE?

A Newspaper is printed daily or weekly. It brings us not only news but also comments on the news. It carries a lot of advertisements, public notices and pictures. It is, perhaps, the cheapest means to get all important local and foreign news. It is so cheap that even the poor can afford to buy it. Some newspapers are provincial or local in character. Such papers have a few pages and a limited circulation. Some newspapers are national or international in form and feature and boast of a wider circulation.

Newspapers exert a lot of influence on the people. A democratic country has a free press and therefore its newspapers are free to educate and influence its readers through its views and comments that are free, frank and fearless. They help to create an intelligent public opinion on all the national and international happenings.

An American leader once said that he would not mind living in a country without a government but would not live in a country without its free newspapers. A Newspaper is also called 'the Fourth Estate of Society!'

A Newspaper educates us. It keeps us well-informed. It brings us all types of news about wars, train and air crashes, earthquakes, the forms of governments, coups, assassinations, murders, the birth of a republic, mass movements

and **agitation**, the **launching** of a new spaceship, inventions and discoveries and many other things which readers will want to know about. It also helps to form public opinion on many burning issues. The newspaper of today is like a wonder book of news, views and opinions. There are many press-agencies; and news and pictures are flashed by them through modern means of communication hour by hour and so the daily Newspaper brings us the latest news and keeps us well-informed.

A Newspaper is **indispensable** to the modern man and his community. Even the T. V. or the Radio cannot be a substitute for it!

| | | |
|---------------|---|----------------------------------|
| Circulation | — | moving round |
| Frank | — | outspoken |
| Crashes | — | to fall suddenly with loud noise |
| Agitation | — | opposition |
| Launching | — | sending |
| Indispensable | — | cannot be done without |

THE NEWSPAPERS I READ —

THE SECTIONS THAT INTEREST ME MOST —

THE SECTIONS THAT INTEREST ME LEAST

I read at least two newspapers daily. One is an English Daily and the other is a daily in my national language. The English Daily is superior in many ways. It costs more but it has many pages and is packed with a lot of things to read. It has several features and brings the latest news from all over the world. The local, national language daily has a few pages but it gives pride of place to all home news. Its circulation is limited and it cannot hold its own against an English daily in any sense.

The English daily I read has a number of regular features to interest children, students, women, sportsmen, film-goers and the business community. Among its general features are numerous advertisements—big and small, public

notices, **obituary** notices, cross-word puzzles and supplements to mark special occasions. The Sunday or the Week-end edition of a paper brings a lot of reading materials like short stories, etc., I am usually interested in reading the news, the Junior Page, the short-stories and the weekly forecast on our birth-stars. I also like to go through all the important notices and advertisements. The cross-word puzzles and short stories fascinate me. I also read some of the letters that readers write to know what views they express on burning topics. If and when I find a picture or a news item or a story interesting, I cut it out and preserve it in my scrap book.

Of course, some of the feature articles, the editorials and most of the comments and reviews do not interest me because I do not understand them. I do not read anything that does not interest me. I skip them off. I think, many do likewise.

| | | |
|----------|---|------------------------------|
| Obituary | — | death |
| Forecast | — | to tell before hand |
| Skip | — | by-pass; not to take note of |

WHAT IS AN ADVERTISEMENT ?

WHAT ARE THE VARIOUS WAYS OF ADVERTISING ?

WHOM DOES IT HELP ? DOES IT HARM ANY ?

HOW CAN THE HARMFUL EFFECTS BE OVERCOME ?

If we turn the pages of a Newspaper or a Magazine, we come across catchwords and phrases in bold print with attractive multi-coloured pictures aimed at pushing up the sales of all types of goods. Sometimes a full page in a paper occupies a single advertisement. Advertisements also appear in printed posters displayed on walls and boards at busy public places like bus and rail stations popularizing some product or goods. Some manufacturers use neon-lights to advertise their goods. In big towns and cities ; one could also see sandwich boys and

girls carrying advertisement placards. Some manufacturers conduct contests and competitions offering big prizes to popularize their goods. Even the national T. V. and Radio stations are engaged in commercial advertising to make big money.

The success of modern business depends on advertising. It brings very good returns to the firms and factories producing various consumer goods. One manufacturer tries to compete with another claiming his brand as superior by using clever advertising techniques. Hence success in modern commerce depends on good advertising.

It is also true that advertisements sometimes deceive the consumers. The consumer who solely relies on an advertisement and buys an article may find himself cheated. Such practices by producers or sellers may not be rewarding in the long run. It may give them a bad name and their image may be harmed. In certain countries there are heavy penalties for false advertisements that mislead the people to buying low quality or even harmful things. Some standard newspapers do not hesitate to refuse advertisements that are false and do not come up to what the buyers have been led to expect.

Governments in many lands impose heavy penalties on manufacturers who sell inferior products through amorous advertisements. If manufacturers have a sense of responsibility and the consumers are careful and intelligent enough, advertisements could not do much harm.

| | | |
|--------------|---|--|
| Displayed | — | shown, exhibited |
| Popularizing | — | make popular |
| Techniques | — | new methods |
| Relies | — | depends |
| Impose | — | levy |
| Amorous | — | that which attracts a person's fancy to love |

THE IMPORTANCE OR THE NEED FOR ENGLISH

The English language, no one will **dispute**, is an international language today. In countries like England, the U. S. A., Canada, Australia and in several parts of Africa, it is the first language. In many commonwealth countries like Sri Lanka, India and Malaysia, it is a second language. In the Soviet Union, Japan, Germany, France, China and in several other countries it is taught and learnt as a very useful foreign language to improve and increase knowledge and to enrich lives in many ways.

The first Prime Minister of India, Late Mr. Jawaharlal Nehru once beautifully described English as a "window to the world". Another equally famous Indian scholar and statesman, the Late Rajaji declared English, "a gift by the Goddess of Learning to India" H. G. Wells, the famous British Historian and Novelist, once said that English is a language of **World Brotherhood and international understanding**. Hence, English occupies a unique place in the world.

For us in Sri Lanka with many races, religions and regional differences, a common language like English will serve as an ideal link as it has done in the past for a hundred and fifty years under British Rule.. Our National languages, though rich and ancient, do not have even some of the basic books we need to up-date our skills and knowledge. The world is advancing at sputnik-speed; knowledge is ever increasing; and thousands of books on all subjects are written in English by learned men. It is an impossible task to translate even one percent of the best books in English into our languages as and when necessary. Cost of translating and publishing them will be very heavy. Already our students and teachers are denied the use of many good books. Those in the universities have hardly anything to read. Education in many field calls for **back-ground literature**. At present we have **scanty** of it in

our national language. A generation of pupils who have received their education without a knowledge of English find them stunted.

The intelligent who wish to specialise in a chosen field are unable to do so because of their poor knowledge of English. Even a student who is eager and wealthy dreads to go to a University in the West for higher education because he or she does not know English. Hence, English anywhere, anytime, and to anyone holds the key to knowledge. Moreover, the chances of getting a job for one with a basic knowledge of English are certainly greater not only in our own land but in any part of the world. Employers everywhere prefer a worker with a knowledge of English to one without it.

Even for purposes of travel, trade, commerce and diplomacy, a sound knowledge of English is a must. It is not an over-statement if one says that English is also a language of international culture. From whatever angle we look at English, its utility is great.

If there is a language today that is full, rich, universal and helps everyone in some way or other, it is certainly English. It is a language of the United Nations; of the entire world-of all people — rich, poor, black, brown, yellow and white. It has also become unique as a wit has said, as the first language spoken by man on another planet — Moon. There cannot be no two opinions on its importance, need or use.

| | | |
|----------------|---|--------------------------|
| Dispute | — | quarrel |
| Regional | — | area-wise |
| Denied | — | refused |
| Scanty | — | very little |
| Stunted | — | not fully grown |
| A must | — | something very necessary |
| Over-statement | — | exaggeration |
| Unique | — | unequaled |

**WHY DO YOU LIKE TO BE A TEACHER?
WHAT IS THE SUBJECT YOU LIKE TO TEACH? WHY?**

“ Either a **Healer** or a teacher be ” counselled a sage of Ancient Greece to the youth of his times. Another Chinese philosopher said that a teacher is the tap-root of a Nation, All agree that the teacher is the back-bone of a community. These are perhaps some of the reasons why teaching is considered a noble profession.

A teacher is like a ladder on which all climb and go to the top while the teacher remains at the bottom all the time. Therefore, I want to be a good teacher. As a teacher, I could always improve and increase my knowledge and help my students as well to learn more and to become useful citizens. A teacher's influence on a child goes a long way to make or mar him or her. A good teacher produces good pupils of sound values, character and conduct. I like to be a teacher so that I could also do my best to create a healthy human community.

I like to be a teacher of English. As a teacher of English in a country like ours which is now split **racially** and **linguistically**, I could be a bridge. English, being a common language in our country, is a very useful tool to create better understanding and unity. As a teacher of English, I could help all pupils to widen their outlook and enrich their knowledge. Our local languages cannot fulfil this mission.

Moreover, English is a rich language with thousands of books on every branch of knowledge. Hence a good teacher of English could certainly help his or her pupils to gather more knowledge. A teacher of English in every school is a **pace-setter**. He is a link and a **forerunner** of **progressive** activities. Where Arts and Science teachers fail to bridge the gaps, the English teacher can **admirably** succeed. Governments and the heads of states in many lands want to teach English to all to bring about better understanding and to help the pupils to learn well.

Hence it is an opportune moment for me to become a teacher and a teacher of an international language like English which is a language of knowledge, culture and utility.

| | | |
|----------------|---|--------------------------|
| Healer | — | one who cures an illness |
| Counselled | — | advised |
| Make or mar | — | create or destroy |
| Racially | — | race-wise |
| Linguistically | — | language-wise |
| A pace-setter | — | one who leads |
| Fore runner | — | one who goes in advance |
| Progressive | — | that which takes forward |
| Admirably | — | wonderfully; beautifully |

ENGLISH MUST BE MADE COMPULSORY IN SCHOOLS AND UNIVERSITIES IN SRI LANKA.

DO YOU SUPPORT OR OPPOSE THIS VIEW?

WRITE OUT YOUR CASE.

The use of English is great and its importance, no one can deny. Its position today in the world is unique. As a language of culture, utility and mental training, it is superior to all other languages however perfect or advanced they may be.

Almost all realise its value in this country whether he is a rural farmer or a city dweller. The farmer and the peasant want his child to learn and become **proficient** in this language. Every student has come to realise that any learning without a knowledge of English is only a shadow and a mockery.

When this is the general feeling or opinion on the value of English, why should one cry to make it compulsory in the educational **curriculum**? Do we make the learning or teaching of History or Music or Art compulsory because these are indispensable?

Hence we need not press for English to be made a compulsory subject. All that must be done is to see that every

school, college and university teaches it well. It must be taught well. Every educational institution must teach it. The persons who teach it must be well-trained. At present there are many schools in our country without English teachers and many others ill-teach the language to make the pupils become frustrated.

Poor teaching and bad learning must be eliminated. There must be periodic inspection and **assessment** of the teaching and learning process. Mere lip service from prize-day platforms while allowing the present shoddy system of teaching English in the dry as dust manner often by teachers whose knowledge of English is at fault will not help the learning of English even if it is made compulsory.

Everyone now realises that a knowledge of good English holds wider opportunities. The private sector, Banks and the foreign employment market give preference to those with a knowledge of English,

Hence, it is foolish to rouse a **hornet's nest** by making it a compulsory subject which could only give **fodder** for **fanatics** to do a lot of damage to all as had been done in the past, the effects of which are still being felt.

The wisest course of action would be to provide the maximum opportunity to learn it by all everywhere and to allow it to the rest on a "Take it or leave it basis".

I am sure all would take to it as a duck takes to water !

| | | |
|-----------------|---|--|
| Proficient | — | skilled in |
| Curriculum | — | A course of study |
| Frustrated | — | disappointed |
| Assessment | — | valuation |
| A hornet's nest | — | something that causes anger or trouble |
| Fodder | — | food or grass |
| Fanatics | — | hot-heads |

**THE C. T. B. PLANS TO REVISE ITS FARES.
WRITE A CASE AGAINST ANY POSSIBLE HIKE IN BUS
FARES SUGGESTING WAYS AND MEANS BY WHICH IT
COULD TIDE OVER LOSSES AND STILL MAINTAIN AN
EFFICIENT SERVICE**

The reported announcement for a further hike in fares by the SLCTB will be one more blow to the poor bus travellers who are already burdened with an increased cost of living. The SLCTB has already upped its fares thrice in the recent past under various **pretexts** like increased fuel costs and maintenance but its efficiency has been **declining** at an **alarming** rate and its losses **rising** up all along. The remedy certainly does not lie in increasing fares.

The management of the very organisation calls for **criticism**. It has too many employees doing too little work. There is a lot of **unwanted** staff recruited without plan at various times for various reasons. Quite often the wrong or inefficient people were taken in. The efficient workers are being **ignored** in the matter of promotions. Most of the employees are **discontented**.

The available resources are not put to maximum use. The maintenance section is ill-managed. Simple repairs to buses are not attended to in time or never done at all. Frequent breakdowns are directly due to bad maintenance. Thousands of hours of running time of road-worthy vehicles are lost in this manner of neglect. This leads to the time-tables not being followed and income targets not being achieved. Bad driving by an ill-trained crew, failure to **avert** avoidable accidents and **wanton** damage to vehicles are further causes of losses to the C. T. B. Again too many uneconomical routes are served by buses running empty all the time. Why these routes are continued to be served needs no research! It is a **pathetic** sight to see hundreds waiting for a bus on busy routes when vehicles move along uneconomical routes almost empty.

One could see the private minibus rushing past fully loaded followed by half empty C. T. B. vehicles! This reveals the inefficiency of the SLCTB and the competitive service offered by the private sector. Serving the commuter has never been the guiding principle of the SLCTB.

Hence increasing fares is not the remedy. It will only aggravate the burden of the citizens. The remedy lies in:

1. Disciplining the staff and crews.
 2. Discontinuing the superfluous staff from top to bottom.
 3. Recognising the efficient worker with increased remuneration.
 4. Reorganising the maintenance of the mechanical section.
 5. Closing down uneconomical routes.
 6. Running buses to time table
- and
7. Maintaining healthy, progressive and acceptable management practice.

If the above are done **forthwith**, fares need not be increased; profits could be made and better services would result.

| | | |
|--------------|---|---------------|
| Hike | — | increase |
| Pretexts | — | excuses |
| Declining | — | coming down |
| Alarming | — | surprising |
| Rising | — | to go up |
| Unwanted | — | unnecessary |
| Ignored | — | not cared |
| Discontented | — | not satisfied |
| Avert | — | to avoid |
| Wanton | — | wild |
| Pathetic | — | pitiful |
| Aggravate | — | make worse |
| Remuneration | — | Payment |
| Forthwith | — | at once |

WHAT IS THE DRUG MENACE? SUGGEST WAYS AND MEANS TO COMBAT IT

A very serious problem looming large all over the world almost overnight is the drug or narcotic problem. Drugs like heroin, LSD, mariuana, seconal, methedrine, bensedrine and a host of others unknown to many in the past in the form of powder, pill, etc., are being used. The affluent section of society, mostly the youth have taken to this habit in a big way. Even the poorer sections of society are getting into it. The school and college campus are exposed to it. Many homes are in tears.

The sharks, those who are bent on becoming very rich, very soon including big time business men are indulging in dope-peddling

Therefore, it is the duty of every Government and voluntary social, religious and cultural agencies to band together to fight out this menace. The State must be alert and take every measure to stop the flow of all drugs. Every port of entry must keep vigil. A thorough check on passengers and goods coming into or leaving the country must be made. Once the flow of drugs is stopped, half the battle is won.

Those who are used to drugs must be confined to separate homes, treated and rehabilitated.

Vigorous propaganda and counselling must be carried out through Mass media to make all keenly aware of the foul effects of the drugs.

