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GELT  
PROGRAMME

1988



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# The FOCUS

2007



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## MAGAZINE OF THE JAFFNA HINDU COLLEGE GELT CENTRE

*With the best compliments  
from: The Editor  
and*

**N. Therapalasingham**  
COURSE CO-ORDINATOR  
J. H. C. GELT CENTRE, JAFFNA

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The General English Language Teaching  
and  
Practical Orientation Programme  
ACADEMIC YEAR

1988 - 89

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# Jaffna Hindu College Centre GELT and Practical Orientation Programme 1988 - 89

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**Course Leader:**

Mr. N. Thevapalasingham

**Staff Secretary :**

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Mr. K. Vadivelu

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## From the Editor's pen...

English, as a universal language knows no boundaries. This is indeed a window to all "World knowledge". If knowledge is power, then English too should be that to some extent. We must confess that most of us, if not all, had been very weak and deficient in this field. Some kind of good nourishment had been catered to us with utmost care and proper nursing over a period of six months or more. The students' contributions both in the Focus and on the stage will surely bear witness to this fact. We congratulate all our budding creative writers.

Writing is not that easy, as many believe, than speaking. One is inter-dependant on the other. Both these factors have been touched upon equally by our tutors.

Reading other peoples' creations is another way of improving our efforts in writing. Therefore we have invited many eminent guest writers to give their contributions. Our sincere thanks are due to them.

Messages from all co-ordinators too are of high value to us. They do inspire us and encourage us to delve a little deeper into this realm of language learning. Our honest thanks to them too.

Finally, money is everything in this world, without which nothing can be achieved. Our warmest thanks to all our advertisers. Do please patronise them all.

Adieu! My dear colleagues.

P. R. Shivanthan

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### OUR PRAYER

We wish and pray that Mr. A. Jebanesan (Faculty of Arts), our sometime Editor, recovers speedily from his recent illness.

The J. H. C. GELT staff and students

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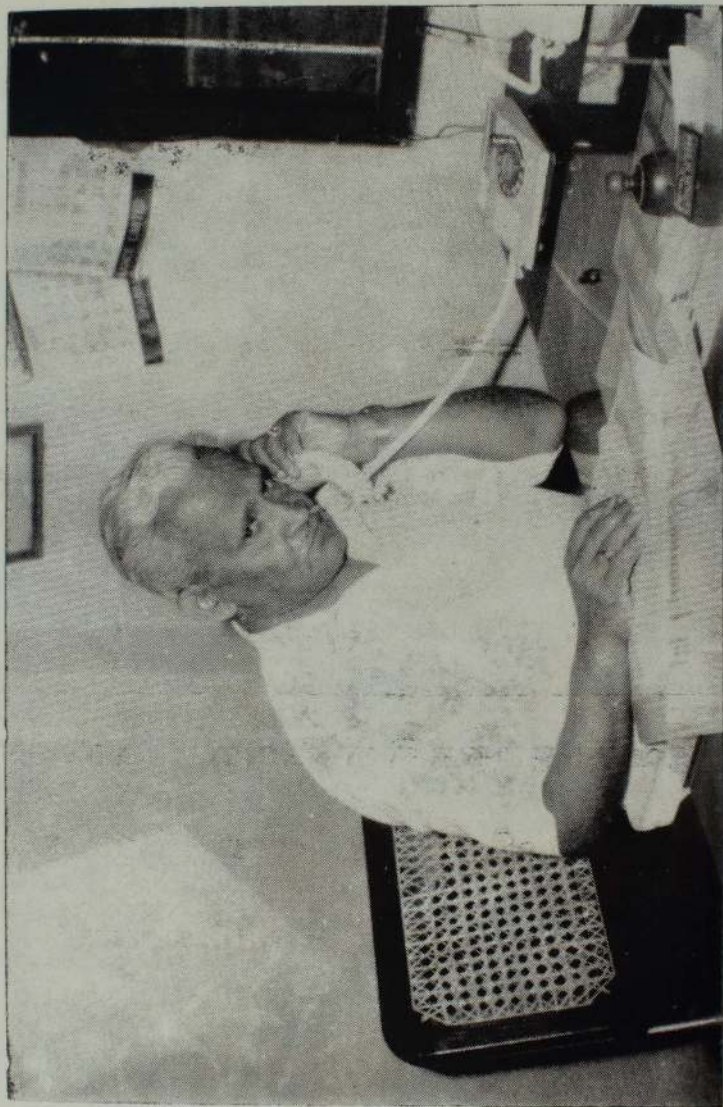
நவநாகரீகத்திற்கேற்ற காலணிகளை  
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விஷயம் செய்யுங்கள்

## NAVAH EMPORIUM

16, KASTHURIAR ROAD,  
JAFFNA.



Our District Co-ordinator - GELT



Mr. Vettivelu Sabanayagam



**From**  
**Our District GELT Co-ordinator &**  
**Regional Director of Education, Jaffna**

I am happy, that at a time, when the standard of English is fast deteriorating all over the Island, The University Grants Commission has ventured out, this second year in succession, to meet the needs of the University Entrants to better their knowledge of this language. I am fully convinced that some very profitable work is being done in this direction.

I have been to the Jaffna Hindu College GELT Centre on more than one occasion and was impressed by the conscientious good work that was being done there.

I could see for myself the varied types of language activities in which the students were very actively and joyfully engaged in. The centre was indeed a very busy hive of language activities, I am told. I am sure that they have learnt some good amount of English within this short spell of time.

It is, but very befitting for them to publish this beautiful number, rightly named "THE FOCUS" in which, I suppose they have spot-lighted all their achievements.

I congratulate the staff and its leader on their good achievements. I also wish all the students, all the best, in their endeavour to further their knowledge of this much coveted and needed language of the Englishman, and also wish them well in their new career in the University.

24-02-89  
Department of Education,  
Jaffna

(Sgd. V. Sabanayakam)

**From:**

**Our Assistant District Co-ordinator, GELT**

It gives me pleasure to send a message to "The Focus", the Souvenir published by the GELT Centre Jaffna Hindu College. Firstly, let me congratulate the students and staff of this Centre in having turned out this number.

It is my fervent hope that the students will walk out of J.H.C. GELT after having tasted the juicy morsels of English literature. I trust that the students' appetite for further English studies would have been whetted.

While wishing the students a bright academic career, let me exhort them to pursue a programme of life-long learning in English.

**Good Luck !**

22-02-89

Department of Education  
Jaffna.

Sgd. R. K. Kulasekeram Lsq  
(Education Officer)

**From**  
**Our Centre Co-ordinator and**  
**Principal, Jaffna Hindu College**

It is my pleasure to congratulate the University Grants Commission Officials who had successfully ventured out in solving a problem of paramount importance i.e., to make our pupils acquire some competence in English before they enter our universities.

At such a time of dire need when the importance of this world language is felt by men of all walks of life, these GELT and Work Orientation Programme provided for our selected youths have served as a stepping stone to further their knowledge of this language.

As Centre Co-ordinator of this group I have had occasion to observe you, getting involved in many a language activity, apart from your normal class room learning. This approach should pay your tutors and your Course Leader some good dividends now or in the near future.

This 'Focus' as I see it, is a clear reflection of all your activities. You have done a good job of it.

**Good Luck !**

23-02-80  
Principal's Office,  
Jaffna Hindu College,  
Jaffna.

S. Poanampalam  
(Sgd.)

## From our Course Leader's Desk

Once again, in this year, the course began with a Placement Test, on which you were graded and grouped. Right from the beginning you were tackled at your level of competence, and now, you have reached safely the last lap of your course.

It is needless for me to give you a review of the manner in which you were coached up, because this 'Focus' of yours itself has clearly pinpointed all your achievements very meticulously.

The 'Written form', which is the last linguistic skill in the series, must always find its proper place, at the very end and not anywhere else earlier. According to linguists the 'spoken form' should always precede all the other skills.

Speech is the ground work,  
All the rest is built up from it.

F. G. French

The foundation of a living language  
is the spoken and not the written form.  
The corner stone of our  
(language) building must be the  
speech lesson.

— A. W. Fresby

Speaking is still the foundation  
for reading and writing

— Professor P. Gurley

I believe you were exposed to this method of approach. The aim of our 'Skill Contest' organised during the fourth month was to promote this important aspect of learning to talk English, correctly, fluently and somewhat effectively.

Our re-dividing you into the three groups — viz., The Blue Birds, The Rose Buds and The Red Robins — brought about a new sense of equality, with a clear elimination of the so called inferiority complex and the most detestable sense of "You know, I am feeling shy to talk in English."

The purpose of our earlier grouping on the performance of your Placement Test was to gage your level of attainment of this language but when you showed improvement and the willingness to learn, we did the regrouping. By this time you had gained confidence and so we did this. It was then you came out of your shells and started talking some English. It was all very satisfactory and encouraging to us.

One very special feature that needs mention here is that most of the classroom materials used by us have been now consolidated into written forms by you, especially the topics we took up for our debates and discussions. I am happy that some of them have found a place in this "Focus".

You will remember —

You listened to them in the classroom.

You read them aloud in the classroom.

You discussed them in the classroom.

You debated on them on a competitive basis

And then —

You wrote about them at home

And some of you are still writing, while the earlier ones are going into the press.

Your editor has been good enough to find a place for many if not for all.

'Good listening', says Professor S. Potter, 'is an art which demands the concentration of all our mental faculties.' 'Listening' he continues, 'is the other half of talking.'

Therefore, my advise to you would be - Please make it a habit to listen to the "English Programmes" you get over your radio and the TV and simultaneously start reading easy and interesting short stories and novels, and do not forget your English newspapers.

To put it all in a nut shell, all what we attempted to do, was through the popular "H. S. R. W." method, i. e., Hearing (or listening), Speaking, Reading and then Writing. Do not ever try to put the cart before the horse. This is where many of us have failed. FIRST THE SPOKEN AND THEN ALL THE REST. This is nature's method.

The highlight of your entire course would be the stage performance reserved for you, for the final farewell day. It is there you are going to find a vent to put across all your expressions in the right form through singing, miming, rendering of poems, dramatising and eloquence. We may not hear everyone of you from the stage. But, we shall wait patiently to hear you, some day somewhere speaking some good English.

May I at this juncture echo the words of Mao, quoted by our National Co-ordinator for English Mr. Wilfred Jayasuriya, at the inaugural GELT session, at the University Grants Commission auditorium—"Let a thousand flowers bloom." Yes, if not a hundred, at least a sixty or even a thirty flowers, from this Centre, should bloom within the portals of our universities sending forth at least some little fragrance of this lively language.

In parting, let me say last thing - I am sure all of you would easily collect your degrees, in your specialised fields but then, that would not suffice until you have flavoured all your knowledge with this sweet fragrance.

It's then you'll be somebody in society.

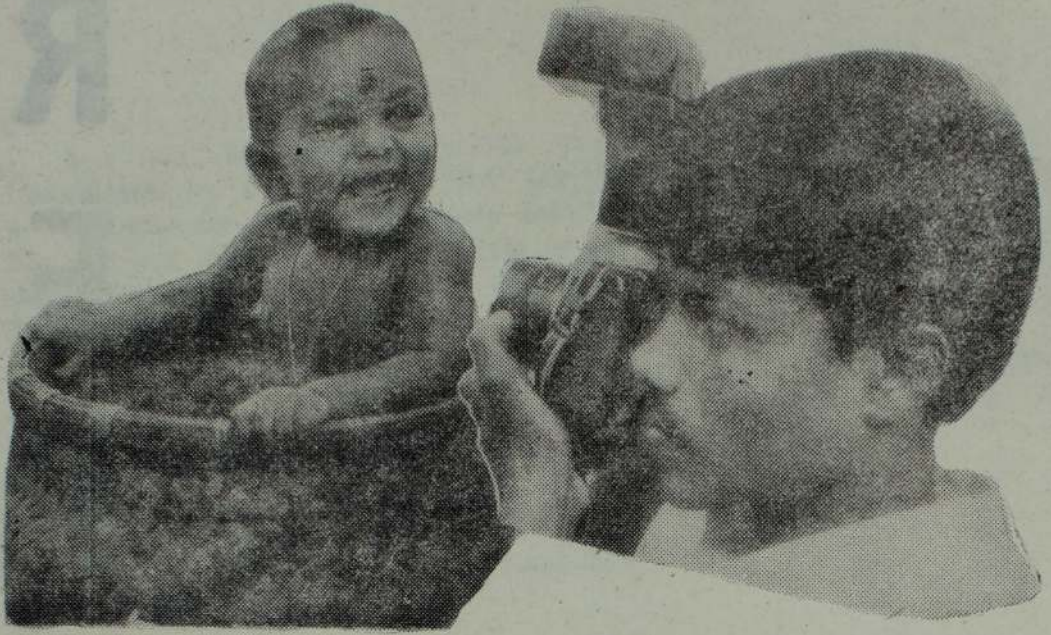
Good bye !

