



ECHO

2005

ADVANCED TECHNICAL INSTITUTE JAFFNA

2005 **ECHO** VOICE-V

NDE CIRCLE
DEPARTMENT OF ENGLISH



NDE CIRCLE
Dept. of English

Advanced Technical Institute

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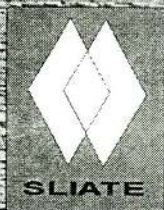


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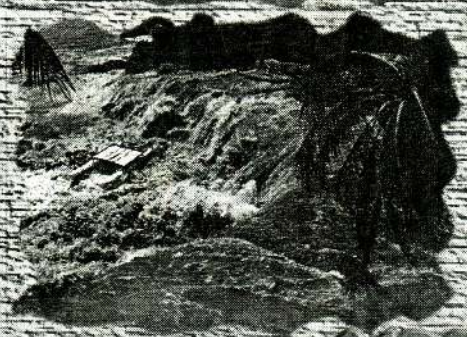
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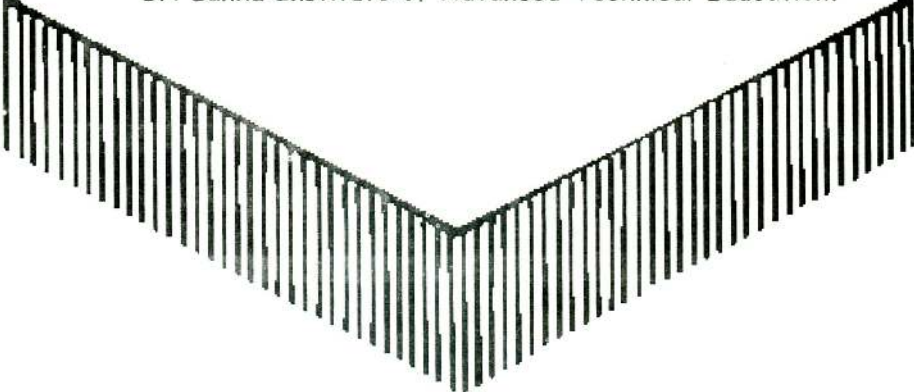

Message from the Director General

I have great pleasure in extending my best wishes on the occasion of the release of **ECHO** (Voice-V) which is published annually as a result of hard work by students and staff of Higher National Diploma in English Course at Advanced Technical Institute, Jaffna.

It displays commitment and interest of students in mastering English which is a world language and stands as a roof depicting their talents and skills in the English. Further I wish to add that just the successful completion of this course will not make you as qualified professionals but good values and healthy attitudes should supplement your present education to make you good qualified professionals in the respective fields.

I take this opportunity to conveying my sincere thanks and good wishes to all students of HND in English, Jaffna, Director and members of academic staff and all those who have contributed to make this event a success. I fervently hope that your activities of this kind will continue in the years to come.

S.M.GOTABAYA JAYARATHNA,
Director General,
Sri Lanka Institute of Advanced Technical Education.





Message from the Deputy Director General

It is with much pleasure that I send my greetings to the students and staff of the *NDE Circle* for their untiring efforts in publishing the annual magazine *ECHO*.

Youths yearn to express their urges, desires, beliefs and expectations in creative forms. The wholesome growth of an individual largely depends on creative art. It is through creative art that one gains a fluent command of a language.

No country could make sufficient headway in the modern world without a sound knowledge of English. It is admitted by all right thinking people that a sound knowledge of English is absolutely necessary if we were to gain access to modern thoughts. *ECHO* does a yeoman service in furthering the study of English.

I wish the *NDE Circle* many more years of useful service in popularising English, the window to world knowledge.

DR. H. L. OBEYASEKARA
DDG (Institutional Affairs)
Sri Lanka Institute of Advanced Technical Education.



Message from the Director of Exams

It is indeed my privilege to send this message on the occasion of the release of the ECHO. As Director of Examinations SLIATE, I wish to felicitate the launch of the magazine.

I have been watching the progress of the HNDE students of Jaffna Advanced Technical Institute. The credit is due to the Director and the English Lecturers who serve at ATI Jaffna.

I am sure that the ECHO will carry articles relevant not only to their discipline but also meeting their larger interests. So once again I congratulate the organizers and funding agencies that helped to bring out this magazine successfully.

R.A.KUMARANAYAKE,
Director of Examination,
Sri Lanka Institute of Advanced Technical
Education.





Message from the Director

I have great pleasure in sending this message to the issue of the magazine ECHO which is being released by the Lecturers and students of HNDE. My congratulations to the organizers for their initiative and drive in organizing the publication of the magazine. This is a commendable effort in which the talents of the HNDE students could be brought to a focus.

I would like to record my special thanks to the students who have ventured to produce a magazine that reflects the hidden potentials and sense of creativity in them.

My best wishes for the success of the venture.

MR. T. RAJARATNAM,
Director,
ATI,
Jaffna.





Message From The Head of English Department

My warmest greetings go to all members of "ECHO" as they are releasing their Fourth Volume of the magazine. Usually "ECHO" comes with articles that are very useful for students who are following their English Diploma courses at the Advanced Technical Institute, University and College of Education.

The articles are very interesting and with timely topics. The "ECHO" is highlighting the articles that are closely related to Sri Lankan Literature. The "ECHO" is now 4 years old and motivating the English stream students to produce their creative writing.

It is very happy to see that the boy "ECHO" is not disheartened even though we are affected by the natural disaster, Tsunami. We are very proud to say that 94% of the NDE students got through in the final Examination in 2004.

MR. V. KARUNANITHI,
Senior Lecturer,
Head, Dept. of English.



EDITORIAL

WON'T WE EVER LEARN?

The last week of December 2004 was eventful. The nation woke up from a deep slumber of ignorance and prejudice that had hindered its progress.

The teachings of the great religions which we had conveniently cast away, assumed importance overnight. We started talking about love and goodwill, brotherhood and unity.

In distant Amparai, a group of Sinhala villagers, who had no means of transport, commenced a trek to a village seven miles away carrying on their heads food and provisions for Tamil people affected by the Tsunami.

It was clear that they were acting on pure human instinct. No one urged them or rather, no one misled them!

It appeared that for the first time in fifty years, we stood as a nation. It was a silver lining on a dark cloud.

But our happiness was short-lived. Within two or three months we were back to square one. Politicians started wrangling about P-TOMS. Once again we hear war drums rolling. The election campaign has started and a lot of heat is likely to be generated. Fanatics will once again fan the flames of hatred. We will be blessed indeed if there is no post-election violence.

Any visitor to this island would tell us that it is beautiful—a second paradise. But what he cannot understand is why the sons of the soil should be fighting a war which nobody can win—why they are blinded by prejudice and unable to realize that mother Lanka has been bleeding long enough!

Fools, they say, learn from their own folly. Wise men learn from the mistakes of others. Won't we ever learn?

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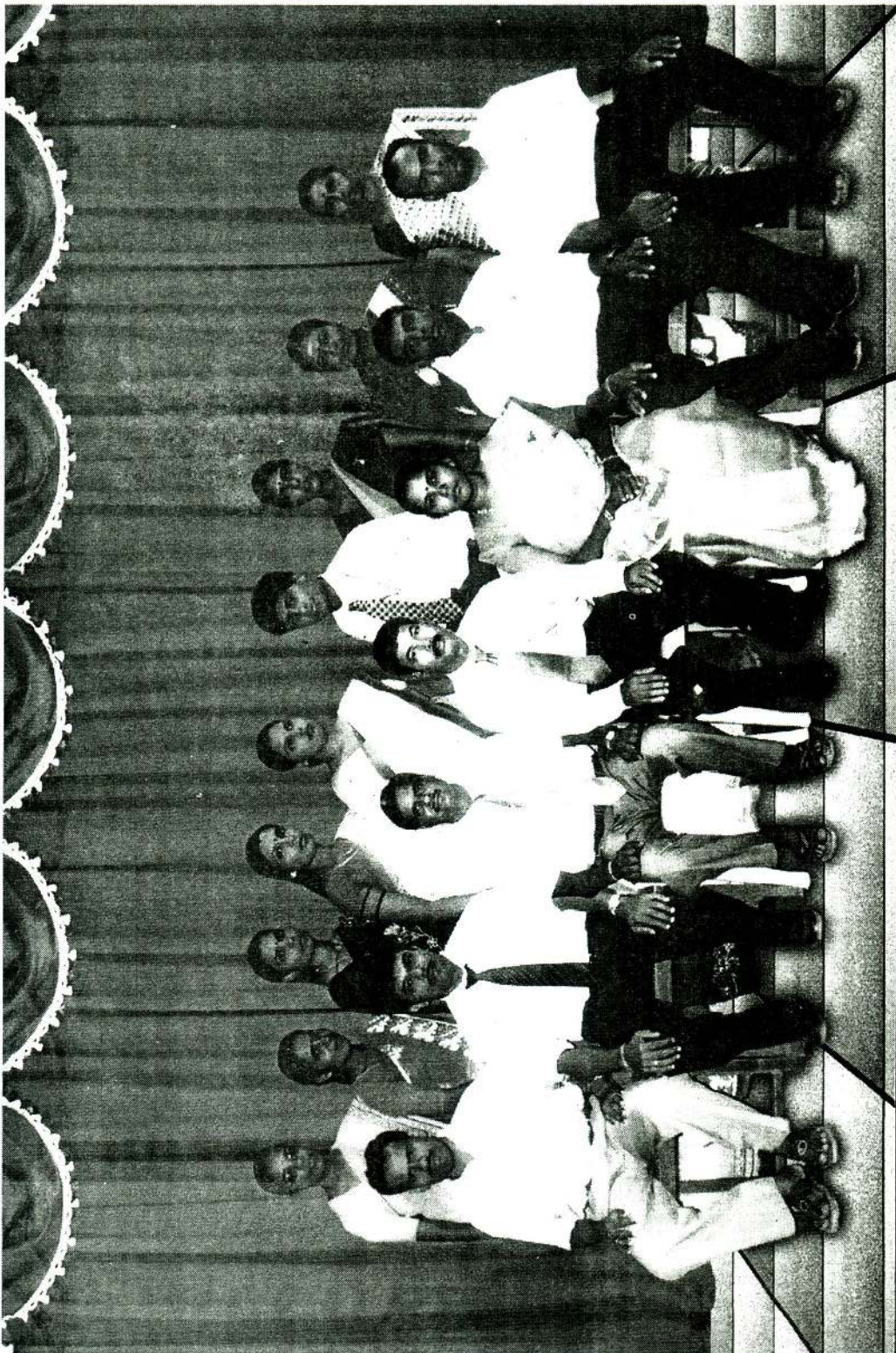


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AGRICULTURAL DEVELOPMENT IN SRI LANKA

Ours is primarily an agricultural country and most of our people are farmers. Their prosperity solely depends on agriculture. Therefore every government since independence has done a lot to improve and to encourage agriculture through major land development, irrigation and colonization schemes.

One of the first and the largest schemes was the Galoya development scheme. It was a multi-purpose scheme. Under this scheme thousands of acres were reclaimed from the jungle and brought under the plough. Thousands of peasant farmers were selected in this area. They were given every assistance to cultivate their lands intensively. Apart from this scheme, several other similar schemes were also started elsewhere particularly in the dry zone area. Many old tanks were repaired to provide sufficient water for purposes of irrigation all the year round.

One of the recent schemes which is also the grandest is the Mahaweli diversion scheme. This is a multi-million rupee project and a multi-purpose one. It is an ambitious scheme and it will take at least 20 years to be completed. This scheme will benefit the entire country. It aims at making Sri Lanka not only self sufficient in food but industrialized as well.

We have already achieved some success in the sphere of agricultural development. The acreage under food cultivation today is three times more than the acreage under cultivation twenty years ago. But we are still dependent on foreign countries for our food requirements. Millions of rupees in hard currency still continue to be spent on food imports. In order to save the much needed foreign exchange for the development of the country in other ways and to make the country reach at least a near self-sufficient level, a more vigorous step was taken in 1965.

Cultivation is quite interesting because the whole family participates in this occupation. We could see whole family members in the fields, especially in the harvesting period; as a rule, women do a good deal of work in the fields with their husbands. The farmers' sons help their fathers in ploughing, sowing, weeding, watering or reaping, which they do according to the seasons. The daughters take midday meals to the fields. The farmers sing at work and never feel tired.

The measures taken by the state in 1965 were directed at the intensive and extensive cultivation of the available lands. Even the resources of the private sector were channelled in. Rich individual and public companies were given crown lands on long lease to open large farms. The peasant farmer, the rural

cultivator and colonist were encouraged to grow more food. They were given loans on easy terms. They were shown how harmful plant pests could be destroyed. They were convinced how these improved methods could increase yields and enhance their profits. They were assured of fair prices for their produce. In these and in many other ways the farmers were induced to grow more food and other subsidiary food crops like chilli, onions and potatoes. The results were surprisingly great. For the first time in the history of the land people consumed locally grown potatoes and grapes. Chilli and onions were produced in plenty to meet eighty percent of the requirements. The acreage under paddy cultivation was doubled and the yield was trebled.

This tempo is still continuing and people are beginning to realize more and more that agriculture alone would lead them to salvation and to the promised land of plenty. Even educated young men and women who find employment under state hard to get, are going back to the land and the government has a special scheme to give land for the educated youth of this country. If the present trend continues, Sri Lanka will once again become "The Granary of the East".

M.SIVAMOHAN
HNDE 1ST YEAR (EVE)

Education polishes good natures, and correcteth bad ones.

WATERFALLS OF SRILANKA

Waterfalls are delightful to watch. The mountains of Sri Lanka abound with waterfalls of exquisite beauty. Sri Lanka is blessed with over one hundred waterfalls. Numbering more than hundred and many of them virtually unknown, hidden away in forest or approached by steps and remote tea plantation tracks some famous waterfalls are Bambarakanda, Diyaluma, Dunhinda st. Clarie, Laxapana falls, Aberdeen, Devon, Rawana, Alupola, Bopath The lovers leap, Manwanella Ella, Bakers falls, Elgin Bridal, Perawella, Ramboda etc.

BAMBARAKANDE

The highest waterfalls in Sri Lanka are at its peak capacity during September and October. It cascades down 263metres like liquid light. It is only four miles away from the Colombo – Bandarawela road in a forest glade, but it is not visited often, though well worth the trip.

DIYALUMA

It is the second highest waterfalls in Sri Lanka. It is only 220 meters it collects its water from the Poonagala oya in the vicinity of koslanda and Wellwaya. Located six miles from Kosland and 13 miles from Wellawaya, its waters originate from the Mahhakande pass in Koslanda. Legend says that Gods, seeing the heart break of a prince whose run away romance ended in the death of his sweetheart whom he had tried haul over the Diyaluma precipice, created this beautiful cascade to weep for ever in the wilderness.

DUNHINDA

It is considered to be one of the most enchanting falls in Sri Lanka and is in close proximity to Badulla town. The water resembles a thin cloud as it cascades 63 m downwards in to a large pool. It is in the Uva highlands in the Veddah country. It is connected with her commoner lover. They leapt from the top of this waterfall pledging their eternal love. The Dunhinda cascades down in a beautiful stream of water which vaporizes as it falls hence it is name.

ST.CLAIRE'S FALL

The widest water fall is in Sri Lanka about 265 feet in high. It is in the hill country. It is a very attractive fall.

LAXAPANA FALLS

It is 377 feet high. Many projects have been mooted around this water fall.

ABEREDEEN FALLS

It is in the Nuwara Eliya district with 98m falls and makes up a section of the Kehelgamuwa River and joins the Maskeli River. The Norton Bridge dam constructed under the Laxapana project has decreased the volume of water in the fall but it continues to cascade except in severe drought conditions. Aberdeen falls to the neighbouring Laxapana falls.

DEVON FALLS

It is 280feet in height and the viewing place for this lovely falls is from the 20th mile post on the Talawakelle – Nawalapittiya road. Devon falls has been in the news in recent months since it is one of the six falls affected by the proposed upper Kotmale hydro power project.

RAWANA FALLS

It is on the Ella – Wellawaya road and visible from the main road. Although the main drop is 30feet in height, a wide falls and the water rush over several steps adding to its beauty. Ravana falls is closely linked in legend with great epic of hero Ramayana, namely Ravana. A popular stop over for travellers, this water falls is in a very picturesque setting of huge mountains and rolling valleys. This is famous resting spot.

ALUPOLA ELLA

This 200 feet high falls is to be found 25km away from Ratnapura in the Wewelwatte village.

BOPATH ELLA

The Bopath falls, a 30metre falls which descends in three cascades in the shape of a Bo leaf, is a spectacular sight. It is one of the favourite picnic spot of Sri Lankan due to its proximity to the city of Colombo. It is an ideal location for a day trip though one has to be careful about somewhat treacherous nature of the fall. The water from the fall irrigates the paddy fields.

BAUERS FALL

The Bauer's falls in the Horton plains gets its water from the Belihul Oya. It is close to world's end. The ice waters glisten in the sun shine amid a backdrop of mountain terrain and deep valleys and the path it traverses give it contrast.

THE LOVERS' LEAP

The 100feet high lovers' leap begins its journey as a fountain at the Southern slope of Sri Lanka's highest mountain Pidurutalagala. The falls can be seen from the town Nuwara Eliya.

MAWANELLA ELLA

It is 35km from Nuwara Eliya towards Udopusallawa and another 13km towards the Napola gap, and then we will find Mawanella Ella in the Lunuwatta village.

BERUWATTA FALLS

It is a 50m high fall. It is in Ratnapura. At the base of the fall is a rock that offers a perfect seat for quiet contemplation and also a pool known as the Beruwatte villa, from where two brooks converge to flow in to the Weveldola stream.

GOXIN FALL

It is 50m in height and up to 50m wide during the rainy season. The surrounding area is mainly used for tea plantations. The fall is located 25km from Ratnapura town.

ARAMBE FALLS

It is 54m high. The source of this fall is a tributary of the Rakwana River, which springs from the Sinharaja forest.

KIRINDI OYA FALLS

It is the third largest water fall. It cascades down 200metres. It is near a tea factory.

SURATHALI FALLS

It is 60m in height, 2m wide and made up of three segments. It is named after a film that was shot in the area. The fall is created by the Kadawathganga, which flows along Sabaragamuwa, Uva and later into the Weli Oya. It is bordered by an untouched wild life sanctuary.

NANU OYA FALLS

From the Nany oya the water flows through the Udaradella and Bambarauelle areas to the Nanu oya falls. The water cascades through mist down a sequence of 25 steps before joining the Kotmale and Mahaweli rivers.

MANNAKETI FALLS

It is 60m in height. It is in the Kegalle district. The source of this fall is the Girankitha Oya reservoir that is served in turn by the western slopes of the Unagula Mountain.

DAVAGIRI FALLS

It is in the Kegalle district and it is 90m in height. The source of the fall is the Dedugala Ehala Palanpitiya Mountain in the Kegalle district.

PULUN FALLS

It is in the Ratnapura district. It is 86m in height and 12m wide and consists of two segments, the upper part being 9m height. It cascades into a deep cleft and the over flow creates the second segment, which runs down a slab of rock.

DUVAILI ELLA

It has been described as one of the most unusual water falls in Sri Lanka, the fat, the short, the old, the sprightly and not so agile. Waterfalls never fail to delight us. They are nature's jewels and a natural phenomenon of rare beauty. May they never be destroyed by man in his hurry for development? Picturesque scenic beauty is an integral part of our heritage. A beauty which touches our aesthetic sensibility, transforms our lives. The water falls earn foreign exchange for our country. They are Nature's valuable gifts.

V.JANARTHTHANI
HNDE 1ST YEAR (EVE)

CUSTOMS AND TRADITIONS OF THE TAMIL SOCIETY

Primitive Man lived without clothes. He ate natural food. He had no fixed home. He wandered from place to place in search of food and shelter. His life was not planned. Men and women lived without any aim. Family relationships were not defined.

According to Tamil literature, Tamil society considered love and war as the most important aspects of their lives. Women were cheated by men. Kings got income by forcing other kingdoms into subjugation. During the times of Chola, Pallava, and Nayaka kings, a lot of changes took place people's especially in religious life. The concept of God became important. People believed that they would be punished if they committed sins. A number of ethical works appeared.

The main feature in Tamil society was cast discrimination. Caste was related to the kind of work one did. Even today this continues. Caste is observed even in temple worships.

Ancient Tamils cooked and ate both vegetables and meat. They liked hot food very much. On the basis of food, vegetarians were considered high and others low. Today this bias has disappeared.

By the end of the 18th century the joint family system disappeared. This system was important in the traditions of Tamils. The Tamil ethical code was "one must wed one". In India, the patriarchal system is still in force. Property is transferred from father to son(s). Northern Sri Lanka has a peculiar matriarchal system. Daughters inherit property from their parents in the form of dowry.

K.KURUPARAN

HNDE 1ST YEAR

THE MAUSOLEUM AT HALICARNASSUS



The Mausoleum at Halicarnassus was a great marble tomb. It was built for King Mausolus by some of the most famous Greek sculptors and architects living at that time.

When people speak about the wonders of the world, they include the Taj Mahal as one of the wonders of the world. But, it is not so. There are seven wonders of the ancient world. Taj Mahal has never been among the Seven Wonders of the World. It is simply included in the seven wonders of man – made structures. It has the same significance as the modern sky scrapers of New York.

Anyway there is same thing behind this structure of sublime beauty. That is, it was built by the king Shahjahan in memory of his beloved wife Mumtaz Mahal. There is a sort of significance in this. He thought he had done something which may survive eternally. Alas it is not so, when we read the poem ‘Ozymandias’ by P.B. Shelly. I think the endeavour of Shahjahan will be of no avail.

But poets and writers consider it, as a treasure to be cherished. Some even proclaim it as man’s ingenuity and competence.

In fact I too was a little disturbed and try to find out, am there any woman did anything in memory of their husband. At last I found out that queen Artemisa of Caria in 353 BC built a wonderful monument for her husband when he died. Her husband was king Mausolus. Hence his memorial was called Mausoleum. It is so wonderful and fascinating now. Mausoleum has become a memorial building in any others. Now it means a large splendid tomb. It was being built in the city of Halicarnassus in Caria, the present Bodrum in South Western Turkey.

This monument is hundred times better and costlier than the Taj Mahal. The Roman writer and historian Pliny the Elder had visited it in 75 AD and declared that it was one of the seven wonders of the ancient world. According to him the tomb was 43 meters in height. It was divided into three sections. The base was roughly a square of 33 meters a side. It was about 20 meters in height. On the top of this platform was the second section which was like a Greek temple with nine to eleven columns. The third section was built like that of an Egyptian pyramid rising in 24 steps to a flat top on which stood a chariot pulled by 4 horses. The entire structure was solid with volcanic stone inside and white marble outside.

The most beautiful feature of the Mausoleum was the many wonderful sculptures which decorated it. They were made by famous sculptors of Greece. Though Greeks were Caria’s political enemies yet it

seems Mausolus loved Greek art. The central section of this tomb was decorated with rows of human figures. It is said that these figures were the statues of Carian Royal families. Artemisa was the sister as well as his wife. As in Egypt, it was Carian custom for a king to marry his own sister under Carian law. A king's son could only inherit the throne if he followed this custom.

After finishing this magnificent tomb Artemisa also died. Probably her ashes with her husband's marble and gold urn had been placed in a burial chamber dug out of solid rock beneath the Mausoleum.