Schools, colleges, universities, school teachers and community workers must be equipped with sufficient knowledge to counsel the students and the youth.

The above ways and means, if followed intensively, will soon minimise and root out this great evil of this century which seems to threaten every home and the life and future of every youth.

| | | |
|---------------|---|----------|
| Affluent | — | rich |
| Indulging | — | engaging |
| Menace | — | evil |
| Thorough | — | complete |
| Rehabilitated | — | restored |
| Counselling | — | advising |

AN INTERNATIONAL EVENT — ITS ORIGIN AND IMPORTANCE

The Olympic Games is a world event. Thousands of athletes from over fifty nations take part in it. The Olympic ideal or its motto is "Citius, Altius, Fortius" which means, "Swifter, Higher, Stronger". The Olympic sports began in ancient Greece in the city of Athens to promote peace, good-will and understanding among all the city-states.

This grand festival died out with the fall of Greece. But it was revived in 1896 by Baron Pierre Coubertin. Except during the two great world wars of our time, it has been held once in four years in some part of the world. It is held by the International Olympic committee.

The Olympic Games help to foster peace and friendship and unity in diversity. Participation, not competition, is its ideal. It binds all races and nations. It scorns power, pride and privilege. It teaches sharing and losing with grace. Unhappily, sometimes power-politics try to mar the Olympic spirit. But the Olympic committee works hard and tries its best to keep the ideals of the Olympic torch aloft. It is the wish of all people that the Olympic ideals lead mankind to the promised land of peace, friendship, freedom and prosperity.

| | | |
|--------|---|---------------|
| Scorns | — | despises |
| Mar | — | spoil, damage |
| Aloft | — | to hold high |

THE T. V. — ITS GOOD AND BAD EFFECTS

One of the modern creations of science is the Television or 'The magic box' as it is wittily called. It is an ideal medium to help in mass communication. It is a boon to the teacher and the learner. Schools where T. V. sets are available enjoy the educational programmes daily. Pupils, both bright and dull find T. V. lessons interesting and stimulating. Where thousands of words fail to teach a child in the classroom, the T. V. succeeds with its pictures, charts and diagrams. Some say that it has displaced the teacher or made him superfluous. But no educational medium can push the teacher out of the classroom.

The T. V. has also brought about a silent revolution in society. Our farmers and workers find it useful. It not only entertains them but also educates them. A lot of useful knowledge and information could be imparted to them through its medium. T. V. items like songs, dance, and dramas help to encourage the talents in our youth and the growth of our culture, religion and ancient arts. Where the radio, the newspapers and periodicals have failed, the T. V. has succeeded.

The T. V. is certainly a modern marvel. The satellite device brings the world scene to one's sitting room and helps one to watch all events as and when they take place in any part of the world. That is a wonder of wonders!

There is also a cry against it. Parents and teachers complain that children spend more time watching the T. V. than in learning their lessons. Society says that most of the T. V. programmes are anti-social showing all kinds of crimes like murder and robbery. They blame it for the break down in social values and discipline.

Anything becomes good or bad by the way it is used. With proper control and enforcement of standards, the ill-effects could be reduced or removed. The State and other social and welfare organs could act to stop the ill-effects. The

sale or show of unethical video-cassettes must be stopped. The National T. V. studios have a great duty. They must not telecast sub-standard programmes. These are the remedies to counter the ill effects of the T. V.

The T. V. is a great boon educationally, culturally and socially. An American student today is as much a spectator of the colourful Kandyan Perahera as his Sri Lankan counterpart is of the American space odyssey! Hence the T. V. is a blessing if rightly used.

| | | |
|-------------|---|----------------------------------|
| Medium | — | means, agency |
| Stimulating | — | exciting interest |
| Displaced | — | moved out of use |
| Superfluous | — | needless |
| Periodicals | — | magazines |
| Marvel | — | wonder |
| Satellite | — | that which moves round a planet |
| Enforcement | — | putting into force |
| Unethical | — | not moral |
| Remedies | — | cures to overcome an ill effect. |

DO YOU SUPPORT THE TOURIST INDUSTRY? DOES IT HELP OR HARM A COUNTRY?

Tourism today is another source of earning foreign exchange. To a country like Sri Lanka with all its natural attractions, the tourist trade brings a lot of income. We need it urgently for our development. It helps to give employment for many of our people. It gives us a new image on the map of the world.

Foreigners like our country for many reasons. They can enjoy a cheap holiday with many comforts. Our country has everything that a western tourist looks for. Our climate, our health-giving hills, sunny beaches, modern hotels, quick and comfortable travel facilities by road and rail, our wild life, our ancient ruins, our gems, our art and culture and many

other things attract them. In recent years we have earned a lot of foreign exchange through the tourist trade. These are all its blessings.

But tourism has also affected the values of our people, particularly the youth. Some of the tourists engage in anti-social acts. Some of them are hippies or drug-addicts or perverts. Their presence **corrupts** our youth. They upset our social life. They also carry **incurable** social diseases which could cause us great harm. There is a great fear that our cultural values are **declining**. Of course, there is some truth in it.

But the remedy does not lie in speaking against tourism. All tourists are not black sheep. Many come to rest, relax enjoy and enrich their knowledge and understanding of people and their culture. They are tourists of a **genuine** kind. The other kind of tourists are equally **shunned** and **despised** even in their own lands.

The bad effects of tourism could be prevented by the state and institutions engaged in this trade. All tourists must be given strict guide-lines on or before their arrival. The guide lines must **specify** the Do's and Don'ts in our land. The Police must be watchful. Those who misconduct must be punished and **deported**. No tourist who is looking for a casino-land must be allowed entry to this isle.

With proper checks and controls, tourism could be promoted and its ill-effects curbed. This is the responsibility of the state and all its citizens.

| | | |
|-----------|---|--------------------------|
| Incurable | — | that cannot be cured |
| Corrupts | — | to become morally bad |
| Declining | — | weakening; going down |
| Genuine | — | of real worth |
| Shunned | — | to keep away from |
| Despised | — | hated |
| Specify | — | to state clearly |
| Deported | — | to send out of a country |

LIFE IN A TYPICAL VILLAGE — ITS MERITS AND DEFECTS

“A country life is sweet
In moderate cold and heat;
To walk in the air,
How pleasant and fair.”

Thus sang the poet H.W. Longfellow. By country life he meant life in the village with its fields and gardens, hills and rivers. A village is the handi-work of Nature. The tall green, shady trees, open lands, the gentle breeze, flowers in full bloom and the teeming varieties of birds are a feast to the eye!

The people in a village are mostly farmers and workers; skilled and unskilled. They are simple and humble; honest and god-fearing; active and healthy; and happy and contented with their lot. They know one another intimately. They shrae in the joys and sorrows of one another. They are bound together by common traditions and sentiments. The elite and the elders of the village are respected and they guide the others. A xillage is usually quiet and peaceful.

Every village is a self-supporting unit. It has its craftsmen like the carpenters, smiths, masons and others. Every village has its temples and churches supported by the citizens. It has its welfare and social bodies like a school, a dispensary, a library, a reading room, community centres and the like.

A village is free from all the urban vices, dust, smoke and dirt. The air is cool; the water is pure and refreshing and living is cheap.

Today, however, the quite rural scene is beginning to change in certain villages. As land is cheap in the villages, more and more people are coming in to settle down. They are rich; they have the means to open mills, small factories and even a cinema hall since many villages now have electricity. Their activities have begun to upset the rural atmosphere.

Noise, dust and smoke have begun to mar the clean villages, Many have not begun to realise the problems these will bring about by and by. Hence Rural Councils should control such things otherwise our villages may not remain for long as they are now.

Village life also has its defects. Most of the people are ignorant, uneducated and superstitious. They are slow to learn and change for the better. Villages lack modern schools; there are no good hospitals. The roads and lanes are narrow, snaky and not well-maintained. Market are far away. Transport services are poor. They suffer in silence. Hence the people in the villages sometimes prefer to live in towns. To them, towns look a paradise. Urban life to those who are rich, no doubt, is comfortable, fast and fascinating. It attracts the youth and the so-called 'moderns'.

But country life is still sweet and healthy; simple and cheap. They do not realise the many natural blessings in the village. That is a pity.

| | | |
|---------------|---|--|
| Elite | — | a superior group of people |
| Intimately | — | closely |
| Mar | — | hinder |
| Superstitious | — | a belief because of fear and ignorance |
| Fascinating | — | interesting or charming |

TOWN LIFE — IS IT GOOD OR BAD ?

Poets say, "God made the country and man made the town". There is a lot of truth in this saying. Life in the country is close to Nature. It has its many blessings. The air is fresh; the water is pure, cooling and refreshing. The trees, gardens and open fields make country life sweet and healthy. These and many other things are not found or enjoyed in towns or cities. To the modern, busy folk, however, town life has its many attractions and advantages. Hence there is an urban pull and many desire to live in towns.

To them, life in the country is slow, stagnant and boring. It is sometimes tiresome. The people in a town have many comforts that make life and living pleasant. Comfortable houses, good roads, nearness to schools, hospitals, markets, banks, the railway station and other public institutions are some of the many attractions that attract people to town life. The availability of water-supply, electricity, quick means of transport from one spot to another, public libraries, parks, cinemas, and entertainment halls make the urban people shun village life. Rural life lacks all the modern convenience that people yearn for.

The rural people, quite often, have to go to towns in search of jobs or to buy or sell or to transact business of every kind. Rural children prefer to attend urban schools because they are well-run. A child or a person from the village who becomes suddenly ill has to undergo hours of delay and agony before he or she could be admitted to a hospital in town. But people in the town are spared of these bitter experiences.

As long as the urban facilities are not available in the villages, most people have good reasons to prefer town life as it helps them to live in ease and comfort.

Convenience — devices for comfort
Prefer — choose

THE HARVESTING SCENE

When it is time for harvest or the gathering in of crops, all farmers become busy. The entire house-hold, wife and children, and even neighbours and friends join the farmer in his field with sickles in hand cutting the grain. Harvesting time is a season of joy. It is, in fact, the harvest of the rewards of one's hard work.

Even before the sun rises, the farmer and his wife with a number of hired farm workers go to the field to reap the grain. It takes a full day or two to do the harvesting, threshing,

winnowing and then taking the load home in carts. Until the entire work is completed, the farmer and his family stay in the field in a temporary shed or tent where they cook, eat and sleep. It is an outing that they enjoy as if we enjoy a picnic.

As the reapers are at work, they **gaily** sing many songs with laughter and **merriment**. This makes their work light and less tiresome. The farmer feeds all the workers well and pays for their labour **ungrudgingly** in cash and in kind.

Even the farm animals are with them grazing near the field. The sight of all these is a feast to the eye of the on-looker.

During the harvest season, one could see all the fields full of people at work. In one field, a group reaps; in another, a group threshes; in another one, they winnow and still in another one, the grains in sacks are loaded in carts for taking them home. There is a lot of movement in all the fields with the young and the old at work.

Once the harvesting is over and the crops are taken home, the fields once more become one vast expanse of land as a grazing ground until the next sowing season begins.

The harvesting scene is beginning to lose its age-old pattern. Modern civilisation and the use of tractors have begun to take away much of its natural charm and thrill and the spirit of togetherness and the **corporate** life of our rural community. This community-living of 'each for all and all for each' is our country's pride. Once this is destroyed, it can never be supplied!

| | | |
|--------------|---|---|
| Winnowing | — | to fan to separate the chaff from the grain |
| Gaily | — | happily |
| Merriment | — | fun-making |
| Ungrudgingly | — | willingly |
| Corporate | — | united |

JUSTIFY: SOME OF OUR BEST FRIENDS BELONG TO THE ANIMAL WORLD

Many of us have friends. When we speak of friends, we think that they are like ourselves, men and women. It is true and none can dispute it. We little realise that we have also some very good friends among the animals as well. Many believe that animals are just animals with poor intelligence without the ability to feel or speak or to act as the humans. In spite of their many limitations, they are better than our human friends.

For instance, let us take the cow! What a useful creature it is! It denies its milk to its own calf and gives it to us. What a noble sacrifice! And cow's milk is a complete food for us and our children. From milk we get curd, butter and ghee. The cow's dung, which is really the result of the food that we give it, is a high class manure. The food that we give it is nothing to the quality of the milk it gives us in return. Most of us dispose our old cow for good money to the butcher and its flesh is again relished by many. Its hide is used to make our footwear and to make our ceremonial drums. It is, indeed, a friend in need and supplies many of our needs.

It is so with the ox, the horse, the buffalo, the goat and the sheep. The bull, the horse and the buffalo help us to plough our fields and to draw our carriages. One may say that tractors and lorries have taken their place. In recent times, when we have fuel shortages and lack the money to replace expensive motor spares, we find these animals very, very useful. The goat and the sheep, like the cow, supplies many human wants. We cannot think of our woolen clothes without the sheep!

The elephant of our jungle is like a modern-day bulldozer. To the elephant, no work is hard, heavy or difficult. Just think of our national parades and festivals without an elephant! Such is its majesty and grandeur! Its tusk is a much sought after treasure.

'The ship of the desert' as the camel is called is a beast of burden and a **boon** to the Arabs who enjoy its milk and flesh as we **relish** the cow's milk and beef. Hence, these poor animals, dumb, patient, gentle, hardworking and self-less are as much our friends, if not better than our human ones. Without them our lives will be incomplete. They are **tolerant**; they do not complain; they harbour no ill-will; perhaps, they forgive and forget more than the so called humans! Their self-sacrifice for our welfare is immense!

| | | |
|-------------|---|------------------------------|
| Limitations | — | short comings |
| Dispute | — | to object or quarrel over |
| Sacrifice | — | act of self-denial |
| Dispose | — | get rid of; to sell |
| Relished | — | enjoyed |
| Ceremonial | — | that which is used by custom |
| Boon | — | a gift |
| Tolerant | — | able to endure; bear |
| Ill-will | — | unfriendly feeling |

DESCRIBE YOUR VISIT TO THE ZOO AND THE ANIMALS IN IT

I was in Colombo during the last school vacation. I went there to spend a week with my uncle. He has two sons and both of them are fond of me. My cousins and my uncle made my stay quite comfortable. They took me out almost daily and showed me many places of interest. One of the places I was taken to was the Zoological Gardens at Dehiwela. We nearly spent six hours at the Zoo. To me, it was a wonderful sight.

One need not go to the jungle to watch the animals. One could see a lot of them there. One could even see some of the animals not found in our land. One can spend several hours watching the animals in the Zoo, their beauty, moods and habits. It is not easy to say in words the **marvellous** beauty of some of the creatures in the animal kingdom. One should personally see it. This is possible only in the Zoo.

I saw a host of monkeys gathered from various parts of the world like the black monkeys, the white monkeys, the gorillas without tails, the apes like human beings walking on two legs, the chimpanzees, the Orangoutans and the large dog-like baboons. They vary in colour, shape and size. All these monkeys could imitate the actions of the on-lookers.

Our king of the jungle, the elephant, is the largest and strongest of all the animals in the Zoo. It is indeed a curious one with its thick legs, huge sides and back, large hanging ears, small tail, little eyes, long white tusks and above all its long nose, called the trunk. The trunk serves the elephant as a nose, and as a long arm and hand. It could pick up even a small pin with its trunk. The elephants at the Zoo are well-trained and they entertain the visitors with their many tricks and physical exercises.

The other interesting animals in the Zoo are the lion, the giraffe with its long neck and legs, the panther, the Kangaroo jumping about on its strong hind legs with a pouch for carrying its young, the hippopotamus and the rhinoceros. There are also leopards, bears and wolves — all ferocious creatures kept in strong cages.

In the bird section, one could see a variety of them like cranes, parrots, flamingos, peacocks swans, the ostrich, the emu and a host of others. What appeals to us most in the birds is the rich colours and beauty of their feathers. It is a feast to the eye.