02-02-'89  
103, Sivapiragasam Rd.,  
Vannarpannai,  
Jaffna.

Mr. N. Thevapalasingham  
Retired Lecturer in English Methodology  
and Speech,  
Palaly teachers' College,  
J. H. C. GELT Centre.



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பேபி போட்டோ

ப்டப்சிடிப்பாளர்

சேர். பொன் இராமநாதன் றேட்,

திருநெல்வேலி.

*With Best Compliments From*

செல்லையா சிவபாதலிங்கம்  
**CHELLIAH SIVAPATALINGAM**

வைரக்கல் நகை வியாபாரம்

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ஓடர் நகைகள் 22 கரட்டில் குறித்த தவணையில்  
 செய்துகொடுக்கப்படும்.

# An Extract from the "Secy. S" Diary for the Period from 1st August of 1988 to 1st of March 89

## AUGUST :

- 1st - The course commenced
- 2nd - An outline as to how the course will be conducted was given by the Course Leader.
- 3rd - An Oral Test was conducted to all students following the course for the purpose of grouping the students.
- 4th - Grouping of students on the results of the Oral Test to different classes was done.

11th&12th - Placement test was held.

15th - Regrouping of the students was done according to their standards on the results of the placement test. The election of the members of the students' council was held.

19th - Our Regional Co - Ordinator visited our Centre, watched our performances of the day and addressed the students at the end.

23rd - The Practical Orientation Programme started.

## SEPTEMBER :

5th - Monthly test for the month ending August was held.

13th - Our students participated in the English day celebration of the small children and watched their performances at the College of higher studies, Anaipanthy.

## OCTOBER :

6th&7th - Monthly test for the month ending September was held.

20th - Celebrated 'Saraswathy Pooja' as a Religious Ceremony in the Prayer Hall of the J. H. C. Various items were given by some of our students in this Pooja.

## NOVEMBER :

7th - A maiden debate among our students was arranged and held in our Centre on the topic of "Co - Education"

9th - The P. O P. allowance payments for the months of August (part) and September were paid to the students.

16th&17th - Monthly test for the month ending October was held.

18th - The students were grouped into 3 houses namely "Red Robins", "Rose Buds", "Blue Birds" for the purpose of competitions.

21st to 23rd - Practised for the forthcoming Inter House English Language Skills Contest.

24th to Dec 2nd - The Language Skills can test was held.

## DECEMBER :

3rd - Our Centre Inter House matches of Cricket, Soccer and Volley ball for boys and Throw ball for girls were held. The Rose Buds got th. Championship in the games of cricket, soccer & volley ball and the Red Robins got the Championship in Throw ball.

5th - Language skills contest contd ..

6th - A limited 20 overs friendly cricket match was played between

us and the Hindu Ladies GELT Centre at the Jaffna Hindu College cricket grounds and our team won the match by 5 wickets.

7th - Monthly test for the month ending November was held.

8th - Participated in the chess and 6 a side cricket tournament organized by the Manipay Hindu GELT Centre. 3 teams from our Centre participated in the cricket matches.

9th - "Term ending get together" was held under the chairmanship of one of our students S. Jeyasankar. The Chief Guest for the occasion was Mr. F. T. Premnathan, the hero of the memorable incident of the previous day and the two Guests of honour were Miss T. Janaki and Miss. R. Maithily who too are among us.

12th - The final day celebrations of the language skills contest were held under the chairmanship of our President S. Jeyasankar. The Regional Co - Ordinator & Director of Education Mr. V. Sabanayagam honoured us as the Chief Guest and Mr. S. Pathmanathan, Lecturer in English, Pally Teachers' Training College, Mr. S Ponnampalam, Principal, Jaffna Hindu College, and Deputy Principals of the Jaffna Hindu College Mr. N. Somasundaram & Mr. Pon Mahendran were the other distinguished Guests.

The Chairman welcomed the Chief Guest, other distinguished Guests and others.

The Chief Guest, in his address thanked for the invitation. The

Course Leader, in his address made a brief description of the project.

The students presented various English Language Skills and some entertaining items at celebrations. Mr. S. Pathmanathan expressed his views on the day's performances.

The Chief Guest gave away the prizes & certificates of merits. The Rose Buds, Blue Birds & Red Robins won the 1st, 2nd & 3rd places respectively.

The celebrations were concluded with the vote of thanks by the Secretary.

13th to JAN. 1st - A short vacation.

JANUARY .

2nd - The course started after the short vacation.

6th - Mr. K. Barathymohan made arrangements with Dr. K. Suthakaran to deliver a talk with our students on "The Importance of Blood Donation for the needing".

11th - Monthly test for the month ending December, 88 was held.

24th - An Educational & Work Orientation tour to upcountry was arranged.

27th - The arranged tour was cancelled due to the unavoidable circumstances. The P. O. P. allowance payments for the months of October and November (part) were made to the students.

FEBRUARY :

10th to 16th - A short vacation.

17th - The course started after the short vacation.

20th - An achievement test organized by the Asst. District Co - Ordinator, Jaffna, was held.

- 23rd - Our Centre Inter House Quiz on general knowledge was conducted by the Course Leader. The Blue Birds team won the 1st place.
- 24th - Winded up the Practical Orientation and the GELT programme
- 28th - We made a 'Course End trip' to Kaithady. We spent the morning session at the State Home for the Elders, Kaithady.

An interesting new-type of 'Inter House Athletic meet' was organized by the Course Leader and Mrs. K. Rohini under a cool shady spot. The Blue Birds got the championship.

The Elders and we all had a get-together in the Assembly Hall and we made them felt happy with an interesting, entertainment programme. They too readily joined us in it.

During our visit we donated them a good amount of used clothes and some reading materials.

In the afternoon we visited the Nnffield school children. There too we made them felt happy with another interesting programme with a lot of singing, dancing and miming.

The end of the programme we donated them a good amount of used clothes and some suitable reading materials.

Before departing from Kaithady our students and staff assembled again under the same shady spot. Our Course Leader gave a farewell speech and presented us small gifts which had been autographed by him.

#### MARCH :

- 1st - A team of our students interviewed Mr. N. Sabaratnam, Retd. Principal of the Jaffna Hindu College at his residence for the purpose of publishing in the Focus.

V. Matheharan  
Secretary.

# On our Roll

## AGRICULTURE

S. Anjala  
E. Antony Harold  
N. V. Devanand  
S. Kirubananda  
P. M. Primson  
K. Pnshpajothy  
K. Pushpalingam  
S. Vasantharuba

## ARTS

A. Anton paul  
N. Balasunthar  
A. Bonson  
F. Emiliyola  
J. Eugine clotilda  
A. F. Fayitha  
S. Geetha  
S. Indradevi  
J. Jeneeta Pramela  
K. Jeyanthi  
S. Jeyasankar  
G. Jeyaseelan  
P. A. Josephrajah  
S. Kalaimagal  
K. Kamalaveny  
K. Kaneswary  
E. Malathy  
R. Marleni  
S. Mathavy  
N. Nalayini  
A. Patrick Ponkalan  
S. Premini  
T. Ragu  
S. Saraswathy  
A. Sebanesan  
S. Sivasakthi  
R. Sudarmathy  
R. Thilagarancee  
P. Vasantha  
G. Vasuki  
K. Vimalleswary

## BIOLOGICAL SCIENCE

S. Anusiya  
N. Gnanapothini  
A. T. Jegatheeswaran  
S. Malini  
B. C. Mohanrajh  
N. Nanthini  
S. M. Niranjana  
M. Rajani  
A. Shyama  
T. Thayanandan

## BUSINESS ADMINISTRATION

S. Chandrakumar  
A. Karthikaiselvan  
K. Kunenthiran  
S. Ratheswary

## COMMERCE

A. M. Jaffrin  
K. Jeyabalan  
K. Kumuthini  
R. Maithily  
K. Niranjana  
B. D. C. Prabananth  
S. Sasikala  
C. Sureshala  
V. Vijayakumary  
A. Yogaretnam

## DENTAL

T. Janaki  
A. G. surendra kumar  
G. Thirumahat

## ENGINEERING I

V. Ganeshwara  
V. Mathetharan  
M. H. J. Pavalakone  
F. T. Premananthan  
V. Sivakaran  
S. Thayaparan  
A. Vipulananthan

**ENGINEERING. II**

H. M. Mazahir  
S. Sathismohan  
S. Yogarajasingam

**MEDICINE**

M. Ainkaran  
B. Chitra  
T. Indramathy  
N. Nalayini  
R. Pathmarajah  
S. Sivani

**PHYSICAL : CIENCE**

A. Brintha  
G. Chandrakumaran  
D. Dhileepan

T. Gnanaśuntharan

A. R. Inparaj

K. Ithayarajh

P. Krishnaverny

S. M. Kulatheepan

T. Ravishankar

K. Senthur murugan

S. Shanmugapiriya

P. R. Shivanthan

M. Sivagowry

V. Sivakumar

S. Suhendran

P. Thamilventhan

S. Vijitha

**VEIERINARY**

S. Thevamanohari

Outstanding students  
for the GELT Year 1988 - '89

Mr. K. Jeyasankar

Mr. V. Mathetharan

Mr. P. R. Shivanthan

Miss A. Brintha

Miss N. Nalayini

Miss K. Niranjana

Miss K. Pushpajothy



AR

## Why did we attempt the English Language skills Contest?

### Because—

Although the ultimate goal of language teaching is the integration of all the communication skills in functional situations each skill should be practised separately.

— *Dr. Mary Finnochiaro*

Introduce, sustain and harmonise the learning of the four skills in this order—hearing, speaking, reading and writing.

— *Prof. N Brooks*

Language is one whole, the skills closely inter-twined and the training of one will advance the training of the others.

— *L R H. Champman*

The most beneficial activity for the student is talking the language not talking about it or worse still listening to somebody talk about it.

— *English Language Services*

By bringing all 4 skill together the same material is repeated in 4 ways and this helps to form the fundamental language habits. All avenues of approach are used in the same lesson — the ear reinforced by the motor reflexes of hand and mouth. The lesson may begin with listening and speaking and end with reading and writing.

— *W. E. Mackey*

The four distinct and separate activities, two receptive (listening and reading) and two expressive (speaking and writing) call for constant, preferably, daily exercise. These activities are concerned in varying degrees with four aspects of language study — pronunciation, grammar, vocabulary and idiom.

— *Prof. S. Potter*

# Our Language Skills Contest

## What it all meant to us

We are the second batch of students following the General English Language Teaching Programme at Jaffna Hindu College. This course was organized by the University Grants Commission. The text books used are English Everyday from year 7 to year 11, an Integrated Course in English for the A - Level, Poetry, Drama and Short Stories. There are five tutors in our Centre, and we are fortunate and happy to learn the language under them, because of the various methods used by them in the teaching of English as a second language. After three and a half months of normal learning process, we were led to learn much more by having the Language Skills Contest.

This, I am proud of and happy to mention, is a special method used in our GELT Centre. Don't think that this was merely playing and we were wasting time. But, indeed it had created in us a lot of interest, and encouraged us to learn more and more.

First, all the students were grouped into three groups named "Rose Buds", "Blue Birds" and "Red Robins". Three days were given for us to brush up our Grammar, Abbreviations and Spellings in preparation for the competitions in the game.

On the 23rd of November, the first day of the games, we had "Impromptu Speech". One student from each group took part in this competition. In ten minutes, they prepared the given topics and delivered it before the whole assembly.

On the second day, competitions in Mini Drama, Proverbs, Abbreviations and Creative Writing were held. For Mini Drama, a time limit of fifteen minutes was allowed for practice. Creative Writing was another useful skill, in which, we wrote an essay on a topic given at the moment.

In Grammar, we were tested in Antonyms, Adjectives, Verbs, Nouns, Adverbs, Prepositions, Tense, Gender and Number. Test was in writing. In Passage Reading, one of the same passage was read by the participants. Another skill tested was "How to recite a poem". Each participant was to recite a poem from the poetry book. These were the third day programme.

On the fourth day, there was competition in Rhymes. We were given quite a new rhyme of about five verses. We had to memorise it in a given short period of time and recite it. Another game was Miming. This was really very interesting. First, a short story was read by our teacher. Then, each group mimed it without uttering a word. At the end, a student from the respective groups described the actions mimed.

Next day was set apart for Role Play and Oration. The following day we had the Elocution Contest.

On the seventh day, we were tested in handwriting. We also had a singing competition. There was another game, in which, five students from each group competed. This was like holding an interview. They questioned, and were ques-

tioned, and we were forced to come out with answers in English.

Last three days we had debates. This too gave us a chance to better our standard in English. "Dowry System", "Free Education" and "Should women be given equal rights" were the topics for debates.