This wonderful tomb remained for some 1800 years. When the kingdom became part of the Roman Empire for sometime the city was abandoned. In the thirteenth century AD an earthquake badly damaged the Mausoleum and turned it into ruins. In 1402 Christian crusaders from Europe, called the knights of St. John came to Asia Minor and built a huge castle dedicated the St. Peter where the palace of Mausolas had once stood. They used the remains of Mausoleum to build the castle. It took them 28 years to remove the ruins stone after stone. One could imagine the immense size of this tomb. They simply broke up the sculptures to use them as building material, but some were preserved in the castle walls.

When they dug the foundations for the stones, they discovered the entrance to the burial chamber. They found the funeral urn, but were afraid to stay there in the night and left it as it was. In the morning the golden coffin had been stolen. Only a few pieces of gold cloth were found.

The chariot on the top of the Mausoleum was not discovered until one Charles Newton, a British archaeologist, discovered further away from the foundation. He had found a horse and statues of a man and a woman probably king Mausolas and queen Artemisa who were made standing on the chariot. Now they are in the British museum. Further excavations were carried out by Danish archaeologists. One of their interesting findings, at the entrance of the burial chamber was the remains of food which it seems had been buried with mucosal. So that he would not be hungry on her journey to the other world.

Now I have brought to light that a woman too had built a magnificent tomb many times bigger than the Taj Mahal, and thousands of times costlier than it. We may even come to the conclusion that the very Mausoleum might have been known to king Shahjahan and this very splendid tomb might have provoked the king to build one for his beloved wife. I hope hereafter no one may say there were no women who built monuments in memory of their husbands.

Curtesy: Seven wonders of the ancient world by huge gethin & judith brown

S.ANUSHEELA

HNDE 2ND YEAR

EDUCATION

INTRODUCTION

The predominant pattern of education in the country today comprises eight years of integrated Elementary Education, three or four years of Secondary Education with diversified courses, to give it a vocational bias and make it a terminal point for entry into a profession, and three years of University Education leading to the first degree.

EDUCATIONAL SYSTEM IN JAFFNA

Under a directive principle of government policy, free and compulsory education is to be provided for all children up to the age of 14. Incentives such as mid-day meals, free books and uniforms are provided for attracting children to schools.

Higher university education is imparted in Arts, Science, Management, Commerce and Maths. The University Grants Commission promotes and co-ordinates University Education and determines and maintains standard of teaching, examinations and research in the universities. It has the authority to make appropriate grants to different universities and implement development schemes.

Most of the educational institutions for vocational and technical education function at the secondary and higher secondary levels. These provide training in Agriculture, Commerce, Engineering, Fishing, Medicine, Arts and Teacher - training.

ADULT EDUCATION

The process of all-round national development in Jaffna has changed the concept of adult education significantly. The changing socioeconomic scene in the country demands over-all development of the human resources. While determined efforts are being made to universalize elementary education up to the age of 14 years, educational facilities are being extended to adult population to remedy their educational deprivation and to enable them to develop their potentiality.

WOMEN'S EDUCATION

In recognition of the importance of Girls' and Women Education in accelerating socioeconomic development, the government has formulated a variety of measures from time to time to promote girls and women education. The main schemes initiated were provision for scholarships for girl students and admission of women to teacher training courses.

GLOBALIZATION OF EDUCATION

Modern thinkers and academicians have advocated the concept of globalization of higher education. A major decision was taken to accept in principle the need for the globalization of higher education. So that developing countries could benefit in the field of higher education and technology. Higher education also helps in preparing persons who are able to a certain extent, social, moral, political, cultural and economic issues independently. Universities and institutions of higher learning in turn provide trained man - power and latest technology to industrial houses. A tendency has developed there to finance higher learning more liberally.

Thus, education will bring about total development of an individual's personality and prove an instrument of transformation of our national outlook. It will have to globalize higher education to modernize our youth and prepare them to cope with the task of our nation building and development process. Now educated people in Jaffna are keen to assess input and output of universities. They are keen to know all about what is happening in our universities. Education is not only to educate our new generation but also to change its outlook from learning to learn to serve the family, the nation and ultimately humanity.

CONCLUSION

Young people who have the required basic education could be taken in and sent along for further schooling as their experience and achievements warrant. This would be one way of getting a closer relationship between experience and relevant higher education than is presently obtainable. A school is not a general living context except for those in the process of training.

As the modernization process developed, continual increases of basic and specialized knowledge become increasingly critical for survival, let alone the good life, and, on the other hand, the over-whelming organizational focus for the discovery of new knowledge came to be the university or a university-simulated organization. Education develops basic skills and abilities, and thereby boosts productivity. Its inevitable fall out has been growing unemployment among the educated. Efforts to introduce vocational education at the school level through such projects as "Work-experience" or "socially useful productive activity" could certainly help.

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**M.KATHYAYINI
HNDE FIRST YEAR**

TERTIARY EDUCATION IN ENGLISH MEDIUM- ADVANTAGES AND DISADVANTAGES-A REVIEW

There are three kinds of educational systems in Sri Lanka and other foreign countries. There are Primary education, Secondary education and Tertiary education. The schools give primary and secondary education and the Universities and other Higher Educational Institutions give tertiary education. Tertiary education is very important to a country. The growth of a country depends on the standard of effective tertiary education system. Therefore, developing countries are facing lot of problems in giving tertiary education.

The English language plays a significant role in those countries in giving tertiary education. Tertiary education in the English medium is useful to the people of Sri Lanka and other developing countries. As English language is an international language the use of English is wide and its importance cannot be denied.

Many scholars have described the importance of English language through various attributive phrases. The first Prime Minister of India, the late. Jawaharlal Nehru once described English as a “window to the world.” Another equally famous Indian scholar and statesman, the late Rajaji declared “English is a gift by goddess of learning to India.” H.G.Wells, the famous British Historian and Novelist, once said that “English is a language of world brother-hood and international understanding.” English, being a link language in our country, is a very useful tool to create better understanding and unity among the various ethnic groups living here. Everyone now realizes that knowledge of good English holds wider opportunities. The private sector, the banks and foreign employment market give preference to those with the knowledge of English. Therefore tertiary education in the English medium gives a chance to the students to get employment not only within the country but also abroad.

A lot of books are available in English. It helps students to do the necessary references in the various fields for their research and publications. Therefore, the tertiary education in the English medium gives advantages not only to our country but also to the south Asian countries.

On the other hand, we have to look into the problems that might arise in importing tertiary education in the English medium. Actually, this is an important problem to the students who learn English language as a second language. In Sri Lanka, English is taught as a second language. Therefore, we face a lot of problems in giving tertiary education in the English medium.

As English is not a compulsory subject in primary and secondary education in Sri Lanka, the students neglect it in their education. As a result, the students face problems in following tertiary education in English medium.

Most of the students selected for University education from the rural areas of Sri Lanka. These students get primary and secondary education in difficult circumstances there is a shortage of English teachers and no infrastructure facilities in the schools in rural areas.

The students from rural areas cannot improve their standard of English in schools. The students face two problems simultaneously in having their tertiary education in the English medium. That is, the students learn not only the subject matter in English medium but also they have to learn the English language. Therefore English becomes a barrier to the students in their higher studies.

N.ARUMUGATHAS
HNDE 1ST YEAR (EVE)

Better unborn than untaught.

MORAL EDUCATION IN SCHOOLS

School environment must be conducive to all aspects of education. Moral education is an important aspect of education. In school the principals, teachers and the non-teaching staff ought to radiate a clear and strong feeling of confidence, love, kindness, forgiveness, reconciliation, specific training for specific subjects, and conscious reasons for one's views and actions. If they follow these principles they can easily create a moral environment in schools. In denominational schools, each religious group must respect other religious groups.

Alfred North White head's belief is that "The essence of education is to be religious". A good teacher creates a healthy environment for agreement and disagreement. In such an environment thought can grow. A good teacher encourages the students to accumulate accurate information.

The teachers of religion should not denigrate other religions as inferior or worthless. The practical bias and the implications of the violation of teaching principles are analyzed and explicated the teacher's moral values by R. K. Narayanan in his novel *Swami and friends*. The teacher, Fliencyar is a fanatic. His knowledge of religion is shallow. In spite of his poor knowledge of religion he goes on criticizing Hindu God. The boy asked a question about Jesus. As the teacher could not answer his question, the boy discovered the limitation of his knowledge of religion. The action of the teacher shows the violation of code of practice of teaching profession and his failure to fulfil the code of conduct. A set of moral principles accepted by society must be put into practice. The teachers must put a great deal of time and effort into this project of teaching of moral principles of religion.

B. M. Mahalekam's research on "The teaching of religion in schools in Sri Lanka" reveals the following findings. The researcher points out the two main general aims expected in the teaching of religion.

1. Making citizens respect values, good moral behaviour and discipline.
2. Conserving the cultures including the heritage bestowed by the four great religions to humanity.

His review is that in spite of the introduction of the teaching of religion it does not appear that our people have achieved these aims. The researcher says that it is heard from all quarters that the moral standards in Sri Lanka have degenerated more than before.

To achieve these two aims of religious education and to restore the moral standards, remedial classes of teaching religion must be undertaken. Teachers of religions must know the effective methods of teaching religious principles or theories of religions. Allocation of adequate periods for teaching religion, appointment of qualified and genuine teachers for teaching religion would be the proper step in the present situation. "Moral Awareness" can be attained by religious knowledge and by mental discipline. More awareness can be built up from the primary stage and developed if the school environment is created in a conducive way to the development of religious education and spiritual progress.

The proper method of teaching religion is the suitable approach to reach the path of virtue. Presenting a dispassionate view of religious principles by the teacher and the teacher's dispassionate listening to the pupil's argument put the pupils into the position of a discoverer of truth. The teachers of religion must make the pupil understand the universal truth that God is omnipotent, omnipresent and omniscient. Such understanding of divine truths, wisdom and justice would lay the foundation for religious belief. Such a system of religious belief aims at a direct knowledge of God by means of meditation and prayer.

Reference: *Moral Education* by Dr. A. Sinnathamby

S.RATHIGA

HNDE 2ND YEAR

Never too late to learn.

COMPUTER EDUCATION

Today, we live in the computer age, and wonder at what the computer is doing. Computer is really doing wonders. We marvel at the amazing speed with which it works. Computer education is spreading far and wide. It is taking a new dimension across the globe. Computer has brought about a big revolution in office organization and the banks. The world is fast becoming computerized. Men and women have to work in a computerized environment.

There is an craze for computer education. A/L students and O/L students feel it is imperative to study computer course and get them involved in computer education. The importance of computer and English is felt by one and all. The younger generation will have no future without computer literacy or English.

English is the language of the computer. One should learn English to acquire knowledge of computer. A person without the knowledge of English or computer has no opening or employment opportunity. The employers insist on computer literacy and English knowledge when they call applications for jobs.

The government has realized the importance of computer education and has given it priority. It has introduced computer education in all government sections and communication studies have also been introduced at the universities.

Computer units have been established in schools to provide computer training to students of lower and upper classes. Computer education is gaining momentum. One may not imagine of a bright future without English knowledge and computer education.

T. SUHANTHAN
HNDE 1ST YEAR

ENGLISH SHOULD BE THE ONLY OFFICIAL LANGUAGE IN SRILANKA

English is considered as an International language. It is spoken by more than three hundred million people all over the world. It is the language of business, commerce and government. More over English is a library language. Thousands of books are written in English particularly of science & technology and literature. If we want to refer a book on a particular subject it easily in a book written in English rather than in other languages. History of nations, Auto Biography of great people, inventions and discoveries all information are available in English in the form of books and records.

English language was introduced to Sri Lanka from the time the British captured the Island. It was the language of administration from that time. In the schools English speakers replaced the vernacular languages-Sinhala and Tamil. These two speakers were the media of instruction to the students in Sri Lanka. Then the government appointed people with English knowledge to work in the various government offices. As a result, all the communities living in Sri Lanka ignored their mother tongue and started to learn English. So the two types of schools were amalgamated and English medium schools were started. This position remained even after Sri Lanka became independent 1949. English was given an important place in the field of education and administration. The successive governments thought it was best to continue English as the sole official language for various reasons.

First of all English remained as a link language among the various races in Sri Lanka. Even though the children studied the vernacular languages, English continued to remain as the medium of instruction for higher education. Students irrespective of their mother tongue conveniently continued their higher education in any college of their choice in the Island, because the medium of instruction was English-the common language for all. There were number of books and other educational publications available in English, which enabled them to study without difficulty. The students were able to go abroad and acquired advanced knowledge in the field of medicine, science and engineering in foreign universities. This had been possible because they had the required knowledge of English to do so.

In the field of administration general correspondence was in English. The public sent and received replies from the government in English. The records in government offices were kept in English. The common government forms for the use of public were only in English. In other words English language was the only official language in Sri Lanka until 1956. In 1956 the U.N.P was defeated and M.E.P led by late Mr.S.W.R.D.Bandaranayake came into power. As promised to the people he introduced the

Sinhala only Bill and got it passed in the parliament. As a result English was replaced by Sinhala in government administration. As Sri Lanka is inhabited by different linguistic races there were protests from the minority communities which do not speak or known Sinhala. However, the government could not implement the language change over successfully due to various reasons. First of all there were no sufficient officials available to do the office work in Sinhala. Most of the Sinhalese officers were not proficient in Sinhala. On the other hand the public were not sent promptly. Therefore the government stated to print forms in all the three languages-Sinhala, Tamil and English. This had caused a lot of expenditure to the government.

On the education side the switch over to Sinhala and Tamil caused lot of setbacks. Teachers proficient in the vernacular speakers were not available to teach the various subjects. Then schools were divided into Sinhala and Tamil schools. This paved the way for communal separation which resulted in communal hatred.

S.ANUSHEELA
HNDE 2ND YEAR

Learn weeping and you shall gain laughing

ENGLISH - A COMPULSORY SUBJECT IN THE CURRICULUM

Today English is assuming a new dimension across the globe. The importance of English is felt by all in the fast - changing world. English today occupies a pride of place in the international forum. English is the language of the Computer and the Internet. English is a gateway to world knowledge and global communication. It is imperative that one should acquire knowledge of English to get an honourable place in the international community.

A country without English will be cut off from the rest of the world and plunged into the ignorance of darkness. In Sri Lanka English has been neglected over the years. It reminds the optional second language in the curriculum. The students lost interest and enthusiasm for learning English. Educationists realize the fast deteriorating standard of English. The Education Ministry has taken steps to improve the standard of English.

The education ministry has decided to make English a compulsory subject in the curriculum from 2001 onwards. Another remarkable change is the introduction of the teaching of English in the A/L classes. It is an uphill task for the University students of today with their poor knowledge of English to follow lectures in English. They find it very difficult to cope with their work. This is the sad situation at the university.

It is imperative that students should acquire a sufficient knowledge of English at the school level to proceed to University education to avoid failure. Students should make a special effort to improve their language. They should learn English for their career and educational prospects. In the best interests of the younger generation, English should be made a compulsory subject in the curriculum. English should survive for the benefit of the younger generation.

A.VENUSHA

HNDE 1ST YEAR

HOW TO IMPROVE YOUR ENGLISH

There is a need to look closely at the human capacity for language and at the particular qualities of language which enable it to play so peaceful a role within us and between us. The term language acquisition is used for the process where a language is acquired as a result of natural and largely random exposure to language. Some myths about the relationship between first and second language acquisition and improvement H.H.Slern summarized some common arguments that cropped up from time to time to recommend a second language teaching method or procedure on the basis of first language acquisition.

- ◆ In language teaching we must practice again and again. Just watch a small child learning his mother language. He repeats things over and over again. During the language learning stage he practices all the time. This is what we must also do when we learn English language
- ◆ Language learning is mainly a matter of imitation. You must be a mimic just like a small child. He imitates everything.
- ◆ First we practice the sounds, then words, then sentences. That is a natural order and is therefore right for learning English language.
- ◆ Watch a small child's speech development. First he listens, and then he speaks. Understanding always precedes speaking therefore this must be the right order of presenting the skills in an English language.
- ◆ A small child listens and speaks and no one would dream of making him read or write. Reading and writing are advanced stages of language development. The natural order for first and 2nd language learning or improving is listening, speaking, reading and writing.
- ◆ You didn't have to translate when you were small. If you were able to learn your own language without translation you should be able to learn a foreign language in the same way.
- ◆ A small child simply uses language. He does not learn formal grammar. You don't tell him about words and nouns. Yet he learns the language perfectly. It is equally unnecessary to use grammatical conceptualization in teaching a foreign language.

This statement represents the views of these who felt that the 1st language learner was looked upon as the English language teaching dream a pupil who mysteriously laps up his vocabulary, whose pronunciation in spite of occasional lapse.

There are light methods of teaching 2nd language.

1. The oral approach and situational language teaching.
2. The audio-lingual method.
3. Communicative language teaching.
4. Total physical response
5. The silent way
6. Community language learning.
7. The natural approach
8. Suggestopedia

Each method has its advantages and disadvantages. If we learn English language according to the methods we can improve our knowledge in English rapidly. Here we point out some common teacher role and learner role for the improvement of our knowledge.

First of all let's us analyze teacher role. It shows how to teach the 2nd language. It helps us to get a comprehensive knowledge of the 2nd language.

ROLE OF A TEACHER.

- ◆ The major task of English language teaching is getting students to overcome the habits of their native language.
- ◆ Language can't be separated from culture. The teacher's responsibilities to present information about the culture in which the ergs an age functions.
- ◆ Good of the teacher is to create the atmosphere for communication.
- ◆ Model the various types of language behaviour that the students have to learn.
- ◆ Teach spoken language in the dialogue form.
- ◆ Guide the students in choosing and learning vocabulary.
- ◆ Get the individual students to teach.
- ◆ Teach short story and other literary forms
- ◆ The primary role of the teacher is to create simulations in which the learner is most suggestion
- ◆ Maintain a modest enthusiasm
- ◆ Organize properly and strictly observe the initial stages of the teaching process. This includes choice and play of music as well as punctuality.
- ◆ Give test and respond tactfully to poor papers.
- ◆ The teacher is encouraged to be well - prepared and well organized so that the lesson flows smoothly and predictably.

- ◆ The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the language.
- ◆ The teacher should also allow speaking abilities to develop in learners at their own natural pace.
- ◆ The teacher should also avoid having a too narrow view, a tolerance for errors in speaking.

ROLE OF A STUDENT.

- ◆ LANGUAGE FORMS DON'T OCCUR THEMSELVES THEY OCCUR MORE NATURALLY WITHIN A CONTEXT.
- ◆ The students repeat the line several times.
- ◆ It's important to prevent learners making errors. Errors lead to the bad habits formation. When errors occur they should be immediately corrected by the teacher.
- ◆ The purpose of English language learning is to learn how to use the language for communication.
- ◆ Students should learn to respond to both verbal and non verbal cues.
- ◆ Learners listen attentively and respond physically to commands given by the teacher.
- ◆ Learners are also expected to recognize and respond to novel combinations to precisely taught items.
- ◆ Learners monitor and evaluate their own progress
- ◆ Students are encouraged to speak when they feel ready to speak.

Improvement depends on how keen we are. In the process of learning English if we follow the above methodology, we can improve our knowledge of English and also it helps us to interact with others in English.

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M.PAVEENTHIRAN

HNDE 1ST YEAR

THE ROLE OF THE STUDENT

The aim of education is to give students adequate knowledge to equip them intellectually and morally for struggle of life and to develop their personality. They are to be taught the democratic principles. The students are the future leaders of the country. That is why the students have been allowed to have their union in academic institutions. Its role is to fight for the cause of the students. It is the forum through which their grievances can be ventilated. The students in the educational institutions elect their representatives and these representatives take up demands of the students and place them before the authorities and fight adopting constitutional method to get their demands fulfilled.

The role of students' union in academic institutions is thus very important. If there are some difficulties for students, they should be solved by them. But if the authorities do not co-operate then they are to devise ways and means to get their demands fulfilled. Some times they have to organize the students and resort to strike.

Many people regard bookish knowledge to be the be-all and end-all of education. This is not correct. Real education means overall development of the personality of the student. The student is the person who takes interest in all the activities of his/her educational institution. A student is keen not only at studies, but also at games and other activities outside the classroom. A student does nothing which may bring disgrace to his/her parents, school, or nation.

Discipline, respect for elders and good manners are his/her chief characteristics. A student is very regular and punctual. A student does his/her duty faithfully and sincerely without thinking of the reward. A student always tries to develop good habits and pleasant manners. A student is always ready to help all those who are in need of his/her help and honest in his/her dealings with others.

A student always devotes enough time to reading books of general information and is proud of his/her achievements. A student can express his/her views frankly without fear or favour. A student is steady in the struggle of life and faces all challenges.

Restraint and self-control is the chief characteristics of a student. A student uses polite language and is cautious and considerate in his/her approach. A student is god-fearing and does not have malice to anybody. The student is careful in the choice of his friends. He knows that a man is known by the company he keeps.

S.SIVARUBINI

HNDE 1ST YEAR (EVE)

THE IMPORTANCE OF COMMUNICATION

Communication is fundamental for relationship. Communication is the national form of an expression for human beings. It defines strong relationships.

Communication is language that benefits one set of people. It can be done by verbal, written, body language, overt and covert. Before we talk, we have to have three general conditions which are commitment growth orientation and non coercive, atmosphere. Communication is an every day, on going process. We need to understand how to communicate more appropriately. Without communication there is no commitment. Without commitment there is no trust. Without trust, it is hard to live with others. Communication has to be open, realistic, tactful caring and valued.

In a strong relationship, partners feel they are being open and honest. We can have pleasure and avoid pain. (We want the warm fuzzy smiles and talk).

We should know how to introduce an issue. Good communication will help to minimize hostilities. We want to be fair but we don't want to be dissatisfied or leave your partner dissatisfied.

Communication defines strong relationships. For example in marriage, communication is very important. Both partners have to accept the fact that both are dynamic and changing and their relationships are moving ahead: we have to recognize that both partners have opinions and feelings and the right to express them. In Sri Lanka, in a patriarchal relationship where men think women are slaves, they don't communicate with their wives and don't even get their ideas. Also men go to work and women stay at home, and most of the men don't have time to communicate well with their wives or children. Some women need counselling to learn how to communicate. We have to take what is important to us and we have to be as aware of what is important to our partner and give ourselves the time to understand. In long-term love there is more listening (empathically) rather than in romantic love. We have to keep good communication with children. (Children are afraid when parents are not at home and they don't know who they should turn to.).

As in an egalitarian society the more the men are participating in child-raising we find more healthy relationships and less violence. For example, in Sri Lanka, traditionally arranged marriage doesn't involve much of communication between the partners before the marriage.

Communication is the building and maintaining of the partnership which depends upon an active process of talking, listening, negotiating and problem-solving. If someone tells you to shut up in a relationship, or tries to intimidate you, it is a big problem. (It takes a mutual understanding so that pleasure is maximized and suffering is minimized.). If we are in a partnership and we feel a lot of pain that means, we really do not have a partnership. When women have pain, and then try to be with them because they are dependent. Even though most women are independent now, some women keep their relationship, because they know that the society as a whole will not respect women. We have to consider these issues. We have to realize that we are not only living for ourselves we have to care for others too. Most women don't think that way. Some wives consider husbands as God and remain slaves to them. This idea should be changed. No one is a slave and we all have to respect each other. Every one has talent, which must be recognized. In most of Sri Lanka's families, women's talent do not show up. In foreign countries women are educated and are as independent as men.

Negotiation is very important. We have to negotiate in order to solve problems. We have to give others a hearing. We say what we have to say and then we switch roles and let the other person speak while we listen empathically. The back and forth goes on and that's when we have successful communication. In Sri Lanka, there is a civil war. There is communication but there is no successful communication because the government is listening to the majority but not to the minority (Tamils).

When there is a problem, it must be sorted out. Most men don't do that. They postpone it. We must talk openly to each other as soon as possible.