In fact, it is in the Zoo one realises how great the Creator is. Man may pride in his form and beauty but the natural beauty of the animal world surpasses the cosmetic beauty of the human beings.

| | | |
|------------|---|-------------------------------|
| Marvellous | — | wonderful |
| Imitate | — | to mimic ; to reproduce |
| Ferocious | — | fierce |
| Surpasses | — | exceeds |
| Cosmetic | — | the artificial aids of beauty |

**WHO ARE BEGGARS? WHY DO THEY BEG?
HOW DO THEY LIVE? SUGGEST WAYS IN WHICH
THE BEGGAR PROBLEM COULD BE SOLVED**

The beggars or "The Darithra Narayans" as Swami Vivekananda kindly called them are a forgotten people. They have no homes or any earthly belongings. They have no kith or kin. There is none to care for them; there is none to speak or work for their welfare. They are a sorry sight. There are child beggars and old beggars. Sometimes a whole family go begging. Some beggars suffer from incurable diseases; some are blind or deaf or dumb or crippled. They freely roam about in sun and shower. We could see them all over in our towns, cities, temple and market-squares and in all public places. The old and the sickly lie about on street corners or sidewalks.

Their only business is to beg for their food. They get up as the sun rises and go about begging for food and money. They eat whatever they get; they are not choosy. They have wonderful ways of begging. Some cry; some sing; some dance; some beggars form small groups and go about singing in chorus. There are some who come and wait at the door-steps and stare at the inmates of the house to win their sympathies. If the people refuse to give them anything, they grin, cry and wail. Like all else, beggars also live by their wits!

As the sun sets, they retire to a quiet corner and spend the night. They are Nature's children. Summer's heat, winter's biting cold and the pouring rain do not affect their health. The earth is the floor and the sky is the roof of their houses.

Some are able-bodied beggars. They deserve no sympathy. They beg for they are lazy. Some of these able-bodied beggars turn out to be pick-pockets, thieves and swindlers. People must be careful of such beggars.

The presence of beggars in a modern society is an eye-sore; a blot on our civilisation. It is the prime duty of the Government, both central and local and the people to wipe out beggary. It can be done; it must be done. All genuine

beggars who are old and sickly must be cared for in poor homes, where they must be fed and clothed well. The sick must be treated. All the child beggars must be schooled and taught a trade or vocation for them to live by on their own when they grow-up. The able-bodied must be rounded up and rehabilitated. Begging by anyone must be made unlawful. Beggars are poor and powerless. We must feel and work for them. It is our duty. We must work for their salvation. Service unto the weak, is service unto God.

| | | |
|-------------|---|---|
| Earthly | — | belonging to life |
| Kith or kin | — | familiar friends and relatives |
| Sidewalks | — | pavements |
| Eye-sore | — | something that is unpleasant to the sight |
| Blot | — | a stain; a scar |
| Prime | — | chief; main |
| Wipe | — | remove; abolish |
| Genuine | — | actual; real |

A GREAT MAN OF OUR TIMES

Nine out of every ten would name Mahatma Gandhi as a great man of this century. His greatness will last the end of time. He belongs to that **galaxy** of saints and leaders who have influenced mankind by their thoughts, words and deeds. Some call Gandhi a superman; some call him a saint and some say that he is a **reincarnation** of a Divine soul like Lord Krishna or Christ, the king; or Sri Rama or Lord Buddah. All regard him as a **messiah** of the twentieth century. He was an **apostle** of non-violence. He led a nation from **bondage** to freedom. He fought for the poor, the weak, the oppressed, the depressed and the suppressed. He was a man of peace and prayer. Even his enemies loved and respected him. Unlike a Napoleon or a Hitler, he had no army. He hated war and deadly weapons. His only weapons were love and dharma. He loved and understood friend and foe alike. He was no **fanatic**; he was no hot-head. He was a simple man who led a simple life.

This frail, weak man, Mohandas Karamchand Gandhi, the son of a Divan was born on October 2, 1869 and died on January 30, 1948. Completing his secondary education in India, he went to England and qualified himself as a Barrister.

Gandhi's life can be divided into two **distinct** periods. The first half of his active service from 1893 to 1913 was spent in South Africa. As a result, he underwent untold sufferings.

Returning to India from South Africa in 1913, he began his fight for India's freedom from British rule. He was the **architect** of India's Freedom using Ahimsa and Satyagraha as his sole weapons. The might of the British Empire had to bow down with grace before this man of peace and prayer. Gandhi was not only a great political leader; he was also a great social, educational and economic reformer. He fought against untouchability; he called the untouchables 'Harijans' which means 'the children of God'. He laboured to the very end to serve the poor and the hungry. He worked for their welfare; he prayed for their good Life. The Sevagram which he established on the banks of the River Sabarmath is a living **testimony** to his ideals.

This frail, simple man of God, love and peace became the Father of the Indian Nation. He was indeed a Mahatma. But his end came in a tragic way. It shocked all; everywhere. A man who was a Prince of Peace, who loved and served all, who hated none, a divine soul, was **assassinated** by a **fanatic** youth, a communal and religious hot-head, by the name of Nathu Ram Vinayak Godse. It was a shameful, cowardly, inhuman act! It shocked the world. All humanity grieved; it is still grieving! When he died, Shri Nehru, the first Prime Minister of India said, 'the glory has departed' and Einstein, the great scientist proclaimed, "Generations to come would **scarce** believe that there ever **trod** a man in flesh and blood on this earth as the Mahatma". How true! Whence come another!

| | | |
|---------------|---|--|
| Galaxy | — | a brilliant group |
| Reincarnation | — | rebirth |
| Messiah | — | a prophet, a deliverer |
| Apostle | — | one chosen by God |
| Bondage | — | slavery |
| Foe | — | enemy |
| Fanatic | — | a person who has wrong religious beliefs |
| Distinct | — | clear |
| Architect | — | builder, maker |
| Testimony | — | proof |
| Assassinated | — | killed for political reasons |
| Scarce | — | rarely ; hardly |
| Trod | — | walked |

A HERO IN HISTORY

Many great men have appeared from time to time and have served man-kind. One such was Abraham Lincoln, one of the greatest presidents of the United States of America. He was in every way a replica of Mahatma Gandhi. He came from the masses and always remained a man of the people.

Abraham Lincoln was born in 1809 in Kentucky. He was born in poverty. He did not have much schooling. No college or university or legal faculty had any part in shaping his powers. Society gave him nothing. But, he was born great; God had created him for a purpose.

He was the son of a carpenter; his father was a never-do-well. His house was a log cabin but he ended up at the White house. His food was coarse bread and his bed was made of dirty straw. His early life was, indeed, **miserable**. He did many odd jobs in his youth. He was once a village Postmaster and later a country surveyor.

He was not satisfied with his lot. Later he qualified himself as a country lawyer by private study. As a lawyer he was a failure; he was not an artful pleader. Indeed, it

was said that he could argue well only those cases in the justice of which he believed. Only the poor clients went to him and so he refused to accept the small fee they offered him. Such was his **humaneness**!

In 1834 he entered politics. At first he was elected to the Illinois legislature. He took his political mission seriously. During his time slavery was rife in the southern states. He fought hard to end slavery and when he became President of America, he **emancipated** all the slaves. The southerners did not want to abolish slavery. They wanted to break away. They started firing and rioting. A civil war broke out. The North rose as one man under Lincoln. They fought the war and saved the Union of the country.

Lincoln's speeches and writings are famous even today. His Gettysburg speech was a superb piece of oratory. His definition of democracy as 'a government of the people, by the people and for the people' is considered the best.

Poor Lincoln was not to live long to see the fruits of his labour. Like Mahatma Gandhi, he was assassinated by a fanatic in the Southern cause, named John Wilkes Booth.

The entire world mourned the loss of this great statesman, lover and liberator of mankind. Civilisation will hold him in **perpetual** honour! Indeed, he was the greatest American next to George Washington.

| | |
|-------------|--------------------------------|
| Miserable | — wretched |
| Humaneness | — full of feelings for mankind |
| Rife | — wide spread |
| Emancipated | — set free |
| Perpetual | — for ever ; everlasting |

**"TUITION CENTRES ARE VERY NECESSARY ;
WITHOUT THEM OUR EDUCATION CANNOT PROGRESS"**

In a debate on the above subject, state your arguments either for or against it. Give at least two reasons.

(FOR)

We have too many tuition centres everywhere, in towns, villages and even close to our schools and colleges. They are full of students ; all the time, all the year round. Parents, both rich and poor, spend a lot of money and send their children to the tuition centres. Surely, there must be good reasons.

Parents want their children to do well in life. They want them to study for a **profession**. To enter a profession, one must enter a university. Entering a university is an **up-hill task**. A pupil has to face a stiff, competitive test. Thousands sit the test **annually**. Only a few hundreds are selected. The lucky few are those who have gone through the **intensive** coaching in tutorials. The lucky few themselves give the credit to their tuition centres. The teachers in the tuition centres are specialists ; they are **hand-picked** by the managers of tuition centres. They do good work. They cover the syllabus ; they give Notes, Model Questions and Answers on the examination pattern. Most of our schools do not strain so much or do nothing!

Most schools and colleges today suffer from many ills ; otherwise, why should even little children in our primary schools flock to tuition centres?

Student A attending school B says that his class had no teacher to do subject C ever since the one who did it had retired.

Student F from school G says that Mathematics and English are not well-taught in his class.

Pupils like the above in schools like B and G have good reasons to go to tuition-centres.

One need not labour hard for reasons. Even School Heads and Teachers pick and choose tuition centres and send their own children to them!

Profession : work for which special education or training is required.

Up-hill task — work needing hard work

Annually — yearly

Intensive — deep and thorough

Hand-picked — carefully selected or chosen

(AGAINST)

It is high time, all tuition centres were banned by law. They damage our pupils socially, **morally** and educationally. They **create imbalance** in society.

Tuition centres take in all types of students from all over. Hence, pupils are exposed to all kinds of behaviour. Tuition centres do not bother about character-training or discipline. Their sole aim is coaching for examinations for good results. The growing indiscipline in schools, colleges and universities is the result of learning without values.

A School is not like a tuition centre. It has its system and rules. It is a place where character and values are taught. Its many activities aim at developing the entire personality of the child. It does not **merely** prepare students for examinations. It prepares them for life. This aspect of education is ignored in a tuition centre. For instance, a school begins its day's work with an assembly, with prayer and **pep talks** by teachers and pupils to build up morals. Tuition centres have none of it!

The actual foundation for good learning is done in a school. Without this base, no coaching at any level can be done in a tuition centre.

All the unhealthy competitions in examinations are due to the tuition centres. No system can hinder a **talented** or hard-working student. Tuition or no-tuition, he or she will make the grade. Good work in schools is more than **sufficient**.

Passing an examination and gaining top marks alone is not everything in life. A student may pass examinations and become a graduate in the arts or sciences or of medicine, law or engineering. But that alone does not make one an educated person in the true sense! What's the use of winning a kingdom while losing one's soul?

A school is the ideal place for education; not tuition houses and cram shops. If there are defects in our schools, we can **compel** the schools to remedy them. If School Heads and teachers are unfit or indifferent, they can be removed. We have enough qualified persons, ideal and gifted, to take their places. Are not all the expert tuition masters come from our schools? Our schools must make the best use of them. They and their talents need our **recognition**!

Let us not blame tuition centres. Let us improve the quality of our schools and teachers. If this is done, tuition centres would disappear like the tail of a snake! Tuition centres can never replace schools. They are no substitutes for schools.

| | | |
|-------------|---|-----------------------------------|
| Recognition | — | approval; acceptance |
| Morally | — | relating to character and conduct |
| Create | — | cause, bring about |
| Imbalance | — | upset; disorder |
| Merely | — | simply; only |
| Pep talks | — | that which tones up; encourages |
| Talented | — | having great ability |
| Sufficient | — | enough |
| Compel | — | to use force |

AUTOBIOGRAPHY OF A THOUSAND RUPEE NOTE

I narrate my story from a steel box in a strong room in the Central Bank of Sri Lanka. I am confined to this box like a prisoner for the last six months along with many others of my family. I had never thought that I would come to this unhappy plight. All my hopes and dreams of my worth and value have proved false. Such is my bitter fate!

I belong to that great and powerful family called "Money". The members of my family are always honoured and valued by both Kings and commoners.

I was born handsome in the year 1979 at Bradbury Wilkinsons in the United Kingdom with tens of thousands of others. I was sent to Sri Lanka along with the others in my family to play a big part in increasing the prosperity of this country. Everyone in Sri Lanka admired and adored me. They spoke of my colour and grace as if I were a Prince Royal.

Within a week of my arrival, I was ceremoniously released by the Central Bank of Sri Lanka to the Bank of Ceylon. A day after my arrival at the Bank of Ceylon, I was given to a big officer as a part of his salary. The proud officer took me home in his car and introduced me to his beautiful wife. As soon as she saw me, she took me in her lovely hands and gave me a lovely kiss which I still feel and remember. For nearly two months she had me with her and then her fancy for me began to wane. One day she took me to a city shop and exchanged me for a lovely sari.

My fortune began to change for the worse from that day. The merchant passed me on to another customer of his the very next day. The customer in turn passed me on to a clerk who in turn gave me to a farmer. From the farmer I went into the hands of a lorry driver. In this way, I was changed hands a thousand times; I began to lose colour and grace and I was a bit soiled too. Ultimately I went into the hands of a

coolie. The poor coolie was quite fond of me and he did not want to part with me. He put me in a plastic purse and kept me in a wooden box in his hut.

I was there for six months when one night his hut caught fire. The hut was ablaze. The coolie could not remove the box where I was or his other meagre things were kept. All the neighbours came running and fought hard to put out the fire. After the fire was put out, the coolie ran in to remove the box. The box was partly burnt. The flames had got into the box and burnt some of the things in it. As I was in a plastic bag, I was not burnt but I was blackened. The coolie was very sad. He spoke to a teacher who lived closeby about my condition. The teacher consoled him and took him to the local Bank. As I was only blackened with no other damage, the Bank Manager took me and gave the coolie my full worth in hundred rupee notes.

As I was no longer suitable for circulation, I was sent to the Central Bank where I was on my arrival from London. Everyone here say that I am condemned and that I am to be burnt soon. That's my fate! Life is but an empty dream! The path of glory leads but to the grave. Let my misery not make you sad. This is my lot. Believe me, I am glad to be out of this world. Be good and do good to all as I did. Good bye!

| | | |
|---------------|---|-----------------------|
| Narrate | — | tell |
| Commoners | — | the ordinary people |
| Prosperity | — | wealth |
| Adored | — | worshipped with love |
| Ceremoniously | — | officially ; formally |
| Wane | — | to become less |
| Ultimately | — | at last ; finally |
| Soiled | — | became dirty |
| Ablaze | — | burn by fire |
| Meagre | — | poor ; very little |
| Consoled | — | comforted |
| Condemned | — | punished |

EVILS OF DRINKING — HOW DOES IT AFFECT THE PERSON WHO DRINKS — HIS HOME AND THE COMMUNITY — HOW COULD THIS EVIL BE REMOVED

Drinking — it ruins the person who drinks. It makes him a brute. It spurs him to many other evils like lying, begging, gambling, stealing, fighting and even killing people. A liquor-addict, a drunkard, loses his health, wealth and all that is dear to man. Nothing is sacred to a miserable drunkard. He forgets his duties to his parents, wife and children. He becomes a pest; a nuisance to all. All hate him and shun him including his dear wife and children. Sometimes, he loses his job and becomes unemployed. When his income fails, he begs or steals or sells everything at home, including his wife's jewels to find the money for his drink.

What a great tragedy that many homes are ruined by a drunken husband and father! The poor wife and children face untold miseries. Sometimes a wife or a child becomes mad or commits suicide! Quite often a person who drinks neglects his family. The children are not cared for. They starve, suffer and become sick. The schooling of children gets disrupted. The children feel shy to face other children. Their future becomes bleak.