I am happy to state that this contest has given plenty of chances to develop our abilities. Everyone took part in these games and it was very interesting and useful too.

On the final day, Mr. N Thevalasingham to whom we are much obliged for all the innovative methods used in the teaching addressed the gathering about the progress made by the students. The Director of Education Mr. V Sabanayagam, the Chief Guest, and Mr. S. Pathmanathan, the Guest of Honour expressed their satisfaction. We really felt proud when the DE commended very

highly of the standard we reached, comparing it with how we were at the beginning of the course and now after four months. A mini programme of Singing, Action Play, Poetry recitation, Elocution and Drama was staged. The Chief Guest distributed the awards to the winners of Individual events and Champions.

I am happy to take this opportunity to thank the organizers of the GELT Programme, the Course Leader who left no stone unturned to make us get the best out of this programme and the teachers who assisted the leader in earnest and worked with tolerance and pleasure. In brief I can wind up by saying that we really learned some English without knowing that we are learning it.

Miss. A. S. Augustine  
Jaffna Hindu College GELT Centre

# Inter - Team English Language Learning Skills - Contest December 1988

Results			
1. <b>Elementary Grammar</b>		2. Mr. T. Ragu	RR
1. Miss A. S Augustine	RB	3. Miss. K. Jayanthi	RB
2. Mr. M. Ainkaran	RR		
3. Mr. F. T. Premanathan	BB	10. <b>Passage Reading</b>	
2. <b>Spelling Lower Groups</b>		1. Mr. E. Antony Harold	RB
1. Miss. S. Anusiya	RB	Miss. A. Brintha	BB
2. Miss K. Vimalaswary	RR	2. Mr. S. Jayasankar	BB
3. Miss N Balasunthary	RB	Mr. P. R Shivanthan	RR
3. <b>Spelling Higher Groups</b>		3. ....	
1. Mr.R. Pathmarajah	RB	11. <b>Poetry Rendering</b>	
2. Miss.M. Sivagowri	BB	1. Miss. N. Nalayini	RB
3. Miss. T. Indramathy	BB	2. Miss. T. Indramathy	BB
4. <b>Hand Writing</b>		3. Miss. K. Niranjana	BB
1. Mr. T Ravishankar	RB	12. <b>Creative writing</b>	
2. Mr. V. Mathetharan	BB	1. Miss. A. Brintha	BB
3. Mr. N. V. Devanand	RB	2. Miss S. Sivani	RR
5. <b>Common Abbreviations</b>		3. Mr. A. G. Surendrakumar	RB
1. Mr. N. V. Devanand	RB	13. <b>Listening Comprehension</b>	
2. Miss G. Thirumahal	BB	1. Miss. M Sivagowri	BB
3. Miss. S. Vijitha	RR	Miss. S. Anjala	RB
6. <b>Commands and Request in Correct Tones</b>		2. Miss. S. Vijitha	RR
1. Miss. K. Jeyanthi	RB	Miss. A. S. Augustine	RB
2. Miss S. Kalaimagal	RR	3. ....	
3. Miss S. Sasikala	BB	14. <b>Short Term--Memory Tests</b>	
7. <b>Framing of Questions and Answers</b>		1. Mr. A. Karthikaiselven	BB
1. Miss. K. Kumuthini	RR	2. Mr. S. Thayaparan	RB
2. Mr. A. Karthikaiselven	BB	3. Miss N Nanthini	RR
3. Miss. K. Jayanthi	RB	15. <b>proverbs</b>	
8. <b>Sentence Construction</b>		1. Mr. M. H. J. Pavatakone	RB
1. Miss B. Chithra	RR	2. Miss. S. Sunmugapiriya	AB
2. Miss G. Thirumahal	BB	3. Miss. N. Nanthini	RR
3. Miss N. Nalayini	RR	16. <b>Mini Drama (Individuals)</b>	
9. <b>Guided Composition</b>		1. Mr. E. Antony Harold	RB
1. Miss. S. Malini	RR	2. Mr. V. Ganeswara	RB
		3. Mr. S. Jayasaukar	BB
		17. <b>Elocution (With notes)</b>	
		1. Miss. N. Nalayini	RB

	Miss. A. Brintha	BB	3. Mr. P. R. Shivanthan	RR
	2. Miss. K. Niranjana	BB	Mr. V. Ganeshwara	RB
	3. ....		Miss. T. Janaki	RB
18.	Conversation in English (Individuals)		26. Group singing	
	1. Miss. A. Brintha	BB	1. Blue Birds	
	2. Mr. M. H. J. Pavalakone	RB	2. Red Robins	
	2. Miss. B. Chithra	RR	2. Rose Buds	
	Mr. Anton Paul	RR	27. Story Telling	
	3. ....		1. Mr. E. Antony Harold	RB
19.	Words in Confusion		2. Miss. K. Pushpajothy	RR
	1. Mr. B. C. Mohanraj	BB	3. Miss. A. Brintha	RB
	2. Mr. T. Ravishankar	RB	Miss. N. Nalayini	RB
	3. Mr. S. Satheesmohan	RR	28. Debates (Individuals)	
20.	Rhymes from Memory (Quick memorization)		1. Mr. A. G. Surendrakumar	RB
	1. Miss. T. Indramathy	BB	Mr. S. Jayasankar	BB
	Miss. N. Nalayini	RB	2. Miss. A. Brintha	BB
	2. Miss. G. Thirumahal	BB	3. ....	
	3. Miss. B. Chithra	RR	29. Role Play	
	Miss. S. Sivani		1. Red Robins	
	Miss. A. S. Augustine		2. Rose Buds	
21.	Impromptu Speech		3. Blue Birds	
	1. Mr. S. Jayasankar	BB	30. Conversation in Pairs	
	2. Mr. A. Anton Paul	RR	1. Blue Birds	
	3. Mr. E. Antony Harold	RB	5. Red Robins	
22.	Elocution (From memory)		3. Rose Buds	
	1. Miss. A. Brintha	BB	31. Mini Drama	
	2. Miss. N. Nalayini	RB	1. Blue Birds	
	Mr. A. G. Surendrakumar	RB	2. Rose Buds	
	Mr. G. Jayaseelan	BB	3. Red Robins	
	3. ....		32. Miming Creative actions and Gestures	
23.	Miming Creative Actions And Gestures (Individuals)		1. Rose Buds	
	1. Mr. N. H. J. Pavalakone	RB	2. Red Robins	
	2. Mr. V. Ganeshwara	RB	3. Blue Birds	
	3. Mr. K. Jayabalan	RR	3. Debate	
24.	Individual Part-Singing		1. Rose Buds	
	1. Miss. A. Brintha	BB	2. Blue Birds	
	Mr. A. Bonson	BB	3. Red Robins	
	2. Mr. V. Ganeshwara	RB	Inter House Language Skills Contest	
	Miss. T. Janaki	RB	I. Rose Buds	750 5/6
	3. Miss. K. Kumuthini	RR	II. Blue Birds	707 1/6
	Mr. P. R. Shivanathan	RR	III. Red Robins	500
25.	Singing Individuals		Individual Champions	
	1. Miss. A. Brintha	BB	I. Miss. A. Brintha	150
	2. M. Bonson	BB	II. Miss. N. Nalayini	85 5/6
			III. Mr. E. Antony Harold	72 1/2
			Runners Up	
			Mr. S. Jayasankar	70 5/6
			Mr. M. H. J. Pavalakone	65

## Wisdom Wins

Long time ago, there lived a generous king and queen, who ruled a beautiful country, where the people lived peacefully. Though there was peace and harmony in the country, the king and queen, and the subjects of the country were very sad because the queen was not blessed with a child. But after a period of ten years, the queen gave birth to a beautiful daughter.

The king, who was extremely happy, gave a great feast to the civilians. The beautiful princess was blessed by all the angels and fairies. All the people of the country, visited the majestic palace, with wonderful gifts for the princess and blessed her.

There lived a blind man, and a lame-man far away from the palace, in the countryside. They were sad, because they couldn't bless the princess and show their love for her. The lame man come out with an idea, that he could lead the blind man to the palace and in return, the blind man could carry him on his shoulder. Both agreed and reached the palace with great difficulties. They blessed the child with great love. There was dancing and music going on. Everyone was making merry. The king and queen rejoiced to see their

daughter being loved by everyone. All the guests enjoyed the feast given by the king. The lame man and the blind man, enjoyed every bit of it. The king was surprised and happy to see the blind man and the lame man. He asked them how they had come. He knew they had come a long way, with great difficulties to blesse the princess. He was hert shaken to think of it.

It was nearing midaiht, and one by one the guests began to leave the palace. The blind man and the lame man approached the king, and thanked for his generous feast. The king who was in the heights of ecstasy, presented both with valuable gems and pearls. Both of them were filled with great joy with the king's generous gift. The other folk, who were yet in the palace, were amazed to see the king presenting them with gifts. They were surprised and worried that they who had brought valuable presents, were not gifted any.

Miss. A. Brintha  
(Blue Birds)

*A Prize Winning Article  
Under Creative Writing  
Skills Contest 1988-89.  
Time Limit 20 Minutes*

## Athletics in - Doors

We had our Course end picnic on the 28th of February 1989. We left our Centre at 9.15 a. m. and reached our destination, the Home for the Elders, Kaithady at about 9.45 a. m.

Our Course Leader who has plenty of novel ideas came prepared with some set of things for us to have an interesting competition. It was 'Athletic in-doors.' It was really interesting and the few who could not make the trip felt very sorry for having missed it.

There were events for girls, boys and mixed groups held in a limited space within the premises. We had Putt Shot, Discus, Javelin, Net ball, Football, Races and even Relays. You may wonder how we could do all these without proper playing materials and the field. That was the interesting part of the game. We used feathers, balloons and other peculiar things in place of actual materials for games and sports. Though it was fun throughout, the Meet was worked out

based on certain rules. There was Fancy Dress competition too. Every event had its winners and finally the Blue Birds were declared champions

We enjoyed ourselves, but above all we are glad that we made the inmates of the Home happy.

Adjoining the Home is the Nuffield school for Deaf and Blind. We thought of them too when we planned our picnic. Our next stop was at this school, where the smiling pleasant faces of the underprivileged received us. The Blind listened to our singing and the Deaf watched our miming display with interest. Some of them joined us in our programme with their singing and dancing.

The whole day was spent usefully with interest. The album will reveal our fun and frolics.

M. H. J. Pavalakone  
Sports Secretary.

## Inter Team Triangular Games & Sports

### Results of Competitions:-

#### Soccer:

- |                          |    |
|--------------------------|----|
| 1. B. D. C. Parbananthan | RR |
| 2. A. R. Inparaj         | BB |
| 3. P. R. Shivanthan      | RR |

#### Netball:

- |                   |    |
|-------------------|----|
| 1. S. Malini      | RR |
| 2. S. Vijitha     | RR |
| 3. K. Pushpajothy | RR |

#### Putt Shot ( Boys )

- |                    |    |
|--------------------|----|
| 1. P. A. Josephraj | RR |
| 2. M. Ainkaran     | RR |
| 3. T. Ravishankar  | RB |

#### Putt Shot ( Girls )

- |                  |    |
|------------------|----|
| 1. T. Indramathy | BB |
| 2. B. Chithra    | RR |
| 3. T. Janaki     | RB |

#### Discus ( Boys )

- |                      |    |
|----------------------|----|
| 1. P. M. Primson     | RB |
| 2. B. C. Mohanraj    | BB |
| 3. K. Senthurmurugan | RB |

**Discus ( Girls )**

- |                 |    |
|-----------------|----|
| 1. K. Niranjana | BB |
| 2. T. Janaki    | RB |
| 3. N. Nalayini  | RB |

**Javelin ( Boys )**

- |                         |    |
|-------------------------|----|
| 1. K. Ithayaraj         | BB |
| 2. S. P. Thamilvaenthan | RB |
| 3. P. A. Josephraj      | RR |

**Javelin ( Girls )**

- |                  |    |
|------------------|----|
| 1. T. Indramathy | BB |
| 2. S. Malini     | RR |
| 3. T. Janaki     | RB |

**100 Metres ( Boys )**

- |                     |    |
|---------------------|----|
| 1. P. M. Primson    | R  |
| 2. P. R. Shivanthan | RR |
| 3. V. Ganeshwara    | RB |

**100 Metter ( Girls )**

- |                 |    |
|-----------------|----|
| 1. N. Nalaynini | RB |
|-----------------|----|

- |                  |    |
|------------------|----|
| 2. A. Brintha    | BB |
| 3. G. Thirumahal | BB |

**Relay:**

- |               |
|---------------|
| 1. Rose Buds  |
| 2. Blue Birds |
| 3. Red Robins |

**Long Jump ( Singles )**

- |               |
|---------------|
| 1. Blue Birds |
| 2. Rose Buds  |
| 3. Red Robins |

**Long Jump ( Doubles )**

- |                                      |    |
|--------------------------------------|----|
| 1. P. R. Shivanthan & S. Vijitha     | RR |
| 2. S. P. Thamilventhan & N. Nalayini | RB |
| 3. B. C. Mohanrai & G. Thirumahal    | BB |

**Fancy Dress:**

- |                  |    |
|------------------|----|
| 1. D. Dhileepan  | BB |
| 2. T. Indramathy | BB |
| N. Nalayini      | RB |
| V. Ganeshwara    | RB |



An extract from "A News Flash" in Tamil  
that appeared in the Murasoli of 07-01-1999

பல்கலைக்கழகம் புகும் மாணவர்க்கு ஆங்கில அறிவு அத்தியாவசியம் என்பதை உணர்ந்த மானியங்கள் ஆணைக்குழு GELT Programme ஐ நடத்தி வருகிறது. அனுபவமும் திறமையும் வாய்ந்த போதகசிரியர்கள் ஆங்கிலம் கற்பிக்கிறார்கள். யாழ்ப்பாணத்தில் ஆறு நிலையங்களிற் போதனை நடைபெறுகிறது.