T. SOBIYA
HNDE 1ST YEAR

LINGUISTICS

Linguistics is the scientific study of language. It encompasses the description of languages, the study of their origin, and the analysis of how children acquire language and how people learn languages other than their own. Linguistics is also concerned with relationships between languages and with the ways languages change over time. Linguists may study language as a thought process and seek a theory that accounts for the universal human capacity to produce and understand language. Some linguists examine language within a cultural context. By observing talk, they try to determine what a person needs to know in order to speak appropriately in different settings, such as the workplace, among friends, or among family. Other linguists focus on what happens when speakers from different language and cultural backgrounds interact. Linguists may also concentrate on how to help people learn another language, using what they know about the learner's first language and about the language being acquired. Although there are many ways of studying language, most approaches belong to one of the two main branches of linguistics: descriptive linguistics and comparative linguistics.

DESCRIPTIVE LINGUISTICS

Descriptive linguistics is the study and analysis of spoken language. The techniques of descriptive linguistics were devised by German American anthropologist Franz Boas and American linguist and anthropologist Edward Sapir in the early 1900s to record and analyze Native American languages. Descriptive linguistics begins with what a linguist hears native speakers say. By listening to native speakers, the linguist gathers a body of data and analyzes it in order to identify distinctive sounds, called phonemes. Individual phonemes, such as /p/ and /b/, are established on the grounds that substitution of one for the other changes the meaning of a word. After identifying the entire inventory of sounds in a language, the linguist looks at how these sounds combine to create morphemes, or units of sound that carry meaning, such as the words *push* and *bush*. Morphemes may be individual words such as *push*; root words, such as *berry* in *blueberry*; or prefixes (*pre-* in *preview*) and suffixes (*-ness* in *openness*). The linguist's next step is to see how morphemes combine into sentences, obeying both the dictionary meaning of the morpheme and the grammatical rules of the sentence. In the sentence "She pushed the bush," the morpheme *she*, a pronoun, is the subject; *push*, a transitive verb, is the verb; *the*, a definite article, is the determiner; and *bush*, a noun, is the object. Knowing the function of the morphemes in the sentence enables the linguist to describe the grammar of the language. The scientific procedures of *phonemics* (finding phonemes), *morphology* (discovering morphemes), and *syntax* (describing the order of morphemes and their function) provide descriptive linguists with a way to write down grammars of languages never before written down or analyzed. In this way they can begin to study and understand these languages.

COMPARATIVE LINGUISTICS

Comparative linguistics is the study and analysis, by means of written records, of the origins and relatedness of different languages. In 1786 Sir William Jones, a British scholar, asserted that Sanskrit, Greek, and Latin were related to one another and had descended from a common source. He based this assertion on observations of similarities in sounds and meanings among the three languages. For example, the Sanskrit word *bhratar* for “brother” resembles the Latin word *frater*, the Greek word *phrater*, (and the English word *brother*).

Other scholars went on to compare Icelandic with Scandinavian languages, and Germanic languages with Sanskrit, Greek, and Latin. The correspondences among languages, known as genetic relationships, came to be represented on what comparative linguists refer to as family trees. Family trees established by comparative linguists include the Indo-European, relating Sanskrit, Greek, Latin, German, English, and other Asian and European languages; the Algonquian, relating Fox, Cree, Menomini, Ojibwa, and other Native North American languages; and the Bantu, relating Swahili, Xhosa, Zulu, Kikuyu, and other African languages. Comparative linguists also look for similarities in the way words are formed in different languages. Latin and English, for example, change the form of a word to express different meanings, as when the English verb *go* changes to *went* and *gone* to express a past action. Chinese, on the other hand, has no such inflected forms; the verb remains the same while other words indicate the time (as in “go store tomorrow”). In Swahili, prefixes, suffixes, and *infixes* (additions in the body of the word) combine with a root word to change its meaning. For example, a single word might express when something was done, by whom, to whom, and in what manner.

Some comparative linguists reconstruct hypothetical ancestral languages known as proto-languages, which they use to demonstrate relatedness among contemporary languages. A proto-language is not intended to depict a real language, however, and does not represent the speech of ancestors of people speaking modern languages. Unfortunately, some groups have mistakenly used such reconstructions in efforts to demonstrate the ancestral homeland of a people.

Comparative linguists have suggested that certain basic words in a language do not change over time, because people are reluctant to introduce new words for such constants as *arm*, *eye*, or *mother*. These words are termed *culture free*. By comparing lists of culture-free words in languages within a family, linguists can derive the percentage of related words and use a formula to figure out when the languages separated from one another. By the 1960s comparatives were no longer satisfied with focusing on origins, migrations, and the family tree method. They challenged as unrealistic the notion that an earlier language

could remain sufficiently isolated for other languages to be derived exclusively from it over a period of time. Today comparatists seek to understand the more complicated reality of language history, taking language contact into account. They are concerned with universal characteristics of language and with comparisons of grammars and structures.

SUBFIELD OF LINGUISTICS.

The field of linguistics both borrows from and lends its own theories and methods to other disciplines. The many subfields of linguistics have expanded our understanding of languages. Linguistic theories and methods are also used in other fields of study. These overlapping interests have led to the creation of several cross-disciplinary fields.

Sociolinguistics - Sociolinguistics is the study of patterns and variations in language within a society or community. It focuses on the way people use language to express social class, group status, gender, or ethnicity, and it looks at how they make choices about the form of language they use. It also examines the way people use language to negotiate their role in society and to achieve positions of power. For example, sociolinguistic studies have found that the way a New Yorker pronounces the phoneme /r/ in an expression such as “fourth floor” can indicate the person’s social class. According to one study, people aspiring to move from the lower middle class to the upper middle class attach prestige to pronouncing the /r/. Sometimes they even overcorrect their speech, pronouncing an /r/ where those whom they wish to copy may not. Some sociolinguists believe that analyzing such variables as the use of a particular phoneme can predict the direction of language change. Change, they say, moves toward the variable associated with power, prestige, or other quality having high social value. Other sociolinguists focus on what happens when speakers of different languages interact. This approach to language change emphasizes the way languages mix rather than the direction of change within a community. The goal of sociolinguistics is to understand communicative competence—what people need to know to use the appropriate language for a given social setting.

PSYCHOLINGUISTICS

Psycholinguistics merges the fields of psychology and linguistics to study how people process language and how language use is related to underlying mental processes. Studies of children’s language acquisition and of second-language acquisition are psycholinguistic in nature. Psycholinguists work to develop models for how language is processed and understood, using evidence from studies of what happens when these processes go awry. They also study language disorders such as *aphasia* (impairment of the ability to use or comprehend words) and *dyslexia* (impairment of the ability to make out written language).

COMPUTATIONAL LINGUISTICS

Computational linguistics involves the use of computers to compile linguistic data, analyze languages, translate from one language to another, and develop and test models of language processing. Linguists use computers and large samples of actual language to analyze the relatedness and the structure of languages and to look for patterns and similarities. Computers also aid in stylistic studies, information retrieval, various forms of textual analysis, and the construction of dictionaries and concordances. Applying computers to language studies has resulted in machine translation systems and machines that recognize and produce speech and text. Such machines facilitate communication with humans, including those who are perceptually or linguistically impaired.

APPLIED LINGUISTICS

Applied linguistics employs linguistic theory and methods in teaching and in research on learning a second language. Linguists look at the errors people make as they learn another language and their strategies for communicating in the new language at different degrees of competence. In seeking to understand what happens in the mind of the learner, applied linguists recognize that motivation, attitude, learning style, and personality affect how well a person learns another language.

ANTHROPOLOGICAL LINGUISTICS

Anthropological linguistics, also known as linguistic anthropology, uses linguistic approaches to analyze culture. Anthropological linguists examine the relationship between a culture and its language, the way cultures and languages have changed over time, and how different cultures and languages are related to one another. For example, the present English use of family and given names arose in the late 13th and early 14th centuries when the laws concerning registration, tenure, and inheritance of property were changed.

PHILOSOPHICAL LINGUISTICS

Philosophical linguistics examines the philosophy of language. Philosophers of language search for the grammatical principles and tendencies that all human languages share. Among the concerns of linguistic philosophers is the range of possible word order combinations throughout the world. One finding is that 95 percent of the world's languages use a subject-verb-object (SVO) order as English does ("She pushed the bush."). Only 5 percent use a subject-object-verb (SOV) order or verb-subject-object (VSO) order.

NEUROLINGUISTICS

Neurolinguistics is the study of how language is processed and represented in the brain. Neurolinguists seek to identify the parts of the brain involved with the production and understanding of language and to determine where the components of language (phonemes, morphemes, and structure or syntax) are stored.

In doing so, they make use of techniques for analyzing the structure of the brain and the effects of brain damage on language.

Reference: *Criticy Encarta Encyclopaedia*, 2004

S.SIVANANTHINI
HNDE 2ND Year

Trouble brings experience and experience brings wisdom

TRANSLATION - ITS VARIOUS ASPECTS

What's translation? It's held that the term Translation is the neutral term used for all tasks where the meaning of expressions in one language, the source Language is turned into the meaning of another the target language whether the medium is spoken, written or signed. Translation is a language related exercise. It has relevance to second language teaching and much more in conveying a text in one language to another. It's seen both as a didactic tool and a professional skill. Tanke in "Better Translation for better communication" lays down that translation is the "transfer of a text from a source language into text in target language the objectives being a perfect equivalence of meaning between the two texts, Jacobson views it as the interpretation of verbal signs by means of some other language. Thus translation is the process of replacement of a discourse written in a source language by a text written in a target language. The objective is a maximum equivalence of meaning. It's a near faithful transfer. Translation is double edged. – It involves the transfer of meaning of sounds, the spoken word, and transfer of the meaning of symbols the written world. People who work with the spoken or sign language, are the interpreters while those who work with the written language are translators.

SK. Verman and N. Krishnaswamy in their work "Modern Linguistics, state that the world written translation market is around 150 million pages per annum and probably occupies 175 000 persons full time, for a turn over of about 3, 000 million dollars .The market is expanding by 9 to 10 percentage per annum. How could we account for the growing importance of translation in the modern world? No more is man a mere frog in the well. We are today living in the era of the global village, a significant feature of which is the explosion of knowledge and rapid and vast advancements in science and technology. People are getting closer and closer with space and boundaries no hindrance. Contacts, both physical and verbal are easy, speedy and reliable. The dissemination of information doesn't take hours but just seconds and minutes. Today the world is increasingly fed by information and communication. Knowledge is growing and spreading fast. Literacy in most parts of the world is fast growing and there are more people able to read and write. Another important phenomenon is the increase in the fields of study, growing beyond the traditional arts and sciences. But the fact is that we all do not belong to one race or community though we are all the children of one god. Ours is a heterogeneous family. We belong to different races speaking different tongues. People for the most part are mono lingual. There are about 3000 languages in the world and nearly 4500 million individual live on this planet. Hence the meeting of minds and people will be facilitated if the acquired linguistic competence will allow each one to express him self in the language of the other or in a third language common to all or by translation and interpretation. Thus translation grows in importance in the modern world in the context of the rapidly changing

environment. The need for translation is high lightened by the fact that the largest international body – the United Nations provides for translations in six important languages- Arabic, Chinese, English, Russian, French and Spanish.

Translation involves exploration of the potential of the two languages. The ability to match the source language with the target language requires as a precondition, a comprehensive syntactic lexical morphological and stylistic knowledge of both the source language and the target language so as to interpret the source language material correctly. Before attempting to reproduce the source text in the target language one has to consider its functions register and style and make the appropriate syntactic and lexical adjustments. The translation exercise consists in transporting a message and not in carrying out a word for word translation. A literal translation too would be far from satisfactory. One has to consider both the linguistic and non linguistic environment of the discourse for a near faithful translation. The form and function of the source language should correspond with the form and function of the target language. If there were no correspondence it would be a mere exercise in futility. As a first step the individual seeking a translation should read the text over and over again, make a close study of the text and get a more or less clear picture of the message. Then he should focus his attention on the lexis, the vocabulary. The text for the most part would be couched in words of high frequency which may not be a problem. Hence an identification of the problem areas is essential to seek the proper equivalent or substitute. A word to word translation or a mere literal translation won't do. Having made himself familiar with the vocabulary the individual should shift his attention to the syntax the word order. The syntax of the mother tongue and the target language necessarily varies, besides English is a less inflexional language. The sentences may range from simple to complex sentences. Having acquainted himself with the linguistic features of the text the individual should concern himself with the non linguistic features of the text its social cultural back ground due to difference in life styles. Thus having a fair grasp of the language one can venture on transferring the message. The greatest problem faced by translators is that of getting into the right mood, tone, intention, feeling and sense of the original writer.

Translation is a problematic field. Translation is a skill that has to be acquired. It doesn't come overnight or for from the blue. It's a very arduous task. One has to be knowledgeable both in the first language L1 and the second language L2. It involves and all round knowledge of the phonology, morphology, syntax and semantics the language involved. Such talented persons are becoming a rare variety in Sri Lanka.

Apart a translator has problems with the lexis, the vocabulary. The problem covers a limited field, since most of the words in which a text is couched are the words of high frequency. One has to go beyond the

phase of word to word translation or the phase of literal translation. He has to delve into the real sense of the term or terms. He has to go beyond the stage of the dictionary meaning, the denotation and get to the stage of its connotations, its various shades of meaning. The common man's interpretations of words are normally subjective and rarely objective.

People normally interpret words to suit their interests or their way of life. One significant factor in the translation of lexis is consideration of the context of the situation. The socialist interpretation of democracy differs from the interpretation of one immersed in a democratic way of life. There is no uniformity of interpretation. One has to go beyond the literal meaning to get at the sense for example when one remarks "Rama is the blue eyed boy of his peers" the phrase "blue eyed" has hardly any thing to do with his complexion. It merely means the favourite one among his friends. The phrase "kiss me not" printed in the rear of heavy vehicles has nothing to do with embracing, it merely means avoid collision, 'let the cat out of the beg' doesn't have any thing to do with the poor cat but merely means revealing a secret. 'Second bed' doesn't refer to another piece of furniture but to a second marriage. "நாகம் படம் எடுத்தது" doesn't mean the cobra is a photographer but merely means the cobra raised its hood". Quite recently the papers flashed a news item about 91 years old Mark Belt of California who was deputy director of the F.B. I. revealing information of the Water gate affair at long lost which led to the fall of U.S president Richard Nixon. This news item had the head line "deep throat coughs up from water gate shadow" here "deep throat" in Tamil doesn't mean "ஆழமான தொண்டை" it really means keeping a top secret and its equivalent translation will be something like "வோட்டர் கேட் பற்றிய பரம இரகசியங்களை வெளியிட்டார்" "coughs up" meaning revealing. "Deep throat" meaning "பரம இரகசியங்களை" in some instances the translator may find it difficult to get at the equivalent of a word- so to get over this problem he seeks to invent a suitable equivalent or provide a short explanation for that particular item. "Where ever a cultural Unity is lacking translation at best requires circumlocutions and of ten more lengthy explanations themselves in part recreating the relevant context of situation Roberts"

There is another problem with translation. Its related to syntax the word order. English being a less in flexional language a significant feature of it is the word order. One must bear this in mind in inter lingual translation. In a sentence in Tamil "நான் கொழும்புக்குச் சென்றேன்.", A word to word translation as in "I Colombo went" doesn't provide for equivalence for the verb in the Tamil syntax takes an end position unlike in the English language where the verb takes a mid position after the subject - hence the proper equivalent would be "I went to Colombo." The "to" preposition in this sentence like all other English prepositions do not have equivalents in Tamil- instead preposition like grammatical items as

independent entities, are not a feature of the Tamil language nominal instead they are inbuilt into the Nominal as in “ நான் கொழுப்புக்குச் சென்றேன்”, “I went with him” the “with” preposition in Tamil hasn’t an independent grammatical existence, its in built in the pronoun “him” “நான் அவனுடன் சென்றேன்” Inter lingual translations of literacy pieces too are a problem especially poetry. The translation must not only reflect the linguistic features of the text but also must reflect the aesthetic sense of the writer. The rhyme the rhythm, the tone the feeling the mood of the literary piece should also be brought out. It has been held that “a translation is not a translation unless it will give you the music of the poem along with the words”. A literary work requires a sensitive consideration of form as well as context. A translation of scientific article requires careful attention to meaning but little attention to aesthetic form. Great claims have been made for translation. It has been called the key to international understanding The Japanese see it as a key to learning. The dissemination of knowledge of all fields throughout the length and breadth of the world is the handiwork of translation. Its translation that has made the “Thirukkural” a much sought after literary work, the world over, a world treasure.

MR.R.KANAPATHYPILLAI
(VISITINGLECTURER)

Trouble brings experience and experience brings wisdom

LANGUAGE AND DIALECT

“A language is a system of arbitrary vocal symbols by means of which a social group interacts”. According to this definition language is a set of signals by which we communicate. Human beings are not the only species to have an elaborate communicative system. Bees communicate about honey and about the setting of the new hive. Dolphins also communicate using wile and clicks. They use these sounds to give information about food.

Nothing in the animal kingdom ever approximates to human language for its flexibility, complexity and productivity. Human beings have learned to make infinite use of language within finite means. Language is a vocal symbolic representation. But vocal symbol can be expressed by visual symbols. I would like to express some differences between the speech and writing systems of language. Speech is always compared of sounds but writing is compared of letters or signs. In speech body movements and gestures are used to express meaning. But in writing it must be made clear within the context because the address is absent here. Mostly writing is based on speech. We call speech as primary and writing as secondary, because written form comes from spoken language.

Language is a vocal system by which we communicate. The noises, human beings produce, must be arranged in a systematic order. Then only we can identify the speech sounds. The basic elements in the speech sounds are Phonology, Morphology, Syntax and Semantics. Language is a phenomenon of an individual person. It is concerned with describing and explaining language as a matter of human behaviour. So, language is seen as a part of human psychology. Perhaps all our behaviour communicates, in a sense we can make conclusions about someone from anything he does, the clothes he wears, the way he walks or does his hair. But it is an incidental function of non linguistic behaviour, not its principal or role function. On the other hand language is not the only sort of behaviour whose principal function is communication. We point, wave, raise our eyebrows, “clear our throat” and “avert our eyes”. Nor is all vocal behaviour linguistic. Screams and cries are not part of language. Perhaps even the predictable ‘good byes’, ‘hellos’ and ‘how do you do’ are only languages like behaviour. So, the language or verbal behaviour is a special sort of communicative behaviour.

Without language human society is unthinkable. Other means of communications like questions, pictures, flags, signals and above all writings are inadequate to the demands of the social members. Language reaches the society; it emerges from the society, grows and lives in the society.

Now let us look at Dialect. No human language is fixed uniform or unvarying. All languages show internal variations. Actual usage from group to group and speakers to speakers can vary in terms of the pronunciation of a language, choice of words and the meaning of those words and even the use of syntactic structure. The speech of an American is noticeably different from the speech of a British. The speech of those two is distinct from the speech of an Australian. A group of speakers speak a particular dialect of language. Dialects are the fundamental elements which cause internal diversities of language. R. A. HUDSON says "Normally a language is longer than a dialect and the main contrast between language and dialect lies on a question of prestige".

David Crystal in his book "An Encyclopaedia of language and linguistics" defines the term dialect as

"A language variety in which the use of grammar and vocabulary identifies the regional or social background of the user"

The lyrical speech of an individual is called his idiolect. Many idiolects become a dialect. Dialect can be classified into two parts - Regional dialect and Social dialect. People belonging to different regions speak differently. This is regional variation. For example Jaffna Tamil is different from Batticalo Tamil and Hill country Tamil. This aspect is called dialect.

A language spoken by a particular social group of people is called socialist. For example educated people's language is different from that of the peasants.

Language is a medium of communication through which human beings convey their thoughts and feelings. Dialect is a form of a language which derives from a particular language.

M.PAVEENTHIRAN
HNDE 1ST YEAR (EVE)

GLOBALIZATION

The term that has gained global currency is globalization. This has been a trend that has been prevalent since the latter half of 20th and is gaining momentum in this 21st century.

One aspect of globalization is that the world has shrunk; it has grown smaller every day. We live in the era of the global village. People all over the world are getting closer and closer. This is all the consequence of the advancement in science and technology. Communication and travel have been made easier and comfortable. Gone are the days when it took months and days for information to be passed from one to the other and gone are the days when it took days together to travel from one part of the world to the other. The great strides made in the fields of Science and Technology has paved the way for globalization.

The other aspect of globalization is economic globalization. It's an economic trend in contrast to protectionism. The world economic system is free and liberal leading to a free flow of capital, goods, services and expertise.

This aspect of globalization has, it is believed, made rich countries richer and poor countries poorer. The developing countries lack the capital expertise and markets to stand up to the world. The developing countries are flooded with goods capital and skilled labour while the imports of developing countries are much greater than their exports in value leading to deficit budgeting.

Hence there is great deal of opposition to the economic aspect of globalization in developing countries.

Developing countries are in a flex while the governors feel there is no alternative to globalization in the modern world such that even countries with communist links don't fight shy of this new trend the governors the people at grass root levels vehemently oppose globalization.

S.SUBAJINI
HNDE 1ST YEAR

POWER OF TELEVISION

The television has become the most powerful medium which shapes and moulds the character of individuals in the society. It was a rare commodity some years ago but, now everyone has access to it. It has no doubt made the average man knowledgeable and well-informed. But in a sense the disadvantages outweigh the advantages of the television. It ties people hand and foot and makes them lazy and makes outdoor life and experience uninteresting. People do not go out for public functions; they do not take part in social activities or attend meetings. Video films, teledrama serials, matches, fashion shows, musical programmes and a host of such attractive programmes make people forget their day to day responsibilities. Students do not bother to read books and their language ability is nothing more than what they hear or listen to on the television.

The younger generation prefers to model its life after the cinema heroes. They are forced to believe that violence is the answer to their problems. They enjoy and thrive in violence, brutality and sadism. The long cherished human qualities and values have vanished.

There are various channels and the options are many. In every channel you see the latest South Indian films which corrupt the minds of innocent youth. There are songs and dances with scantily clothed young men and women with awkward gestures and there isn't an appropriate time for these group dances and songs. They can come at any juncture and it may be the first programme on a channel. We start the day with this kind of obscene acrobatics and end the day with them late in the night. The entertainment or amusement is not healthy or pleasant. It is a taunting, corrupting display of vulgarity.

Violence in any form is despicable. But in most instances violence is shown as a way of life and a part of heroism. People are exposed to excessive violence on T.V. Even news items do not give much importance to the good side of life or world affairs. News of barbaric acts of violence; cruelties, mass murder, burglaries etc are collected from various parts of the world and presented together. Continued exposure to violence, destruction, and malpractices cannot have good effects on the viewers. But it's equally true that no one can do anything about it.

Television is a system of sending and receiving pictures and sound by means of electronic signals transmitted through wires and optical fibers or by electromagnetic radiation. These signals are usually broadcast from a central source, a television station, to reception devices such as television sets in homes or relay stations such as those used by cable television service providers. Television is the most

widespread form of communication in the world. Though most people will never meet the leader of a country, travel to the moon, or participate in a war, they can observe these experiences through the images on their television.

Television has a variety of applications in society, business and science. The most common use of television is as a source of information and entertainment for viewers in their homes. Security personnel also use televisions to monitor buildings, manufacturing plants, and numerous public facilities. Public utility employees use televisions to monitor the condition of an under-ground sewer line, using a camera attached to a robot arm or remote control vehicle. Doctors can probe the interior of a human body with a microscopic television camera without having to conduct major surgery on the patient. Educators use television to reach students throughout the world.