Even a community suffers if its persons are addicted to liquor. This is very common in working class communities. Drunkards are no respectors of persons. They do not care for law or order or moral conduct. They fight with all. They disturb the peace. They mar the happiness of all. In some communities, the entire family is addicted to liquor. That becomes a great tragedy!

All religions condemn drinking as one of the deadly sins. Still, more and more are getting used to this habit. It is the duty of the State and all religious and welfare bodies to act firmly to root out this evil. The Health and Education

Departments must work jointly to curb this evil. It will be a boon if the manufacture and sale of liquor is prohibited as is done in some lands. Mass campaigns with the aid of lectures, plays and other activities must be used to spotlight the many evils of drinking. All drunkards must be rehabilitated.

Society has a share in fighting this evil. Silence and inaction will cause more and more harm affecting the lives of all—the good and the bad.

| | | |
|---------------|---|--------------------------------|
| Ruins | — | destroys |
| Brute | — | an animal |
| Liquor-addict | — | a person who habitually drinks |
| Nuisance | — | causing trouble or mischief |
| Tragedy | — | something sad |
| Disrupted | — | broken up |
| Bleak | — | cheerless |
| Curb | — | a check |
| Boon | — | a blessing |

HOW I WOULD ORGANISE A SCHOOL EXHIBITION IF I WERE ASKED TO DO IT

If I were asked to organise an Exhibition in my school, I would form a committee to be in charge of the exhibition. The committee would consist of students from all the classes from Grade Six up to the G. C. E. Advanced Level. I would also get some teachers of the school who teach the physical and Social Sciences to give us the necessary advice and guidance. The Principal of the school would be the patron of this committee. I would be the Organising Secretary.

We would go to the parents, old students and well-wishers for financial help to meet the cost of running the exhibition. If every parent and well-wisher contributed his or her mite, we would have enough money to meet the cost.

The exhibits would be prepared by the students on the various subjects. Our teachers would give all the assistance.

Pictures, charts, models and every other item that would make our exhibition lively would be on **display**. This exhibition would have materials on youth and society, on health and environment, on developments in our country in the field of Education, Agriculture, Industry, Commerce and Trade. There would be exhibits and information on the activities of the U.N.O., U.N.E.S.C.O. and other international bodies. There would be maps and pictures on the Geography and History of our country. Groups of two, three or even five or six students would be asked to prepare the exhibits under the various heads.

The exhibits would be such that they educate and instruct the students. They would be such that they increase and improve the knowledge of our pupils. Even students from other schools would have much to learn and profit from this exhibition.

I would inform all schools in the circuit about the exhibition. I would arrange to hold the exhibition for three days. The Director of Education would be given the honour to declare the exhibition open.

I would have a **panel** of men of learning and experienced teachers to select the best exhibits. All such exhibits would be awarded prizes and certificates. This would be a **recognition** of talent and merit among the pupils who prepared the exhibits.

If sufficient funds were available, I would bring out an exhibition **souvenir** as a lasting memento.

If I organised an exhibition on the above lines, I would win the praise of all in the school community.

| | | |
|-------------|---|--------------------------------|
| Financial | — | having to do with money |
| Mite | — | any sum willingly given |
| Display | — | show |
| Panel | — | a body of selected men |
| Recognition | — | acceptance |
| Souvenir | — | an object to be kept in memory |

**IMAGINE YOU ARE THE SECRETARY OF THE
YOUTH CLUB OF YOUR AREA. WRITE OUT THE
REPORT YOU WILL SUBMIT AT ITS ANNUAL MEETING.
LIST ALL ITS ACTIVITIES FOR THE YEAR
UNDER REVIEW**

I have pleasure in submitting the Annual Report of the club for the period under review.

Our total membership now stands at 320; 75 of whom joined us during the year under review. This increase in membership has given us added strength and faith in our future progress.

We had three general meetings. The committee met regularly every month on the first Sunday of each month.

The Benefit Show organised by the club brought us Rs. 5600/- after meeting all the expenses. This sum was spent to improve the Reading Hall and for the purchase of two hundred books on various subjects. Our Library is now better-stocked, well-run and well-used by all the members. The club continues to buy two dailies and five monthly magazines.

We had a special meeting on the 2nd of August to bid farewell to our popular Government Agent, Mr. S. S. Janapiriya who had been a source of great encouragement to us in many of our activities. The special grant of Rs 5000/- which he gave us to complete our club hall needs special mention. We are grateful to him for this assistance.

Our club has taken part in all the Shramadana activities in the area conducted by the Rural Development Society.

The improvement to the playground is being held up for want of funds. A grant from the Local Council of the area is expected for this purpose.

I wish to place on record our appreciation for the co-operation extended to us by every member of the club and by the citizens of the area. We thank them all.

M. N. OLIVER
Secretary
ABC YOUTH CLUB
Navagama.

Submitting : to place with respect
Encouragement : support
Held up : delayed
Appreciation : a feeling of joyful thanks

A GRAND CELEBRATION AT HOME

My Grand father, my mother's father, is the oldest living member in our family. He is now eighty.one years old. Last year we celebrated his eightieth birthday on a grand scale. My grand father did not like the idea at all but we all insisted on celebrating it in a fitting manner.

We invited all our friends and relatives. We also invited all the old folk in our village who are poor. We prepared a lot of delicacies for the party. My mother, my sister and I spent days in making all the arrangements; father gave us the money and also bought all the things we needed.

The great day arrived. It was a Friday. As we all got up, we went straight into our grandpa's bedroom and wished him Many, Many Happy Returns. The main verandah was decorated for the occasion and special chairs were hired to accommodate the visitors. We had our bath and also helped Grandpa to have a nice bath ; he dressed himself in new clothes, a verti, a shawl and a shirt. all made of silk. Then we accompanied Grandpa to the temple where we had arranged a special service. After the temple pooja, we returned home and had our breakfast.

At 4 p. m. the birthday party began. There were songs and dances by me and by my friends; all were served with all the sweet-meats and delicacies. There was fruit salad, soft drinks and tea for all. We got down two cameramen to take photographs. Some of the **distinguished** invitees made speeches wishing grandpa many more years of health and happiness. Our Grandpa made a **brief** reply and thanked all.

It was really a very grand occasion for all us and for Grandpa. To every poor visitor who graced the occasion, Grandpa gave either cash or clothes and made them happy. Our Grandpa means much to us. He has given us everything he had. Above all, he is a guide to us; his words of wisdom keep us on the right path. We have a feeling that without Grandpa our daily life would be incomplete.

Grandpa on his own does not believe in birthday parties or celebrations but he had to agree to make us all happy. Indeed, all of us enjoyed the day.

| | | |
|---------------|---|-------------------------|
| Insisted | — | urged; pressed strongly |
| Folk | — | people |
| Delicacies | — | choice food |
| Accommodate | — | to have room for |
| Accompanied | — | went with |
| Distinguished | — | well-known |
| Brief | — | short |

A STORY I HAVE READ AND ENJOYED FROM A RELIGIOUS BOOK

There are many stories in religious books. Our Puranas or **Epics** are full of them. Each story has a **moral** behind it. There is one story that tells of a very rich lady who had lost all that she had and became very poor.

In her youth, she was wealthy; she was a beauty; she was married to a rich man; she had a number of lovely and lovable children. Her house was known to all. In short, her family had everything.

By a strange turn of fortune, she began to lose everything she had. Her husband died at sea. He was going to another country taking with him all the gold he had, to do some business. Since he died suddenly at sea, no one knew what had become of all the wealth he had taken with him. The death of the husband and the loss of all the gold he took with him made the family become poor by and by. The lady had to sell all the lands she had to bring up the children. At this time, there was a wild out-break of cholera in the village. It took toll of many lives. The poor lady's children, one after another, died of this disease.

Ever after this calamity, the lady was left all alone. All her wealth had gone. Her house that was a mansion was no more. She came to live in a hut. She had lost all attachment. She spent her time in prayer and penance. Her only comfort now was a cow-calf which she cared for with all tenderness. To her, the cow-calf was everything. She looked after it as if it was her child. The calf followed her wherever she went. Both were inseparable. One day the calf got a very bad fit and died.

The poor lady became miserable; she cursed herself; she cursed all; she cursed even the Gods for all her misfortunes. She went to the temple where she usually goes to pray and bemoaned her bitter fate. Just then God appeared to her and told her that she was the most beloved of Him. He had snapped her final attachment to the only thing she had in the world and that she would soon be with Him to enjoy the eternal bliss. God told her that attachment to wealth and worldly objects keeps one away from Him.

The moral behind this story is that the Gates in Heaven do not open to one who has passion and love for worldly things and that all one's sufferings here are a means to one's salvation; hence all our sufferings here lead us to a better world hereafter.

| | | |
|------------|---|------------------------------------|
| Epics | — | long poems describing heroic acts |
| Moral | — | that which teaches a lesson |
| Toll | — | loss by death |
| Calamity | — | a terrible event |
| Attachment | — | a strong tie of friendship or love |
| Penance | — | to repent |
| Tenderness | — | loving care |
| Eternal | — | lasting for ever |
| Salvation | — | for the safety of self |

HOW I MANAGED TO RECOVER THE MONEY DUE TO ME FROM A BUS CONDUCTOR AND HOW I THANKED HIM

Once I left home in a hurry to go to town. I went by bus which was very crowded. When I boarded the bus, I realised that I had no loose cash with me to pay the fare. I had five hundred rupees, all in hundred rupee notes. I had no choice but to offer a hundred rupee note for the fare. The fare was rupees two. A balance of ninety-eight rupees was due to me. As the bus was fully-packed, the conductor was on the foot-board. He wanted me to get the balance when I got down.

When the bus reached the Central Bus Station, I had forgotten all about the balance cash due to me. I got down at the bus stand and went to the Bazaar. It was only after I got to the Bazaar, I thought of the balance cash due to me. Hence I ran back to the Bus Stand hoping to get back my balance. By the time I reached the Bus Station, the bus had left on its next trip. For a moment I was **perplexed**. I did not know what to do. In my anxiety I **approached** the Time-Keeper and told him what had happened. The Time-Keeper was a middle-aged man and he was very sympathetic to me. He promised to get back my balance from the conductor when the bus came back again if my story was true. He told me to meet him two hours later.

When I did so two hours later, the Time Keeper was all smiles. He told me that I was very lucky and gave me the balance which he had got from the conductor. The Time Keeper said that it was not every conductor who would be that honest. The conductor of the bus in which I travelled was an honest man.

I thanked the time-keeper for his assistance and got the name and address of the conductor from him.

As soon as I got back home, I wrote two letters; one to the conductor to thank him for his honesty and another to the Head of the Depot in which the conductor worked **commending** the **admirable** honesty and **integrity** of the conductor and the help done to me by the time-keeper.

I also learnt a good lesson; never to be forgetful or absent-minded and never to travel by bus without sufficient loose cash!

| | | |
|------------|---|--------------------------|
| Perplexed | — | puzzled; confused |
| Approached | — | met and spoke to; got at |
| Commending | — | praising |
| Admirable | — | excellent |
| integrity | — | uprightness |

AN ACCIDENT I HAVE SEEN — HOW IT HAPPENED AND WHAT I DID TO HELP THE VICTIMS

Accidents on our high ways are now common. Accidents cripple or kill many. Accidents cause loss to persons and property. A lot of things are said and done to prevent accidents but the toll on our roads go on. Until and unless road-users, both drivers and **pedestrians** are extra-careful, this problem will remain unsolved. While the size of our roads and highways remain the same, the number of users and vehicles have increased a hundred fold. Hence the problem.

And now to an accident I have seen. Three months ago, I was cycling to school when this accident took place. My own story would have ended on that day but for a few minutes difference.

I was just a hundred yards away on the main road when a brand-new Volkswagon overtook me at terrific speed. A young man was at the wheel and he was in a mighty hurry. Just as he was speeding through another came from the opposite direction. It was a Mini-bus and over loaded. There was a heap of stones by the side of the road and a foolish old man was sitting beside it as if he had no other place to rest. As both vehicles over-took each other, there was a crash and a bang. The car was thrown to a side and the mini-bus went over the heap of stones knocking down the man and fell into a culvert nose down. Both the vehicles were damaged; both drivers were badly hurt; the passengers in the mini-bus were all dazed and had suffered injuries; and the poor old man who was near the heap of stones was killed. The driver of the car was bleeding from his head and was smelling of liquor.

There were shouts and cries of agony and pain all over the place. The usual crowd had collected to watch the ghastly scene. Of course there were a few good samaritans. I joined them; we pulled out all the people from the mini-bus and also the drivers. We did all that we could have done. A gentleman who came just then in a station wagon rushed all the injured and the wounded to hospital. Wherever possible we gave first-aid. Luckily everyone had escaped from the jaws of death except the poor old man. Both the vehicles were badly damaged.

If only both the drivers had been careful and followed the high-way code, that accident would not have occurred. The old man would still be alive. A lot of misery and suffering would have been avoided. But it was not to be. The mad, mad, world never learns!

Toll — loss by death
Pedestrians — persons who go on foot

| | | |
|------------|---|---|
| Dazed | — | confused |
| Agony | — | severe pain |
| Ghastly | — | horrible |
| Samaritans | — | those who feel for others and help them |
| Code | — | set of rules ; laws |
| Occured | — | happened |

**IMAGINE YOU ARE THE SECRETARY OF THE
SCIENCE ASSOCIATION OF YOUR SCHOOL.
WRITE OUT THE SPEECH YOU WILL DELIVER
WELCOMING A GUEST SPEAKER**

Mr. President, Dr. Waidya Guru and my friends,

You have before you, friends, a **distinguished** speaker this evening who is also a distinguished old boy of this school. Our pleasure, therefore, is all the more greater. It is my pleasant and **privileged** duty to offer a fond welcome to Dr. Waidya Guru on behalf of the school and all of us present here.

Dr. Guru has already a name as a very successful physician. His interest is not only confined to the **healing** of the sick but extends to many other social and welfare activities.

It is our good fortune, I should think, that he has readily consented to grace us this evening and speak to us on "The Drug Menace". This, I think **reveals** his interest in the youth and the school that taught him.

Let me not stand in between him and you who are eager to listen him. To You, Sir, we offer a warm and **hearty** welcome and we are truly proud to have you, here, with us today — a place as familiar to you as it is to us. Thank you.

| | | |
|---------------|---|-------------------|
| Distinguished | — | well known |
| Privileged | — | proud and special |
| Healing | — | curing |
| Reveals | — | shows |
| Hearty | — | deeply felt |

THE VOTE OF THANKS I WOULD DELIVER TO THANK A SPEAKER IN ONE OF OUR SCHOOL FUNCTIONS

Mr. President, Dr. Waldya Guru, Friends,

To me has fallen the **distinction** of expressing our sincere thanks to the learned speaker here before us. His very presence with us this evening is in itself is a great honour to us.

Sir, in the midst of many of your pressing duties that leave you very little time, you have spent a good part of the evening with us in token of your close nexus with the school of which you are a distinguished old-boy. Your talk on 'the Drug Abuse' has been quite **informative** and revealing. I think, it has given us a lot of food for thought.

To you, Sir, we are much grateful and on behalf of our school and our Science Association, I express to you our sincere **gratitude** for your presence and for the very **illuminating** talk on a subject that is very **vital** at the moment. Thank you so much.

| | |
|--------------|-------------------------|
| Distinction | — credit or excellence |
| Informative | — giving more knowledge |
| Gratitude | — thankfulness |
| Illuminating | — something made clear |
| Vital | — necessary for life |

A TOURIST MEETS YOU IN YOUR AREA AND TELLS YOU THAT HE WILL SPEND A DAY IN YOUR PLACE. HE ASKS YOU TO TELL HIM OF SOME OF THE PLACES HE COULD VISIT AND WHERE HE COULD SPEND THE NIGHT. GIVE HIM PRECISE AND CLEAR INSTRUCTIONS.