அண்மையில் யாழ், இந்துக் கல்லூரி நிலையத்தில் பயிலும் மாணவருடைய தொழிற்பாட்டைப் பார்க்கும் வாய்ப்புக்கிடைத்தது. லாக்கிய அமைப்பு, கேள்வியாக்கம், கட்டுரை எழுதல், வாசிப்பு, கவிதை வாசித்தல், உரையாடல், நாடகம், தனி/கூட்டுப்பாடல், விவாதம் உட்பட மாணவரிடையே குழு அடிப்படையில் போட்டிகள் நடத்தப்பட்டன. வெற்றி பெற்றோருக்கு, கல்விப்பணிப்பாளர் திரு. வெ. சபாநாயகம் சான்றிதழ்கள் வழங்கினார்.

ஆங்கிலக் கல்வியின் வீழ்ச்சிக்கு ஆசிரியர்கள் வழமைபாகக் கூறும் காரணங்களாவன:-

மாணவர் தகுதியின்மை, அக்கறையின்மை, வேறு பாடங்களுக்கு முதன்மை தரப்படுதல்.

ஆனால் GELT நெறியைப் பொறுத்தவரை இவை பொருந்தா. ஏனெனில், இங்கு கற்கும் மாணவர்கள் பல்கலைக்கழக அனுமதி பெற்றவர்கள் - பொறுக்கி எடுக்கப்பட்டவர்கள். ஆங்கிலம் பயில்வதற்கென்றே ஆறு மாதம் ஒதுக்கப்பட்டுள்ளது.

இதனற் போலும் இம் மாணவரிடையே குறிப்பிடத்தக்க முன்னேற்றத்தைக் காணக் கூடியதாக இருந்தது. அவர்கள் ஆங்கிலத்தில் உரையாடினார்கள், பாடினார்கள், நடத்தினார்கள். ஓர் 'ஆங்கில விழா' வையே நடத்திக்காட்டினார்கள்.

கூடிய புள்ளிகளைப் பெற்றுச் சாம்பியனான செல்வி சி. பிருந்தாவும், முறையே இரண்டாம் மூன்றாம் இடங்களைப் பெற்ற ந. நளாயினியும், எ. அந்தோவி ஹரொல்டும் குறிப்பிடத்தக்கவர்கள். மாணவர் தலைவர் சி. ஜெயசங்கர் தயாரித்தளித்த "Childs'

Play" நாடகம் அனைவருடைய பாராட்டையும் பெற்றது. பஞ்சத்திரக் கதை யொன்றை ஆங்கில நாடக வடிவில் தந்தது மட்டுமன்றி, நவீன நாடக உத்திகள் பயன்படுத்தப்பட்டதும் நாடகத்தின் வெற்றிக்குக் காரணங்களாகும்.

பிரதம விருந்தினர் வெ. சபாநாயகம் குறிப்பிட்ட தாவது:

"இப்பாட நெறியைத் தொடக்கி வைக்க நான் வந்த போது நீங்கள் ஆங்கிலத்தில் உரையாட இயலாதவர்களாய் இருந்தீர்கள். நாலு மாதங்களில் தயக்கமோ கூச்சமோ இன்றி நீங்கள் ஆங்கிலத்தில் பேசுவது-உரையாடுவதை காண்கிறேன்; இது பாராட்டுக்குரியது."

"எப்படி இது சாத்தியமானது?" என்று நெறி முதல்வர் நா. தேவபாலசிங்கத்தைக் கேட்டேன். அவர் சொன்னார்: "அடைய வேண்டிய இலக்கைக் குறிப்பிட்ட மானியங்கள் ஆணைக்குழு, 'எந்தக் கற்பித்தல் முறையையாவது கைக்கொண்டு மாணவர்களைப் பேச-எழுத வையுங்கள்!' என்று என்னைக் கேட்டுக் கொண்டது என் நீண்ட அனுபவத்தில்-ஆசிரியப் பயிற்சிக் கல்லூரி உட்பட-பல இடங்களில் நான் கையாண்டு வெற்றிகண்ட உத்திகளையே இங்கும் பிரயோகித்தேன்".

"மாணவர்கள் இதை எட்டாத முயற்சியாகக் கருதவில்லை. முழுமனதோடு முயற்சி மாக ஈடுபட்டார்கள். எல்லோரும் பங்கு பற்றினார்கள் என்பது முக்கியம். சிறுசிறு குழுக்களாகப் பிரிந்து தாமே கற்றனர்"

"ஆங்கிலம் வசப்படுதல் அரிது" என ஆயாசமடையும் மாணவருலகிற்கு யாழ் இந்துக் கல்லூரி GELT மாணவர் உடைந்துள்ள முன்னேற்றம் நம்பிக்கை ஒளி தருகிறது. இதைச் சாத்தியமாக்கிய நெறி முதல்வர் நா. தேவபாலசிங்கத்தையும், போதகசிரியர்களையும், நிலைய இணைப்பதிகாரியாகப் பணியாற்றிய யாழ் இந்துக்கல்லூரி அதிபர் ச. பொன்னம் பலத்தையும் பாராட்டுகிறேன்.

S-சோ. பத்மநாகன்

*With the Best Compliments:*

# **NORTH CEYLON TECHNICAL INSTITUTE**

NO. 14, ST. PETERS LANE  
HOSPITAL ROAD  
JAFFNA

*With Best Compliments of*

**Personal Class For**  
G. C. E. (A/L)  
PURE & APPLIED MATHS

**TUTOR: RAVIMOHAN**  
NO. 74, CLOCK TOWER ROAD  
JAFFNA.

# The 34 Sweet voices of the Red Robins

## House Mistress:

Mrs. Y. Dayaparan

## House Captains:

A. Anton Paul

K. Pushpajothy

## Sports Secretaries:

T. Ragu

S. Sivani

M. Ainkaran

A. M. Jaffrin

A. T. Jegatheeswaran

K. Jeyabalan

P. A. Josephrajah

S. Kirubananda

H. M. Mazahir

A. Patrick Ponkalan

B. D. C. Prabananth

S. Sathismohan

K. Senthurmurugan

P. R. Shivanthaa

V. Sivakaran

V. Sivakumar

A. Vipulansathan

S. Anusiya

B. Chitha

F. Emiliyola

S. Indradevi

S. Kalaimagal

K. Kamalaveny

K. Kumuthini

S. Malini

N. Nanthini

R. Sudarmathy

C. Sureshala

G. Vasuki

V. Vijayakumary

S. Vijitha

K. Vimalaswary

# The 34 Sweet voices of the Red Robins

Honoree Mistress:  
Mrs. Y. Dayapalan

Honoree Captain:  
A. Anton Paul  
K. Pushpaiah

Honoree Secretaries:  
T. Ragu  
S. Sivani

S. Anandya  
B. Chitra  
F. Emiliya  
S. Indira  
S. Kalimayal  
K. Kamalavathy  
K. Kumudini  
S. Malini  
N. Nandini  
R. Sudarshani  
C. Surekha  
G. Vasuki  
V. Vijayakumari  
S. Vijitha  
K. Vimalaswari

M. Anandya  
A. M. Jaffin  
A. T. Jagatheswari  
K. Jayabalan  
P. A. Josephrajah  
S. Kirubananda  
H. M. Mazhar  
A. Patrick Ponkalan  
B. D. C. Prabandhi  
S. Sathimohan  
K. Senthuramugan  
P. R. Shivanthar  
V. Sivakaran  
V. Sivakumar  
A. Vipulanathan



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# The 33 Pink Petals of the Rose Buds

## House Mistress:

Mrs. K. Rohini

## House Captains:

E. Antony Harold

N. Nalayini

## Sport Secretaries:

P. M. Primson

A. Shyama

G. Chandrakumaran

N. V. Devanand

V. Ganeshwara

T. Gnanasuntharan

K. Kunenthiran

K. Pathmarajah

M. H. J. Pavalakone

K. Pushpalingam

T. Ravishankar

A. Sebanesan

A. G. Surendrakumar

P. Thamilventhan

S. Thayaparan

S. Vasantharuba

S. Anjala

N. Balasunthary

J. Eugene Clotilda

A. F. Fayitha

S. Geetha

T. Janaki

T. Jeneeta Premala

K. Jayanthi

K. Kaneswary

R. Maithily

R. Marjeni

N. Nalayini

S. Premini

S. Ratheswary

P. Vasantha

# The 33 Pink Petals of the Rose Buds

House Mistress:

Mrs. K. Rohini

House Captains:

E. Antony Harold

N. Nalavini

Sport Secretaries:

P. M. Pimison

A. Shyama

S. Anjala  
 N. Balasubbaray  
 J. Eugene Clotilda  
 A. F. Faytha  
 S. Geetha  
 T. Janaki  
 T. Janseta Premala  
 K. Jayanthi  
 K. Kanagaray  
 R. Manjaly  
 R. Manoj  
 N. Nalavini  
 S. Premini  
 S. Ratheswary  
 P. Vasanthi

G. Chandrakumaran  
 N. V. Devanand  
 V. Ganeswara  
 T. Ganesubharan  
 K. Kananthan  
 K. Pathmarajah  
 M. H. J. Pavalakone  
 K. Pushpalingam  
 T. Ravishankar  
 A. Sebanesan  
 A. G. Suresndrakumar  
 P. Thambiventhan  
 S. Thyagaraj  
 S. Vasantharupa







# The 33 Tender Feathers of the Blue Birds

## House Mistress:

Mrs. K. Vadivelu

## House Captains:

V. Mathetharan

A. Brintha

## Sport Secretaries:

D. Dhileepan

T. Indramathy

A. Bonson  
S. Chandrakumar  
A. R. Inparaj  
K. Ithayarajah  
S. Jeyasankar  
G. Jeyaseelan  
A. Karthikaiselvan  
S. M. Kulatheepan  
B. C. Mohanrajh  
F. T. Premananthan  
S. Suhendran  
T. Thayanandan  
S. Yonarajasingham  
A. Yogaretnam  
N. Gnanapothini

P. Krishnaverny  
E. Malathy  
S. Mathavy  
K. Niranjana  
S. M. Niranjana  
M. Rajani  
S. Saraswathy  
S. Sasikala  
S. Shanmugapiriya  
M. Sivagowry  
S. Sivasakthi  
S. Thevamanohari  
R. Thilagaranee  
G. Thirumahal







ரேனியோ

தமிழ், ஆங்கிலம்

தட்டச்சு

மற்றும் போஸ்டர் அச்சுவேலைகள் செய்து கொடுக்கப்படும்

தயா அச்சகம்

இல. 138, நாவலர் ரோட்,  
மனோகராசந்தி, யாழ்ப்பாணம்.

கலாஸ் குளிர்்பான ஸ்தாபனம்

131, பிரதான வீதி,

யாழ்ப்பாணம்

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மற்றும் சகவிதமான கலர் படச் சுருள்களை நவீன கம்பியூட்டர் மூலம் Hayles Photo Prints (PVT) LTD இல் வண்ணமுற பிரதியாகக் கம் செய்து மிகக் குறுகிய காலத்தில் பெற்றுக் கொள்ளவும்

வீடியோ, ஒடியோ கசற்றுகள், எல்லாவிதமான கலர் பட சுருள்கள், போட்டோ அல்பங்கள் என்பவற்றை நிதானமான விலையில் பெற்றுக் கொள்ளவும்

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மரத்தளபாட விற்பனையில் முன்னணி வகுப்பது

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ஹோம் நீட்ச்  
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யாழ்ப்பாணம்.