A.VENUSHA
HNDE 1ST YEAR

NDE CIRCLE
Department of English
Advanced Technical Institute
JAFFNA

Practice makes perfect

WATCHING TELEVISION

One of the ingenious creations of Science is the Television. Its achievement is marvellous and its significance cannot be expressed in words.

Today T.V plays a vital role in the different fields of activities. It is an ideal medium to help in mass communication. It is a boon, or more fitting to say, a blessing to the teacher as well as to the students in colleges or universities. Pupils both bright and dull find T.V lessons most interesting and exciting. Where thousands of words fail to teach a child in the classroom, the T.V succeeds with its magnificent pictures, charts, and diagrams. It is the opinion of some that it has displaced the teacher or made him superfluous in our educational setup.

The Television has also ushered in a remarkable revolution in the society. Farmers and skilled workers find it useful. It not only educates them but also entertains them. We will automatically turn to them for communication, entertainment, education medical advice or shopping. A lot of valuable knowledge and information could be imparted to them through this medium. Television items like songs, dance and drama help to cultivate the talents in our youth and the growth of our culture, religion and ancient arts. The television has succeeded the radio, the newspapers and the magazines.

Parents and school teachers should guide their children/students to choose good programmes. Every student must be careful to study first and then watch television for his entertainment. Now a days our students watch films and Teledrama series. The drama serials play a vital role in the family life of the Jaffna population. The housewives adjust their cooking hours to suit the T.V programmes. Sometime they neglect their household work. In the streets and bus stations we can see the college students talking about the scenes from these dramas. Recently I came across a scene in the bus stand where two university girls were deeply involved in a conversation about some person who was brutally killed by another. It is the incident was in a drama serial. I didn't know, I immediately intervened and asked them the name of the person who got killed and the location where this incident happened. They both started laughing at me and replied calmly that the incident was in a drama serial.

Further, the fact that films can be used as a very important means for the education of children has come to be recognized in every civilized country. This is because of the fact that a more lasting impression is left in the mind of a young student when he sees the things for himself than when he is taught the same in the class room. (In view of the growing importance of films, our Ministry of Broadcasting has setup as

a separate unit known as the films division. This undertakes the preparation of such films as are of much cultural and educational value).

But watching television can be detrimental to the society if it caters to the base tastes of the public mind by dwelling on the acts of violence and crimes or highly improbable and quite unnatural stories of sexual love which are screened. Generally speaking the cinema as it is today is a harmful affair. It is harmful to the younger generation whose tender and impressionable minds are likely to be deeply and permanently poisoned by perverse sexual ideas. Young minds are entangled and their career spoilt some parents blame it for the breakdown of social values and discipline.

Anything becomes good or useful by the way it is used with proper control and enforcement of standards, the evil effects could be avoided or rooted out. The government and other social welfare units must enforce strict rules and regulations to stop the malpractices and must censor films before they are screened.

GPIRATHEEPA
HNDE 1ST YEAR (Eve)

Failure teaches success

HOW e-mail WORKS

Electronic mail is everywhere many people in business; government and education now use e-mail more than the telephone to communicate with their colleagues. And in their private lives, many use e-mail as an inexpensive but quick method of keeping in touch with friends and family scattered around the world.

Although e-mail has been around since the formative years of the Internet, electronic mail first achieved mass popularity on local area networks. LAN – based e-mail systems allow people in an office or campus to resolve problems without holding meetings, and to communicate with others without the dreariness of formal hard – copy memos. Today, the proprietary e-mail systems of LANs are being replaced by e-mail client software and server software used on the public Internet, creating popular, broad – based standards that make e-mail easier for everyone.

Internet e-mail uses two main standards, the simple mail transfer protocol, or SMTP, to send messages, and the post office protocol, or POP, to receive messages. Because these standards are universals, the software sending and receiving e-mail, as well as the servers that handle the messages, can run on a variety of normally incompatible computers and operating systems.

The country's largest Internet service provider, America's On Line, doesn't use SMTP or POP. But instead makes use of its own proprietary protocols to send and receive e-mail. The reason users of AOL can communicate with people outside AOL is that America Online uses gateway software that translates between different e-mail protocols.

The body of an e-mail message is where you type your note. But e-mail has moved beyond mere words to encompass the ability to enclose complex document files, graphics, sound, and video. You can add these types of data to the body of a message by enclosing or attaching a file. When you enclose a file, your e-mail software encodes it, turning all the multimedia data into ASCII text. At the receiving end, the user's software turns this ASCII gibberish back into meaning full data – if the software at both the user's and the sender's ends uses the same encoding scheme. The most popular of these is MIME, the multipurpose Internet mail extensions. MIME doesn't care what type of data is being enclosed with a message.

Another set of mail standard can be seen as a great enabler of communication or an annoying source of inundating junk mail – spam. Electronic mailing lists automatically send messages to a large number of users, either on a one – time basis on a regular schedule. A mail reflector is server software that distributors mail to members of a mailing list. With a list server, individuals send e-mail messages to subscribe and unsubscribe to the mailing list just as one would subscribe to a newsletter or magazine.

MYURESH

HNDE 1ST YEAR

ATM

ATM

ATM stands for Automatic Teller Machine. We can use it in various ways. It helps easy money withdrawal.

In 1960 New York's first National city bank (New City Bank) installed a Bank graph in several branch lobbies. The concept of this machine was for customer to pay utility bills and get a receipt without a teller.

In 1967 a Barklays Bank branch near London the first cash dispenser was made by Dela Rue Instruments. It uses paper vouchers bought in advance with carbon 14.

In 1968 Barklays and a few other banks introduced a machine that encoded cash on plastic cards purchased from a teller. The problem was the machine always ate the card and you had to buy another one, if you wanted another Transaction.

In 1969 Docutel installed its Docu teller machine at New York's Chemical Banks. This is the first use of magnetically encoded plastic.

Chemical Banks claimed on September 03 1969 "Our branch will open its door at 9 a.m. and will never close again". Of course other manufactures got into the game but "Doca Tell" was the first to apply for a patent and is therefore credited by the Industry. We see it primarily as the first modern Magstripe machine.

In 1971 Docutell introduced its total teller. The first true Cum Function Bank A.T.M.

About the same time die bolt installed its first ABS Machine at a Bank branch in the U.S.A and Fujitsu installed it in Japan.

We can use A.T.M machine in various ways. These are new applications of A.T.M

For example:

Finance and banking Market:

Banks view A.T.M's as a way to increase their contact with existing customers, enhance opportunities for cross selling for the public the use of multi functional A.T.Ms that provide extra services and information on.

As the complementary of services provided by A.T.Ms increases, the need to replace buttons with a touch interface becomes stronger.

Companies deploying A.T.Ms realize they need Technology that will not regular adjustment on adjustment once deployed. The calibration stability and disability of Elo's intelligent touch and secure touch screens meet that need superbly. Even scratches that would disable other touch technologies do not affect the performance of the surface wave products.

Recommended Products (How to buy)

In the A.T.M environment ELO is the touch monitors includes CRT (Cathode Ray Tube) and LCD (Liquid Crystal Display) displays in a range of sizes and enclosures for counter, counter top/desktop or enclosed use.

Size	LCD	CRT
12'	1246L	1545C
15'	1547L 15472 with Projector capacitive	
17'	1747L	1745C
18'	1847L	
19'		1945C

Rear amount

ELO Intuitive rear amount touch monitors for a A.T.M are the industry's first sealed touch monitors designed chassis and scaled baste surface versatile ELO intuitive rear mount touch monitors integrate easily into your ATM design. The touch monitors can be mounted from its front or base.

Eliminating

The need to specify and purchase brackets and support ELO also maintains fixed out side dimensions of the rear amount touch monitor reducing the change you will need to redesign your ATM around a monitor component charge.

ATM touch monitors are available with a host of touch technologies/surface wave is the most widely asked touch technology provides the best set of features including superior optical and image quality along with resistance to scratches.

Breakage and Vandalism

For LCD products intelligent touch overlay touch screens are widely used secure touch technology provides an additional measure of resistance to breakage and vandalism because of its tempered glass constructions. Carroll touch infrared technology is the best choice for outdoor ATMs that may be exposed to harsh weather conditions and may require the combinations of water light sealing, optical performance and vandal resistance also. Carroll touch infrared technology can be provided with several custom options including tempered glass, laminates bullet proof glass, privacy filters and more.

ELO is also pleased to provide a broad array of custom touch monitor and touch.

S.SRIKANTH

HNDE 1ST YEAR (EVE)

Keep your mouth shut and your eyes open

ELIZABETHAN POETRY

The history of a national literature is part of the whole national story; but it is a separable part, for man is older than his songs, and had passed through many stages of development before he found his way into the kind of self-expression that we call Literature.

The history of English begins in the year 449 A.D. Literature has developed through a number of stages: Anglo-Saxon age, medieval age, Elizabethan age, Metaphysical age, Augustan age, Romantic age, Victorian age and Modern age.

Elizabethan age is the third stage in the English literary history. It started in the latter half of the 16th century.

The Elizabethan sequences came long after the gentle effusions of Tottle's poets and were not influenced by them. In this age most of the poems are highly musical and the poetic forms were sonnets, ballads and lyrics. The principal themes of the poems were courtly love, Pastoral love, and unrequited love.

The term sonnet is commonly used for poems in succeeding anthologies. The actual sonnet form is rare. Gascoigne's certayne notes of instruction not only described the Elizabethan sonnet accurately, but noted the general misuse of the term. It was contemporary French rather than older Italian influence that moved the Elizabethan mind to sonnet-writing.

Spenser is the true father of the Elizabethan sonnets. He first appeared as a poet with the twenty-six youthful sonnets in 1569. His indebtedness to Du Bellay is declared in the title of one group of sonnets *the visions of Belay*, and of another, *the ruins of Rome* by Bellay.

Another set, the visions of Petrarch, he translates from Marot. These and the other sonnets of Spenser is *Amoretti* have his characteristic sweetness of versification. Spenser it should be noted uses the English and not the Italian form of the sonnet. Two of the sonnets in the *Amoretti* refer to the Platonic "Idea" of beauty which outshines any mortal embodiment. Collection of sonnets telling a story of love; the: "hopeless love" of the sonnets must not be taken literally. Readers sometimes fail to distinguish between the truth of a poem and the truth of an affidavit, and are too often encouraged by critics who ought to know better. The sonnets of Shakespeare and of Sydney are as "true" as Hamlet or Arcadia; they are not required to have a different kind of truth.

Shakespeare belongs to the Elizabethan age. He is the 16th century poet. He is more famous as a playwright but he has written several poems. His sonnets are of the “English” form (now generally called “Shakespearean”) i.e. they are each built up of three quatrains with a final “clench” in the shape of a rhyming couplet. Shakespeare does not use the “Italian” octave and sestet form. As we have seen sequences of sonnets above love, real or assumed. A dim kind of story can be discerned in the collection. He has written a collection of 154 sonnets, most of them are dedicated to either a handsome young man or to a mysterious dark lady. The sonnet from 1-17 has variations on theme. 18-126 there are a variety of themes associated with the handsome young man. The poet enjoys the friendship and the full of admiration of the young man. Sonnets 127-154 are addressed to a dark lady by whom the poet is enthralled though well aware of her faults. She is stolen from him by his best friend.

The sonnet *Shall I compare thee* (sonnet 18) is addressed to a handsome young man and deals with the eternal truth. The poet begins the poem with the comparison of beauty of the young man to a summer’s day. Summer is a season that is generally regarded as the best of the season by the people in cold countries. During this season trees begin to put out buds and flowers are warm and bright. It has its shortcoming. In summer there are powerful rough winds, excessive heat and the sky is full of clouds and also it lasts only for a short time. It shows that everything has the changing quality even the best season has imperfection and every beauty fades. But the poet affirms, his beauty will be everlasting and will not decay. This part shows immortality. The eternal lines are

*“So long men can breathe or eyes can see
So long lives this and this lives to thee”*

Shakespeare says that the loved one will live forever; that is, the beauty of this person will remain alive as long as men live. The poet also says that even death can’t brag its supremacy over all the things because when beauty is recorded in poetry it will last for ever.

In *My Mistress Eyes are* (sonnet No.130) he debunks hyperbolic praise of the mistress. It is half bantering critical of the accepted ideas of courtly love. Her eyes are not like the sun, her lips not as red as coral. Her breast is not fair when compared with the whiteness of the snow..... He reveals natural beauty in this poem. The poet has paid her the complement of looking at her and seeing her as a real person rather than a stock idea to be poetically decorated with second hand praises. In his couplet lines, poet says

*“And yet by heaven, I think my love as rare
As any she belied with false compare”*

It suggests that this lady is more loveable because of her imperfections.

Thomas Campion was one of the greatest and the most intellectual among writers of this age. He is in a special sense of lyric poet; for his best verses were written by himself for his own music. He was born in London he studied at Cambridge University but it appears that he left the University without a degree. Later he becomes a doctor. Campion's lyrics are remarkable for their exquisite quality and their metrical resource. He is a link between the Elizabethan's and the Carolines. Possibly there are times when the musician impeded the poet; but in the best of Campion's lyrics an apparently artless ease conceals a subtle mastery of syllabic tones and values. A reference to the poems contained in all anthologies of English verse will show not merely the intensity but the variety of Campion's poetic gift. His poems have an unstudied freshness and a tuneful charm.”

“There is a Garden in her face” is about a young lady whom the poet admires very much. The face of the lady is compared to a garden. The comparison of the face of the young lady to the beautiful things in a garden is in the manner of the courtly love poetry of the time. The lady's beauty is described in a highly manner. She is of unsurpassed beauty. Her face is like a garden and in this garden there are roses and white lilies. All pleasant fruits grow in this garden. Cherries too grow there but none can buy them. Here the cherries are symbolic of the lips of the lady which no one may kiss, that is until the lady is willing to accept her lover.

In the second verse the oriental pearls referred to are the teeth of the lady. The teeth are also compared to rose buds filled with snow but all this beauty no lord or prince can approach until she is willing to accept him.

S.SATHAYINI
HNDE 2ND YEAR (EVE)

AN EVALUATION OF ANNE RANASINGHE'S POETRY

Poetry is one of the oldest and most important branches of literature; Anne Ranasinghe is a very important Sri Lankan poet. Her poems describe the futility of war. Anne had suffered a great deal as a refugee, a holocaust victim.

Anne was born in 1925 in Germany. She is Jewish by birth. Her real name is Anne Liese Katz. At the age of thirteen she became a victim and an orphan as a result of Nazi violence. All the other members of her family were killed by the Nazis. She was the only survivor in the family. After this incident Anne fled to England and became a nurse. She later married professor Ranasinghe of the Medical Faculty of the Colombo University. Thus she became Anne Ranasinghe.

She has been called a holocaust writer. Being a survivor of the Nazi holocaust Anne has said, she feels the need to create awareness against violence especially among the younger generation. I take four of her poems, *Vivere In Pace, Secretariat, Plead Mercy and In our Lane* to illustrate her art.

In the case of *Vivere in Pace* as the subtitle of the poem *comment on a review of an exhibition of graphics from the German Democratic republic* shows the poem was occasioned by a review written on an exhibition of pictures from the German Democratic Republic about the horrors of atomic war. The purpose of the exhibition had been to show people all over the world what happens when an atomic bomb is dropped.

The reviewer of the exhibition seems to have questioned the purpose of the exhibition. He sees it as *obsession with war and its horrors*. He charges that the sort of art disturbs and horrifies. Only a depressophile could like such an exhibition. This exhibition probably was held before the 1971 youth rebellion and the ethnic war which escalated after 1983. That is why the poet refers to this country as *the island haven* and the violence we had known then was only seen "on the cinema screen". This means it was a time then when the Sri Lankan public consciousness had not yet had a taste of violence and not yet been benumbed by it. So we can understand the reviewer of the exhibition being "disturbed and horrified" by the pictures depicting all the horrors of war.

She seems to tell the reviewer, "what you have seen is only art, not the actuality of war. Take it from me; the actual war is much worse." An exhibition about war is only art and lacks many a dimension of

an actual war. It lacks the dimension of actual love, pain, blood and burnt bodies. Then there is the fear that lingers like a “festering canker.”

Thus Anne Ranasinghe draws a sharp distinction between art and the actuality of war. Art is only a projection of an emotion, an experience into colour, design and effect but art itself is neither the actual emotion nor the experience. We are reminded of Keats’ *Ode on a Grecian Urn* where he examines the claims of art versus actuality. Art makes an experience permanent but lacks its vibrant flesh-and-blood actuality. In other words actuality throbs with life and art can never capture that living, throbbing quality of an experience within its colour, design and effect. In other words art immortalizes an experience but deprives it of its living, throbbing quality.

To come back to the poem *Vivere in pace* probably the reviewer did not like that immortality art had bestowed on the horrors of war. It pricks the world’s conscience for what the American bombers had done in 1945 to Hiroshima and Nagasaki. We like to forget the unpleasant past; to bury it and build the present. Anne Ranasinghe seems to be opposed to it. She wants to warn us that if we forget our past we are bound to repeat our blunders.

In the poem *Secretariat*, Anne Ranasinghe seems to focus on what happens after one reaches a top position. The poem opens with the line

“So this is the summit of a man’s career”

This opening line with its ‘so’ at the beginning plunges the reader to a sense of disappointment. We can hear a shadowy protagonist behind the poem sighing out his frustration “So, after all is this all that I spent my life for”. This lament of the protagonist implied at the beginning of the poem is also a statement on the nullity of earthly power. At the end of a lone and arduous journey of power-seeking there seems to lie only disappointment.

Closely associated with his disappointment of the bureaucrat is also the depressed surrounding in which he works. He sits in a shabbily constructed little room with two hard board walls. A naked bulb hangs over him and below him is a rotting wooden floor. There are no windows to this little cell but only a door. Half hiding the door and standing across it is a broken metal screen from which a rag of a green curtain blows in the wind.

The final picture that emerges from this description is not that of a seat of power. Rather it is the picture of dilapidated prison cell. One is made to ask a prisoner of his own making. When the poet says there is no “any kind of personality” in the room, it is true enough the physical environment of the room is so banal but that lack of personality seems to extend to the occupant as well. He is such a colourless personality.

He doesn't live his own life. He is only a cog in the big wheel of power, a puppet who dances according to the strings pulled by somebody else. The dreary, colourless existence of the bureaucrat is further shown by the stacks of files, the rickety chair, the two tea-stained china cups with cracking glaze and finally the dusty fan, layered with dust. The stanza ends with the line. “In fact there is dirty everywhere.”

The room of the bureaucrat lies “along the corridors of power” years of study; planning, sweat and chicanery have all to winning a foothold. We are reminded of the English saying”: laboured a mountain and brought forth a mouse.”

Thus the poem ends in that note of disappointment with which it began. In fact a sense of disappointment broods over the poem from the beginning to the end. We can therefore say that Anne Ranasinghe's poem is a sensitive study of the vacuity of bureaucracy and power. The poem has a negative depressing view of it.

In the poem *Plead Mercy*, first, we get a picture of a bullock yoked to a cart and pulling it uphill. It is with great difficulty that the bull is pulling the cart uphill. The poet and her thirteen years old daughter are watching this scene. The daughter asks the mother a philosophical question.

“Does he think life is worth living?”

The question is induced by the pathetic sight. The mother gives a commonplace answer and the girl is not satisfied. Meanwhile the bullock has fallen on the road and the carter was hitting it. But it can't rise.

In the first stanza, the poet uses a number of action words such as ‘straining’, ‘shivers’, ‘protrude’, and ‘travails’ to convey the pain and suffering that the bullock undergoes. This introduces to us the theme of the poem- indifference to the suffering both of men and animals.

In the second stanza, we see the poet, placed in an embarrassing situation. She has to answer the question raised by her daughter. It is a difficult question to answer. The girl's subsequent utterance develops further the theme of the poem.

"If there is a revolution, she says, I'll kill myself. All those horrible things they do to people"

See whether the suffering of humanity, cruelty, helplessness of man, and contradictions in modern society are conveyed here. Toward the end of the poem we again see the picture of the bullock. It has fallen on the road. He can't rise, in spite of the torture given to it by the carter. Also, note how the poet focuses his attention on the eyes of the bullock. Look at the following expression from the first stanza.

"Only his eyes plead mercy"

Then in the second stanza, we have

"Lord, have mercy on his eyes"

In conveying his theme, the poet uses a superscription.

"Sabbe satta Bhavantu Sukhitattha"

In her poem *In our lane*, she describes a poor family's situation. The father was killed in violence. So the mother works as a servant in a house and feeds her children. When she is working in the house, her children aged seven, four, three and two sit under the yellow temple tree. Here, "yellow" is a symbol of sickness. They do not shout or fight but the small baby sometimes makes soft wails.

All of Anne's poems are written in simple English because she wants all people (educated or uneducated) understand her poems. In this poem she uses very powerful and evocative words and phrase such as "corrugated", "yellow temple", "barely", "hungry", "never, mosquito-bitten arms, black and sweet and childish voice." And they make a clear impact in the readers' mind.

E.KARTHIKA

HNDE 2ND YEAR

CRITICAL APPROACH OF KAMALA WIJERATNE'S POEMS

Kamala Wijeratne is a celebrated Sri Lankan poetess. Her poems taken here for analysis are

A Soldier's wife weeps
A Mother Lament
And
The white saree

These three poems are based on war and suffering. She talks about the unwanted war in almost every poem, because poets comment on what they see in the outer world. So she focuses her attention on the current problems of Sri Lanka.

In *A Soldier's wife weeps* we see the expectation of a young wife burnt by the fire of war. Her husband leaves home for military service on Saturday. But on Thursday the wife receives his dead body. The poetess clearly recalls how she saw him off the other day.

I watched until you disappeared over the bend
And long after, until my breast gave a great heave

She prays for him because she knows the uncertain life of a soldier. She regularly reads the horoscope of her husband and retires peacefully thinking that there is no danger of at hand. So when the body arrives she can't bear the shock. The happy moment of their married life stretches before her eyes. The poetess clearly shows how the young wife/widow going to lead a life without the loves and nearness of her husband.

I think of the bare, barren years
Stretching like a road swaying through a desert
And wonder how to preoccupy myself
How to make the days go forward

She sees the things she never saw before. The poetess underlines the unbearable feeling of the soldier's widow during weekends.

On weekends when I have nothing to do
I spread the white wedding sari on the floor
And contemplate how I stood on the Poruwa with you

She further adds that government gave the dead soldiers a “hero’s burial” and the society. The society may see it for the sake of the nation but all the pain fell upon the close relatives.

A mother laments shows how war destroys a mother’s expectations.

*To grow into constructive man hood
To bear with honour ancestral name
And biggest hers to comfort me in age*

A mother doesn’t want to be a famous figure because of the bravery of her son. Her love only expects the simple things stated above. A mother doesn’t want to see her children dead, but the mother in this poem is a proud of her son because he is fighting for the nation.

*Instead you seemed determined to be chronicler’s meat
And stalk elusive justice in its hiding
Leap upon tyranny with it Gorgons head
And tear a world thrown on its back in inequality*

However, a mother doesn’t want her son to die before herself.

*And shed my unrequited blood in vain
And claw the dust before me my son*

These two poems reflect the people’s sufferings because of the War. The significance of these poems is that they invite the reader to see things in the light of Kamala’s viewpoint. The poems run in a simple and straight forward manner. This straightforwardness begins with the expression-

Last Saturday when you went back from leave in A soldier’s wife weeps and I never thought to equalize myself in Mother laments.

The choice of words and the sentence structure express outwardly the pain that was felt by the people. The poetess selects characters in the family such as mother and wife. At the end of *A Soldier’s wife weeps* the poetess vividly expresses how the wives spend time in referring to their husbands’ horoscope.