Good Morning, Sir, You are welcome! As you can see, this is a **typical** country area. There is a famous temple here, the oldest in this district. In fact, tourists coming this way do not miss it. You could visit that temple; you are fortunate, the Annual Festivals are on at that temple; hence, you could see many other things. This evening there is a grand festival. I think

you would enjoy watching this festival and how our devotees pray. You could take a few snaps if you like. The temple is about a kilometer from here. You could leg the distance or take a bus-ride from here. On your way you could see a typical country Fair. Perhaps, you would like to taste some of our sweet mangoes on sale there. I am sure, you will enjoy seeing this fair, our country crowd and the way things are brought and sold.

You could spend the night, if you want to, in a small hotel in close **proximity** to the temple. It is fairly clean and cheap and the service quite **courteous**. I am sure you will enjoy your stay there. And if you mean to travel from there to Colombo, the Railway station is a stone's throw from the hotel. It's really five minutes walk. You could take the morning train to Colombo. I hope, I have been of some help to you; wish you an enjoyable stay! Good-bye!

| | | |
|-----------|---|-------------------|
| Typical | — | real; to be exact |
| Proximity | — | nearness |
| Courteous | — | polite |

**ONE DAY YOU RETURNED HOME VERY LATE
IN THE EVENING. YOUR FATHER WAS
RATHER ANGRY AND ASKED YOU,**

“Why are you so very late, boy?”

WRITE DOWN EXACTLY WHAT YOU TOLD HIM

Use the Direct Speech

Daddy, I am so very sorry for coming late. I couldn't help it. We are having a visitor tomorrow from Colombo. He is invited by the school to speak to the pupils and the teachers. Even parents and old-students are welcome. So our principal wanted our class to arrange the Hall for the occasion after school. He **entrusted** the job to me and to two others. So we stayed after school and arranged the stage and the hall with the necessary decorations. This work took more than an hour,

and by the time we finished the job the principal wanted all of us to have tea. So we had to stay for another half-an-hour. This is why I am very late in returning home. Here's the notice inviting the parents as well to this function tomorrow at 9 a. m. Perhaps you thought that I was wasting my time some where after school; certainly not so, Daddy. I am sorry if I have kept you worried and in suspense.

Entrusted — to be given the care of

THE SPEECH I WOULD MAKE INTRODUCING ME AND MY COUNTRY AT AN INTERNATIONAL YOUTH CAMP OVERSEAS FOR PEACE AND PROGRESS

My dear friends,

I bring you the Sincere Greetings of all the Youth of Sri Lanka, an island nation in The Indian Ocean, a republic, a member of the British Commonwealth and of the non-aligned group.

My country is multi-racial, multi-religious and multi-lingual. The English language links all the people while Sinhala and Tamil are the national languages. We are a democracy. We are heir to an ancient civilisation, as old as two thousand years. Sri Lanka has the highest **literacy** rate in the third world. Education and Health Services are free to all. It is developing fast in every sphere of activity. My country is famous for its tea, gems and elephants. It has all the blessings of nature and all modern facilities. It is also a tourist paradise.

Now about me: I am a High School student selected out of some hundreds of applicants to represent my country at this Youth Camp. I am from a middle-class home and my father is a farmer. I want to become a doctor; I like to serve all, **particularly**, the poor and the weak. My hobby is writing short stories. I play foot-ball and cricket. I am also interested in music.

My ideal in life is to work for a United World. Poet Tagore of India and other great minds dreamt of a world where the mind is without fear and the head is held high; where knowledge is free and men have not lost their reason. We are the citizens of the **morrow**. We must **resolve** to work for a better world, a brave new world, where all enjoy all the blessings of good life. What the world needs today is peace, freedom, meals for the hungry and not missiles or bombs and arms that kill people. We must go the Gandhi way and the Lincoln way with love and **compassion** in our hearts and work for the happiness of all. This should be the role of the youth of today to whatever country they may belong!

I am glad to be here at this International group. It is my wish and prayer that this camp enlightens us all on the need of the hour and spurs us to work for peace, plenty and **harmony**. Thank you.

| | | |
|--------------|---|---------------------------|
| Literacy | — | ability to read and write |
| Particularly | — | specially |
| Morrow | — | the future |
| Resolve | — | to decide firmly |
| Compassion | — | pity |
| Harmony | — | agreement ; understanding |

WHO IS A TRUE GENTLEMAN ?

We usually call any man a gentleman. We do not bother to find out whether he is good or bad; polite or impolite; gentle or rough. The word 'gentleman' in its special sense refers to a man with a nobility of character and other **sterling** qualities.

A true gentleman, some say, is born and not made. Such a one will not pain others by his thoughts, words or acts. He is kind and **considerate** to all. He derives a lot pleasure in helping others. He will not harm anyone ; not even his enemies. He is honest and truthful. He does not go after fame or power. He is not a social climber. He does not care for status symbols.

He has fixed policies and principles to guide him. He will not change or sacrifice them. He has a high sense of self-respect. He is not afraid to speak out his mind. He is always ready to help the poor and the needy.

Many of us have wrong ideas of the qualities that make one a gentleman. We consider the rich, the educated, the influential, and high officials as gentlemen. All these form the exterior qualities of a man. These alone do not make one a gentleman. Sometimes a poor, unlettered man may be a gentleman if his inner qualities are refined. We make a mistake and call the poor as just plain men. This is, indeed, a wrong yard-stick. Any man who has all the superior qualities of head and heart is a gentleman. Such a man has a distinct place in society. Every one of us can try to reach the standards of a gentleman if we are keen. The worth of a gentleman is greater than wealth or power.

| | | |
|--------------|---|-------------------------------|
| Sterling | — | god-like |
| Considerate— | — | thoughtful |
| Influential | — | to have influence over others |
| Unlettered | — | uneducated |
| Yard-stick | — | measure |
| Distinct | — | clear |

WHO GO ON STRIKE? WHY? IS IT JUSTIFIABLE? HOW CAN IT BE AVERTED?

Whenever a body of workers "down tools" or walk out of their work places in protest, there is said to be 'a strike'! Strikes have now become common in many countries. Almost every week newspapers carry news of strikes both in the government and in the private sector. Even doctors, teachers and university students go on strike which was unheard of a few years ago.

When differences occur over pay and conditions of service between the employers and the employees the latter resort to

strikes on **flimsy** grounds. Political parties and Trade Unions are always ready to support a strike to promote self or narrow interests.

A strike becomes justifiable when the employers do not care to provide their workers with **decent** wages and basic comforts that add to their **efficiency**. Some private factories and industries **exploit** their workers. They get them to do maximum work and pay minimum wages. Most employers make huge profits and do not have the heart to share even a little portion of their profits with their workers who toil for it.

On the other hand a strike that is politically inspired must be **condemned**. Workers in the **essential** services like the Harbour, Transport, Communication, Medicine or Education must not resort to strikes. The strike will affect an entire nation and its people. Strikers sometimes resort to violence. They damage the plants and machinery in their work places. This sometimes leads to loss of lives.

As far as possible every institution in a country must satisfy their workers. They must try their best to avoid strikes. This could be done if all workers are well-paid and treated justly. A strike must be the last weapon. It must not be the first. It must not make a country and its people suffer. Workers must become partners in all the activities. Their just demands must be given. There must be co-operation and **conciliation** between the employers and employees. In this way many strikes could be avoided. Workers' union must act with a sense of responsibility.

| | | |
|--------------|---|-------------------------------|
| Down tools | — | to stop work |
| Flimsy | — | weak |
| Decent | — | proper ; good |
| Efficiency | — | producing better result; work |
| Exploit | — | to make full use of |
| Condemned | — | blamed |
| Essential | — | necessary |
| Conciliation | — | good-will, friendship |

A COUSIN OF YOURS FROM COLOMBO IS HOLIDAYING WITH YOU IN YOUR VILLAGE. HE ASKS YOU,

"Could you please tell me about your school?"

**WRITE DOWN ALL THAT YOU WILL TELL HIM
IN A REAL SITUATION**

Well, it's a rural school, mixed, and one of the oldest in this circuit. It was one of the earliest English schools where my father and his brother and sister studied. But it is not as famous as the city schools. This is because the rich and the bright ones attend the urban ones. Ours is there for the not-so-bright and the not-so-rich. Anyway, I cannot see anything wrong with my school. We have equally good teachers and classes up to the "A" Level. We have all facilities; there is nothing to grumble about. Our library and laboratories are quite all right. Our playground is, perhaps, larger than those in town colleges. We have all the activities like scouting, guiding, dancing, music, dramatics and even gardening.

Just now we have over 1400 pupils on roll with about forty teachers, all quite good. Our examination results, specially in the A/L classes are not that good as in the urban ones for the simple reason, as I have already said, we do not have brilliant pupils attending ours. They flock to the big ones in the city. That gives them some prestige.

Our results, however, are not that bad. Even last year, four students entered the university from our school; but no one was selected for medicine or engineering.

Our lads and lasses do well in sports and games. Our girls became District Net-ball Champions last year. The boys, year after year, do well at the District Athletic Meet; much better than the boys in leading city schools.

If you try to judge my school on its examination results alone, there isn't much to boast of. In every other respect

our school is as good as the ones in towns. In fact our students are better disciplined and quite **diligent**. I think I can be proud of my school. If you like, I can take you to my school on Monday. You can see it for yourself.

| | | |
|----------|---|-------------------|
| Grumble | — | to complain |
| Prestige | — | fame ; reputation |
| Diligent | — | hard-working |

A PLACE OF PILGRIMAGE IN SRI LANKA

Sri Lanka has a number of places of pilgrimage like Adam's Peak in the Central Hills. The Madhu Church in the North and the Hills at Katragama, the abode of Lord Skantha, in the south. Thousands upon thousands, the rich, the poor, the old, the young, the educated and the uneducated flock to these places to pray, to fulfil a vow and to receive the blessings of the Gods. What is amazing is that all these places are **revered** and **venerated** by all races professing the various faiths. Here Buddhists and Hindus, Christians and followers of Islam meet and pray in all **solemnity**. Here nothing divides them ; here all are one !

Katragama attracts all. There is a temple, a vihara and a mosque. Pilgrims worship at all these places without any distinction. There is a kind of **spiritual magnetism** that binds all. The Sylvan Abode of Lord Skanda with the Menik Ganga flowing by heals all, comforts all and takes away all the mental and physical pain of everyone. All pious pilgrims and devotees confess that a pilgrimage to Katragama cures all their pains, sorrows and give them a new lease of life. Many gratefully admit that vows made to the Guardian **Deity** at this sylvan shrine and fulfilled brighten their lives.

During the High Festival season at Katragama, one could see people of all ages, men, woman and children dancing and singing in a **trance**. There are hundreds of Kavadi bearers dancing to the rhythm of drums and music in a state of divine **ecstasy**.

Katragama is famous for its fire-walking ceremony. Hundreds walk coolly over the burning ember and come out unburnt with not even a blister ! It is an **ordeal** to prove one's **spiritual fervour**.

Even tourists to Lanka visit this sylvan shrine to witness and experience the divine atmosphere of the place.

Katragama is indeed a popular place of pilgrimage in Sri Lanka full of **mysticism** that one cannot explain.

| | | |
|---------------------|---|--|
| Revered | — | respected |
| Venerated | — | regarded with honour and prayer |
| Solemnity | — | seriousness |
| Spiritual Magnetism | — | a religious force |
| Deity | — | a god or a goddess |
| Trance | — | an unconscious state of mind or body |
| Ecstasy | — | a state of high emotion beyond control |
| Ordeal | — | a capacity to pass through a test |
| Spiritual fervour | — | religious feeling or passion |
| Dizzy | — | a confused feeling |

MY VISIT TO A HOSPITAL — THE PURPOSE OF THE VISIT — WHAT I SAW AND HOW I FELT

A few months ago, I had to go the General Hospital in the city to see an uncle of mine who had undergone a **major** operation for ulcer of the stomach. I went with my parents.

We reached the hospital by 5 p. m. when visitors are allowed in. There were hundreds of visitors who had come like us to see their kith and kin warded in the hospital.

My uncle was in a **surgical** ward which was at one end of the hospital. We had to pass through many wards to get to the surgical ward. We passed through the children's ward, the

women's ward, the accident ward and a number of other wards to go to the male surgical ward. Every ward that I passed through was full of patients, some staring at us; some crying in pain; some in a state of semi-consciousness and some very weak and listless. The sight of all these patients, some young and some old made me miserable. I felt so sad that I wanted to run away.

When we got into the ward where my uncle was, it made my heart go pit-a-pat. Every one in it had undergone an operation in some part of the body. All were in bandages or in plaster. Doctors and nurses were busy attending on serious cases. Some were being fed through their noses! Some were being given saline or glucose; some were in a coma; and some cried in pain. The sight was more than I could bear. My uncle himself was in a semi-conscious state. He was groaning. Auntie told us that his operation was a success and that he was out of danger. It gave us great relief. His brothers were near him. Many of his friends were also there. The sight of my uncle in pain made me feel dizzy. We stood near his bed for a few minutes and came away. We did not want to disturb him or add to the crowd.

While my parents were moving out slowly. I came away as quickly as I could because I could not bear to see that suffering world of humanity in that House of Misery, called the Hospital. It is my prayer that I should never again visit a hospital or be destined to be an inmate there. It is not a place to visit for one with a heart.

| | | |
|--------------------|---|------------------------------|
| Major | — | not ordinary |
| Surgical | — | relating to surgery |
| Semi-consciousness | — | imperfect awareness |
| Listless | — | too tired; wanting in energy |
| Destined | — | fated |

SOME PEOPLE OF IMPORTANCE IN A TYPICAL SRI LANKAN VILLAGE

A typical village is tradition-bound. It is slow to change. Its citizens are **sober**, innocent, simple and ignorant. They, therefore, look upon the priest, the teacher, the physician, the headman, and even the wealthy money-lender with honour and respect. In turn, these important persons are a source of strength to them. In many ways, it is an ideal set up. It keeps a village community peaceful and contented.

The foremost among all is the priest. He is treated with honour and respect. He serves all, on all the occasions of birth, marriage, illness and death. He is a link between man and god and **ministers** to the spiritual happiness of all. If the priest happens to be pious and compassionate, he is held in high esteem.

Next to the priest comes the teacher. To the villagers, he is a guide and a friend. To them, he is an all-knowing pundit. He is the back-bone of the community. He serves as the central figure in all the social and welfare bodies in the village. He may be the patron or president or secretary of such societies. He graces every function in the village. Parents and pupils treat him most respectfully.

Another important person in a village society is the physician. He is respected and honoured as much as a teacher. He may be a **quack** or a **practitioner** of **indigenous** medicine. But his services are valued by all. He treats the poor **free** and earns their lasting gratitude.

The Headman of the village and other government servants are also considered important. But they rank next to the priest, the teacher and the doctor. They do not always come in direct contact with all the people. But they are also useful members of a rural community.

In another sense, everyone in the village is important. The farmers and the workers too have a distinct part to play and

help one another. They are the people who work for the prosperity and happiness of all. Hence, every one is **indispensable** though some occupy positions of honour and play **key** roles.

| | | |
|---------------|---|--------------------------------|
| Sober | — | calm |
| Ministers | — | serves |
| Quack | — | unqualified ; false |
| Practitioner | — | a doctor or a professional man |
| Indigenous | — | native |
| Indispensable | — | very essential |
| Key | — | important |

THE GREATEST SCIENTIST OF THIS CENTURY

The greatest scientist of this century was a shy, dreamy boy. During his boyhood, no one considered him intelligent. No one thought that he would ever be a **genius** or an extra-ordinary scholar. His teachers thought that he was a **mediocre** student. On completing his secondary schooling, he went to the Zurich University where his genius began to flower. He took a great interest in the study of Mathematics and Physics. After he left the University, he wished to be a teacher but no school was prepared to take him in. Finally, he joined an office in Berne in Switzerland as a clerk. But deep within him, his wonderful powers were at work. In 1905, he began to publish research papers on science, one of which was the "Special Theory of Relativity." Almost overnight, he became a famous scientist of the world!