நிப்பொன் பேணிச்சர் டீலர்ஸ்  
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உயர்ந்த ரகம்

தற்கால நாகரிகத்திற்கேற்ற

பட்டுப் புடைவைத் தினிசுகள்  
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# Students' Contributions:

Presented by the  
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Why the world Learns English.

Our J. H. C. GELT Centre Language Games and.....

The Inter - Team English Language Skill Contest.

Life and works of Shakespeare

The Computer

Do you know about the AIDS?

Should we commit Suicide?

On Smoking

Peace

A Crash

My Experiences at.....

At the Brink of Death

Discipline

The value of games and.....

Kannan...

Laugh a while

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## Why the world Learns English

Man is considered the dominant species among living things. This is firstly due to his ability to use his hands for purposes other than locomotion. In his emergence as a dominant species the development of speech has been extremely important. Primitive man could not speak as we do now. He communicated with others by signs and grunts. Gradually he developed the power of speech. As he progressed he gathered information. The information became more and more complex. He wanted to communicate this information to others. He wanted to express his feelings and thoughts. Speech became a means of communication.

People from different parts of the world began to speak in their own peculiar language. The words, the sound, the pitch, accent, and loudness differed from people to people and place to place. This has resulted in the emergence of different languages.

There were a number of languages which were spoken by human beings and there are many languages being spoken at present. A number of languages which were once spoken are dead now. Once Hebrew, the language of the Jews, was spoken by many. Classical Greek, Sanskrit and Latin were once the languages of the then civilized world and each boasted of a rich culture. But these languages are now considered 'dead' languages. Their place has been taken by the English language.

English is now an international language. It is spoken in almost all parts of the world. It was once the proud

boast that the sun never set on the British Empire. During that time the English language became the official language and the medium of instruction in the British Colonies including Sri Lanka. Many people were attracted by its literary richness. People made an extra effort to learn the language. Many who were not Britons, mastered it and became adept in the mastery of it.

A knowledge of English and an English education gave people a new fashion and style of life that was somewhat different from that of the local population. English educated people were recognized as somewhat superior to their fellowmen and this created a kind of class-distinction among the indigenous people.

Now, the people of the world want to learn English, not because of its literary richness, but for utilitarian reasons. It is the language of Science and Technology and Economics. A country is now judged by the advances it has made in Science and Technology and how this knowledge has been used for the nation's development. A high standard of living in this modern world can only be achieved through a knowledge of Science and Technology. A person who is engaged in any field of Technology can achieve something materially worthwhile. It provides him with a good opportunity to find a job in any part of the world. He can earn more than he needs, to lead a happy life. It also provides him with an opportunity to put into use whatever he had learnt and this gives him job satisfaction.

books and were like frogs in the well. The work orientation programme has given them an opportunity to come out and see the world.

without a shadow of doubt that the programme has benefited one and all.

To put it in a nut - shell we can say

K. Niranjana  
— Faculty of Arts

## The Place of Grammar in Language Learning

Grammar must follow, not come before, ability to use through imitation, practice and repetition the language forms which are to be discussed. If grammar is postponed to the fourth year of the course, all the better for by then the pupils will have plenty of materials to use and the grammar will appear to him to be easy.

— F. G. French

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# MORAIS

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JAFFNA.

# The Inter - Team English Language Skill Contest

An Inter English Language Skill Contest had been held at our Jaffna Hindu College GELT Centre for three weeks since 18th of November, 1988. Students were divided into three teams, which were named as Red Robins, Rose Buds and Blue Birds. Some materials in English Language such as antonyms, synonyms, words in confusion, common abbreviations etc, had been given to the students to prepare for contest. For the first three days each team prepared itself for the contest.

A number of events, both individual and team events were held. The contest commenced with impromptu speech competition. A student from each house was given a topic, on which he had to speak. All the three participants made fine speeches and their speeches were very encouraging. The contest continued with various other events, sentence making, elocution, creative writing, mini drama, miming, debates etc., all designed to bring out our hidden talents and creative skills. We enjoyed the miming competition very much. Theme for miming had been given by our tutor. The participants expressed the theme very well, by their superb actions and gestures. Mini drama and role play were also as interesting as the miming. Three debates were held on 'Free education', 'Dowry system' and 'Equal rights to women'. These debates showed clearly the students progress in English Language in the past four months.

Almost all of us were given the chance to participate in one game or other, that even the shy students were forced to come out of their shells. Quite apart

from the fact that all the students benefited by the games, I would like to mention that almost all enjoyed it. The games did also give us a golden opportunity to develop our English knowledge, to mix up, to get together and know each other.

The final day celebration of the Inter Team English Language Skill Contest was held on 15th of December 1988, under the chairmanship of Mr. S. Jeyasankar, Senior Prefect and President of Jaffna Hindu College GELT Centre. Mr. V. Sabanayagam Director of Education, Jaffna and District Co-ordinator for Northern Province was invited as Chief Guest. The celebration commenced with our Course Leader Mr. N. Thevapalasingham's speech. He gave a brief account on the contest. Some interesting programmes were presented by the students. The Action Play 'Idioms of Idiosyncrasy' and a Mini drama 'Child's Play' attracted everyone very much. Chief Guest Mr. V. Sabanayagam and the Guest of Honour Mr. S. Pathmanathan English Lecturer, Palaly Training College, delivered speeches. Finally, certificates and gifts were distributed by the Chief Guest.

'It doesn't matter whether you win or lose but how you played the game'. So while congratulating the 'Rose Buds' for having won the games, I would like to mention that all the others did well their parts.

Miss N. Nalayini  
Faculty of Medicine

# Life and works of Shakespeare

William Shakespeare - the bard of Avon - was born in 1564 at Stratford - on-Avon in Warwickshire. His father, John Shakespeare was a trader & farmer and at that time was a wealthy man. During the poet's childhood, his father became poor. He was forced to sell the land which his wife, Mary Arden, had brought with her. John Shakespeare was prosecuted for debt and gave up his Alderman's gown.

Almost nothing is known about the poet's life between his baptism and marriage. It is known that he received some classical education at the Stratford Grammar School. When his father's troubles increased, the poet had to earn his living. At the age of nineteen he married Anne Hathaway, a lady eight years older than him. Between 1583 and 1585 three children were born to him. Susanna in 1583 and Hamnet and Judith (twins) in 1585. It is said that he must have left for London to seek his fortune. His life at home was not happy and the visit of the Queen's Players to Stratford must have made him leave home.

Certain periods of his life are not known. We next hear of Shakespeare in 1592 when he was a young and successful actor. His first published work "Venus and Adonis" in 1593 was addressed to the Earl of Southampton. From this it was understood that he became connected to men of high rank. The Earl of Southampton must have helped Shakespeare materially and socially. About this time he appears among the actors who played before the Queen. Fortune favoured him and he purchased new place in Stratford. He became popular as a writer and his plays began to be printed. From this time till he ceased to write, his contem-

poraries looked upon him as their chief dramatist. He became a partner in the Globe Theatre in 1599. He retired to his birth place in 1612 and died in 1616.

Shakespeare's plays are grouped into four periods. The first period from 1588-1595 includes histories, comedies and tragedies, e. g. "Richard II", "A Mid-summer Night's Dream" and "Romeo and Juliet." The second period is from 1595 - 1601 during which he wrote the greatest comedies and historical plays. He wrote no tragedies then and hence this second period is called the comic period. The verse is musical. The third period from 1601 - 1608 includes the four great tragedies, "Hamlet", "Othello", "King Lear" and "Macbeth". He wrote some comedies but they are serious rather than comic. This is said to be the tragic period. As he grew older his writings became serious. Even the comedies were serious. The last period 1608 - 1612 is called the Romantic period. During this period he wrote the romances "Winter's Tale", "Cymbeline" and "The Tempest".

From his works we learn different stages which he passed through in his life time. With the last play he says he would lay down his pen. A complete work of Shakespeare's plays was published in 1623 after his death. In addition to plays and poems he wrote 159 sonnets. He left his name as actor, poet and dramatist. In the world of literature the name of William Shakespeare stands first and foremost.

Vijayarajah Mathetharan  
Faculty of Engineering

Source : *Life and works of Shakespeare in the tutorial edition of "The Winter's Tale"*



# The Computer

One of the most important inventions of this century is the Computer. The Computer is an electronic device which can solve complicated mathematical problems at high speed.

Although primarily a calculating machine, the modern computer can like the human brain store up a vast mass of information. It can be programmed to carry out 'logical' operations, such as transferring certain information from one part of the machine to another, sorting this information and comparing it with other pieces of information.

In fact, computers do not have brains and they cannot really think for themselves. They are primarily machines for solving mathematical problems. They are automatically controlled and do the work of many human beings at fantastically high speeds, but the really important thinking is done by the humans who feed them with information and program them to perform particular operations with the information they are given.

The first mechanical calculator was produced by Blaise Pascal in 1642. In 1801 a Frenchman named Jacquard invented a punched card system for controlling threads on his weaving looms. Charles Babbage followed in 1833 with his 'Analytical Engine', which could perform calculations automatically, using punched cards. This was the first digital computer. In 1950's electronic computers were introduced for the first time.

The main parts of a Digital Computer :

A Computer system consists of several

different units which have their own special function.

a) Input Unit.

This reads the information to be stored in the machine and converts it into an electronic impulse form which can later be used in arithmetical calculations.

b) Control Unit.

All the computer functions are coordinated by this unit, which interprets and carries out the instructions contained in a program.

c) Arithmetic Logic Unit.

The actual operational unit where the calculations are performed and where the logical processes of selecting, sorting and comparing of information take place.

d) Internal Memory.

This is a high-speed storage device.

e) Output Unit.

This presents the results of a computer operation, very often in printed form as on a pay slip, or on magnetic tape, disc, drum, or card, or even on a television screen.

Control Unit, Arithmetic Logic Unit (ALU) and Internal Memory are the parts of the Central Processing Unit (CPU). A computer not having a brain, must have the information fed into it in one particular way by a number or letter code. The code that the computer understands is normally put onto cards or paper tape, through which small holes are punched in specially arranged patterns. A given pattern of holes punched down

one column of a card or across the width of paper tape represents a particular character, that is a letter or a number. The punching is done by an operator working a keyboard similar to that of an ordinary typewriter. The speed at which the coding can be done depends on the speed at which the operator can work.

Human beings cannot remember everything that enters their brains and their general knowledge is limited. One of the most important features of a modern computer system is its ability to hold a vast amount of information which can be drawn upon when required. There are several types of storage system in use, most of them are magnetic.

A set of instructions given to a computer is known as a program. The first step in preparing such a program is to draw a flow chart and write an algorithm. Flow chart is a diagrammatic representation of a problem and an algorithm is a step by step method to solve a problem.

Today, there are many programming languages such as BASIC (Beginners All purpose Symbolic Instruction Code), COBOL (Common Business Oriented Language), FORTRAN (Formula Translation) and Pascal. These are called High Level Languages.

The use of computer is growing year by year and their design is changing almost as quickly. Now computers are used to control and guide planes, spaceships, rockets and missiles from the ground. They are also used increasingly to control the functions of Banks, Post-Offices, Engineering Establishments, Examinations Departments and Air-Ports. Even in Sri Lanka some establishments are being computerized such as banks and Air-ports. Most people are following Computer Courses, not only young people but also adults because of its future scope. Sri Lanka has also introduced Computer Course in schools and Universities.

Thirumahal Gurunathan  
— Dental Faculty

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## Do you know about the Aids

**AIDS** stands for Acquired Immune Deficiency Syndrome. Acquired means that it is caught from someone or something as opposed to being inherited. Immune Deficiency is a state where your body cannot defend itself against certain illness. Syndrome describes the varied signs and symptoms of illness that result from the infection.

The killer AIDS is a challenge to the medical world. This disease is believed to have originated from a kind of green monkey in the East African forest. No medicine has been discovered so far to combat this disease. Developed countries like America are spending millions of dollars and utilizing the services of the medical profession to find drugs to cure the disease.

An egg shaped microscopic HIV (human immune virus) thorn-like growth on the outer surface is the cause of this disease. The virus infects the human body in one of the following ways:

1. by homosexual relationship;
2. by heterosexual relationships;
3. by infection of drugs;
4. by transfusion of blood from AIDS patients to healthy ones;
5. by infection to baby from conceived mother who is suffering from AIDS and
6. by infection through wounds and injuries.

People are not infected by the AIDS virus by being close to AIDS patients or by using their clothes, cup, cutlery, glasses, food, towels, toilet seat etc. Swimming pools are quite safe.

The HIV only survives in body fluids such as blood, semen, saliva, tears and secretions from the neck of the womb. However no one has caught AIDS from saliva or tears. All established cases have been caused by semen or blood with cervical secretions also being a possibility.