How wrong the horoscope readers were

War makes Life unreliable. But death isn’t the last thing in the world. The relatives have to lead their life. The pain only hurts the people who are left behind.

*Looking back now I seen to see things
I never saw before
The way you hung behind me and touched my hair*

-A soldier’s wife weeps

*And shed my unrequited blood in vain
And claw the dust long before me my son*

-A mother laments

Through the use of imagery the poetess conveys a wealth of ideas.

A soldier's wife weeps contains many visual images.

*On Wednesday when the crow cried on the dead branch
And the sky coloured with the colour of charcoal
Was it Saturday that we bathed together at the village well?
And you boy-like threw stones at the sneering frogs*

The poem *A mother laments* uses hyperbole

*I never thought to equalize myself
With the mother of Achilles
Nor with mightily Arjuna's
Nor with passionate Shorab's
Nor any of those stiff Roman matrons
Who bore sons of steel?
Nor a missionary Palestinian*

A Soldier's wife weeps entertains the readers by adopting flashback and states in a serious tone from the beginning. The flashback given in five quatrains rouses our feelings. The rest of the poem is the situation at hand. The run of a non-stop speed tells us that the poetess is over come with emotions. This makes the poem effective.

A mother laments is the narrative in the past tense. Hyperbole gives the full effect to the feeling of a mother. The poetess's thoughts are focused on the sufferings of people created by War. She brings out the pain of the people especially the bare and useless lives of wives and mothers. She tells that war only brings death. Nothing else it makes death regular. This situation may come to any family and we don't know who the next victim is.

These poems are a prophesy and at the same time a warning. Man has suffered long enough and unless he finds solutions to the problems of war there will be no way out.

S.NIROJANAN
HNDE 2ND YEAR

AN APPRECIATION OF THE SLAVE'S DREAM

The mental state of the poor slave who is away from his native land and his loved ones is set out in this poem. It evokes our sympathies for the slave. While he is harvesting he falls asleep and dreams of his native land. Various scenes of the native land- the River Niger, the palm trees, the tinkling caravans all seem to attract him as he majestically rides through the landscape. As he rides he sees his spouse the 'dark eyed queen' along with his children and we are moved by the scene where the children shower their affection on him and at the thought and sight, he is in tears in his dream;

"A tear burst from the sleeper's lids and fell into the sand."

The slave dreams of his riding majestically on his well - ornamented horse along the Niger's bank, and enjoys his ride following the flight of the bright flamingo from morn till night. The flamingo is like a blood - red flag which precedes the heroic fights. As he rides along the plains full of tamarind trees, he sees the sight of the Kaffir's huts and the wide ocean. At night he hears fearful sounds – the lion's roar, the hyena's scream and the movements of the river horse – which were to him the glorious roll of drums. Not only does he ride through land, but forests and deserts as well. He experiences the various noises from the forests which the poet presents as a 'myriad tongues' – and which he sees as the voice of freedom while he likens the desert cries to 'wild and free ones. The slave enjoys all their outbursts in his dreams and breathes his last. Though not enjoying the good things in life, he enjoys them in his dreams and then departs, freed of the driver's whip and the burning heat of day. He lies lifeless and soulless. The poor slave lived in a dream- world enjoying life in his dreams and then departs lifeless and soulless.

The use of figurative speech makes the poem pleasant and enjoyable. The words the poet employs to make his message effective are mostly mono syllables. The poem has rhyme in the first stanza the even lines rhyme – 'hand' - 'sand' - 'land' so also in the last stanza the even lines rhyme – 'day' - 'lay' - 'away'. The poem abounds in epithets – 'lordly Niger' 'tinkling caravan' 'mountain road' 'furious speed' 'myriad tongues'. The poem has instances of internal rhyme as well;

"his breast is bare his matted hair"

"he could feel his scabbard of steel"

"his bridle reins were golden chains"

“Palm trees on the plains”, “they held him by the hand”, “then he started in his sleep and smiled” are instances of alliteration. Through a series of visual images the poet seeks to make vivid his point of view. The instances of visual images are ‘river Niger’, ‘tamarind tree’, ‘palm tree’, ‘Kaffir hut’, and there are some auditory images too. They are ‘hyena’s scream’, ‘river – horse (hippopotamus) crushing’, ‘lion roaring’, ‘and the various sounds of forest’.

In the first line of the poem the reader thinks that the slave is in a half - awake and half - asleep state. But in the latter part of the poem he gives the reader a shock that the slave is dead. His soul is free from his body. Finally the poet points out to readers that what a slave is unable to get in his life, he gets in his death. The poet makes the readers feel for the slave.

S.RANJITH KUMAR

HNDE 2ND YEAR.

He that travels far, knows much

THE CROOKED SWORD

by *Chelian*

Uncle's arrival coincided with the commencement of the December vacation. Since it was the longest vacation running to thirty days, it was important even to those who didn't attend school.

Since it followed the final exam, the usual violence ("Take your book and study.") was just not there. Again it was a period of preparation- the whole of Jaffna preparing itself for the next crop – the children were spared of forced chores like gathering chilies.

It was also the season to float paper boats made of your brother's note books or diverting the rain water into your neighbour's garden.

On the whole, the December vacation was like the joyous period of Peace Talks. Of course there were no Ceasefire Monitoring Missions.

As usual uncle arrived with his old suitcase. He kept it double-locked. It contained his shaving set, a small mirror, two or three clothes and a torn banian. He never carried sarong and towel. It was our duty to supply those items.

Other than these, there would certainly be a new knife or a new mamoty, a sword or a sharp axe. This item, wrapped in an old Sinhala newspaper, will be at the bottom of the suitcase. Anyone noticing it might mistake uncle for a thug.

At sixteen he ran away from home, with Rs. 20/- he had stolen from *appu*, his father. He was angry because *appu* had punished him *aachi* was never tired of narrating this adventure of her son. He had travelled by train, ticketless; He had, in his wanderings, picked up Sinhala and English. Now he is a storekeeper in the Department of Highways, in a remote village twenty miles from Anuradhapura.

He used to get frequent transfers. Whenever he came on vacation, it was his habit to bring a new knife or an axe which he would exchange with the used items his sisters had. The unserviceable items would replace the good ones he had stolen.

The three sisters turned a deaf ear whenever uncle made disparaging remarks about their husbands in their absence.

During his visits uncle would stay with us. My mother would be worn out during those two or three weeks when uncle would hold court.

“What does he think he is, a petty king eh?” grumbled mother but later worried that uncle had overheard her remark. Luckily it was I who heard it. To me uncle never appeared a chieftain. He reminded me of the deposed Sundara Pandyan in Kalki’s novel who raved and sang even after losing his sword.

Kalki’s story held out an advantage. Even the capture or the murder of the king will not solve the problem. You only have to hide the crown and the sword. Anyone in possession of them could, at a certain time, stake his claim for the throne. Luckily there is no such procedure these days. Otherwise one could seize the king’s gun and assert his right.

So I got the impression that my uncle had hidden his sword somewhere.

My brother and I struggled with the score of chores assigned to us by uncle: delicately washing his underclothes, washing his plates and teacups, running to the boutique to buy things and, above all, the tiresome job of taking him on the pillion.

We endured all this for the sake of the film shows he would take us to and the treat he give us at the Malayan Café

The question that was gnawing my insides for a long time was this: “Why hasn’t uncle got a wife?” I gathered up courage and asked my mother one day. “Why are you so inquisitive?” was her initial response. “She is no more” she said after a pause. I didn’t believe her.

It was my brother who gathered the vital piece of information. Eavesdropping is his special skill. He would pretend to be absorbed, Einstein- like, in testing some hypothesis, knitting his eyebrows and talking to himself. But he would keep his ears tuned. He knows well the wavelength to which he should tune them.

“Auntie ran away a long time ago”

I was moved. How gentle and patient she would have been. To be married to a mediocre king and to endure all his taunts and tirades! Dumb, she would have been.

“Auntie wouldn’t have run away. Uncle would have chased her”.

My brother registered this judgement, went straight to the eldest auntie’s house and conveyed it to our cousin, thus earning the compliment “Good boy”. He is always like that my brother. Earning encomium at my expense.

The scene of this unknown aunt sitting on well-wall, tears streaming down her eyes appeared in my mind’s screen. Her tears would have mingled with the well water from which all these families would have partake. Yet, now they are all unsympathetic.

“You are such a small brat but you poke your nose into unnecessary matters. You should behave. Else I’ll tell your father! “My cousin threatened me.

She won’t dare. If she alienates me, who would take her letters to her boyfriend?

It was a wonder how mother could tolerate the very harangues auntie found difficult to endure. The eavesdropper provided the answer. Uncle had given mother a loan of Rs. 20,000/- to complete our house. That was why mother was tolerant.

We expected uncle to bring our radio this vacation. He didn’t. My brother and I were very angry. But it was not possible to express our anger under this roof.

The radio problem was an old one. Father had an old Phillips set. Even recharging the battery every six months wasn’t a problem. The aerial supported by the mango tree and the tamarind tree would snap once a fortnight. Of course that was a problem. Once while climbing the mango tree father had a fall. Uncle fondly scolded him. Mother turns a deaf ear to such comments.

“I’ll take the radio set to Mudiyanse. He will convert it to a transistor set” said uncle when he took it two years ago. It hasn’t come back. Every vacation the pledge is renewed. But we miss our radio badly.

“Must rub *kaanchondi* leaves on his underwear” suggested my brother. Joining him in such a venture, I knew, was worse than rubbing *kaanchondi* on myself. So I rejected the plan. “Something not so

aggressive” I said. My brother eyed me with suspicion. Quite unexpectedly mother came up with a plan. “Look here boys” she said, “Accompany uncle and when you return bring the radio. He might also give you some rice”

Uncle liked the idea. We knew why only later. He had planned to take a lot of things to Anuradhapura and we will, he thought, be useful as porters.

With the New Year uncle’s vacation came to a close.

Onions, dried chilies and tobacco were neatly packed. We were ready to proceed to Inuvil Railway station.

There was a rustle behind the fence. Our eldest Aunt came creeping. I have never seen her using our front door. Her entries were always dramatic, from the wellside or the goatshed. No body bothered to ask her whether she had any security risks

The eldest aunt who came with a bundle of *glyceria* leaves whispered to my brother. “Hei Boys, each of you should return with a bag load!”

On reaching Anuradhapura, we had untold difficulties in boarding the bus to uncle’s quarters. My brother’s hands were swollen. He was in tears.

The bus stopped. Lokubanda was waiting for us. He was the watchman. He and uncle exchanged New Year greetings. Lokubanda eyed me with curiosity. Uncle introduced us to him in Sinhala.

“Enjoying your school vacation, eh?” he responded in Tamil. Quite effortlessly he carried the bags into the quarters.

I felt uncomfortable inside. “Our goatshed is more spacious” whispered my brother. I pinched him. He fell silent. As Lokubanda took leave, uncle asked him “Has *mahattaya* come?”

“He arrived in the evening” he said and disappeared into the darkness.

“Where is the radio, *maama*?” I asked.

“Go to bed now. You can see to it in the morning” he said sternly.

There was only one wooden bed and my brother racked his brains as to how we were going to share it. Like a magician, uncle produced two gunny bags from somewhere. "Here, lie down on this, wrap yourselves with your sarongs" he said.

We couldn't go to sleep. Uncle was snoring. Slowly my brother got up. He was looking for something. What was he up to?

He came back to the bedding and whispered "The radio is there". I didn't even stir. But I was happy. I fell asleep relieved.

Uncle woke up first next morning. He roused us. "Wash your selves and get ready to go" he said. He didn't say where to. It was not his habit.

He took two sheaves of the sweetened tobacco. I knew he was going to meet some important person.

We got out of the quarters, walked through a hedgerow and found ourselves in front of a brick house. Uncle told us sternly "None of your pranks here!" On such occasions my head would nod automatically. My brother's head takes time.

"Follow me" he said.

Uncle entered the premises, opening the bamboo gate. I was excited. Were we going to meet his "Sinhala auntie"?

He knocked at the door. A beautiful woman opened it. I had no objection to accepting her as my aunt.

"Nona!" Uncle addressed her in Sinhala.

"Oh, you are coming from Jaffna. Come in. Sit down".

She went inside.

We looked at each other. Mischief was written on my brother's face. Uncle took the tobacco in his hands and stood to attention. Sound of approaching footsteps.

Bare bodied, clad in a sarong and spectacled, a man emerged.

Uncle fell prostrate. I was shocked. What happened to him?

“New Year greetings, Sir!”

His words came from a deep abyss.

“Ok, Nadarajah. Thanks!” he said. He was the boss.

Like a snared bear extricating itself, uncle got up, bowed down and offered the tobacco.

The boss’s face beamed as he took it.

I looked at my brother. He looked stunned. He never opened his mouth till the train left the Anuradhapura Station.

Now, whenever I see uncle, I don’t think of the Pandyan King. The image of a crooked sword comes to my mind again and again.

S. PATHMANATHAN
VISITING LECTURER

Learning is the eye of the mind

INDRANI'S STORY

What happened to Indrani on that fateful day July 1983 so radically altered her life that she never could never return to normalcy. She was reduced to a bundle of nerves and she could find mental peace only in destroying herself. Yes this unfortunate woman witnessed the gruesome murders of her husband, two year old child and two other family members.

The horror of this image propelled her into a state of profound psychological turmoil. Distress both physical and emotional overwhelmed her. The trauma she encountered and the resulted intense anxiety forced her into emotional chaos in her beautiful life.

Indrani a jubilant pretty young woman of twenty eight years, a graduate of a University and was working as a receptionist in a large Mercantile House. She wedded a wealthy business magnate, just three years ago, and had a child of two years. She also had plans to join a business school and specialise in Human Resource Management. Her parents and her close associates prayed for a life of happiness and fulfilment in her future.

Her family had spent a blissful vacation for a week in the mountain of the top part of Sri Lanka and were jubilantly returning to their home in Colombo on 23rd July 1983, only to meet their most cruel tragedy. This was the turning point in the life of Indrani.

Quite unaware of the upheavals and the bloodiest ethnic violence in the metropolis, they drove into Colombo. To their bewilderment their car was stopped near the famous Victorian bridge by a violent racist mob armed with swords, Kris, and iron clubs.

As soon as the car stopped, it was surrounded by the mob. The entire occupant went aghast. They were ordered to get out. The terrible sight around them made their souls and bodies tremble. Indrani was trembling with her 2 year old child in her arms. They saw smoke and fire around. A few metres away an old man was battered to death. She ambulated speeding up and down with the shrill of the siren.

The angry violent mob was shouting "Hammers them and kill them." Indrani and her family sensed some imminent peril for their lives. The criminal mob had the faces of savages and was behaving like beasts.

One by one the savage looking mob clubbed the traveller wielded their knives and krisses and started stabbing one by one. It was more than a nightmare. Indra screamed with all her might and did her best to prevent the killing of the others. The next more by the ruthless mob was to set them on fire. They set fire to the car they were travelling, tied up Indrani's family members, a brother and sister together impairs using metal wires and threw them on to the blazing car. The next victim was her bleeding husband. In the scuffle between Indra and the deadly mob, a gangster grabbed her two year old baby and to her horror threw the child into the fire. She stood aghast at the horrible sight and was almost fainting. The next blow hit her head and she fell face down on the road. The next thing she could remember was her presence in a government hospital.

Miraculously, Indra was hospitalised. She just couldn't brought there for treatment, but she could recall the beloved bodies of her family members lying in the blazing car as the fire consumed

She remained in hospital for many weeks for treatment of first degree burns on her body. It was all like a terrifying dream for her. In addition to her physical ailments, she developed psycho disorders. She was suffering in and out of consciousness for weeks. After a few weeks she was transferred to a psychiatric hospital for psychological treatment and counselling.

On her release from the hospital, she returned to her empty, looted, burnt and partly destroyed house. This sight gave her another deep shock, and an ugly dramatic turn took place in her life. She lost her identity and the purpose of living. She was devastated by the trauma of losing her loved ones and her dream house. Her former self was completely lost. She tried to reach out for help but all her close associates and relations were out of sight. Her emotional shock deepened and deepened into a series of psychological disorder. The psychiatric symptoms were painful and terrifying. The recurrent thoughts of 23rd July tormented her emotionally. She lost all hopes of living a happy, peaceful life, and an urge to commit suicide raised its ugly head in her restless mind; suicidal intention overwhelmed her, and one day she was found lying motionless on the floor with a **nylon rope round her neck.**

“Life is packed with situations generating fear terror, loss, frustrations, worry, hatred, anxiety jealousies, insecurity love and affection”

S.JEYARAJAH
VISITING LECTURER

UPSIDE DOWN

Though known for their experience, wisdom and maturity, today's youth feel, the aged are a burden on them. The aged are a nuisance to the young men and women they feel. Though wise and mature, the aged are physically weak, with wrinkled faces, weak sight, short of hearing, unsteady gait—all signs of old age. "*Nobody cares for us*" they say. They are only left to care for themselves. Slogans as "Care for the Aged" are mere rhetoric.

Home is no sweet home for them. They seek happiness out of home. They enjoy the company of their like. There is a temple in our village, a famous Murukan Temple. Its location is a large compound with well grown spreading trees all round. The gentle cool breeze is most refreshing and enjoyable. It's sandy. It's a popular meeting place for the aged. They come in the afternoon, sit under the shady trees, enjoy the gentle breeze reminisce and talk about the rights and wrongs of the people around.

Kandiah Appu is always seen under the spreading mango tree near the temple in town. After a cup of tea fondly served by his only daughter he walks unsteadily, support in hand, in loin cloth, wearing a worn-out pair of slippers and takes his place under the shade of the tree, awaiting his companions.

"Appu" I inquired "*Why so early today in the scorching Sun.?*" I always stop a while to have a chit chat with him. His face brightens. "*It's you, thamby*" he says. I'm more happy and comfortable here than there. I have no one to while away my time there. I have good company here. I also enjoy watching devotees come and go."

"Why you have your daughter there. She is fond of you. She cares for you well; and then you have your grand children". After a moment's silence and saying 'Hello!' to one of his companions he says "It's all true. My daughter is a gem of a person. She is unlike some of the women folk of today. How much of care and concern does she have for me though I am old and poor? My grand children, yes, I have a number of them, but what of that? I never see their faces. We hardly heard of tuition in the good old days. Our teachers and schools were all to us. Teachers were devoted and schools sacred places." He pauses a while. There is a Kavadi and a whole lot of devotees moving towards the temple chanting hymns -, singing devotional songs to the accompaniment of Nathasuram music. It's a Friday and devotees are seen coming and going. His eyes and thoughts are fixed on them. Then he continues "Don't you know its tuition and tuition these days. Holidays or no holidays, week days or weekends I see hardly my grand children. From dawn to dusk they are out and my poor daughter has to struggle-all alone-attending to the household chores-my son-in-law is away in Oman". "Don't they go to school", I

queried anxiously. After a moments thought he surprised me. “What school. These tutorials are more important to them than schools. Their teachers at school are there at the lesson feeding centre too. They are dual personalities. Schools are places of rest and fun and frolic for them. They are more keen and enthusiastic there than in school, so with the students.”

“So don’t your grand children go to school?”, I anxiously asked once more. Why not? They leave home early in the morning with or without their bed coffee for their study centres which they often mispronounce “tootion” centres. Then they rush back home, have a quick breakfast and then rush to school picking whatever books that come their way. From school they come worn out have a hurried lunch and then pedal back to their extra classes with their friends. Back home they are glued to the TV or radio enjoying the shows and programmes.”

“So what’s wrong with that Appu, they are over learning from dawn to dusk and enjoying a bit watching *Manaivi*, *Annamalai* and the like or listening to the latest hits; they are combining learning with enjoyment.” Suppiah another companion of his joins them. Kandiah Appu asks him quite anxiously “Has the J.M or PTOMS been signed. What do they say and eagerly awaits his response.” “Some say signed some say not signed, the Muslims say can’t sign or don’t know to sign”, muttered Suppiah.

After a short pause Appu continues with his tirade. “Thamby look here. You are silly. You say over learning. What good. It’s all the same. At one time Jaffna people were well known for their brains and brawns, But what now. They say educational standards have fallen in Jaffna. The Jaffna man has now no brains. Is that all? Tuition or no tuition when O/L, A/L examinations are over they are on the road – surveying the road – as is the popular belief. Look at my friend Suppiah’s son. He too was like my grand children leading a rush life – hardly at home – rarely lending a helping hand to his parents.”

Suppiah nodded in agreement

“It’s the truth and nothing but the truth,” he interrupts.

“What’s wrong with him now,” I interrupted. “It’s all in our stars.”

“What fate? All nonsense”, Appu retorted.

“The parents had great expectations of him. The astrologers said so. They lived in a world of dreams. They expected him to be a Doctor.”

“Oh! What a pity? Man proposes God disposes. What’s he doing now” I was anxious to know.

“Oh, that’s the funniest part of it. Threatening to do this and that he has got his parents to buy him a fashionable brand new bike.”

Interrupting, I tell him, "What of that Appu. Boys are boys. Let him enjoy. Eat drink and be merry for tomorrow we die. That's the mod culture. A youngster these days must be well polished, possess a hand phone, hum the latest hit, own a bike and be found more out of doors than indoors. That is what makes lads flock around him and lasses fall for him."

Appu was a bit angered. In a raised voice he said, "Yours is mad talk. The mod fashion would do him no good. Squandering their parent's hard earned money, making their lives miserable he enjoys himself. What high hopes did his fond parents have of him? They had even planned to marry their doctor son to my rich niece. In the good old days we passed the Senior School Certificate examination we got jobs and supported our parents. Now everything is upside down."

All "what you say is true, Appu. That is the life style of youth today. Didn't you hear of yesterday's accident? My friend Shan was on his way to town on his new motor bike with his friend on the pillion. What a pity? He was knocked down and died instantaneously." "The only child in the family" said I endorsing his view.

"What Rama, that's no news. We hear of accidents all day. An accident here, an accident there the poor victims being young' lads and lasses", said Appu.

Suppiah who was a patient listener all this while dropped a bombshell. "What about the lasses today? Are their lives in any way different, even at this age they have to be fed by their fond mothers? The young girls of those day give up schooling when they come of age, stay back at home, and help their parents in their household chores, and grow up to be good housewives. But the lasses of today cannot even prepare a cup of refreshing tea, let alone cook a tasty lunch". The others shook their heads in agreement.

It was getting dark. Appu rose to go home. His companions too left one by one. I was to pass Appu's house. So I gave him a lift. I dropped him at his door. He thanked me. He was overjoyed at my gesture. "Care for the aged" I mused.

S.RANJITH KUMAR

HNDE 2ND YEAR

RUPEES AND CENTS

**Not pounds or shillings or pence
Nor dollars nor Naya paisa
Our currency
Rupees and cents
Our medium of exchange**

**Wealthy we are,
Hoarding rupees and cents
Times have changed,
Rupees have value
Shadow of pounds and dollars though
Yet value it has
In this little isle of ours**

**Poor cents oh!
Lost thy colour, lost thy value,
What a pity?
One cent, Two cents, Ten Cents, Twenty five cents
Fifty cents
Of different shapes and sizes.**

**Oh cents, where art thee gone,
No more do we see thee,
No more do we handle thee,
No one cares for thee.
Dropped you may be,
But none to pick thee**

**The state's mint
Deals with thee no more,
Nor thy need do we feel,
Out of sight, out of mind.
Forgotten you are, poor cents.**

**The poor beggar who taps
On our door,
Isn't happy with our gifts
Of cents,
Looking into the mouth
Of a gifted horse
He almost frowns,
A rupee or two he's happy With,
Not cents one to fifty.**

**Once thee filled the beggars bowl,
The temple's till,
The cashier's counter,
The gram sellers' wallet,
Oh cents, where aren't thou gone?
Oh where?
The museum's show piece
Or the numismatist's fond possession.
you may be.**

**Gone are the days of thy glory.
Gone are the days of thy worth,
Oh cents!
How sad we are.
May you rest in peace
Oh cents.
Far away from the maddening crowds,
Life's like that
An empty dream.**

**R.KANAPATHYPILLAI
(VISITING LECTURER)**

THE A.T.I.