This boy was Albert Einstein, the father of Modern Physics. He was born in Germany in March, 1879 and died in 1955 at Princeton in the United States. When he put forward his Theory of Relativity, it confounded many scholars. It was so **complicated** that only three or four scientists at that time could understand it. He was awarded the 'Nobel Prize' in 1921 for his researches.

A boy who was not able to get a teaching post in 1900 became a professor at the Zurich University and later at the

Princeton University in America. He spent all his time solving difficult problems in Mathematics and Physics.

He was a **humanist**. He was a man of love and peace. He hated war. He insisted that nuclear energy should be used for the welfare of man and not for his destruction. He was a great scientist with a philosophy of love. He was a great lover of Mahatma Gandhi. When Gandhi died, Einstein said that the future generations would not believe that there ever lived a man like Gandhi, the man of peace, prayer and **universal** love. That was how Einstein thought of Gandhi and of those who would be born after Gandhi!

Indeed, Albert Einstein was the greatest scientist of this century and would be considered so for centuries to come!

| | |
|-------------|--------------------------------------|
| Genius | — a person of great natural capacity |
| Mediocre | — not clever; ordinary; second-rate |
| Complicated | — very difficult |
| Humanist | — interested in mankind |
| Universal | — world-wide |

A PICNIC WE HAD — WHEN? WHERE? HOW IT WAS ORGANISED? HOW WE ENJOYED IT?

Our class of nearly thirty-five students went on a picnic towards the end of last year as soon as our annual examination was over. We had the permission of the principal and the consent of our parents because two of our teachers came with us.

We planned to cook our meal at the picnic **site** and so we took with us all the things we needed for a grand lunch. We took with us rice, curry-stuffs, vegetables, cooking oil and about six fowls. One of our friends, the son of a farmer, brought a bunch of plantains. We also agreed on a fish curry and decided to buy the fish at the picnic site. Our place of picnic was a sandy sea beach which is a popular holiday **resort**. All of us left from school with all our things

which included the cooking utensils and a bundle of fire-wood. We went by a mini-bus hired for the purpose.

We left on a Saturday morning after breakfast. Some of my friends brought with them some musical instruments like a flute, a drum, a few harmonicas, etc, which they kept on playing all along, to and fro, on the journey. All of us were in high spirits, singing and clapping, all along the way and waving at the passers-by and on-lookers. Perhaps, they would have thought that we were a mad set of unruly youth on a wild spree!

We reached the sea-side by 10 a.m. The weather was fine and the sea breeze was gentle and soothing. We had a fruit drink and went about **rollicking** on the sandy beach, singing, dancing and pushing about one another. One group began to do the cooking assisted by all of us. By 12.30 the lunch was ready and then we got into the sea. Some bathed and some swam. Our teachers were watchful that no one went far out into the sea. We were ourselves very **cautious** though we **indulged** in a lot of fun.

By 1.30 p.m. we had finished bathing. We were all very hungry and had our lunch. Everyone of us ate a lot with great relish to our heart's content as if we had not had a meal for many days! It was indeed a grand lunch with a number curries — vegetables, fish, fowl and fruit. In fact, nothing was left! After lunch, we washed all the utensils and then lay on the sandy beach and enjoyed a nice refreshing sleep. By 4 p.m. we had tea and then left on our homeward journey. The bus dropped us at school by 6 p.m. and before we left for our homes, everyone thanked one another and all thanked the teachers who came with us. It was indeed a very nice outing and the expenses incurred were shared by all.

| | | |
|------------|---|------------------------|
| Rollicking | — | joyfully playing about |
| Site | — | place |
| Resort | — | a place visited |
| Spree | — | having a merry time |
| Cautious | — | careful |
| Indulged | — | gave into; enjoyed |

MY EXPERIENCE OF A JOURNEY BY TRAIN

I have travelled by train thrice from Jaffna to Colombo and back again during school vacations to spend a few days with my cousins in Colombo. I travelled twice by the night mail and once by the day train. It was my unhappy lot that I did not enjoy the journey as much as some of my friends did. Perhaps, they travelled in the **cosy** and comfortable and less crowded first or second class or in berths and in air-conditioned compartments on warrants that their parents were entitled to, In my case, it was the third class or 'Gandhi class' which is always crowded or jam-packed. Many third class passengers travel standing for hours and hours; for miles and miles. My lot was a bit better. I always managed to get a seat but it was a little space where one got crushed from all sides. Any way, it was some relief. But to enjoy the journey, one must have a comfortable seat. A corner seat is ideal but I was not that lucky.

My last journey to Colombo was by a day train and I was able to observe the scenes and the landscape as the train sped through vast acres of fields, villages, towns and jungles with people gazing at the passing train and animals grazing in the open lands. As the train passed through lone stretches of jungles, I saw wild monkeys and birds moving about the trees. At every station where the train stopped, there was a busy crowd on the platform with people rushing to get in or to get out. The vendors of cool and hot drinks hurried about to sell as much as they could to the **weary** passengers. Train travel during the mid-day heat and glare was tiring; but the trip from 3 p. m. until the train reached Colombo by 6 p. m. was enjoyable. The air was cool and the passing scenes as the train speeded through the country-side were a feast to the eye. The **lush** green of the country side refreshes the eye and cools the heart and helps to lessen the **tedium** of travel in a crowded compartment. If only one could travel in a compartment that was not crowded with comfortable seats, one could very well enjoy the eight hour Colombo trip by train. Travel under present conditions tires one so much that one needs a full day's rest after arrival.

| | | |
|--------|---|---------------------|
| Cosy | — | warm |
| Sped | — | drove fast; speeded |
| Weary | — | tired |
| Lush | — | fresh vegetation |
| Tedium | — | boredom |

WHAT IS A WALL NEWS PAPER? WHY IS IT USEFUL? HOW WILL YOU MAKE ONE FOR YOUR CLASS?

A Wall Newspaper is an ideal educational medium. It could be made by students anywhere. It does not need much money. It is, in a sense, a hobby that educates the students. Every student in a class could play a part in producing a really good wall news paper. Large, broad, brown or white sheets of paper are pasted on the classroom wall or anywhere in the school. Pupils could collect various types of news or pictures from newspapers and magazines and paste them on the wall newspaper. They could write their own articles too for display on this paper. A Wall Newspaper is like a Junior Page in a National Daily. It will interest all the students. It will widen their horizon. It will enrich their knowledge.

If I am to make a wall news paper, I shall collect a lot of news items from a number of daily papers and magazines both in English and in my mother tongue.

I shall divide the wall paper into a number of sections! one for pictures, one for news, one for short stories and poems, another for cartoons and yet another for sports. I may myself write one or more articles that will interest my friends. I shall paste them section by section on the wall paper. There will be proverbs and great thoughts and sayings written here and there on the spaces available. I shall also ask some of my teachers to **contribute** some articles to the paper, I may even include a cross-word puzzle and word-games.

A wall newspaper thus produced would be quite **informative** and interesting. It would be a perfect one. I could

make a model wall paper in two days with the help of a few of my class-mates. It is not at all a difficult task.

Horizon — the limit of one's knowledge

Contribute — to give or supply

Informative — educative ; giving knowledge

WHAT IS THE VILLAGE RE-AWAKENING MOVEMENT? WHOM DOES IT HELP ? HOW DOES IT HELP ?

The making of new model villages, better villages with better facilities, and raising the living standards of the villagers are the main aims of the Village Re-awakening Movement. This is better known as the 'Gam Udawa'. The Government is keen to open as many new villages as possible and to develop the existing ones in remote areas. Our planners think that human development is central to village development. Therefore, much is being done to raise the living standards of the people.

Under the Village Re-awakening plan, every family will have a home and a piece of land to call its own. All the homes that make up the village will be a self-contained unit. It will have a school, a place of worship, a dispensary, a co-operative store, a community hall, a library, a sub-post office, a play ground, and well-laid out roads with transport facilities. Each family will have a garden and sufficient water-supply. A suitable local or cottage industry in the area will be developed or encouraged to provide work and income for the people.

This is a boon after years of neglect to the majority of our poor landless people who live below the poverty line. They can now become the proud owners of a piece of land, a house and other comforts.

This silent **revolution**, which is a living force, calls for active participation by the people. The state cannot do

everything. It needs the leadership of the youth at the village level. The new villages could be further developed through self-help.

In Sri Lanka, the family is a closely-knit unit. From the family, the unity spreads into the village, district and the nation if every home is happy and **contented**, the Nation becomes prosperous and there will be total peace and **harmony** in the country. This, in short, is the ideal of the village Re-awakening Movement.

| | |
|------------|----------------------|
| Keen | — earnest; anxious |
| Central | — important |
| Revolution | — swift changes |
| Contented | — satisfied |
| Harmony | — pleasant agreement |

IMAGINE YOU ARE THE SECRETARY OF THE SENIOR STUDENTS' LITERARY UNION. WRITE OUT A NOTICE FOR THE NOTICE BOARD SUMMONING ALL MEMBERS FOR A SPECIAL MEETING. STATE WHEN AND WHERE THE MEETING WILL BE HELD AND WHO WILL ADDRESS IT AND THE SUBJECT ON WHICH THE SPEAKER WILL SPEAK

NAVA GAMA M.M.V.

SENIOR STUDENTS' LITERARY UNION

TO ALL MEMBERS:

1. A Special Meeting of the Union will be held on Friday, March 4, 1988 commencing at 3-40 p.m. at the Main Hall presided over by the Principal.
2. Dr. A. B. Carlson of the English Speaking Union will address the members on "The Role of English in the Third World".

3. All members are cordially invited.
4. Members of the Public are also welcome.

Thank You,

Nava Gama M. M. V.,
Senior Students' Literary Union.
February 26, 1988.

R. Sankar
Hony. Secretary

WRITE THE MINUTES OF THE SPECIAL MEETING HELD ON MARCH 4, 1988 TO BE READ AT THE NEXT MEETING OF THE UNION. MAKE MENTION OF THE FOLLOWING IN YOUR MINUTES:

- (a) On what aspects of English Dr. Carlson spoke
- (b) Who made the welcome address.
- (c) The discussion that followed the talk.
- (d) Who proposed the vote of thanks.

A Special Meeting of the Senior Literary Union was held on Friday 4, 1988 at 3-45 p. m. in the School Hall presided over by the Principal.

The meeting was held to listen to Dr. A. B. Carlson of the English Speaking Union on "The Role of English in the Third World."

The address of welcome was made by the Student Chairman of the Union.

Dr. Carlson, in his speech, made a strong plea for learning English as a library language and as a language for communication

A lively discussion followed the talk and Dr. Carlson answered every question put to him and cleared the many doubts of the members.

A vote of thanks was given by the Secretary of the Union and the meeting came to a close by 5.30 p. m.

R. Sankar
Hony. Secretary.

| | | |
|-------------------|---|---|
| Commencing | — | beginning |
| Cordially | — | warmly; sincerely |
| Plea | — | appeal |
| Lively discussion | — | active talk or debate |
| Hony—(Honorary) | — | work for which no salary is paid but has honour |

THE YOUTH CLUB OF YOUR AREA OF WHICH YOU ARE A MEMBER PLANS TO REORGANISE ITS LIBRARY. IT APPOINTS A SPECIAL COMMITTEE FOR THIS PURPOSE. THE SPECIAL COMMITTEE SEEKS THE VIEWS OF THE MEMBERS. SUBMIT YOUR VIEWS AND PROPOSALS IN WRITING

I have the following suggestions for your consideration for reorganising the library of the Youth Club.

1. The main problem of the club, it is said, is finance. Without funds no work or reorganisation is possible. When it comes to the club's library, much money is needed. Hence, I suggest a Benefit Show to raise funds for the purchase of books, cup-boards, shelves and almirahs.
2. The Club may also apply to the Local Government for a grant. There are also voluntary aid-giving agencies which might help the club with books or finance or both.
3. A full-time librarian is very necessary if the library were to serve its purpose. Hence, a full-time librarian must be appointed early.
4. The library must be kept open daily, even during week-ends from 8 a. m. to 5 p. m.

5. More books and magazines suitable for school children must be provided.
6. There must be a permanent committee with the librarian in it for attending to all matters connected with the library, like buying books, etc.
7. The use of the library and its facilities must be confined to the members only.
8. All important notices and titles of books bought from time to time must appear on the notice board.
9. The library should subscribe to at least two dailies in the national language. An English Daily is more than enough.
10. The lending of books must be regulated. Those who do not return books on the due date or damage them must be fined.

I trust that my suggestions will merit your careful consideration. Thank you.

F. F. Guru

| | |
|-------------|-------------------------------------|
| Suggestions | — proposals |
| Voluntary | — to act out of one's own free will |
| Agencies | — sources that help others |
| Confined | — limited to |
| Regulated | — controlled |

THE CHARACTERISTICS OF A GOOD CITIZEN — HIS RIGHTS AND DUTIES

A good citizen is one who will not harm anyone — man or beast. He loves all. He is ever ready to help the poor, the fallen and the weak. He is upright, truthful, humble, unselfish and god-fearing. He respects all. He respects and obeys the laws and customs of his land. He feels proud of all the good things in his country. He brings honour to his home, his parents and to his community by his right conduct. He spurns false values, power and position. He is

prepared to undergo any hardship or to make some sacrifice for the general welfare of all. He keeps himself aloof from the madding crowd that is all the time busy planning and acting for self-advancement. He is highly principled and will not sacrifice his principles for self-glory.

A good citizen is **conscious** of his rights while he is equally conscious of his duties and responsibilities to his home, to his place of work and to his community and country. He is one who believes that one has no right to one's rights without doing one's duties or fulfilling one's obligations. His duties are as sacred to him as his rights. Rights always imply duties. It is the prime duty of a citizen to be loyal to the State. He must not **violate** the laws of his land. In times of an emergency or national crisis, a good citizen stands by his country and government. In a country where many races live, a citizen of the majority group must not **trample** the rights of the minority group. He must not say or do anything that would damage another group. A good citizen believes in **co-existence**. He works for unity in diversity. He is above factional and sectional politics. In short, he will not do or say anything that he will not like if said or done to him or his group. He considers that it is his duty not to harm anyone.

The rights of a good citizen are many. These are his by virtue of his birth in a country. He has the right to good life. He has the freedom to think, speak and write as his conscience tells him. He is free to follow any faith. He has the right to education and to claim all the benefits from the State. His home is his castle. In a democracy, he has the right to vote and to choose a government that he thinks is best. "The Government of the people, for the people and by the people" comes into being out of the rights of citizens.

In brief, a **wholesome** personality is the main feature of a good citizen. Such a one dares to do the right, enjoys his many rights and never shirks his duties.

| | | |
|--------------|---|-----------------------------|
| Spurns | — | treats with scorn; contempt |
| Aloof | — | at a distance |
| Conscious | — | aware of |
| Violate | — | treat with no respect |
| Trample | — | to crush |
| Co-existence | — | living together |
| Wholesome | — | healthy |

HOW I WOULD USE THE MONEY THAT I WOULD WIN AS THE FIRST PRIZE IN A GRAND NATIONAL LOTTERY

The first prize in a grand national lottery! That would be a **fabulous** sum of a few million rupees! It is won by one out of millions of people! It is a real pot of gold! If I got it, I would, by God, definitely set apart half of it for public charity. It would go to wipe off the tears of the poor in my community. I would give away a **sizeable** sum to a well-run **orphanage** or to a Home for the poor and the aged. I would donate reasonable sums to my school and to the local temple to be spent on their development.