The AIDS virus reaches the blood stream and kills the natural antibodies. A group of white blood cells called Lymphocytes present in the human body results in the deficiency of normal Immune mechanism of the body and consequent to which all microbes found in the environment reaches the body and causes the disease. The AIDS is not an infectious disease. It only helps to promote other diseases by causing of deficiency in the natural immunity of the body.

The period between the infection of AIDS virus and diagnosis of the disease is two to five years. A person infected with AIDS shows symptoms of all diseases which make it difficult to be diagnosed by the doctor. The important symptoms which may suggest AIDS are :

1. swollen gland, especially in the neck and armpits;
2. profound fatigue which lasts for several weeks with no obvious cause;
3. unexpected weight loss: more than 10 pounds in two months;
4. fever and night sweat lasting for several weeks;
5. Diarrhoea which lasts for more than a week with no obvious cause;
6. Shortness of breath and a dry cough lasting longer than one month;
7. Skin diseases - newly formed pink to purple blotches appearing on the

skin including the mouth or the eyelids.

Some of these symptoms are very common. So do not jump to the conclusion that you have AIDS just because you have one of these. If a person has many of these symptoms and they last for a long time then there is the possibility that the person may have AIDS.

Today AIDS have reached pandemic proportions and every effort must be made

to educate our people as to the how and why of AIDS. This is one area where Government institutions and the mass media can work together to minimise and perhaps check the spread of this disease.

Sources : *All India Radio*  
*Eelanadu News paper*

A. T. Jegatheeswaran  
Faculty of Bio Science

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## Should we commit suicide?

I went to the beach the other day. It was about 6.30 p. m., and the sun was setting in all its grandeur. I sat near the sea-shore and wondered at the beauty of nature. I felt that this was a happy world and nothing was wrong with it.

Suddenly, some noise attracted my attention. Instinctively, I turned my head in that direction. There was someone moving behind a bush. I walked towards the bush. A young man was trying to climb a tree with a rope in his hand. He was about to tie a knot and allow the rope to hang down. I watched him silently. He tied the rope to a branch and put a noose at the other end of the rope. I was stunned. "What is this fellow trying to do?" I moved up to the foot of the tree. He was about to put the noose round his neck. "Is he trying to hang himself?" I shouted "What are you doing, man?" He saw stars. He looked down pathetically at me. "Please don't disturb me. Go your way" he begged. "What on earth are you going to do? Do you want to kill yourself? Shameless fellow; you are young and sturdy. Why did you choose this suicidal path?", I said. He was dumb. His eyes exhibited a sense of frustration. "I have no way of living, I am not allowed even to die", he sighed.

He threw the rope and walked towards me. I held him by the hand and caressed it. I spoke endearingly and inquired why he chose to die. He said, "I have no job; my parents say I am a useless fellow. I don't want to be a burden on them. I studied up to A/L, and passed four subjects but was not selected to the university. My life is a closed

book. I have no way to go ....". He sobbed and broke down.

I asked him what he was trying to do after his results were released. He said, "I tried to go to Saudi Arabia: The agent demanded 10,000 rupees. My father works as a mason. He could not get that money. He is already in debt. How can I tax him?" I said to him, "Look here, young man, what work will you do in Saudi?" "A labourer's work. I am not qualified to do any technical work," I said seriously, "Why can't you do the same work here? There is a shortage of labour here. Your father certainly needs an assistant to help him in his job. So why not work with him? If you became a teacher you may get about Rs.1500/- per month. As a labourer, even if you work 6 days a week, you will get about Rs. 1800/=. Don't you think it is foolish to work in a foreign country and save Rs. 2000/- while you can earn a little less here and be of help to your own people? We are living in a fool's paradise. We are in search of white collar jobs, although they fetch very little remuneration. Decide whatever is best?"

He was silent for a few minutes. Then he said, "I will work here. I will throw away my false sense of pride. I will save enough and start a contracting firm. I will get my friends to work with me." He thanked me and left with an empty hand, the rope he brought was dumped into the sea: I returned home with the satisfaction of having saved the life of a young man and showed him a new path.

K. Jeyanthi  
Faculty of Arts

## On Smoking

Smoking destroys the person who smokes. Mostly, the youth of the present day, have taken to this habit. It has become a fashion among the youth. People are introduced to smoking by friends and the companies that produce them through advertisements.

A cigarette is refined tobacco, rolled up in a piece of white paper, with fire on one end and a fool at the other end.

Smoking is injurious to health. It affects the various organs of the body. Lungs get affected the most. Lung Cancer, heart diseases, impairment of vision and ulcers in the stomach are some of the diseases caused by smoking. Heavy smoking increases the risk of blood clots and blood vessel damages associated with heart attacks. There are about three thousand and poisonous substances or chemicals in cigarettes.

In Japan, a new kind of filter cigarette has been introduced. Smokers who use this cigarette, do not seem to get cancer.

Those who smoke in public places, in buses and in theatres, not only ruin their health but also cause harm to others.

Every packet of cigarette carries the warning that smoking is dangerous. This is at the insistence of the Government. But the people who smoke, don't bother about it. Although some people know that they have acquired a bad habit, they do not try to give it up.

There are about eighty countries that produce cigarettes, cigars and pipe tobacco. They get a lot of profit from this business. So, they spend a lot of money to advertise their products. People are persuaded to take up to smoking, as according to the advertisements that is the done thing.

It is the duty of every government religious and cultural agencies to band together to fight this evil.

Among the youth, smoking has become a fashion. Some smoke one or more packets of cigarettes a day, without knowing that every cigarette costs fourteen minutes of one's life. Thus smokers shorten their lives.

Therefore, if you want a healthy life, you must give up smoking.

Miss. A. S. Augustine  
Faculty of Science.

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# Peace

"Peace is the happy, natural state of man; war his corruption, his disgrace," says Thomson.

Peace has become very essential not to every individual, family, community, country, but also to the whole world. From ancient times peace has been ruined by various causes. If an individual has no peace his family is badly affected; and in return the community, the country and at last the world. The root cause of all these disasters is nothing but desire. "In moderating, not in satisfying desires - lies peace." says Herber.

Today the whole world is in turmoil. This is due to the world two great power's desire to establish their monopoly over the other countries. The out - come of these desires has resulted in civil wars and racial conflicts. Their desire to establish their regional monopoly has disturbed the peace of the concerned region. Even in different communities or groups the desire for wealth and power has caused petty disturbances resulting in wars.

In a family, if a member desires for wealth or a showy - life, the member is forced by circumstances to satisfy his desire by unlawful means. This leads him to be punished by the law, and the rest of the members lose their peace.

In ancient times the destruction of a kingdom was caused by the desire for land and wealth. "Ramayanam and Mahabharatha" clearly show how the peace of those times was shattered to pieces by the desire of the kings for land and wealth.

In the 20th century the only good soul who ardently wished and worked for the peace of the whole world was Mahatma Ghandi. To - day we hear of mother Theresa known as the peace dove. She is praised and respected by the whole world. Pope John Paul ardently wishes for the peace of the whole world. Last year 15th June was declared "Peace Day" by him and was observed by all.

We hear of prayers and poojas being conducted in churches and temples for peace which mankind is yearning for. But, so far there is no sign of any peace. The peace must come from the mind of every one of us. We must work to create peace. Then peace and calm will prevail in every corner of the universe.

"Peace is rarely denied to the peaceful" says Schiller.

So let us all who ardently desire for a peaceful life try our utmost to create peace and maintain it for ever.

M. Rajini  
Faculty of Science

## A Crash

Almost every day the newspapers report of aeroplane crashes in some part of the world or other. These incidents have become very common inspite of the fact that airlines spend millions of dollars to make air travel as safe as possible.

Dozens of causes can lead to air crashes. Eg:- Engine trouble, unexpected storms in the atmosphere, losing ones bearings and emerging out of a cloudy sky.

In the aircrafts there are safety measures which minimise dangers to passengers and the crew. They are safety belts, and inflatable dinghies to be used in case the craft falls into the sea. In spite of all these precautions, the air regulations stipulate that passengers travel at their own risk

One of the most tragic plane crashes took place in Sri-Lanka was in 1974. An aircraft carrying Muslims from Indonesia to Mecca crashed against the mountain peak known as the Seven Virgins. This

was the first time that such a big crash had taken place in Sri-Lanka. It was one of the most inaccessible mountain ranges. The area around it was full of peaks, crags and precipices.

The captain of the plane was a veteran pilot who had long years of service. Yet, this trip was destined to be the last for every one on board, for not one survived. The time was night and the pilot was in touch with the ground control at Katunayake air - port. All of a sudden the villagers around Maskeliya heard a deafening sound as though something terrible had happened.

Early next morning a few villagers scouted the range of hills and they found torn limbs and parts of human bodies scattered on the hill - slopes. Only a few of the bodies were intact.

It was a terrible tragedy and it took some time for our people to get over it.

J. Jeneeta Premalla  
Faculty of Arts.

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# My Experiences at the Kaithady Nuffield School

Nuffield school is an interesting institution. When we were asked to go there, I thought that it was too far for me to go. But after I went there I felt very happy. Before I went there, I had a fear that I may not be able to speak with the deaf and dumb students, but there I found that they moved with us freely and they liked to be friendly with us.

There are more than two hundred students and fifty teachers in the school. There are two sections. One for the deaf and the other for the blind. The name of the principal is Mr. David. He is hardworking and is dedicated to the progress of the school. The teachers co-operate with him and do their best by the students. They are well-educated and trained people and they teach patiently.

In the section for the deaf I wondered how they could speak with signs faster than we could with words. Every one of us should know the signs which they use to communicate with others, as they are also members of our society. One of the teachers told me that even during holidays, they prefer to stay in hostels than in their homes because in their hostel they could speak with signs but find it difficult to communicate with others at home even through signs.

In our society, most of the dumb people are only deafs. Some have been born deaf and others have become deaf through diseases. They see letters as if they were pictures. Some of the children with a little bit of hearing managed to speak with others, though not fluently. These children are weaker than the others, who had completely lost their speech. The following reasons may be the cause for their being weak in their studies. Even though they are their own children some parents don't look after them well, and

don't take any responsibility over their studies.

I am sorry to say, that these parents don't worry whether their children study or not. In my opinion they aren't suitable to call themselves as parents. They don't even like to visit their children. It is hard to believe that these people are in our society. They must realize how much the children's mental and physical health would be affected by such conduct.

In the blind section, there are a few students. They have classes up to grade eight. After passing it the students are sent to normal schools for their higher studies. They use 'Braille'. It is made up of six dots, and they use the letters to make words. A teacher told me, that it is too difficult to teach them at the present time because our education in the lower classes is based more on pictures than on words. In addition to that, they can't get books in 'Braille'. Even though they face many difficulties, some students are more intelligent than normal students. We are proud to say that some of the blind people have completed their degree studies.

Nuffield school is not only a school but also a home for the blind and deaf students. When we go to a class we find well disciplined students, with smiling faces. The school, however, has financial problems. The government and our Rich in particular, should donate generously for the welfare of the blind and deaf students. The parents, too, must take a keen interest in their progress. If there is something that we can do for the betterment of their lives, we on our part won't hesitate to do it. The Nuffield school had made me aware that there are handicapped children in our society who deserve our sympathy and monetary help.

M. Ainkaran  
Faculty of Medicine

## At the Brink of Death

On 31st August 1988, our Course Leader Mr. N. Thevapalasingham arranged our 'Practical Orientation Programme' at the Kaitady 'Home for the Aged'. The Home is looked after by the Government. About one hundred and seventy-five old people live here. I was surprised to hear that a 34 years old young man was also living there. It was a bit of interesting news to me. So my friend Jeba and I met that young man and listened to his sorrowful story. He gave a brief account of himself and about his unforgettable experience.

Nada lived in Delft. He had three children, two boys and a girl. He had been a business man by profession. When he was going to India on business tragedy struck him.

On the last day of 1983, Nada and his brother Kumar went in a boat to India. After they had finished their business they left India for home. While they were returning their motorboat broke down. They tried and tried but they could not repair the boat. They were somewhere between Kachatheevu and Rameswaram. At that time they had some Kanchi, jaggery and a cask of water. They managed with whatever they had for three days. After the third day they could not even recognise where they were. Days and nights passed but nobody came to help. They started to see things but nothing materialised. They saw some ships but they were far away from them to seek help. Finally they gave up hope. On the 14th day it rained. They gathered the rain water and quenched their thirst. Later they did not have even rain water to drink and they did not have anything to

eat. At one stage their thirst and hunger made them to drink their own urine. After that they could not speak or even touch the boat. They could not move their hands and legs. They thought everything was over. Nada being a pious man believed that God will help him.