**We are a branch of the SLIATE
Fondly talked of as the A.T.I
Our Home is Northern Sri Lanka
But still homeless we are.**

**Nineteen ninety-seven,
In the century gone by
Launched we were
Still nomads we are.**

**Palaly Teachers' College
Our first home it was,
Pitying us, gave us shelter.
When in difficulties once again
The orphanage on Kalasalai Veethi
Lent us a helping hand.
Today we are displaced still
Housed in an expatriate's home,
On the PALALY high way
In famed Thirunelvelly.
Temporary structures
The fruits of men of goodwill
Have eased our problem of shelter
Hoping against hope for a better life.**

**A frustrated lot we are
The doors of the university closed to us,
The heavens sent A.T.I
To give us solace.**

**A good number we are
Both young men and women
From all corners of JAFFNA
All not of one type, though.
Some full time some part time
The gates of the A.T.I being open
ALL DAYS of the week
No matter week days or weekends.**

NDE CIRCLE
Department of English
Advanced Technical Institute
JAFFNA

**Courses are many,
Accountancy, Business Studies, Management, Commerce, English,
We can choose from
ALL Higher National Diploma ones.
All of high standards and relevance,
With prospects bright,
Handled by young, energetic Lecturers acclaimed,**

**Both caring and sharing,
With visiting personnel lending a helping hand,
And administered well.**

**Bursaries and Season Tickets we enjoy,
A golden opportunity it is.
Some are serious though, some not too serious,
Some caring, some care free
Some enjoy learning, others socialize.**

**Out of class we enjoy,
Meeting at the canteen,
Singing and dancing,
Chatting with fond ones,
Talking sense and nonsense,
Tasting the stolen jak.
Fresher's welcome,
Enjoy we do.
Ragging too is on our cards.**

**What we sow so we reap
Let us toil,
Reap a harvest rich,
Bring honour to us, to the Institute.
Miss not this opportunity,
Dear friends.**

Long Live the A.T.I

**VMUGUNTHAN
HNDE 2ND YEAR**

I HAVE A DREAM.....

**Don't be silly!
You can't throw the offer away"
Mother coaxes me;**

**"Darling!
Accept this proposal for my sake
Father pleads with me;**

**"Don't have any misgivings;
Surely it will click!"
My teachers encourage me;**

**But I have
A great dream:
I want to be
An English Teacher**

**Days and weeks
of threats, pleases, persuasion
torment and temptation
move me**

**At last I give in –
to join the ranks
of brides bundled off
abroad
to escape
the dreaded demand
For dowry!**

R.VIJEKALA

HNDE 2ND YEAR (EVE 2004)

JOURNALISM

WHAT IS JOURNALISM?

A work of collecting, writing and Publishing news, stories and articles in newspapers and magazines or broadcasting them on the radio and television.

WHO IS THE JOURNALIST?

A journalist is a person who writes news, stories or articles for newspaper or magazine or broadcast them on the radio or TV.

WHAT IS JOURNALESE?

It is a style of language considered typical of newspaper which is full of expression that has been used too often and become meaningless.

Journalism is information and communication. It is the events of the day distilled into few words, sounds, or pictures. It is basically news. The duty of the press is to obtain the earliest and the most correct events of the time and instantly by disclosing them to make them the property of the nation. Today the media are swamped by the very availability of news. There is simply more of it than ever before unmanageably more available to many more people. This is a transformation that is achieved in a little over 100 years.

Earlier people obtained their news from newspapers then from the radio and television. People learnt that their news comes to various media. The radio and TV flash news around the world in a moment's time.

News is not confined to one aspect of life; news may centre; round a person or nations; it's history, geography, it's social, economic, and cultural background, it's people, it's commerce and trade, it's sports activity, it's problems. Hence we come across a variety of language related to variety of life.

The language register of a journal a radio and T.V isn't of a monotype. The language grammar and lexis in scientific types of writing differ from those related to cultural affairs. Hence the language of the media is an assortment. The mass media whether in print or in electronics contain a variety of writing – narrative descriptive and expository and hence the language tends to differ from one another. Editorial

seeks to express a point of view and hence tends to be argumentative, giving the pros and cons of its point of view.

While appreciations are mostly descriptive in nature and are miniature provides hence use language appropriate to it. The news that conveys information about sports activity uses a language different from news about cultural activity. Articles about health have a different lexis and syntax from that of articles on economics.

The language of journalism seeks to convey information educate express feelings persuade make contact with contact. Someone write poetry or talk about language.

For the grate part the language of journalism is mono syllabic as simple sentences with more of coordination and less of subordination simple grammatical structure the suit of large majority of viewers and readers.

K.VIJITHA

HNDE 2ND YEAR

**Knowledge is the mother of all virtue:
all vice proceeds from ignorance.**

VALUE OF NEWSPAPERS

Newspapers play an important role in the modern world. They have become popular among all types of people all over the world. There are many sources of information in the world. Television, Radio, Telephone, Fax, E-mail and Internet are some of them. But, newspapers are most powerful. The newspaper is the cheapest information source on earth. It is readily available. Newspapers provide us foreign, local political, social, and economic, sports and cultural information. They provide the latest and the most up to date information on men and matters.

There are as many newspapers as there are languages. Daily newspapers are very common. But there are also weekly, fortnightly, and monthly newspapers. The invention of the printing press led to the growing popularity of the newspapers. Newspapers are popular because they have something for everyone. The head lines of newspapers, the feature columns are all instances of the latest. Hence readers are able to keep abreast of current news from all over the world.

A newspaper carries many features. They help to educate the public. The editorial, the feature articles, the letters to the editor, all of which tend to represent various shades of opinions. They also carry literary articles, reviews of films, Women's page, Children's page, Sports articles and the like. The weekend papers, magazine page-all seek to entertain people who spend their weekend at home. Newspapers are also a means of developing one's language ability.

Newspapers are considered to be the disseminating media of information. They also carry a lot of advertisements, notices and pictures. They help to create the spirit of goodwill and mutual understanding among all the nations of the world. They make us realize our duties and also make us aware of our responsibilities. They give their honest, just and right opinion on various grave problems that face the country. Therefore, they lead the masses in the right direction.

From the point of view of education, they have a great role to play. Newspapers publish the latest reports on the researches discoveries and inventions on various fields. The ideas and thoughts world-renowned thinkers, writers, poets, scientists, reformers, philosophers and politicians are known to have emanated from newspapers.

Thus, newspapers are the important limbs of modern society. They encourage commerce and trade. They reflect the national will. They mirror the right sentiments. They are very valuable to us today.

B. SHIVAKINI.
HNDE-2ND YEAR.

AN INTERVIEW WITH AN EX-MP

- Reporter** : Hello sir, good morning.
- M.P** : Good morning.
- Reporter** : I am Viji from Daily News
I'm very happy to meet you.
- M.P** : Oh! Nice to meet you Viji. What can I do for you?
- Reporter** : Sir, I want some important information about the forthcoming election. I think you will co-operate with me.
- M.P** : with pleasure. I'm ready to answer your questions.
- Reporter** : Thank you very much sir. What do you think about this election?
- M.P** : Now Sri Lanka is ready to face a General election. This is the 3rd election within four years.
- Reporter** : Yes sir. Now our country loses its usual atmosphere. The supporters of the various parties go from house to house meeting people and soliciting their votes. Meetings and demonstrations are held almost daily.
- M.P** : Yes. But this is the most important election. People in Sri Lanka have to decide the future of Sri Lanka in this election.
- Reporter** : Do you think this election will be conducted peacefully?
- M.P** : I can't say anything. Because whenever we had there was violence in our country. The Police Department help to prevent disturbances at election time.
- Reporter** : Being a former M.P what do you say to the people of Sri Lanka on the election eve?
- M.P** : The people have to elect the Government which provides Peace in the country. Now the future of this country is in the hands of Sri Lankan people who should elect a suitable Government.
- Reporter** : What is your main expectation from the new Government?
- M.P** : Most of the people are expecting a solution to the ethnic problem in the country. Therefore the Government will have to arrange a negotiation. All parties will have to co-operate
- Reporter** : As a citizen of Sri Lanka what is your advice to the candidates?

M.P : 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.

Reporter : Your words are very true.

M.P : I want to say only a few words. They must serve the people who elected them. They must do every thing in their power to help the people. Their concern would be the people, the country and its welfare.

Reporter : Thank you very much sir. I appreciate your thoughts and words.

M.P : My heartiest thanks for you and the Daily News.

Reporter : Once again thank you for spending your valuable time with me. Good bye.

F.VIJAYA

HNDE 1ST YEAR

A little learning is a dangers thing

ADVERTISEMENTS

Advertisements play a significant part in our day-to-day lives. Writing is an art by itself. This is an aspect of the field of journalism too. It is taught as a subject at the universities of the western world. The practice of advertising things or products has now gradually moved to the East. In the far off days there have been advertising systems in different forms. The advancement of science and technology has thoroughly changed the systems of advertisements.

Especially now the television is loudly proclaiming the virtues of a million and one products. No matter how contemptuous we may be of them in the beginning their mesmeric appeal captures us in the end. Advertisements are so powerful that when we are exposed to them for sometime, we get thoroughly confused. They brainwash us to such an extent that we want to rush out immediately and buy the latest items available in the market. Indeed we begin to wonder how we managed without them all this time. It is not for nothing that advertisers spend millions of rupees on advertisements. They know exactly what they are doing!

Advertising cannot be separated from Commerce. It is a means of communication or telling the people about the goods and services that are offered. It creates an awareness of the various products among the people. If it is not done, many people would not know anything about the many products that are produced locally and abroad. And they will not be able to enjoy or get the benefits of those products without advertisements.

The T.V., Radio and the Newspapers are not the only means of advertising products. In its widest sense, advertising includes a host of others activities such as attractive packing and labelling spoken words of salesmen and shop displays. Goods produced must reach the consumers, and goods must be within the reach of the common man. He should know what the use of a product is, how much it costs; and where it is available.

If this not feasible then production becomes wastage of resources in the present competitive world and, certain products reach saturation point in the market. These products need advertisement to compete with their rivals.

The advertiser and the publishers, at times, get into legal problems. Once a prominent sitar player gave a performance in a western country and all the newspapers gave wide coverage. On seeing this, a shoe

producer advertised his shoe with the portrait of the artiste. The artiste filed action in the court of law in that country against the producer for defamation. The producer of the shoe company was ordered to pay millions of money by the court to the artiste. The most noticeable matter in this the Shoe Company had earned ten times more than the compensation it paid to the artiste. By this advertisement, the compliant and the defendant were benefited. It is a coincidence.

A story comes to my mind and it is about a writer and a spider. The story is this: The writer noticed a spider roving on the bundles of his old newspapers. He questioned the spider as to why it was moving on the old newspapers. It said that it was searching the newspapers to find out the company that had not advertised its business so that it could go and spin its web and live there without any disturbance as the company would close down its business because it had not advertised its things. This shows the significance of advertisements.

S.SENTHURAN

HNDE 1ST YEAR

Everybody's business is nobody's business

ELECTRICITY - OUR BASIC NEED

Electricity is a form of energy produced by the movement of electrons. This form of energy can be sent through wires in a flow of tiny particles. It is used to produce light and heat and to run motors.

Electricity is a basic feature of all matter, of everything in the universe. Electrical force holds atoms and molecules together. Electricity determines the structure of every object that exists. Together with magnetism, it causes a force called electro- magnetism, a fundamental force of the universe.

Electricity or electrical signals are essential to many biological processes. In our bodies, electrical signals are carried through the nervous system, passing information to and from the brain. Electrical signals transmit to our brain what the eyes see, what the ears hear, and what the fingers feel. Electrical signals from our brain cause our muscle movements. Electrical signals cause each heart beat.

One of the most important forms of electricity is electrical current. During the industrial revolution of the 1800s, people began to find ways to use electricity to do work. Today electricity is used to operate devices at home, at work, in Communication, in Transportation, and in Medicine and Science.

Electricity has been important to humans for many years. The ancient Greeks knew about static electricity as far back As 500 BC. A Philosopher named Thales first discovered electricity when he learnt that when a gold-coloured material called amber is rubbed with cloth. Small bits of straw are attracted.

In 1746, Ben Franklin a scientist started experiments with electricity. While trying to prove lightning was electricity he flew a kite in lightning storm with a key at the end and the lightning touched the key which made a spark.

Both the ancient Greeks and Ben Franklin had discovered examples of naturally occurring electricity. Their discoveries were amazing in their time, but not really useful yet. One of the first practical uses of electricity occurred in Dover, England in 1858, when electricity was first used to power the lamp in a light house.

Later in the 1800s and into the early 1900, when electricity developed into a major industry, homes in the cities received electric service. First, by the 1930s about two – thirds of the house holds in the United States received electric power. Farms were among the last to be served; only about 10% of

farms had electric power in the 1930s. Today the United States produces and uses far more electric power than any other country of the world.

Americans use electricity in their homes, and also to power industry, and to provide communication and transportation. Home use of electricity includes heat and light, as well as power to run appliances and games. Factories use electricity to power the machines used to produce all kind of goods. Communication systems that depend on electricity include telephone service, television and radio, and the internet. There are streetcars and subways powered by electricity. Other types of transportation, such as planes and ships, depend on electricity for navigation equipment. A car's spark plugs use electricity.

Electricity for all these uses does not come from lightning or from any other natural source. Most of our useful electricity is produced by huge generators in big power plants. These generators change mechanical energy into electrical energy. Power plants get their energy from a variety of sources. The most common source today is fossil fuels, such as gas and oil.

Another source is hydroelectric power. Hydro power uses the energy in falling water to make electricity. We find hydropower close to mountains because the snow melts and rain falls and forms streams and rivers. Dams are built to conserve water for the dry season. The plant is placed below the dam to catch the falling water to generate electricity. This is the order in which hydro power is changed into electricity:

- 1) Water flows down through the dam and turns the turbine.
- 2) The turbine turns a shaft which turns magnets past coils of copper wire. This is called the generator.
- 3) This generates electricity which is sent out over wires to houses, schools and businesses.

Most electricity is made by burning coal, using nuclear power, or hydro power. There are other ways to make electricity. Sunlight can be focused on a small area and water heated and turned into steam. Then the steam turns a turbine which turns a generator that makes electricity.

There is also wind energy. They change wind into electricity by having it blown through wind mills, and the wind spins the blades on a wind turbine. Windy places can use this to make a lot of their electricity.

Wave action can be made into electricity too. This type of energy is called ocean energy. This method of producing electricity is good for coastal areas.

There is also geothermal energy. This is energy that comes from the natural heat of the earth. The rocks under some areas of the world are very hot. This is the main source of geothermal energy.

After electricity is produced at power plants, it has to get to the customers who use electricity. To solve the problem of sending electricity over long distances, George Westing House developed a device called a transformer. The transformer allowed electricity to be efficiently transmitted over long distances. This made it possible to supply electricity to home and business located far from the electric generating plant.

Despite its great importance in our daily lives most of us rarely stop to think what life would be like without electricity. Yet like air and water, we tend to take electricity for granted. Everyday, we use electricity to do many functions for us from lighting and heating/cooling country homes, to being the power source for televisions and computers. Electricity is a controllable and convenient form of energy used in the applications of heat, light and power.

Hence it is evident that electricity is one of the basic needs for humanity that cannot be separated from our day to day life.

K.SUMITHIRA
HNDE 1ST YEAR

Nature, time and patience are the three great physicians

THE WOMAN WHOM ALL LIKE

I think that Mother Theresa is one woman whom all people like. Mother Theresa was born on August 26, 1910 in Skopje, Macedonia, in the former Yugoslavia. She was the youngest of three children. She was named Agnes Gonxha Bojaxhiu. In her teens, Agnes became a member of a youth group in her local parish called Sodality. Through her involvement with their activities, Agnes became interested in missionaries.

At the age of 18, she left her home, to enable her to join in the institute of the Blessed Virgin Mary in Dublin, and she entered the order of the sisters of our Lady of Loreto. When she took her vows as a sister of Loreto, she chose the name Theresa.

She was sent to Calcutta by the sisters of Loreto. In Calcutta, Sister Theresa taught Geography and Catechisms at St. Mary's High School. In 1944, she became the principal of that school. In a short time, Sister Theresa suffered Tuberculosis and was unable to continue teaching. As a result she was sent to Darjeeling for rest.

In 1948, the Vatican granted permission to Sister Theresa to leave the sisters of Loreto and pursue her activities under the Jurisdiction of the Archbishop of Calcutta.

Mother Theresa started a school to teach the children of the poor. She also learned basic nursing and went to the homes of the sick people to treat them. In 1949 some of her former pupils joined her. They found men, women and children who were abandoned by local hospitals dying in the streets. In 1950, the group was established by the church as a congregation of the Calcutta Diocese. It was known as missionaries of charity. The Missionaries of Charity now have nearly 3000 sisters of various nationalities all over the world. Over the years, Mother Theresa's Missionaries of Charity grew from 12 to thousands serving the poorest of the poor around the world. Mother Theresa opened many orphanages from Calcutta to Albania. She also opened homes for AIDS victims. For more than 45 years, mother served the poor people and orphans around the world.

In 1966, The Missionaries of Charity Brothers was founded. Homes began to open in Rome, Tanzania and Australia. In 1971, the first home in the United States was established in the south Bronx, New York. Mother Theresa gained world wide appreciation for her efforts on behalf of world peace. Her work brought her many awards, including Pope John XXIII Peace Prize and the Nobel Peace Prize in 1979.

From 1980, homes began to open for drug addicts, prostitutes, battered women and orphanages and schools for poor children. In 1985, mother opened the first home for AIDS victims in New York. Later, homes were opened in Sanfrancisco and Atlanta. Mother Theresa was awarded Medal of Freedom, the highest U. S. Civilian award.

In 1991, Mother returned to her native land, Albania for the first time and opened a home in Tirana. By this Year, there were 168 homes established in India. Mother Theresa travelled to help the hungry in Ethiopia, radiation victims at Chernobyl and earthquake victims in Armenia. In November 1996, Mother received the honorary U.S citizenship.

Mother Theresa died in 1997 at the age of 87. She ended her life in Calcutta where she started her work as a Catholic missionary nun. Although Mother Theresa is more the good work she began lives on.

P.SUPAKARAN
HNDE 1ST YEAR (EVE)

Time and tide wait for no man

WOMEN'S PLACE IN SRILANKA

Women constitute half the population of Sri Lanka and play a crucial role in the affairs of the country. Our President is a woman and the world's first women Prime Minister was from Sri Lanka. But this has not helped to enhance the condition of Sri Lankan working class women.

More importantly, the country's economy rests to a very large extent on the shoulders of women. Sri Lanka's main foreign exchange earner used to be tea, rubber, and coconut cultivation for export. Apart from these commercial crops, paddy cultivation has been the mainstay of the rural economy. Women's labour plays an important role here, but in most instances it is not taken into account.

Recently a Sri Lankan employee of a garment factory in Saudi Arabia was suspended from work. The other workers, mostly women, walked out in solidarity, though they were not organized as a Trade Union. All of them were instantly dismissed. Since strike action is illegal in Saudi Arabia the Sri Lankan authorities took no action to protect these workers.

There have been numerous other instances where woman employees have been victimized, beaten, sexually abused and even killed. Most women are afraid to divulge the incidents due to the stigma attached to them.

On the other hand, women are being exploited extensively as their jobs are at the lower levels and mostly of an unskilled or semi-skilled nature. The Teaching and Nursing professions have more than 70% females as these jobs are traditionally considered appropriate for women. However, here too a comparatively low percentage of women occupy higher positions.

The Sri Lankan constitution of 1978 formally guarantees equal legal rights for women. Nevertheless some traditional laws such as *Thesawalamai* and Muslim law still discriminate against women as do immigration laws.

If a Sri Lankan woman decides to marry a foreigner she will not be able to get him citizenship rights where as a Sri Lankan man will get citizenship rights for a foreign wife automatically, '*ipsofacto*'!

Though the woman's role in the economy and society has become more and more important her position is still vulnerable. There is no clear and general identification and recognition of women's rights as human rights. The previous U N P government published a Women's Charter embodying various women rights recognized internationally. The present PA government pledged at the elections in 1994 to legalize that charter. However, no action has been taken in that regard, despite there being a Women's Affairs Ministry led by a woman.

There is an urgent need for the Left movement to take up women's issues as a matter of priority and fight for equality-to end the discrimination, exploitation and the oppression of women.

T. THASAYINI
HNDE 1ST YEAR

Time once lost can never be regained

THE PROFESSION I LIKE MOST

There are several professions. But I like the teaching profession most. Many are the ways in which a man might serve society. But nothing is as joyous and interesting as that of a teacher. Happy is the man who has taken to teaching as his vocation in life. Teaching is spoken of as a noble profession. Why? Teaching opens the gate of knowledge to the pupils and guides them along the path of learning by enlightening their minds. Ignorance is the curse of the God and ignorance is nothing short of foolishness. But teaching spreads knowledge among the ignorant and elevates human life to a lofty plane. The idiom "the school master is abroad" means that good education is spreading everywhere. A teacher should be endowed with the noble qualities of honesty, truthfulness, patience and perseverance. These are essential to a teacher for achieving success. Unless a teacher has the power to control one's pupil, read the character of his pupil and guide him in the right path of duty, he can never hope to be successful as a teacher.

The teacher can judge the weakness of the individual student and so he pays special attention to those who need individual attention. He sees the difficulties of his pupils and is always ready to answer their questions and solve their problems.

There are, certainly, a few who have chosen this profession because they really love teaching. Such teachers not only teach the subjects given to them, but they also mould the character of their pupils by their example and advice.

The good teacher does not avail himself of the leave that he is entitled to. He prefers to attend to any private business after school, or during the week-ends, or during the vacation. He realizes that whenever he takes leave, it is the students who suffer. He comes a few minutes early to school and sees that everything is ready for starting work in his class. He is himself ready with his notes, and therefore does not waste anytime thinking of what to do next. Such a teacher rarely has problems connected with discipline, because the students listen to him all the time.

He keeps the class alive and alert by making his lessons as interesting as possible. He is never rude and never descends to vulgar abuse. The necessity to use strong language does not arise in classes where the teacher is always ready with the day's work. The good teacher treats all his students with respect, and naturally they too, show him great respect. He is fair to all and is never guilty of favouritism. Students who are lucky to get such teachers, find studying a pleasure, and will always be grateful to them.

T. SOBIJA
HNDE 1ST YEAR

CHILD ABUSE

The term child abuse covers a wide range of behaviour, from actual physical assault by parents or other adult caretakers to neglect of a child's basic needs. Child abuse is also sometimes called "child maltreatment".

Although the extent of child abuse is difficult to measure, it is recognized as a major social problem, especially in industrialized nations. It occurs in all income, racial, religious, and ethnic groups and in urban and rural communities. It is, however, more common in some groups, especially those below the poverty line.

Cultures around the world have different standards in deciding what constitutes child abuse. In Sweden, for example, the law prohibits any physical punishment of children, including spanking. By contrast, in some countries of Asia, Africa, and the Caribbean, parents are expected to punish their children by hitting them.