I would have exactly half of it with me to be spent on my family which is poor. My father is a poor farmer. I have three brothers and three sisters. They are idling at home. They are not good in their studies. They need some work. Although my father is a farmer, he has no land of his own to cultivate. He is at the moment a **tenant** cultivator. We do not have a decent house. Our house now is a small hut. Therefore, a lot of money is needed for the **rehabilitation** of my own family.

My first act would be to buy a few acres of fertile, cultivable land in my district. It would be made a model farm under the direction of my father. My brothers and sisters would work here. I would plant an acre with all types of fruit trees like mangoes, oranges, lime, and jak. It would be a real orchard that would give us a steady income. I would also have a big garden of two acres wherein I would grow both food and cash crops. I would also start a dairy and

a poultry farm. The dairy would have about five milking cows and the poultry would have over a hundred birds. Both the dairy and the poultry would be money-spinners. My farm would be mechanised. I would buy a mini-tractor, one or two electric water pumps and an electric sprayer. I would ensure that there is enough water for all the crops. If the need arises, I would sink one or two tube wells. My farm would have electricity. I would use the latest scientific methods of cultivation and pest control. Every cent spent on my farm would be a safe investment. It would bring me good returns and my monthly income would be a few thousands of rupees which I could again re-invest.

I would also put up a house or two on the farm for my family. I would also start a retail grocery selling things at fair prices. One of my brothers could run it.

However much Fortune might smile on me, I would not change my life sayle. My family and I would continue to be simple and humble, human and humane, without becoming slaves to ease and luxury. We would continue to toil and pray like the proverbial 'Miller of the Dee' without envying any and without earning the envy of others, always helping the poor and all worthy causes as best as we could.

| | |
|----------------|---|
| Rehabilitation | — to restore to normal level |
| Fabulous | — impossible to believe |
| Sizeable | — large in size |
| Orphanage | — a home for children without parents |
| Tenant | — a person who pays rent for using a land |
| Ensure | — to make certain |
| Investment | — using money to get a profit |
| Humane | — showing the best qualities of man, |
| Proverbial | — known to all ; familiar |

A RUINED CITY IN SRI LANKA

Sri Lanka has a number of ruined cities at Anuradhapura, Polonnaruwa, Sigiriya, Dambadeniya, and Yapahuwa. The most important of these is Anuradhapura, which was the capital of our Kings for more than a thousand years. It was a **flourishing** city even before Rome was founded. In the days of its glory, the city of Anuradhapura was strongly **fortified**. The inner city had a **rampart** all around it. The King's palace was in the inner city. During the reign of King Devanampiya Tissa, it became famous as the centre of Buddhism. It had a number of viharas and dagobas. It had some very important religious buildings like Thupurama, the Ruwanveli Seya, the Brazen Palace and the Isurumuniya Vihara. Perhaps, the most interesting thing at Anuradhapura is the Sacred Bo-tree, the oldest historical tree in Sri Lanka. It is said to have grown from a **sapling** from the Bo-tree at Buddah Gaya in Northern India. It was brought to Sri Lanka by Emperor Asoka's daughter, Sanghamitta over twenty-two centuries ago.

A visit to the ruins of this great city will convince the visitor that ancient Anuradhapura was a mighty city of large parks and gardens that a modern city in any part of the world could not boast of!

This great city is now in ruins. It reveals our proud past. It bears **testimony** to the truth that the handi-work of man, however great and wonderful it may be, does not last long. Time deals very roughly with it. This ancient city was invaded by South India a number of times. It was finally **abandoned** by the Sinhala Kings; as years rolled on, the forest covered it and it became a ruined city. It is now a centre of our lost **heritage** and serves as a place of tourist attraction. The ruins are now well-preserved. This city forms part of the cultural triangle. Everything possible is done to preserve the ancient ruins to reveal to all its ancient glory.

Flourishing — prospering; to do well

Fortified — made strong

- Rampart — A wall built around to protect ; for defence
 Sapling — a young tree
 Testimony — proof
 Abandoned — given up
 Heritage — that which comes to man by right of birth ; got from one's ancestors.

THE VALUE OF SCOUTING

Scouting is an international movement **established** a century ago by a great Englishman, Lord Baden Powell. This movement was established with the idea of training the young to become perfect citizens. The motto of this movement is "Be prepared", which means that every scout must be ready at all times to do his very best to those who require his assistance. Today there are over a million scouts in more than sixty countries of the world.

Almost every college and school has its scout troop. A boy who becomes a scout receives a training which **moulds** him into an ideal citizen. It also gives him a training to lead an **exemplary** life.

A Boy Scout must obey all the scout laws. These laws teach and train him to love and serve and to be loyal to all. He is taught to be kind and considerate to all living beings. The training he receives enables him to face life bravely. He is taught to do at least one kind deed every day. A true scout is clean in his thoughts, words and deeds. He is always cheerful.

A Boy Scout learns many useful things. He knows how to put up and take down a tent, how to cook a simple meal and how to read and understand the use of a map. He also learns many useful hobbies which keep him occupied in his leisure hours. He is trained to row a boat, to swim a river and to walk long distances. He also knows how to treat an injured person or animal. He is ever ready to contribute his

share to the development of his community and country. He is patriotic and therefore takes pride to work for his country's welfare.

An ideal scout is no fanatic. He is broad-minded and large-hearted. He is free from all kinds of pride and prejudice. He is not a religious hot head. He does not differentiate people on grounds of their race or religion. He considers the world as one big community and all its people as his friends.

Scouting, therefore, is a valuable movement that can bring the world closer together. It aims at unity in diversity. It knows no caste or creed; colour or race. It has all the possibilities for creating an international brotherhood that believes in service to all.

- Established — founded
- Moulds — shapes
- Exemplary — serving as a model
- Patriotic — showing great love for one's country
- Prejudice — dislike; bias
- Differentiate — to show difference between

MY FAVOURITE T. V. PROGRAMME

I have not one but two or three favourite T. V. items, all equally interesting and fascinating. They are the tele-dramas, the up-date, the Date line and the Quiz competitions. Of course, there are other interesting ones ranging from recitals, dancing to movies, both local and foreign. But I have neither the time nor the inclination for most of them. They are, perhaps, good for people to spend their time amusingly if they have nothing else to do.

For a student, time is precious—particularly the hours from 5 p. m. to 10 or 11 p. m. which coincides with the telecast hours. This time is meant for study and doing one's class or school work. Hence, I cannot be watching all the T. V. programmes

I have to pick and choose the best to suit my taste and interest and also to enrich my knowledge with no loss to my study-time.

My number one favourite is the tele-drama. Most of the actors play their roles naturally. The story, the background and the plot of most tele-dramas are real and true to life and society of our times. Every tele-drama is based on a social religious or cultural theme.

It brings out forcefully the passions, delights, likes, dislikes, pride, prejudice, snobbishness, superstitions, the envy and cunning shrewdness of our people—both urban and rural ; the educated and the uneducated ; the rich and the poor. Every tele-drama is an ideal medium of education.

The Up-date and the Date-line are two items that are quite informative and revealing. I think no student should miss them. They serve to enlighten and enrich our general knowledge. They bring to us all the important happenings of the world in a nut-shell. They help to focus our attention to many world problems of our times. The 'Up-date', true to its title, updates our knowledge. So is the Date-line in which we see and listen to the views and opinions of famous personalities and experts in the field of education, medi-care, science, food and nutrition and many others. The Quiz contests are lively and educative and benefit all students.

My favourite programmes are highly educative and stimulating and above all quite entertaining.

| | | |
|--------------|---|------------------------------|
| Recitals | — | musical performances |
| Movies | — | motion pictures ; the cinema |
| Inclination | — | a leaning ; a desire |
| Coincides | — | happens at the same time |
| Theme | — | a subject or topic |
| Snobbishness | — | false values |
| Shrewdness | — | sharpness |
| Focus | — | to direct pointedly |

YOU ARE BEFORE A SELECTION BOARD FACING AN INTERVIEW IN CONNECTION WITH YOUR APPLICATION FOR A CLERK'S JOB IN A BANK. WRITE OUT THE CONVERSATION BETWEEN THE SELECTION BOARD AND YOU. USE NO. 1 FOR YOU ; NO. 2 FOR THE CHAIRMAN OF THE BOARD AND NO. 3 FOR A MEMBER OF THE BOARD.

1. Good Morning, Sirs.
2. Good Morning. Take your seat.
1. Thank you, Sir.
2. Your name please?
1. I'm Ranjit Kumar Mohan.
2. What are you doing now?
1. I'm following a course in Accounts in a private institution in the city.
3. Are you studying for a specific examination in view?
1. Yes Sir, I propose to sit the examination of the Institute of Book-keepers, London.
3. Where did you receive your secondary education?
1. At Low-Valley M. M. V. at Highland street.
2. For how long were you there?
1. For nearly ten years ; in fact, I had my entire schooling there from Grade one to the O' Level.
2. When did you get through the O' Level? And your O' Level certificate — can I see it ?
1. I got through the O' Level in December last and here's the certified copy of my results from the principal of my School.
2. (While reading) Oh, you have six distinctions and two credit passes ! That's fine ! Why didn't you continue your studies ?

1. Well Sir, my home conditions are not quite rosy. I must do something to help my parents.

3. Why do you like to join a Bank? Why not you try some other job under government?

1. I like a Banking career; prospects in a Bank today are more attractive than elsewhere.

2. Don't you think that a Bank clerk has to work harder and sometimes longer hours too?

1. I don't mind it, Sir. The prospects are attractive. I can do the Banker's Diploma and if I get through it, it will be rewarding.

2. I'm happy to hear that and a boy like you can very well get through it. By the way, how old are you? And your testimonial from your School Head ... Have you got it?

1. I'm 18 now; here's my birth certificate and my testimonial.

3. What's your hobby?

1. Home-Gardening and Reading.

3. Reading.....well, what's the latest book you've read?

1. It's a collection of Folk Tales of Sri Lanka.

2. Your principal writes that you have an aptitude for a technical job. Don't you think that as a clerk in a Bank, your talents will go waste?

1. Perhaps, Sir, my Principal thought so since I got distinction passes in Mathematics and Science. As for me, a career in a Bank is as good as anything else. I like to work in a Bank if I could get in. Its also technical in a sense, Sir.

3. Do you have a credit or a distinction in English?

1. A Credit pass, Sir

27 Thank you, young man, we shall soon let you know of your chances.

1. Thank you so much.

Testimonial — A certificate or statement of person's merits.

Get through — pass

Prospects — to expect or hope for better income, rewards or promotions.

A VERY GOOD FRIEND OF YOUR FATHER FROM COLOMBO IS HOLIDAYING WITH YOU AT HOME. HE MEETS YOU FOR THE FIRST TIME AND SPEAKS TO YOU.

HE ASKS YOU THE FOLLOWING QUESTIONS.

WRITE THE ANSWERS YOU WILL GIVE HIM IN THE SAME STYLE AS YOU WILL SPEAK TO HIM.

Questions: I What do you propose to do after your "O" Level?

Reply :

II Why don't you continue your studies and enter a university? Don't you like to be a doctor or an engineer or an accountant? Surely your daddy would like you to enter a profession.

Reply :

III Do you think that you could earn enough as a technician or as a mechanic?

Reply :

IV What's the institution in this country that could give you a really good training in

your line of work ? Surely, you must consider all that !

Reply :

V What you say is quite convincing. I'm sure you will be great.

Good Luck and Best Wishes.

- I Well, Uncle, I have already made up my mind on it; after my O. L. I hope to prepare myself for a trade or a vocational job. I like to be a technician where I can use my skills and be a free man. I want to be my own boss. I hate to be tied to a routine or be a kind of a **jack in the office** or something more mechanical like a robot.
- II Oh, no more schooling and reading texts and writing examinations like the poor millions now doing it! That won't suit me; the university education does not attract me; that's I think, is another cram shop; a Degree Mill as some call it. Medicine is not after my heart; engineering is too expensive and doesn't carry one far. Most engineers today are poor clerks or supervisors. There is no **scope** to use their talents; and accountants well, very soon they will become **redundant** with all sorts of electronic computers and calculators coming in to take their place. So, I like to prepare for a job where I can even set the **faulty** computers right! That is a part of a good technician's job. Of course, my father, like all fathers, would love to see me in a learned profession but I am not made for it; that's a pity
- III Oh, you are worried about a good income! One needn't doubt it! A **competent** technician — or a mechanic as you call him — could earn as much as a professional if not more! When I say I want to be a technician, I mean equipping me with all the skills and knowledge of most machines

people use from a wrist watch up to all electrical and electronic **gadgets**. I do not wish to be the poor mechanic about the place who does a tinkering here and there and does some **miracle** by trial and error methods. I want to be a master of my game. Most of our technicians are ill-trained and their knowledge is faulty. When I become one, I won't be that! My work shop will have all modern equipments and detectors and tools and so no job will be difficult for me. I will have much work and enough income. May be, a few intelligent boys and girls will be working with me. I shall train them and also pay them well! Uncle, I shall be an **employer** — a model employer — not an **employee**!

IV That is a problem indeed! The so-called technical or vocational centres here are not that good. Most trainees in our work-shops and factories do not have enough facilities for training. My plan, uncle, is to spend one or two years in some technical or vocational or trade centre or school in Japan, U.K. and West Germany. I would like to be trained in all three countries — a year in each country. I think, I can easily find **access** to these countries if daddy is prepared to send me and spend on me in Japan for one year. Thereafter, he need not spend on me; I can earn and learn and learn and earn. After my training, I come back and set up my own workshop — it would be modern and people will flock to me because my work would be perfect! What do you think about it!

V Thank you, uncle.

| | | |
|----------------------|---|------------------------------------|
| A Jack in the office | — | a petty fussy official |
| Lcope | — | opportunity ; chance |
| Redundant | — | unwanted |
| Faulty | — | defective |
| Compeient | — | having the ability or skill |
| Gadgets | — | convenient devices |
| Miracle | — | a marvellous event |
| Employer | — | a person who gives work for others |
| Employee | — | a person who works for another |
| Access | — | a way of getting to a place |

WHAT IS 'PATRIOTISM' ?

WHO IS 'A PATRIOT' ?

WHAT ARE THE IDEALS OF A PATRIOT ?

WHAT IS THE TRUE CONCEPT OF PATRIOTISM ?

'Patriotism' in plain language means 'love of one's country'. No doubt all of us love our country but that alone does not mean 'Patriotism'. Its attributes are many. Sir Walter Scott sang;

"Breathes there a man with soul so dead,

Who never to himself hath said :

'This is my own, my native land' "

Another English Poet, William Cowper sang, "England, with all thy fault, I love thee still. A Great British Admiral once proclaimed, "England expects every man to do his duty". There are many, many, such utterances by many from many lands revealing their love for their motherland. Another great Englishman, a man of letters once said, "Patriotism is the last refuge of the scoundrel." There is a lot of truth in what he had said too ! Patriotism could be noble ; it could be crude. Patriotism of the noblest kind is natural ; it is similar to one's love for one's mother. The crude type of patriotism is narrow and fanatic in character ; it could harm many and destroy many good things. It is used as a way by some to achieve power and dominance. Perhaps, Dr. Johnson meant this kind of patriotism as 'a refuge of the scoundrel' !

A true patriot feels keenly for the misery and suffering of the people of his motherland. He labours for the honour of his land and people. He is almost like a saint. He forgets the self. He is humble. He does not suffer from a sense of superiority. He refrains from all acts that harm others. He has no hatred ; he is no fanatic. He loves all races and religions. In short, he loves all ; serves all ; and sacrifices a lot for the good of his country and people.

The world has seen an illustrious line of patriots in many lands. Abraham Lincoln of the United States, The Mahatma and Shri Nehru of India, Sir Winston Churchill of the United

Kingdom, Our own Rt. Hon. D. S. Senanayake, The Ponnambalam Brothers — Sir P. Ramanathan and Sir P. Arunachalam — had been in every sense true patriots of their lands. On the other hand, there are false patriots. They are not sincere. They are selfish and power-hungry. They trade on patriotism. They proclaim their so-called love for their country to come into the **lime-light**. Once they gain power and position, they forget their mission; they mislead the masses and betray the nation. Such patriots are traitors; they have no sense of truth or justice. A time comes when they are **founded out**. Hitlers and Mussolinis belonged to this group. They considered their own races and cultures as supreme. They waged wars against other nations. The result was ruin and disaster to humanity. True Patriotism does not interfere with other races or nationalities or countries.