On the 19th day a South Korean fishing - ship found them. That Korean - ship had a small hospital in it and they treated them. They found that Nada had only a few hours to live. His brother, however died. Nada did not know what had happened to his brother. The Korean - ship sent out a message and an ambulance boat came and carried Nada to the shore. Then he was admitted to a hospital. The Koreans identified him as an Indian by his skin. After two days he could open his lips and said that he was a Sri Lankan. Then they gave him special treatment for 43 days. At the end of it he was able to speak and walk with help. He was asked to stay for another month. He wanted to return to Sri Lanka. Then the Korean Government sent a message to the Sri Lankan ambassador. The latter made arrangements to bring Nada to Sri Lanka. The Sri Lankan Government informed Nada's family to come and take him. His uncle received him at Katunayake International air port. He was under treatment at a 'Ajurvedic' Hospital at Kaitady. Later he came to the 'Home for the Aged' with the approval of the 'Social Service Department'. His poor family is living with Nada's father - in - law. Nada did not like to be a burden to his family. He had himself come to this home. He answered some of my questions with a smile. Now he is growing a beard. I asked

him why he was growing beard. Here-  
plied in a gentle voice, " I will grow it  
till I am able to walk to the church in  
Delft ". He believes that God rescued  
him from death. He praises God. He  
said that God came to help him in the  
form of the Koreans. He said, "The Kor-  
eans are Good Samaritans".

N.B. : Nada had forgotten the names  
of certain people and places. He  
could not call back the entire  
story perfectly. He gave me only  
a scrappy account.

Arumugam Anton Paul  
Faculty of Arts

"Even the whole earth will fall to his hand at his desire,  
provided a man hid, his time and acts at the right place"

— KURAL



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# Discipline

The meaning of the word "discipline" according to the dictionary is the behaviour of established rules; system of rules for conduct, or order maintained among the school children, soldiers etc. This word is often used to indicate the orderly conduct, non prevalence of chaotic situations, improper systems or behaviour in person, group of persons or activity. The success of a nation, citizens or a single person depends on the observance of discipline.

The code of conduct among the school children, the rules and regulations enforced by the state for the maintenance of law and order, public safety, the ethical conduct among the religious are all accepted principles for the smooth and peaceful life style. The training of our mind willingly, to abide by the controlling authority or adherence to rules, regulations, accepted values is very necessary from our childhood.

Indicipline is the order of the day. Nations are fighting with each other. Attempts to annihilate the mere existence of human beings, for mere hegemony by powerful nations are apparent. Communities are fighting with each other for some reason or other. All these are attributes of a single person or persons, either powerful or not paying attention to discipline.

Discipline applies to all, whether poor or rich, uneducated or intellectual. Discipline is neither slavery nor imposition of punishment. An orderly person, who conforms to discipline, imposes self-control of temptations or passions, makes himself or herself fit for adult life. Such a person endures the inevitable stresses in life and enjoys his living spiritually or otherwise.

Indiscipline is rampant not only among the adults but also among school children. Strikes, boycotts, disobedience campaigns, protest marches etc. are the order of the day. Even Government machinery is unable to maintain law and order in view of the grave consequence that may ensue. "Charity begins at home", so they say. Similarly discipline must start with the individuals in their homes, for example, with loyalty to their parents first. The love or faith and sincerity to their community, society, school, state etc. comes thereafter.

A great nation is one which maintains peace and builds up prosperity. This is possible only when there are disciplined citizens, amenable to its codes of conduct, rules and regulations.

*Source; Communal Unity By M. K. Gandhi.*

**Chithra Balaingam**  
Faculty of Medicine

## The value of games and physical training

“Mens sana in corpore sano”. This is an adage which throws ample light on the fact that the body and the mind have to act together in order to make human life useful and successful. When the mind is alert we are able to think and act on proper lines. Physical training enables us to get benefits from our thinking; in other words we have to keep our mind and body in good health.

From times immemorial civilized man has been taking great interest in the development of his physical health. The ancient Spartans and Athenians took a great interest in games. As a result the Greeks enjoyed physical and mental health. This shows that games help us to develop the mind as well as the body for a rounded personality. Every person requires mental and physical training. This training is given to man chiefly by games. Outdoor games develop the ‘physical part of the personality’ and indoor games invariably develop the ‘mental personality’. From these points of view we can safely conclude that games are as necessary as book learning. Now there is a tendency on the part of students especially to focus lot of attention on mere book learning and neglect games. This will produce evil effects in their later life. Hence it is imperative that our youngsters should take sufficient interest in playing games.

Games help us to learn good social habits. In the field of sports opportunities are provided for learning good habits such as ‘team spirit’, ‘co-operation’ leadership, and above all ‘the spirit of

taking up a defeat or victory in the same light’. This training is very essential for a person to meet all the problems of modern living. While playing games a feeling of interest and joy creeps into the minds of the participants as well as in the minds of the spectators. Lot of mental relief is afforded to a person who is engaged in some type of clerical and routine work through games. People who have enough interest in games not only develop attractive physical personality but also have clear minds.

Educationists all over the world feel that games are as necessary as book learning. According to some of them fifty percent of a student’s learning should be done through games. This statement may be paradoxical but it is true. Tournaments, competitions and contests are conducted for the main purpose of developing personalities.

It is felt that most of our students in Jaffna require lot of training in games. There is a general tendency on the part of our students to move from place to place merely to stock facts and figures that would just help them to score good passes in their examinations. We cannot gainsay the fact that education or rather book learning is an urgent need of young people. But at the same time we would like to stress on the fact that physical training through games is a vital need for our students.

Mr. P. R. Shivanthan  
Faculty of Science

## Kannan - A versatile creative Artist

To many, Gobalakrishnan is an unknown person but as "Kannan" his name is a household word among the Tamils. A versatile creative music composer "Kannan" was born on 13th March 1943 at Vannarpannai, Jaffna.

Kannan was born and bred in an atmosphere of arts and crafts, music and drama. His father Muthukumar was a musician as well as a dramatist.

Soon after he left school at the age of sixteen, Kannan began to study music under a 'Guru'. The basic knowledge in music he acquired from the family atmosphere helped him when he started learning music systematically.

He learned his music under music virtuosos like 'Isai Arasu' N. Shanmugaratnam, 'Shangeetha Booshanam' Rajalingam and 'Veenai' Krishnamoorthy Iyer.

Kannan rose into eminence as a composer of light music and he gained wide popularity through his musical troupe called 'Kannan Koshti'. He staged musical performances all over Sri Lanka.

Many of his compositions in the traditional style have been recorded and released by the Sri Lanka Broadcasting Corporation. He worked in the SLBC

as a light music composer and has also composed light music for Rupavahini.

Kannan's contribution to drama has been considerable. Not only did he compose folk songs but also translated songs from other languages and these have added strength to dramatic productions.

Kannan composed the music for the Tamil films such as 'Komalikal' (The clowns), 'Eamalikal' (The Gullible), 'Theivam Thantha Vedu' (The Home God gave).

He knows how to arouse powerful emotions in his audience, to involve them deeply in all that he composed. His fine and diverse compositions have made a considerable impact on the Tamil audience. His knowledge of Carnatic music helps him a great deal in his creative efforts.

Kannan is a voracious reader; he reads everything from science to music.

He is a versatile artist who finds pleasure in creating more and better musical compositions to please and entertain his people.

S. Jeyasankar  
Faculty of Arts

Time

As every thread of gold is valuable,  
So is every minute of time.

Mason

## Laugh a while

Two friends after their tiresome journey entered a restaurant. The waiter approached them.

Waiter :- May I help you ?

1st friend :- I like to have tea and tiffin.

Waiter :- What about you, Sir?

2nd friend :- I like to have coffee and coffin.

Waiter :- (Thought for sometime and answered). Sorry Sir, we don't have this here.

Again 1st friend ordered for a bottle of Fanta and the 2nd friend asked for a bottle of Coke.

While they were enjoying their drink, 1st friend said, "Fanta is fantastic."

So the 2nd friend couldn't keep quiet and he said, "Coke is cocastic."

A Sri Lankan student, after finishing his A/L Exam, went to London for his higher studies. Unfortunately, he was not fluent in his second language, that is English. One day as he was travelling in a British Transport Bus he happened to meet one of his classmates who was an English girl. In the course of conversation the Sri Lankan boy happened to say,

"I love you".

English girl :- I too love you.  
But the boy in turn replied,  
"I three love you."

R. Pathmarajah  
Faculty of Medicine

O O O

A boy was interested in writing verses. His father got angry as his son was always reading or writing verses and not anything else. One day he beat him thoroughly. Even then, he shouted out in a verse.

"Father, Father pity take,  
No more verses shall I make."

A small fellow, one day wanted to cut school.

He rang up the principal and asked,  
"Who is speaking there?"

Out came the answer, "The principal is speaking."

The boy :- "Principal, Sir, my son won't be coming to school today. He is having a severe headache."

Principal :- "That's alright. Who's speaking there?"

The boy :- "That's my father, Sir."

Fayitha Farook  
Faculty of Arts.

Right

I hate to see a thing done by halves;  
If it be right, do it boldly.  
If it be wrong, leave it undone.

## The Careful Doctor

Manickam was employed as a servant in a doctor's house. Once he bought a sweep ticket for two rupees and gave it to the doctor for safe-keeping. When the results were out, the doctor found that Manickam's ticket had won the first prize of five lakhs. The doctor thought that if he told this to Manickam straightaway, he might get a big shock and might even get a heart attack. So he decided to break the news to him gradually. So he called him the next day and asked him "Manickam, you remember you bought a sweep ticket?"

"Yes Sir" replied Manickam.

Doctor: "You see your stars are favourable. You may win a prize this time."

Manickam: I don't know Sir, but if that happens it will be real luck."

The doctor was pleased with his progress so far and he continued "Manickam, what would you do if by chance you won the first prize of five lakhs?"

Prompt came Manickam's reply "I will give half of that to you, Sir."

The good doctor got a heart attack and fell down and died on the spot.

S. Ratheswary  
Faculty of Arts

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# Friendship

John and Jimmy lived in England. They were both ten years of age and went to the same school, three miles away from their homes. They had to walk to school every day and in winter time they had to wear snow-shoes to keep their feet from cold. Since their parents were poor, the boys decided to earn the money they needed to buy their winter-shoes. They sold news-papers to the public after school and earned a few pennies every day. As the winter term drew near, John fell ill with pneumonia and was confined to bed. He was not able to go to school or sell papers. However, his friend Jimmy came to see him every day after school and when he was a little better and able to sit up Jimmy helped him with the lessons he had missed.

One day as Jimmy was returning home from school, he saw a pair of winter-shoes, at a shop window. They seemed to be exactly the size and colour he wanted. He asked the salesman what the price of the shoes was and went away determined to save every penny he could to buy the shoes for winter wear. In the meantime, John was getting better and better and the doctor had told him, that he could go to school in two weeks' time provided he

wore winter-shoes to protect his feet from the cold.

Just a week before John was to begin school Jimmy had saved enough money to buy the winter-shoes he had seen at the shop window. He went to the shop, bought the winter-shoes and ran away excitedly with the parcel to his friend John and showed him the shoes. When John saw the shoes he was happy for Jimmy's sake. But added that if he had been able to sell papers with Jimmy after school he, too, could have saved enough money to buy a pair of shoes for himself. He also told Jimmy that the doctor had advised him to wear winter-shoes if he intended going to school again. The doctor had said that if he failed to wear winter-shoes he would have a relapse of pneumonia. As he said this, tears flowed down his face. When Jimmy saw his friend's tears he was very sad. He said, "John! please do take this pair of shoes. I can buy another pair, when I earn the money for it. Besides, I am very strong and can brave the cold, but you cannot." So saying, he gave the shoes to John, and when he saw the look of gratitude on his friend's face he was happy that he had made the right decision.

Anjala Selvaratnam  
Faculty of Agricultural Science

## On Tale - bearing

Thou shall not go up and down as a tale - bearer  
among thy people...

Where no wood is, there the five goes out;  
So where there is no tale - bearer, the strive ceases

— The Bible

# A Prose - Verse mess - up in the Courts

Judge : (in stern voice to the convict)  
Look here man  
You are accused of dragging  
This girl by her arm

Accused : (in witty mood)  
Well Sir, dragging a girl  
By her arm  
I think - - - - it's on harm

Judge : (angrily)  
Nonsense  
Stop that silly rhyme

Accused : (Sarcastically)  
sorry Sir  
It came out just in time

Judge: (more angrily)  
You are acquitted man  
Get out of my sight

Accused : (more sarcastically)  
Thank you, Sir,  
Your verdict is absolutely right.

K. Jeyapalan  
Faculty of Arts

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## The Lost Happiness

Kamal was seated at his fruitstall as usual. Some customers bought fruit from him out of pity and because he was good. That day two little boys and their parents came to the stall. Their father bought some fruits from Kamal. The boys quarrelled for the fruits. Seeing their quarrel the father scolded them as he took them away from there.