TYPES

There are different types of child abuse, and some children experience more than one form. "Physical abuse" includes deliberate acts of violence that injure or even kill a child. Unexplained bruises, broken bones, or burn marks on a child may be signs of physical abuse. Sexual abuse occurs when adults use children for sexual gratification or expose them to sexual activities. "Sexual abuse" begins with kissing or fondling and progresses to more intrusive sexual acts, such as oral sex and vaginal or anal penetration. Emotional abuse destroys a child's self-esteem. Such abuse commonly includes repeated verbal abuse of a child in the form of shouting, threats, and degrading or humiliating criticism. Other types of emotional abuse are confinement, such as shutting a child in a dark closet, and social isolation, such as denying a child friend.

The most common form of child abuse is neglect. "Physical neglect" involves a parent's failure to provide adequate food, clothing, shelter, or medical care to a child. It may also include inadequate supervision and a consistent failure to protect a child from hazards or danger. "Emotional neglect" occurs when a parent or caretaker fails to meet a child's basic needs for affection and comfort. Examples of emotional neglect includes behaving in a cold, distant, and unaffectionate way toward a child, allowing a child to witness chronic or severe spousal abuse, allowing a child to use alcohol or drugs, and encouraging a child to engage in delinquent behaviour. Another form of neglect involves failing to meet

a child's basic education needs, either by failing to enrol a child in school or by permitting a child to skip school frequently.

CAUSES

Many people have difficulty in understanding why any person would hurt a child. The public often assumes that people who abuse their children suffer from mental disorders, but fewer than 10 percent of abusers have mental illnesses. Most abusers love their children but tend to have less patience and less mature personalities than other parents. These traits make it difficult to cope with the demands of their children and increase the likelihood of physical or emotional abuse.

However, there is no single explanation for child maltreatment. Child abuse results from a complex combination of personal, social, and cultural factors. These may be grouped into four primary categories: (1) intergenerational transmission of violence, (2) social stress, (3) social isolation and low community involvement, and (4) family structure.

A) Intergenerational Transmission of Violence

Many children learn violent behaviour from their parents and then grow up to abuse their own children. Thus, the abusive behaviour is transmitted across generations.

However, the majority of abused children do not become abusive adults. Some experts believe that an important predictor of later abuse is whether the child realizes that the behaviour was wrong. Children who believe they behaved badly and deserved the abuse become abusive parents more often than children who believe their parents were wrong to abuse them.

B) Social Stress

Stress brought on by a variety of social conditions raises the risk of child abuse within a family. These conditions include unemployment, illness, poor housing conditions, a larger-than-average family size, the presence of a new baby or a disabled person in the home, and the death of a family member. A large majority of reported cases of child abuse come from families living in poverty. Child abuse also occurs in middle-class and wealthy families, but it is better reported among the poor for several reasons. Wealthier families have an easier time hiding abuse because they have less contact with social agencies than poor families. In addition, social workers, physicians, and others who report abuse subjectively label children from poor families as victims of abuse more often than children from rich families.

Alcohol and drug use, common among abusive parents, may aggravate stress and stimulate violent behaviour. Certain characteristics of children, such as mental retardation or physical or developmental disabilities can also increase the stress of parenting and the risk of abuse.

C) Social Isolation and Low Community Involvement

Parents and caretakers who abuse children tend to be socially isolated. Few violent parents belong to any community organizations, and most have little contact with friends or relatives. This lack of social involvement deprives abusive parents of support systems that would help them deal better with social or family stress. Moreover, the lack of community contacts makes these parents less likely to change their behaviour to conform to community values and standards.

Cultural factors often determine the amount of community support a family receives. In cultures with low rates of child abuse, child care is usually considered the responsibility of the community. That is, neighbours, relatives, and friends help with child care when the parents are unwilling or unable. In the United States, parents often shoulder child-care demands by themselves, which may result in a higher risk of stress and child abuse.

D) Family Structure

Certain types of families have an increased risk of child abuse and neglect. For example, single parents are more likely to abuse their children than married parents. However, single-parent families usually earn less money than other families. So this may account for the increased risk of abuse. Families with chronic marital discord or spousal abuse have higher rates of child abuse than families without these problems. In addition, families in which either the husband or wife dominates in making important decisions such as where to live, what jobs to take, when to have children, and how much money to spend on food and housing—have higher rates of child abuse than families in which parents share responsibility for these decisions.

In the United States many types of social programs, usually at the Country or State levels, have attempted to reduce and prevent child abuse. Current approaches involve identifying high-risk-parents- such as young, single, first time mothers- and providing parental skills training, counselling, education, and social support. Often trained social workers or nurses provide this support by visiting the family's home on a regular basis, encouraging community contact, and expanding the caretaker's knowledge about available social services.

A.VENUSHA

HNDE 1st Year (Day)

TSUNAMI

Tsunami is a Japanese word which means “harbour waves”. The sea coast of Japan is lined with minor harbours. There are many volcanoes in Japan. The vibrations caused when they are active create great waves which affect these harbours. That’s way Japanese call them Tsunami and now it’s an accepted term all over the world for killer waves that hit the coastal areas.

HOW DO TSUNAMI WAVES FORM?

In the beginning the earth was a ball of fire. It slowly cooled and its surface became a hard surface where people could lie. Its contour was uneven and the depressions were filled with water. Two thirds of the earth’s surface is water, which are the oceans. Yet the innermost part of the earth is still fire.

The surface of the earth broke into continents with time. While breaking and parting like this, the rocks under the surface also break and gaps form in them. The larva (fluid fire) pours out through these gaps and constitutes volcanoes. The continents are situated on plates under the surface of the earth. The plate of each continent projects out till the bottom of the ocean. When these plates rub against each other and are pushed either up or down, the motion creates terrestrial vibrations.

When the plates of the Asian and Australian continents push each other a big earthquake formed in Sumatra recently. The overlapping of the plates took place 10 km below the bottom of the sea. This spot is called and epicentre. The sea water descends to fill the space between these overlapping motions to maintain the water level and gain equilibrium. These motions make waves. These waves move in circles towards land. This is the beginning of Tsunami.

One by one these waves travel at the rate of 450 – 600 m.p.h. The distance between the waves is great. These waves are only a few feet high. So the effect of these waves is not felt by ships in mid sea. As the Tsunami waves near the coast, their wave lengths decrease their speeds. The height of the waves may go up to 100 feet. Therefore they can cause heavy damage.

Terrestrial vibrations are not the sole cause of Tsunami waves. Landslides volcanic eruptions and the impact of large meteorites on earth also cause Tsunami waves. These waves form when the vibrations are larger than 6 – 5 on the Richter scale.

Man can't run away and escape from these waves because they are so fast. Because of the difference in frequency of the waves even before the waves touch the coast sea water is drawn in and the sea bed can be seen as bare land for a few meters. A great wall of water then rushes towards the land with terrific speed. Tsunami can be predicted neither by natural phenomena nor by scientific equipment. But we can expect it if earth quakes appear somewhere in the world.

HOW TO GUESS THE ARRIVAL OF TSUNAMI?

There is a possibility of Tsunami if the vibrations of the earth are stronger than 6.5 Richter.

The following phenomena after these vibrations forecast Tsunami

1. The increase of ebb tide in the coastal areas.
2. The absence of normal or V- shaped waves.
3. The appearance of up roaring waves and the abundance of moss and.....

If one hears of the arrival of these terrific waves, one should rush to a place 100 above sea. lene or two miles inside. Earthquakes don't stop with one in a place. They continue in a series every few hours. So Tsunami also may appear in a series therefore even after waves recedes, one should not go to sea.

Tsunami showed its true colours on the 26th of December 2004. The killer waves claimed the lives of thousands of people from tiny babes to the feeble old. People experienced the trauma of losing their loved ones as well as their homes and possessions. Let's never hear of such untold misery again.

R.THAYAPATHY
HNDE-2ND YEAR.

Fear the man who fears not the God

NON – GOVERNMENTAL ORGANIZATIONS AND UN AGENCIES IN SRI LANKA

There are many different current interpretations of what is meant by the term “Non Governmental Organization” or NGO. The result is a great deal of confusion, and a considerable amount of misunderstanding. The broad definition holds that every organization in society which is not part of government is a Non – Governmental organization. Thus, this approach holds, NGO’s include such organizations as political groups, labour trade unions, religious bodies and institution, every conceivable variety of club, guild and Association and every small and large business. NGO’s works with people to help them improve their situation and prospects.

FORMATION:

These are formed voluntarily. There is nothing in the legal, statutory framework of any country, which requires them to be formed or prevents them from being formed. This distinguishes NGO’s operating undemocratic societies from government and statutory agencies.

CONTROL:

They are independent. They are controlled by those who have formed them or by those to whom such people have delegated or are required to delegate responsibility for control and management. They are not for personnel private profit or gain.

OBJECTIVES:

The principal aim of NGO’s is to improve the circumstances and prospects of disadvantaged people who are unable to realise their potential or achieve their full rights in society. They do this both directly, through working with and for disadvantaged people, and indirectly, by taking action to identify and raise awareness both of the causes of disadvantaged, and of the ways in which society as a whole should take action to deal with it.

Today, the two historical roots find expression in the two principal ways in which NGO’s endeavour to meet their objectives through care and welfare functions and through functions orientated towards promoting change and development whether among people or in society more generally. Many NGO’s

are involved both, for now, as in the past, the two are connected. Those that are often describe themselves as multi-functional.

NGO's in field spanning the whole spectrum of human need and endeavour, including health, education, rural and urban development, environment, population and etc. NGO's have come to be involved not only in the fields quoted above, but also in social welfare, unemployment and economic development, in environmental concerns gender awareness and action, in the informal economic sector.

The NGO's work with and for disadvantaged people who are: -

- I. Young people
- II. Women
- III. Refugees
- IV. Unemployed people lacking skills.
- V. People who are physically disabled
- VI. People with educational and learning difficulties
- VII. Offenders and ex – offenders
- VIII. Indigenous peoples
- IX. Elderly people
- X. Sick people

The hungry, the poor and agricultural and migrant workers or geographical areas and communities affected by change in the physical environment, Natural disaster, epidemic, economic change poor access to resources and large scale infrastructure projects.

Work on the particular aspects of disadvantage from which social or geographical groups may suffer, such as needs for services, goods, information, consciousness and knowledge, awareness, respect and dignity, representation, Human rights, power, credit, finance and skills. Through provisions (services, projects or programmes) which may involve any or all of education (formal and non formal) and training provisions, welfare services, housing provisions, health services, food production and availability, agricultural services transport and communication, employment and training opportunities, income generation, the physical environment and etc. some NGO's use to describe their work 'Welfare Organisation' 'Development Organizations' 'Environmental Organisations' 'Indigenous people organizations' 'women's organizations' 'youth organizations' 'Human rights organizations and etc.

Organizations and Agencies with offices in Sri Lanka

FAO- Food and Agriculture Organisation.

Task: Established in October 1945, in the longest agency within the United Nations system. It has the man-data to raise level of nutrition and standards of living and improve agricultural productivity and the condition of rural people. Since its inaption, FAO has worked to alleviate poverty and hunger by promoting agricultural development, improved nutrition and the pursuit of food security. FAO has programmes in land and water development, plant and animal production, forestry, fisheries, economic and social policy, investment, nutrition, food standards and commodities and trade. It also plays a major role in dealing with food and agricultural emergencies such as drought, famine and insect plagues. FAO offers direct development assistances, collects, analyzes and disseminates information; provides policy and planning advice to governments: and acts as and international forum for debate on food and agriculture issues. FAO headquarters in Rome, Italy, members – 171 countries in 1994.

Note:

Sri Lanka became a member of AAO in 1948. During the past 15 years FAO has implemented more than 250 programmes and projects in Sri Lanka. More than 3000 peoples of our country have benefited from the FAO sponsored training opportunities both nationally and abroad.

Most programmes are implemented through national institutions which are Department of Agriculture, Department of Fisheries, the forest Department, Tea small holdings Authority and HARTI (Hector Kobbekoaduwa Agrarian Research and training Institute).

IBRD – International Bank for Reconstruction and Development (World Bank)

This was funded in 1944 to advance sustainable economic growth and reduce poverty in developing countries. The Bank is owned and governed by more than 175 member countries.

Task:-

- I. To lend funds
- II. To provide economic advice and technical assistance.
- III. To serve as a catalyst to investment by others in the developing countries.

ILO – International Labour Organization.

This NGO was created under the treaty of Versailles in 1919 along with the League of Nations. It became one of the first specialized agencies of the United Nations in 1946. ILO headquarters is in Geneva.

Themes:-

International labour standards human rights

1. Equality for women
2. employment promotion and structural adjustment.
3. rural and informal sectors
4. Environment and the world of work
5. fighting against poverty
6. Protection of working people
7. Promoting the advance of democracy

The primary aim of the ILO is the promotion of social justice for working people everywhere including basic human rights, labour administration, industrial relations, employment policy, working conditions, social security, occupational safety and health and employment of women, children and migrant workers.

IMF- International Monetary Fund.

IMF provides funds to Sri Lanka in support of the government's on going economic reforms programme. The common objectives of these programmes were to sustain a rate of economic growth well above the rate of population growth.

UNDP- United Nations Development Programme.

Established in 1965. This is the world's largest multilateral source of grant technical Assistance for development. It is also the central organisation for programming, co-ordinating and funding for technical cooperation within the entire United nations system. Headquarters has in New York,

Theme :- support the efforts of developing countries to accelerate their economic and social development. All UNDP activities are aimen at enhancing self reliance and sustainable human development.

UNFPA- United Nations Population Fund.

This was Established in 1969 to assist developing countries in dealing with their population issues and problems. This is the largest funded source of Assistance to population programme in the developing world. UNFPA's headquarters is in New York, USA.

UNHCR- UNHCR was established in 1951 with the mandate Of providing international protection to refugees and to find durable solutions to their problems. UNHCR has been at the forefront in playing a key humanitarian role for and on behalf of millions of people who have been driven from their homes and traditional willages due to conflicts and other calamities. Its support includes not only emergency relief but assistance to refugees to reintergrate into their orginal communities and to start normal eiues again. UNHCR has 192 field offices in 113 countries. Its head quarter is in Geneva, Switzerland.

UNHCR-Micro projects Implemented by government Agent, Jaffna District.

- I. Food
- II. Transport/logistics
- III. Water supply
- IV. Sainatation
- V. Health/Nutrition
- VI. Shelter/other infrastructure.
- VII. Community services
- VIII. Education
- IX. Crop Production
- X. Livestock/animal production.
- XI. Fisheries
- XII. Income Generation
- XIII. Small Business assistance.
- XIV. Extension/training seminar
- XV. Legal Assistance
- XVI. Protection.

UNIC-United Nations Information Centre.

These are the voice of the United Nations and a very important means of stimulating local interest in Global issues. UNICS develop close relations with government institutions, research organisations,

education systems, the media and NGOs responding to their different needs for information about the UN.

UNICEF- The United Nations International

Children's Emergency Fund was created in 1946 to meet the emergency needs of millions of children in war-ravaged Europe. The agency later shifted its focus from emergency aid to long term social development for children, although renamed as United Nations children's Fund, it has retained the original acronym, UNICEF.

UNICEF now combines both humanitarian and development objectives and works closely with governments of developing countries to achieve these objective. While the agency still provides emergency relief as and when needed, much of UNICEF's activities focus on ensuring long term well being and development of children. UNICEF is particularly concerned with fostering and upholding the rights of children which would broadly be categorized into four groups:

- I. Survival
- II. Development
- III. Protection
- IV. Participation

These are the basic elements of the convention on the rights of the child (CRC). This includes the right to health care, better nutrition, education sanitation, food, clean water, etc

It has head quarters in New York, USA. In Sri Lanka UNICEF's country office was established in 1973.

UNIDO-United Nations Industrial Development Organisation.

It was established by the UN General Assembly in 1967. its mandate is to promote and accelerate the industrialization of developing countries as well as to imitate and coordinate the activities of the UN system in this field. UNIDO contribute to cooperation between industrialized countries and developing countries by providing a forum for contacts, consultations and negotiations; encouraging investment promotion activities, and promoting and facilitating the transfer of technology to and among developing countries.

UNIDO has its headquarters in Vienna, Australia.

WHO- World Health Organization

Founded in 1948, it directs and coordinate international health activities within the UN system. WHO's objective is to enable all people to attain the highest possible level of health. WHO defines "health" not as merely the absence of disease or infirmity, but as a state of complete physical mental and social well-being. There are over 40 health projects in Sri Lanka which are supported by WHO:

- I. Health systems development including planning and management.
- II. Development of human resources for health (medical, nursing, and para medical)
- III. Research and development on health
- IV. Public information and education on health issues.
- V. Protection and promotion of the health of specific categories (mothers, children, adolescences workers, and elderly)
- VI. Protection and promotion of mental health
- VII. Essential Drugs and vaccines
- VIII. Water supply and sanitation
- IX. Food safety
- X. Prevention and control of communicable disease

IAEA-International Atomic Energy Agency

Established in 1957, serves as the world's central forum for scientific and technical cooperation in using nuclear technologies for peaceful purposes. Headquarter in Vienna, Australia. Sri Lanka has been a member of the IAEA from 1969. This Authority has the mandate to promote the safe application of nuclear science and technologies in Sri Lanka.

ICAO-International Civil Aviation Organisation.

It was created in 1944 to promote safety and the orderly development of civil aviation. Sri Lanka became a member of ICAO in 1948

ITC-International Trade Centre

The International trade Centre is the focal point in the United Nations system for technical cooperation with developing countries in trade promotion. Sri Lanka has received valuable technical cooperation from ITC for many years.

UNCHS-United Nations Centre for Human Settlements.

Established in 1978 Action is to improve shelter for the poor and for coordinating human settlement activities within the United Nations system. UNCHS headquarter is located in Nairobi, Kenya.

UNCHS has been an active supporter of Sri Lanka's housing development programmes, and in a number of other related areas. It works closely with institutions such as the National Development Authority and the national Building Research organisation.(NBRO) the latter was established with UNCHS support in the early 1980s to carry out research on areas related to building, construction and human settlements.

UNCTAD- United Nations conference on Trade and Development.

UNCTAD was established in 1964 to accelerate trade and economic development, particularly that of the developing countries.

UNEP- United Nations Environment Programme

It was founded in 1972, as an old come of the first United Nations conference on the Human environment, UNEP's tasks are.

- I. The environmental management of freshwater resources.
- II. The environmental management of ocean and all lands of seas and coastal areas
- III. Environmental health, human settlement and human welfare.
- IV. Toxic chemical and hazardous waste management.
- V. Capacity building for environmental management

Headquarter in Nairobi Kenya

UNESCO- United Nations Educational Scientific and Cultural Organization

UNESCO was created in 1946 to build lasting world peace founded upon the intellectual and moral solidarity of man land. It was founded by 20 member states based on the realization that wars begin in the mad of man, and it is in the minds of men that the defences of peace must be contributed. Its main objective is creating and maintaining global peace through international intellectual cooperation.

UNESCO's areas of action are:

- I. Education
- II. Natural science
- III. Social and human sciences
- IV. Culture and communication
- V. High priority to education

Sri Lanka became a member of UNESCO in 1949.

UNV- United Nations Volunteers

Established in 1970. UNV has facilitated the successful use of international volunteer specialists and community-based field workers in a wide range of development activities.

WTO-world tourism organizations

WFP-World food programme

FAO-food and Agriculture Organisation.

CARE-

SCF-Save the children fund

Action center La faim(action against hnger)

FORUT-

GTZ- German Technical cooperation

ICRC-International committee of Red Cross.

Movimondo

Caritas France

Suris economic cooperation

US-AIDS

Danish Red Cross

Non violent Peace fore

Community habitat Finance-**CHF**.

Sri Lankan NGO's –

Ootur Orgnisation.

Tasks: - Agriculture inputs

Village self relief growth programme.

Social forestry prolocation and main mainlanace in progress.

RRF

Refugees rehabilitation fund 1983

Task:- rehabilitation, Income generation activities.

TRRO

The refugees rehabilitation organization

Task:- poultry farming , renovation of Tanks

Education centre

Nursery centre

Nutrition centre

Sri Lanka first aid association

Health first aid and clinics

Social development Foundation

Children programme

Widows programme

Agriculture programme

People welfare society and Brigade

Council of Nongovernmental Organization

Jaffna District Development Social Services Organization

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S.SARASWATHY
HNDE 1ST YEAR(EVE)

LANGUAGE TEACHING-A UNIQUE RESPONSIBILITY

The world is not static or isolated. In the age old days men on one side of the globe were unaware or rather unconcerned about the happenings on the other side of the universe. Even among the people living in a locality interaction was considered only as an act of entertainment. But today communication has become an integral part of everyone's daily life and language is the medium of communication. A language may be written, oral, pictorial or physical. A plant can communicate with another plant; an animal can communicate with another animal, like wise birds and human beings. The only difference is one special may not be able to understand the language of the other, but this ignorance should not impede communication. If we confine ourselves to the language of the human beings, we should remember that the acquisition of language of a child starts from the day it is born. But the process may be slow or varying. Here arises the necessity for a teacher to guide the development of a language.

If may be appropriate to analyse here the indispensability of a language to a human being before going in depths to other aspects of language teaching. "A Language is defined as a system of arbitrary vocal symbols used for human communication." If one wants to communicate in a particular language, mastery over that language becomes essential. Not only for communication, language is also used as a tool to convey our feelings to others. For example excessive feelings of sorrows unless shared, bring in mental and physical tension. It applies to feelings of anger as well. When you cry out or reason out you reduce your anger. Even happiness unless shared will not have its desired effect. Another use of a language is-it enables one to acquire knowledge through reading. 'Reading maketh complete man.' Not only for reading language is essential for retention as well. We can't retain what we learn in the form of broken pieces of thoughts. It is the language which helps to retain everything we learn in some order and in a definite pattern. When you want to recall what you have learnt, it is the language that facilitates your recollection. We learn the history of the past and write the history for our future generation in particular language. We learn the civilizations of the past and leave back our civilizations to our future generation. Sometimes truths are made lies and lies are made truths through tricky ways of arguing in a particular language. Thus mastery of a language is an invaluable and everlasting wealth and the person who engages in language teaching will have to do it with great care and planning.

Language teaching occupies an important place in a school curriculum. No curriculum will preclude a first language teaching in the subject schedule. Now equal importance is given to second language teaching as well.

In the west a child learns several languages. So that they could move to any neighbouring country they like. There are scholars who do a comparative study in languages and linguistics is becoming a popular subject in the universities nowadays. It would be very much welcoming if more and more research could be undertaken in the field of simplified ways of languages teaching to children and proper care is taken in allocating time in the time-table for languages. The library, resource-centres and languages laboratories should also be well equipped to enrich languages learning.

The resource alone is not going to boost languages learning. Any institution will need a suitable languages teacher to induce learning and he will be actually the nucleus of the whole process. He has to be a model to the children. His language should be grammatical, fluent, clear, and factual and must have the correct accent. He should be accessible to the students anytime. Secondly he must be flexible and adaptable. For example text books used in teaching of English before 1985 were based on structural methods but today they are skill based. In the old teacher tries to be dogmatic in his teaching. He will become outdated and unacceptable. This applies to other languages as well. For example in Tamil, grammar is not taught as a separate subject today. But a languages teacher has to be careful about undermining the importance of grammar. Again the teacher should also be conscious of the vocabulary of the children. Today several new words are being added to languages from one language to another. They have to be brought within the reach of the children. A language is the medium to learn any subject at any part of one's life. So it is the responsibility of the teacher to prepare the child to face this challenge.