The concept of patriotism today has changed. It is not confined to a community or to a country. It embraces the entire world community. 'The world is my country and all in it are my kinsmen' is a well-known thought of an ancient Tamil Poet. He thought like Angels and Gods, of mankind; he delighted in serving 'for the greatest good of the greatest number'. It was a **lofty** ideal. The Bard of Bengal, Poet Rabindranath Tagore, in his 'Gitanjali' sang of a world where the mind is free and the head is held high; where reason and not passion ruled and where the world is not broken up into narrow domestic walls.

In short, patriotism today aims at the **concept** of 'One World and one Ideal' trying to find unity in diversity. It seeks to abolish war, misery and **bondage**; it works to achieve peace and plenty. It seeks to brighten up the lives of all the millions on earth. That, indeed, is 'True Patriotism'.

- Attributes: — symbols or qualities
- Proclaimed: — made known
- Utterances: — expressions

| | | |
|---------------|---|----------------------------------|
| Crude : | — | rough ; not refined |
| Scoundrel : | — | a wicked man |
| Dominance : | — | control |
| Fanatic : | — | one who has unreasonable beliefs |
| Superiority : | — | high or excellent feeling |
| Illustrious : | — | well-known |
| Lite-Light : | — | to gain public fame |
| Hounded Out : | — | Chased out of power |
| Lofty : | — | very high |
| Concept : | — | idea |
| Bondage : | — | Slavery |

THE CONQUEST OF SPACE OR SPACE TRAVEL — IS IT NECESSARY ?

WHY DO SOME ARGUE AGAINST THE CONQUEST OF SPACE ?

The Conquest of Space is the greatest boast of the century. This had been a dream ever since Columbus and Vasco Da Gama and other great explorers set out to find new lands. With the rapid advancement of science and technology, this dream has now become a reality. The horizon of man's reach has extended to unknown frontiers. Astronauts have already landed on the Moon and have returned to the earth safely.

The Soviet Union made the first step in this direction by sending a Sputnik on the Fourth of October, 1967 to the moon. Russia again **stunned** the world by sending the now famous Vostok I, a space ship with Major Yuri Gagarin into outer space. This achievement of the Soviet Union spurred the Americans. They did not want to be **belittled**. The technical and scientific wizards of the United States worked overtime. They succeeded in sending a cosmonaut, Alan Shepherd into space and made his safe re-entry to earth possible. Finally on the 21st July, 1969, America created history by landing its men Neil Armstrong and Edwin Aldrin on the Moon. The

Soviet Union was thus pushed behind in the race of **supremacy** in space. Flying Laboratories are now sent into space to gather more information on the upper layers of the atmosphere. Satellite communication, a direct result of space conquest, has brought about a revolution in world communication. The World has now become 'one big geographical village.' Plans are now **afoot** to go into Mars and beyond! It is likely that towards the beginning of the next century, there would be regular travel from the earth to other planets. Perhaps the **Earthlings** would settle on other planets and many more wonders would be enacted!

But there is also a school thought that feels bitter and opposes the mad **craze** towards space. They feel that it is foolish and futile to spend precious billions on this mission when one half of mankind in this Garden of Eden - The Earth - lives in fear, want and misery. The stronger nations are trying to control and **throttle** the weaker nations; one nation is trying to gain supremacy over another. Already the Soviet Nation, which until yester-year was on equal footing with the United States has been broken up into smaller states. Its might has been effectively reduced. Eastern Europe has gone to bits; Asia and Africa face many problems; millions starve; millions die; millions are uncertain of a bright future. There is no doubt, a lot of truth, in opposing the Space programme. It appears foolish to conquer space when rich nations have not learnt to live in peace and unity enjoying the fruits of Mother Earth. If only these nations could divert their attention to brighten up the lives of the suppressed, oppressed, hungry millions on earth and to reclaim the hot and cold deserts on this planet of ours, mankind would find some **justification** for their **greed** for power in Outer Space. It is only after the entire humanity on Earth is happy and **contented**, must we think of the conquest of space. But the wealthy and the mighty will not listen! There is no **virtue** in extending kingdoms or in amassing wealth and power at the expense of

suffering humanity. The argument against Space conquest is real; it cannot be ignored !

| | | |
|-----------------|---|--|
| Stunned : | — | shocked |
| Belittled | — | to be made small |
| Supremacy : | — | to be above others |
| Afoot : | — | being made |
| Earthlings : | — | people living on the earth ; worldlings. |
| Craze : | — | a mad desire |
| Throttle : | — | crush or squeeze |
| Justification : | — | good reason |
| Greed : | — | a great desire |
| Contented : | — | satisfied |
| Virtue : | — | goodness or excellence |

“ WE LIVE IN DEEDS ; NOT YEARS ”

Almost all like to live long years with health and wealth abounding. A long lease of life on earth is a thing that many do not get. Thousands die in the prime of life; and thousands more live long years enjoying or suffering as destined to them. The moment such people die, they fade away; as days roll by, even their kith and kin forget them. Nothing remains of them. But in the case of some whether they live long or not, their glory is always sung. They continue to live in the hearts of men. They are people like a Gandhi or a Lincoln and a host of others who while they lived, lived for others. What they lived for and what they did to the greater happiness of mankind can still be seen. Their deeds have **elevated, ennobled**, enlightened and enriched the human race. It is no wonder, therefore, that they are still remembered, honoured, admired and followed. They are dead but they live in their deeds. Poet H. W. Longfellow sings of them as follows :

“ Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints of the sands of time.”

It is not 'Thoughts' or 'Words' that is important ; it must be backed by noble 'Deeds'. 'Thoughts' are stagnant ; it must flow into 'Words'. But 'words' alone are of no practical use. It is just sterile. For 'thoughts' and 'words' to become virile, they must result in 'deeds'. A person who does good deeds need not necessarily have a long span of life on earth. If he has it, it would be a great boon to mankind. But that is not always possible. With their demise, they are not forgotten ; they continue to live in our grateful hearts and fragrant memories. They leave the world a better place to live in than they found it when they came into it. The world is what it is today because of their noble deeds to brighten up our lives.

"Deeds, not words shall speak me" said John Fletcher, a sixteenth century Poet. How true ! Therefore, we must do all the good we can ; at all the times we can ; to all the people we can and as long as we can. Right now a Great Nun of Charity is doing this inspite of her old age and ailing health in Calcutta serving the destitutes, Mother Theresa. Her deeds are so wonderful by the unfortunates that she would continue to live even after she exits from this earth. The good and the noble never die ; after death, they smell the sweetest and blossom in the dust. Verily, we live in deeds ; not years.

Those who are wicked and vile, crude and selfish and boastful of their power, position and wealth die a thousand times ; none mourn their loss ; when they die, they disappear like the tail of a snake. Everything about them is instantly forgotten. The world feels a happier spot without them. All their deeds are misdeeds ; they stink. It is not so with those who while they lived, loved and served all with a rare charm and grace.

- Kith and kin — relatives ; near and dear ones.
 Elevated — to be raised
 Ennobled — to become great and respected

| | |
|------------|---------------------------------|
| Stagnant | — not flowing |
| Strile | — not to be productive ; barren |
| Virile | — strong and active |
| Span | — the space of time |
| Demise | — death |
| Fragrant | — sweet - smelling |
| Ailing | — to be sick and weak |
| Destitutes | — the helpless poor |
| Blossom | — to flower |
| Verily | — truly |

**WHAT IS MEANT BY 'ENVIRONMENTAL POLLUTION ?
WHO OR WHAT ARE THE CAUSES ?
WHAT ARE YOUR SUGGESTIONS FOR A HEALTHY
ENVIRONMENT ?**

Today everyone speaks of the environment and its preservation from pollution. A lot is being written and a lot more is spoken on this subject. Conferences world-wide are being held from time to time. Governments everywhere are working hard to protect the environment. Experts on environment say that our future would be bleak if timely action is not taken to keep our environment pure.

In an era that is now past, man used only the natural resources with care and respect. He avoided waste. What man then used to satisfy his many needs did not come back as poison to pollute his environment. He remained true to nature ; he never used artificial or synthetic stuff that we use now at home, in the garden or field or anywhere. Then, there were no big cities or numerous factories making the air smoky or giving out deadly gases. Our water-ways, then, were not dirty or clogged ; there were more trees and open spaces than we have now. There was no noise. The weather-cycle was regular. The sun and shower kept him healthy. Today, the entire life and living have changed. We do not get enough

rain; a lot of trees have been cut down; forests have been destroyed without any thought; all kinds of factories have come up everywhere without any plan or thought to the health of the people. Noise and sound pollution is all over. Even the rural areas have now become polluted with smoke, gas, dust and noise. The use of artificial manure and pesticides of all kinds indirectly affect the health of the people.

The Number One Enemy of a healthy environment is Man, the human race to which he belongs. In the name of development, ease and luxury, he has no regard for Nature or its blessings like trees, water and air. He cuts down trees indiscriminately; he damages the natural fertility of the soil by using deadly chemicals in his greed for bigger yield and profit. He lets the industrial waste to flow into our rivers and seas affecting marine life. He indulges in excessive smoking, drinking and in the use of deadly drugs. His social habits too have become his killers in the form diseases like Aids.

We humans say that we are intelligent. Hence, we must learn to live well in this Paradise. Governments and other bodies must get together, plan and act effectively. All practices that are injurious to our health and environment must be avoided. As a first step, we must not raise our hands against trees; we must not fell them wantonly. Trees are our greens; our shade. They attract clouds; clouds bring rain. Rains give us water for all our needs and cool us when the weather becomes hot. Forests must not be destroyed; that upsets our eco-system. We must plant trees, more and more of them, every year. Forest reserves must be created and preserved. The trees we plant live long after we are gone blessing the generations to come. We must not burn anything. All unwanted things and refuse must be buried. Smoking and smoke pollutes the atmosphere. We must refrain from making excessive noise; it affects our cool, shatters our nerves and upsets our quiet life. We must keep our water-ways clean and pure. We must use the natural, green manure in our food cultivation. It enriches

the soil and keeps away all the plant pests. The use of insecticides must be stopped. Synthetic manure and agro-chemicals are injurious to our soil and our health. We must not damage our shore-lines, coral reefs and mangroves. They are vital to aquatic life and to check sea erosion. These are some of the very urgent measures we should take to preserve our environment to help us and our future generations to live well. Above all, we must learn to lead simple lives in the Nature's way as our forefathers did.

Mere lip-service and pious resolutions alone will not help us. Young and old, all as one man, with resolve must act and ensure the well-being of mankind now and for ever.

| | | |
|------------------|---|---|
| Preservation | — | act of safe guarding or preserving |
| Clogged | — | to prevent easy flow |
| Pesticides | — | Chemicals used to kill plant pests. |
| Indiscriminately | — | without any care |
| Marine | — | Sea |
| Wantonly | — | Serving no purpose ; wilful |
| Refrain | — | keep away from |
| Excessive | — | too much |
| Synthetic | — | artificial productions |
| Mangroves | — | trees and shrubs growing in wet places. |
| Lip-service | — | not sincere promises or words |

THE WORLD A HUNDRED YEARS HENCE !

The future a century hence, holds a lot of fascination. At the rate new inventions are coming in, one after another, it would be a fantastic world! It would be as fantastic as the world of today is to those who died a century ago. If the dead were to return alive to the world of today, they would be stunned to see us with our T. V. sets, air-conditioners and a host of other things in our homes. If they were told of the space conquest, Moon-landing, heart transplant surgery and the satellite communication device, their hearts would stop beating and perhaps, they would die again! These would be shocking marvels to them; but not to us.

Similarly, many such miracles and wonders are in store for mankind in every sphere of life a century hence! It would be a near perfect or perfect world. It would help all the perfect people to live perfectly well. All the imperfect persons would be silenced or it would spur them on to try to be perfect at home and in the community.

The scientists of the future of the super-electronic age would perfect a variety of Super Electronic, Remote or Deep sensing machines that could reveal, measure and detect all kinds of human qualities, actions, attainments and guilt. In other words, they would be doing all the work done today by ordinary mortals, intellectuals, professionals and jurists.

Our schools and universities of the future would only teach or be centres of research. They would cease to test or examine for the award of certificates, diplomas and degrees. Students would not face written examinations. They would go through the prescribed work. Once they were sure that they knew everything they needed to know, they would face the Electronic Academic Computer which would measure their knowledge or skill on a given scale and issue a certificate immediately with all their particulars. For instance, an M. A. student of Mathematics could present himself before this machine if he felt sure that he had covered his syllabus of work. The computer would assess him and award a score. If his score were 40 and if another's score were 45, the one with the better score would be selected for a job if both applied for it. In the future, the truly educated and talented would be correctly examined. It is he who would be in the lime-light. It would not as possible in the future for the mediocres to parade as the most accomplished or to steal a march over the superior ones in getting a job or in gaining a promotion. The future would be for the survival of the fittest!

Even elections of Heads of States or people's representatives in the future would be done by Electronic Sensors. Elections would become simple and inexpensive. Voters need not bother; political parties would become meaningless; empty slogans and much-mouthing of this - that - and - the - Moon would cease. The Super-Electronic computer would select the super-ones if they had qualities of **hampdens** and **Lincolns** and the **Mahatmas**. If three came forward to be the Head of State of a country, the computer would indicate the ideal of the three which none could dispute.

Similarly, one suspected or arrested on a criminal charge would be sent before a computer that could sense a person's **conscience**. Anyone who did anything wrong would have a disturbed conscience but he could as offenders now do, deny any knowledge of the guilt. But to the computer no one could play false. Once the computer detects, it decrees the punishment as well. Hence the Palace of Justice and Lawyers of the future would become **obsolete**. In brief, the world a hundred years hence would become a paradise where everyone and everything would be perfect. There would be no square pegs in round holes; merit, honour and virtue would be the hall-mark and those who had it would become the leaders of society. Education would be done in earnest; justice would be justly dispensed; even doctors would be ably assisted by computers to **diagnose** illnesses and to treat the sick correctly. All the super-sensitive, remote-sensing All-powerful Electronic Machines would take the place of Gods and Goddesses and they — the Gods and Goddesses — themselves would bless the dawn of that Rama - Rajya and the Swarna Bhoomi in which everyone and everything would be ideal.

All the above would be a reality if Nuclear wars in the meantime did not ruin the world!

Fantastic — strange; unreal
Stunned — shocked

| | | |
|------------------------------------|-----|--|
| Transplant | — | to plant again |
| Marvels | — | wonders |
| Attainments | — | achievements |
| Guilt | — | a crime or any wrong done |
| Intellectuals | — | people of super mental powers |
| Professionals | — | those who belong to professions |
| Jurists | — | lawyers and judges |
| Lime light | — | to be known to all |
| Accomplished | — | clever ; perfect |
| Hampdens Lincolns, The Mahatmas | } — | those having the qualities of men like these; born leaders of men; outstanding politicians; statesmen |

in their regard
 words
 achievements
 a crime or any thing done
 people of such mental powers
 those who belong to professions
 lawyers and judges
 to be known to all
 clever; useful
 those having the qualities of men
 like them; born leaders of
 men; outstanding excellence;
 statesman

Transition
 Marvels
 Attainments
 Gull
 Intellectual
 Intellectual
 Whits
 Line light
 Accomplished
 Hampden Lincoln
 The Mainman

PRINTERS : *St. Joseph's Catholic Press,
Main Street, Jaffna.*

PUBLISHERS : *Mahaluxmi Press,
Main Street, Jaffna.*