The teacher has also to make the language class interesting, resourceful and acceptable. He may have to use the modern methods of teaching, for example the use of audio visual aids, materials collected from newspapers and magazines. What is tacking in children today is their inability to reproduce what they have listened to. This is due to fear and lack of self-confidences on the pare to children. The only way out is for the teacher to create a situation where the children should be free to express themselves without any fear and this drill should go on for ever. Further the language teacher should be well prepared before entering the class. The language presented to children in the classroom should be as for as possible be compatible with the expectations of the children. Finally a language teacher should also have some knowledge of psychology. He should be able to understand the problems of the children easily and find appropriate solutions and he should also be a good evaluator of the progress of the children under his or her care.

It may be worthwhile to conclude with a quick analysis on another aspect of teaching a foreign language namely objective. The real objective in foreign language teaching is to enable a learner, to behave as a member of a community other than his own. To what degree a learner wants to participate will vary according to his needs. In any society in appropriate languages will prevent one from fully participating in the life of that community and might even be considered a failure. Therefore in foreign language learning we have to learn a particular foreign language rather that language in general. Thus whether it is the mother-tongue or foreign language- language acquisition and learning are very important processes of learning and the role of a language teacher is unique.

MR.K.GOPALAKRISHNAN.
VISITING LECTURER-ENGLISH

MADAM CURIE

Madam Curie played the role of Mother, Scientist, and Patriot efficiently and equally well. She was a very determined woman and had the courage to face any situation in a cool and calm manner. This is an evaluation of this remarkable woman on the basis of the account left by her daughter Eve Curie.

As a Mother, she was a devoted very much to her daughters Irine and Eve. She inspired them to be courageous and sufficient in the face of trouble. She has sent them to Brittany for the summer vacation with a governess and a cook. She promised to join them soon. But events took place very soon that she could not keep her promise to join them. The Germans had partly occupied Poland and advanced through Belgium to the Frontiers of France. Germany invaded France without declaring war against it. Madam Curie had to decide between staying in Paris and joining her daughters in Brittany. As a devoted mother she wrote to her children regularly and kept them informed of the events. She arranged her brother-in-law Jacques to look after her daughters in her absence.

As a Scientist, when the German army seiged Paris, she decided to stay behind to save her laboratory and prevent the German army from occupying it. She also wanted to save the gram of Radium from the hands of the Germans. Therefore, she took it personally to the town of Bordeaux and deposited it in the vault of a bank. This one gram of radium at that time was worth one million Francs. She didn't want the German's to steal the fruits of her scientific research in the fields of radio activity and atomic energy. She also didn't want the German's to take away her scientific instruments, which she had specially got made for her. This was the most important reason for her staying behind in Paris. This made her the world's greatest woman scientist that ever lived. She was awarded the Nobel Prize for her scientific research twice.

As a Patriot, when the German army besieged Paris, most of the French woman joined the army medical service as nurses. Madam Curie decided to join the medical Corps, as an advisor and a Scientist. She found that the army hospitals at the war front did not have X-ray machines. So, she collected an inventory of all X-ray mechnes in Paris and distributed them new ones. She also met the manufactures of the X-ray mechnes and collected all the necessary materials for the X-ray machines. As a Scientist, she foresaw the horrible carnage of the war and the need for more X-ray machines. Therefore, she designed a mobile radiological car that could be manufactured to save the wounded soldiers. She also got help from scientists and engineers in operating these X-ray machines. Madam Curie, though a polish woman, looked up to France as a second father-land. She wanted to contribute her might to the war effort of the French people, though the France was her adopted country.

Madam Curie played her roles very well as Mother, Scientist and patriot without mixing them up. She gave her best to all of them.

M.THAMILSELVAN,
INSTRUCTOR OF ENGLISH.

I DON'T KNOW WHY

As I stepped on the street
and walked
along the kerb
a piece of paper
fluttered
and felt at my feet
I faltered
the paper seemed puzzled
at my behaviour

How could it have known
that I
have been waiting
at the door
looking toward the threshold
for my beloved friend
who had gone abroad

I bade her good bye
she took her flight
the plunge
into a new life.
when she wept at parting
I was courageous enough
to bundle up my worries
but today
my bruises seem to boil
I don't know why.

Is it because
we were together
in the same country
in the same house
sharing the same room
or
is it because
she had been by my side
transforming me
into a clever
brave
and courageous woman
undaunted by
trials or troubles?
or
is it because
I have given
her sweet face

**a permanent place
in my heart
and that her words
still
course through my veins?**

**Was it for this
that the others
were jealous of us?
is this the culmination
of all our exchanges
our laughter
and our pranks?
I don't know
why I'm like this.**

**Today
everything looks lonely
vacant and desolate
am I selfish?
how could selfishness creep in now?
I don't understand!**

**I love her deep
I love her still
over there
does she think of me
in the same way?
I don't understand
why I'm like this.**

**A tear-drop fell
on the scrap of paper
I examined it closely
yes, a tear-drop
no stain,
pure
clear
crystal-like
I now realise
that
it's a tear of joy.**

**Like the tear-drop
permeating the paper
her thoughts mingle
into my body.**

**MRS.S.SUBHAKARAN
ASST.LECTURER**

CHAUCER AS A HUMORIST AND MORALIST

Geoffrey Chaucer was born about the year 1340; the exact date is not known. He lived during a period of great and exciting changes; many of which are reflected in the stories he told and the remarkable collection of characters he assembled to tell them. In his stories, Chaucer tells a number of tales of unfaithful women. Certainly, one of Chaucer's major themes is love. Many of the tales indeed deal with love, both sacred and profane; and with associated ideas such as duty to God and man. According to tales like "The Man of Law's Tale", "The Nun's Priest's Tale", "The Miller's Tale" and "The Cook's Tale" we can perceive that his tales seem to be rather humorous and secular, but at the same time they give us enough moral – education, self education and seriousness about the world.

At the beginning of "The Man of Law's Tale", Sultan and Constance who belong to different cultures, get married and face many problems in their life. Especially, Constance undergoes many difficulties throughout her whole life. In this tale, we can find many qualities. If the man is poor, his friends will avoid him and even his brothers will hate him. It is expressed in the prologue of the tale;

*"If you are poor your very brother hates you.
And all your friends avoid you. Sad to say"*

This is the general tendency of human beings. Also, if a man desires something, he will never care about the consequences of it. The same thing happens to Sultan. He never thinks about his religion, culture, and law when he wants to marry Constance. But, eventually he gets into trouble. In this tale, Chaucer shows how Sultan's and Alla's mothers take revenge on their sons. They are unable to accept the break down of the cultural system. Though those two mothers' actions seem to be rather fanatic, it is a real worldly matter. Further, the messenger's drunkenness and changing and passing letters seem to be very humorous but at the same time, they seem to be very serious. Constance's belief in God and Knight's desire for Constance are also secular because such behaviour is natural. When we read a piece of work what we gain may educate us. From this tale we are able to get enough knowledge: According to the stars, everything befalls on us! It is depicted through Constance's life. Moreover, we cannot enjoy happiness for ever. If we do so, there will surely be sorrowfulness in our life, too. Both coincide in our lives. Further, if we are really good persons or our minds are pure the God will certainly help us whenever we undergo hardships. We could understand that everything in our life goes by the will of God. Nothing is in our hands. From this tale, we know about the impermanence of human life. It is illustrated by the death of Alla. Finally, through this tale the poet gives us the moral: a man should follow his tradition, culture and religion. He should marry a woman who belongs to the same culture. According to his status, he should choose his wife. Otherwise his life may be miserable.

In “The Nun’s Priestess’s Tale”, the poet brings out many facts which appear typical life of human beings and their actions. In the opening lines of the tale, the poor old widow’s life is depicted as

*“Sooty her hall, her kitchen melancholy,
And there she ate full many a slender meal;
There was no sauce piquant to spice her veal,
No dainty morsel ever passed her throat.”*

We meet many people like this widow. It shows us how people lead a life of poverty. Moreover, in this tale, the poet points out that the cock, Chanticleer has seven hens as his wives. His most beloved is Pertelote. Despite his wife’s advice, Chanticleer meets his death. This is what portrayed by the poet in this tale. The hen, Pertelote feels that if her husband is considered a coward, it will be a shame for her. It is realistic because normally the women want their husbands to be brave and strong. Further, it is a scientific fact that if our belly contains more food, we are naturally prone to dream. Though it seems to be humorous, it is a serious statement. At the same time, the hen says that if the cock frees himself from vapours with a purge, it will be somewhat all right. This is also humorous but it is a statement of fact. In this tale, there is a line,

“Woman is man’s delight and all his bliss.”

It is secular because we can find many a woman instrumental for the victory of man. So, for a man, the woman is a gift. There are cunning people who betray innocent people. It is expressed through the characters of a fox and a cock. Further, the cock says that by taking women’s advice, men sometimes get into trouble. His statement has seriousness because at last by listening to his wife’s advice he meets his death. In this tale, the fox prides the cock insincerely in order to take him towards death. It is very clear for us that there are so many flatterers in the human world. After the death of Chanticleer, all the hens cry in a sorrowful manner, especially his beloved, Pertelote emits “sovereign shrieks” towards her dead husband. Here, the poet depicts us how women are unable to control their emotions in events like death. This tale teaches us many facts about life. First, we are able to understand that everything is going on according to God’s will. Second, there is fate which governs all of us. Even though the characters in this tale are non-human beings, they live in harmony. It is expressed in the action of Chanticleer; if he finds a seed, he will call all the hens to eat. Moreover, we realize that happiness does not last in our life. We also know that no human being can forbear wickedness. It is portrayed in the actions of human beings and other animals, when the fox seizes the cock. From this tale we are able to understand that human beings may easily be betrayed the first time but the second time they may not be deceived as

they would be very careful. This is evident when the cock flies high to the top of the tree and replies the fox. Lastly, through the whole tale, the poet wants to tell us that man should not neglect his dreams.

“Dreams have quite often been significations. One never should be careless about dreams. Dreams can” give a due warning of things that later on come true

Here, Pertelote neglects the dreams, and advises Chanticleer not to take them seriously. Because of her advice, he ignores the dreams and loses his life. And also, the poet portrays that those who are very pious and have faith in God, will get visions by the grace of God in order to avoid danger. This is the moral of the tale.

In “The Miller’s”, the poet expresses the innocence of the carpenter, the unfaithfulness of his wife and lechery of Absalon and Nicholas. In the opening lines of the tale, the poet describes Nicholas thus;

***“This lad was known as Nicholas the Gallant
And making love in secret was his talent”***

The above lines seem to be humorous but at the same time, there is seriousness. At first, the carpenter takes care of his wife because she is beautiful and thereby he feels that she should not be attracted to other men. In the world, people may be induced by money or kindness or force to do something. Here Absalon uses these tricks in order to fulfil his desire. Further, there are selfish people in the world. Nicholas is an example for a selfish man. Because he says that the carpenter, his wife and he can escape from the flood. He never thinks about his neighbours. It is also secular. Alison scolds Absalon not to kiss her and says that she loves Nicholas and she does not want to love Absalon. She also tells him to go to hell. It seems to be very humorous, because she is not at all a virtuous woman but she scolds Absalon. Moreover, Absalon kisses Nicholas thinking he is Alison. After doing that, he wonders how it is possible for a woman to possess a beard and he comes to know that it is not Alison and they have cheated him. It seems to be very humorous but when Absalon shouts that he will take revenge on Nicholas, it seems to be serious. In this tale, there is more self-education for us. Firstly, we are able to realize that a man should marry a woman who should be suitable for him in all respects. Here, Alison is not at all a suitable wife for the carpenter. Because of that there are many problems between husband and wife. Secondly, a man should not be too foolish. If he is like that, he will be cheated or betrayed by everybody. Because of his foolishness, the carpenter is betrayed by all, even by his wife. Thirdly, we find out that there are many hypocrites in the world. Nicholas cunningly plans everything and cheats the carpenter by pretending that he has enough kindness towards the carpenter. Fourthly, we understand that illicit love will court punishment. Absalon is frustrated by Nicholas, when he wants to kiss Alison;

Nicholas is seriously wounded or hurt by Absalon. Through this tale the poet gives a moral. That is a man should not desire other's wife or should not make love with a married woman. If he behaves like that, he will be punished by God. Whatever the sins a man commits, he will be given a punishment one day. And also, a woman should be faithful to her husband and be chaste all her life; if she is not a steady woman, she will get into trouble and will be corrupted.

Finally, in the opening lines of "The Cook's Tale", the cook laughs at the miller, when the miller is in a difficult situation. It is secular because when a man gets into troubles, some people will never help him. Instead they will laugh at him. Even jokes convey some truth. It is expressed in the prologue of this tale;

"Many a true word has been said in jest."

This is a serious statement in this tale. Further, there is a proverb which is introduced by the poet;
"Throw out a rotten apple from the hoard
Or it will rot the others"

It means that when we make friends, we should choose good ones. Otherwise, those bad friends will spoil our lives, too. So, this proverb utters a home truth. In this tale, the particular prentice is not honest in his job. He steals from the shop and thereby he is sent to prison. Though it surprises us, it is seen in everyday life as well. The master's wife finds that it is very difficult for her husband to run the shop. She thinks that she should do a job. So, she starts to earn her living as a prostitute. It seems to be a very serious comment. One's bad behaviour may affect his family. This is a real moral-education for us. The prentice's bad behaviours affect his family as well as the master's business. Lastly, the poet points out that a man should do his job perfectly. Otherwise, life may be a difficult for him as well as for his family. A man should be honest in his life, if not he will get into difficulties.

Strangely enough, almost every tale ends with a piece of proverbial or other wisdom derived from it and with a general benediction on the company. It is not considered the function of the fourteenth century story-teller to invent stories, but to present and embellish them with all the arts of rhetoric for the purpose of entertainment and instruction. In conclusion it is obvious that Chaucer's tales have enough seriousness to offer self-education and moral-education though they seem to be humorous and secular.

MRS. S.SUBHAKARAN
ASSIT. LECTURER.

ENGLISH IN SRI LANKA

In 1815 the entire country came under the sovereignty of the British. English then became the language of administration and the medium of instruction. With independence in 1948, a strong nationalistic feeling paved the way for a change in the social, political and educational fields. English no longer enjoyed the same prestigious position in the country. In 1955, the medium of instruction was changed to Swabasha. Only the children of the Burghers and those of mixed parentage studied in English.

However English was taught as a subject in schools and the medium of instruction in the University, continued to be English. In 1964 'Swabasha' became the sole medium in schools, while the University provided instruction in Sinhala and Tamil as well as in English. As the medium of education was changed from English to 'Swabasha', the Tamil and Sinhala students entered the University of Ceylon in 1960's and followed their courses in Tamil or Sinhala. The introduction of the Swabasha medium the University led to the deterioration of the standards of English education in the University and schools.

As a result of these changes from time to time, English lost the pro-eminent place it enjoyed. But life in the modern world is such that knowledge of English is imperative for almost everyone especially for those who would reap the benefits of a scientifically and technologically advanced civilization.

Now English is spoken, written and read by large numbers and is the medium of instruction in colleges and upper classes of schools. Some object to the use of English, because, we have our own languages. But English has become so necessary for educated people that while we must cultivate our own tongues, we must learn it and use it. It is not an easy language to learn, the spelling pronunciation being very irregular but its advantages are so great that we cannot well do without it. English is certainly necessary for any one entering government service, trade or the legal profession. Lawyers cannot plead in the upper courts without it, and anyone in business of any pretensions soon finds he is handicapped if he does not know English.

When we talk of the English higher variety of English, we mean the language used by the British at formal functions in churches, government meetings and in administration. The lower variety of speech was used by the natives of Sri Lanka in informal spheres such as the family functions and in meetings with friends. Standard English has been accepted as the correct English language

throughout the world. When we compare with other English like, Sri Lankan English, Indian English, American English ect. Standard English has greater uniformity in grammar and spelling. Written Standard English has more uniformity than the spoken. Standard English is an essential element in education and in the community at large. The study of this wonderful language is encouraged generally in many countries through the school system and by conducting seminars, meetings, conferences and publications.

In Sri Lanka with many races religion 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 the basic-books. We need to update our skills and knowledge. The world is advancing at sputnik-speed; knowledge is ever increasing and thousands of books in all subjects are written in English. It is an impossible task to translate even one percent of the best books in English into our languages as and when necessary. The intelligent who wish to specialize 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 of his inadequacy in English, Moreover, the chances of getting a job for one with a basic knowledge of English are more not only in our land but also in any part of the world. Employers everywhere prefer a worker with a knowledge of English to one without English. Even for the purpose of travel, trade, commerce and diplomacy, a sound knowledge of English is a must. It is not an overstatement 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 every one 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 it has been said, as the first language spoken by man on another planet-the moon. There cannot be two opinions in its importance or use.

It is a good idea to provide everybody with a sound knowledge of English but it is not practicable and for most of them it is not going to be of much use. In many schools, especially in the rural areas, there are no qualified teachers to teach English. Even if there are English teachers, teaching English is only for few hours a week. Therefore only a very small percentage of students will be fluent in English at the time of leaving schools.

Some people are enthusiastic about removing English and replacing it completely with the vernacular languages. They argue that English is a symbol of slavery and colonialism. But they

forget that English is an International language. Without English it would not be possible to keep pace with the rapid advancement of researches in Science and Technology. Mother tongues are important but it does not mean that English is no more important or can be replaced completely by the vernacular. Neglect of English would leave Sri Lanka far behind the other countries in the fields of medicine, engineering, communication, business, agriculture etc. English is a link language and the means of communication between different educated linguists and regional groups. It is a language of learning, higher studies, business, science and technology. Even those who advocate its removal in public, send their children to English medium schools. The removal of English would cut-off Sri Lanka from other countries and international affairs.

Lastly, English is a noble language and possesses the finest literatures in the world. A knowledge of English introduces a man to some of the finest books ever written. It is a key to the "*Kings Treasuries*", as Russian called it. Nowadays English is being used by (1) a group of people who need English for their specific purposes. (2) A group of people who use it for Academic purposes. In the case, the people first need the spoken form and a few sets of sentences, a certain amount of vocabulary to be used for specific purposes. In Sri Lanka the Technical colleges are conducting NCE course where English is taught for specific purposes. The other category of people who need English comprise language is the academics and students of the tertiary institutions especially Universities and Advanced Technical Institutes. Their need is now being described in terms of English for Academic purposes. This category of people would use English to write assignments, reports and various other writing pieces, all of different types in English. They have to refer many books in English for their higher education. They have to use the language orally at seminars, conferences etc. The cultural aspects and the delicate nuances of the English language would only be acquired through learning literature in the English language. It is presumed that the learning of literature for language proficiency would make them fluent in speech as well as in writing.

MR.V.KARUNANITHY.
SENIOR LECTURER.
HEAD-DEPT OF ENGLISH.

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288, ஆஸ்பத்திரி வீதி,
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விற்பனையாளர்களும்

279, அரசாடி வீதி,
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இல39, நவீனசந்தை(உட்புறம்)
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No. 39, Newmarker (Inside)
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Opticians

(V. Geneshalingam)
Proprietor

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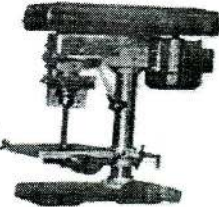
சுதா றேடேர்ஸ்

இல.339, அரசடி வீதி, நல்லூர், யாழ்ப்பாணம்.

தச்சுவேலை செய்யும் மிசீன்கள் 10", 12", 14", 16", எலக்ட்ரிக் றில்லர்கள், றவுண்ட்டர்கள், மாபிள்கட்டிங்மிசீன்கள், வளைவு வெட்டும் மிசீன்கள், கிறைண்டர்கள், அலுமினியக் கட்டிங் மிசீன்கள், மரம் துண்டு போடும் வாள், பிளாஸ்டிக் எழுத்து வெட்டும் மெசீன்கள், ஸ்ராண்ட் றில்லர்கள், வெல்டிங் பிளாண்டு வகைகள், கடைச்சல் மிசீன் மற்றும் சகல விதமான எலக்ட்ரிக் உபகரணங்கள் யாவையும் பெற்றுக் கொள்ளலாம். அத்துடன் M.D.F. போட் பலகைகளும் பெற்றுக்கொள்ள,

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(சுந்தரம் பிறதேஸ்)

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இல. 354.

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இல.29 நவீன சந்தை

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- ❖ குவீன ரக சண் கிளாஸ்களை மிகக்குறைந்த விலையில் பெற்றுக்கக் கொள்ளலாம்
- ❖ சங்குப் பற்களை விடாகாகக் கட்டவும் மெய்யுப் பற்களை கிளிப் பெருகுத்தீர் இலகு முறையில் சீர் செய்து கொள்ளலாம்.

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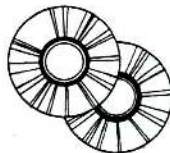
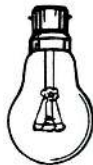
947, கே. கே. எஸ். வீதி, தட்டாரிதகு
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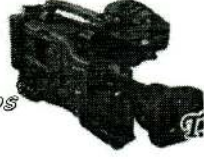
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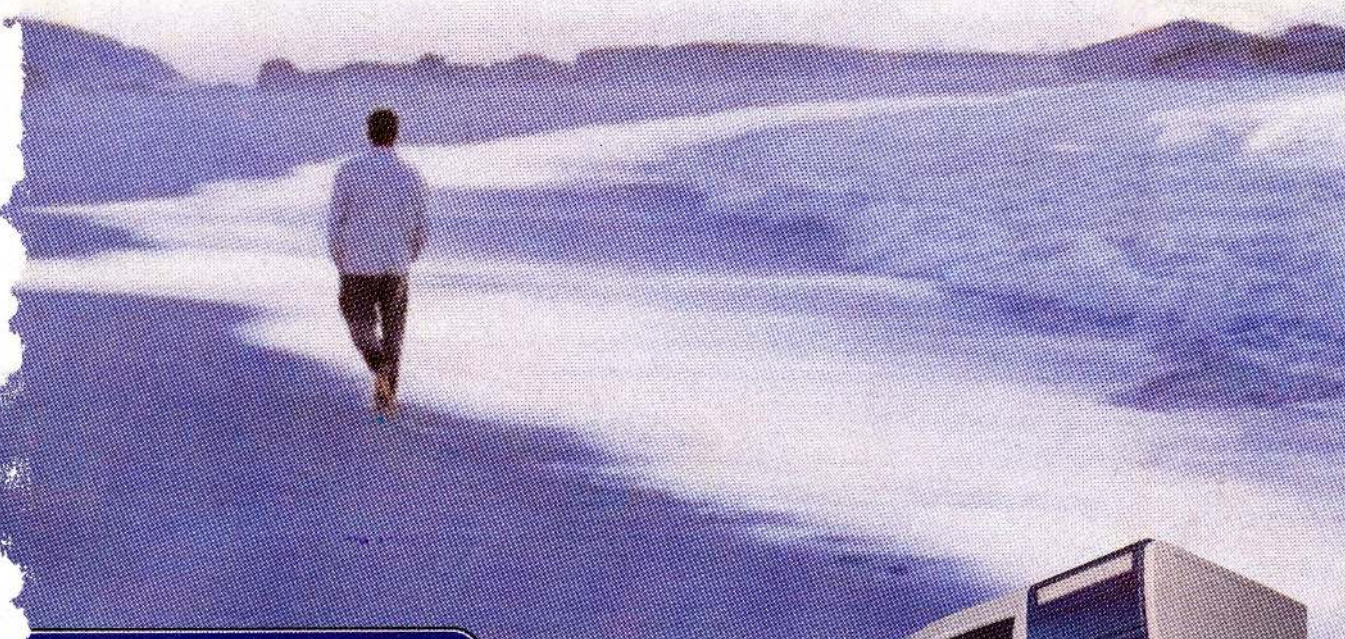
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