After they had gone away Kamal looked back on his past life. My brother and I used to fight like often and our father would scold us and make peace between us. But now neither my father nor my brother is alive. We have lost our house too. My mother and I are forced to

rough out in an annex. My mother has lost the use of her legs. In those days, how happy we used to be. Today my mother and I are left helpless. If that cruel shell had not fallen on our house and snatched away my father and brother they would be alive today! Our family, too, would have been like this family. With these sad thoughts the unfortunate fruit-seller took up the empty basket and walked home .....

His happy boyhood, his father, his brother - none of these will come back to him.

J. Eugene Clotilda  
Faculty of Arts

*With the Best Compliments:*

**BHARANE PHARMACY**

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# Universal Manhood

I had chosen this topic to write because there is so much of precious human lives lost on this earth as daily reported in the press. After receiving the University education, which is supposed to be universal in out look and still, if we are unable to think towards well being of others, it is purposeless to receive University education thinking in terms of its ideals.

So much of scientific invention had taken place on this earth in the field of medicine which had extended the span of human lives and on other fields which had made human lives comfortable on this planet and man had taken fast stride in conquering other planets.

The loss of human lives due to natural causes had been reduced. More time had been made available for himself to leisure but loss of lives due to enmity between nations or because of difference in political philosophies or because of language difference are much more higher than that of natural causes.

It's high time we put an end to this awesome destruction of human life.

Men are supposed to be the Super living species on this earth but his carnivorous attitude must change once and for all. So, let us all take a resolute effort to make man's life more worthy of living on this planet.

K. Ithayarajah  
Faculty of Science.

*With Best Compliments From*

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வகுப்புகள் நடைபெற்றுக் கொண்டிருக்கின்றன.

16, 3ம் குறுக்கு வீதி,

(O L R தேவாலய மேற்குப் பக்கம்)

யாழ்ப்பாணம்.

# G L E A N I N G S

## Know your Table Tennis (An in-door game)

Table tennis was introduced in England in 1922. Before 1922 it was played under the name of 'ping pong' but then it was resuscitated with the name of 'table tennis'. In January 1926 the International Table Tennis Federation (I. T. T. F.) was founded by nine member countries, with English officials taking the lead in its administration. The United States table tennis association joined the I. T. T. F. in 1930. The game has now spread to over hundred member countries.

It is a game played on a table which uses some of the rules of the game of tennis, with some variations. Table tennis can be played by two or four players. The table should be made of absolutely smooth wood. It has a green surface with a white border. It is 76cm off the ground and measures 274 cm in length and 152.5 cm in width. The net is 15.25 cm high and it divides the table into two equal sections. The ball can be

white and celluloid or plastic. It weighs about 2.5 gm. Small bats or racquets are used to hit the ball. Generally it is made of wood and covered with rubber. Their shape, size and weight is at the discretion of the player.

To serve, the player throws the ball upwards by hand and strikes it so that it first hits the court on his side and bounces over the net into the opposite court. The game proceeds with the players hitting the ball after it has bounced in their court and sending it directly back to the opposite court. Each player serves five times in succession and then changes over. The game is won by the first player to reach 21 points, with the lead of at least two points. If opponents each have 20 points, the game will be continued until a difference of 2 points is attained.

N. V. Devanand  
Faculty of Agricultural Science

## Some Useful Information

- Performances by
  - one person, a solo
  - two persons, a duet
  - three persons, a trio
  - four persons, a quartette
- A baker's dozen = 13  
A decade = 10 years  
A century = 100 years
- Optimist — One who looks on the bright side.  
Pessimist — A melancholy person who looks on the worst side.  
Coroner — A person who inquires into sudden deaths.  
Surgeon — A doctor who performs operations.  
Magazine — Place where explosives are kept.  
Valley — The low ground between two hills.  
Albumen — White part of an egg.  
Yolk — Yellow part of an egg.
- The greatest English poet — JOHN MILTON  
The greatest of all English Play—Wrights—WILLIAM SHAKESPEARE  
The greatest English Modern Play —Wrights — BERNARD SHAW  
The father of English Poetry — GEOFRY CHAUSER
- A Stethoscope—A doctor's "Listening" instrument.  
A Microscope—An instrument that magnifies tiny objects.  
A Telescope —An instrument that makes distant objects look bigger.
- The last king of Ceylon was Wickrama Rajasingha. His nationality was Indian Tamil.  
The Jaffna Fort is the biggest Dutch Fort in Ceylon.  
Trincomalee is the best of the natural harbours in the world.

E. Antony Harold  
Faculty of Agricultural Science

### On Respect

Aim to be honest,  
Open hearted, trustworthy,  
Free from guile and double-dealing  
That is the way to foster self-respect  
And gain the respect of others.

*Please keep quiet. I am going to give you few English words.*

## Silent Letters

- a bread, breast, dealt, jealous, meant, threat.
- b benumb, comb, debt, dumb, lamb, tomb, doubt, bomb.
- c ascent, descent, scene, scent, sceptre, scissors.
- d Wednesday, Windsor, handsome.
- e height, yeoman.
- g design, feign, foreign, gnarl, gnaw, reign, resign, sign.
- gh bought, bright, brought, daughter, drought, height, slaughter, thought, tight, weight.
- h ghost, heir, honest, honour, hour, rhyme, Thames, Thomas.
- i bruise, business, friend, juice, plait, view.
- k acknowledge, knee, kneel, knew, knife, knot, know, knowledge.
- l alm, almond, calf, calm, could, embalm, half, Lincoln, palm, salmon, should, talk, walk, would.
- m mnemonic, mnemonics.
- n autumn, column, condemn, hymn, kiln, solemn.
- o jeopardy, leopard, people.
- p contempt, corps, cupboard, empty, glimpse, pneumonia, raspberry, receipt, symptom.
- r bird, court, ear, far, guard, horn, hear, heard, part, war, worse.
- s debris, island, isle, puisne, viscount.
- t apostle, bustle, castle, christen, Christmas, epistle, hasten, listen, moisten, often, soften, whistle.
- u biscuit, building, circuit.
- ue plague, rogue, tongue.
- w answer, Greenwich, sword, towards, two, who, whole, wholesome, whom, whose, whoop, wrap, wrath, wrist, write, wrong, wreath.

Miss. Mathavy Sundarampillai  
Faculty of Arts

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## NEW MASTER INSTITUTE

B. M. C. LANE,  
JAFFNA.

## Do you know these?

1. The word 'upliftment' is not found in the dictionary. But it is used freely, in the leading newspapers and by speakers, in Ceylon.
2. 'Motorable' is not found in the Oxford Dictionary but is included in Webster's Dictionary.
3. 'O. K.' - from the O. K. Club, a democratic organisation supporting President Van Burren (1840) for re-election. O. K. is from Old Kinderhook, New York, his birth place.
4. A word with all the five vowel letters in the usual order ; a, e, i, o, u:- facetious.
5. The vehicle, which was used for general purpose in Government Departments was called as "G. P." shortly ended in "Jeep".
6. The mistress of the Earl of Sandwich made a food for him for the first time and this food was named after him as " Sandwich" which is prevailing now.
7. Two scientists, one from New York and the other from London invented a new material. They got the "N, Y" from New York and "LON" from London and named this new material as "NYLON".
8. A sentence with all the twenty - six letters :-  
The quick brown fox jumps over the lazy dog.
9. The word 'english' with a small 'e' is a verb.
10. In the following mnemonic sentence the nine diphthongs of English are included : "I know how their dear boy hates more tours."
11. A word with one vowel and several consonant clusters - STRENGTHS.

Miss. J. Thirunavukarasu  
Dental Faculty

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**RADIANT INSTITUTE**

ARIYALAI WEST  
JAFFNA.



## News Flash

### How Mohenjodaro was destroyed :

We all know about the ancient city of Mohenjodaro, but nobody knows how this city was destroyed. The latest theory is put forward by a Russian Scientist, M. Dimitriev. He says that a terrible chemical explosion destroyed it, but this was a rare natural calamity, an outcome of collision between different kinds of atoms in the atmosphere.

### A Scientist at Seven :

In the U. S. A. an annual contest takes place to judge the best invention of the year. The first prize in a recent contest goes to Sachin Patel, the seven year old Indian student in a Texas School. He has planned a giant satellite with a mirror that would reflect sunlight on the earth in the winter, warming up any region. It will also produce electricity.

### Back from beyond in 80 minutes :

A 22 year old chinese lady Yang Baoguan was bicycling to a relative's house when she decided to take a short cut across a frozen river. But the ice suddenly gave way at the centre of the river and she plunged into the freezing water. On being rescued and put in a hospital her heart totally stopped. But it revived after 80 minutes, a rare record of return from death.

### A New Animal :

It is not new on earth, but new to man. We did not know that such an animal existed. It is named GOLDEN BAMBOO LEMUS. It is furry, large eyed creature, 80 c. m. long, weighing about 1.2 kg which loves to move about at night. Like men and apes, it has flexible hands and feet. It is found in Madagascar.

### A house under the sea:

A three-room house has been set on the ocean bed near the Vergian Islands. Scientists will work here to study the ocean at its depth.

### Gone with the kite :

The eight year old Deandra of California was flying a kite in a park when suddenly she saw herself going up! Her parents who were seated on the grass saw their daughter flying over their heads!

What happened? The nylon string of the kite got entangled in a small plane which was descending. However, after swinging through the air for 30 metres. Deandra slackened her hold on the rope and came down. Luckily, she was not injured.

S. Shanmugapiriya  
Faculty of Science.

### On scandal

Scandal, thy name is legion -  
Thou art responsible for so much in life,  
So much mental and physical pain.

## On Troubles

DON'T hunt for trouble, but look for  
success,

You'll find what you look for; don't  
look for distress.

If you see but your shadow, remember,  
I pray,

That the sun is still shining, but you're  
in the way.

Don't grumble, don't bluster, don't  
dream and don't shirk.

Don't think of your worries, but think  
of your work;

The worries will vanish, the work will  
be done,

No man sees his shadow who faces the sun.

□ □

I ALWAYS make the most of my en-  
joyments, and though I do not cast  
my eyes away from troubles,

I pack them into as small a compass  
as I can for myself, and never let  
them annoy others.

— Robert Southey

□ □

It is usually not so much the greatness  
of our trouble, as the littleness of  
our spirit, which makes us complain.

— Jeremy Taylor

□ □

MARK TWAIN once said, "Through a  
long life I have encountered many  
serious troubles, most of which have  
never happened."

□ □

NEVER attempt to bear more than one  
kind of trouble at once. Some people  
bear three kinds - all they have had,  
all they have now, and all they ex-  
pect to have.

— Edward Everett Hale

NOT a few of our troubles are the  
result of acting before thinking; we  
do our thinking afterwards - and too  
late.

□ □

THERE is a solution to every business and  
every domestic problem. That solution  
is always existing, it has only to be  
discovered.

When it is found and applied, the pro-  
blem no longer exists.

So troubles are never so real, never  
so serious, as they are believed to be.

Troubles which are tackled instead  
of being talked about disappear like mist  
before the morning sun.

□ □

TROUBLES are unduly magnified. Ahead  
they sometimes appear as high and  
insurmountable as the Himalayas.  
But when they have been overcome,  
as they invariably are, they appear  
behind us to have dwindled down to  
little molehills. Then we wonder why  
all the anxiety, the sleepless nights  
and the fear of the worst which never  
comes.

□ □

WHEN anything brings trouble, remember  
this maxim: this accident is not a  
disaster, but bearing it well may turn  
it into an advantage.

— Marcus Aurelius.

□ □

WHEN we can't make light of our trou-  
bles, we can keep them dark.

□ □

YOU can't keep trouble from coming,  
but you needn't give it a chair to  
sit on.

B. D. C. Prabananth  
Faculty of Arts

# Self - Confidence

EVERY man can develop the power of determining, controlling his thoughts ... Character is built up by long-continued habits of thought.

— Bernard Hollander, M.D.

□ □

HE that is slow to anger is better than the mighty ; and he that ruleth his spirit than he that taketh a city.

— Proverbs 16 : 32

□ □

HE who conquers himself is greater than he who taketh a city. And when he has won his personal victory, the neighbours usually crowd around for help.

□ □

LET each man make of himself that which he instructs others to be. Himself well controlled, he may control others.

— Buddha

□ □

MAN who man would be, must rule the empire of himself.

— Shelley

□ □

SELF - CONTROL is the master - key to the solution of all our troubles. Lack of self - control is the cause of all vices ; the exercise of self - control is the only remedy.

□ □

THE Government of oneself is the only true freedom for the individual.

□ □

THE command of one's self is the greatest empire a man can aspire unto, and consequently, to be subject to our passions is the most grievous slavery ; neither is there any triumph more glorious than that of the victory obtained over ourselves, where, whilst the conflict is so short, the reward shall ever last.

□ □

THE life of self - control is not grievous but joyous when we become accustomed to it. It clears the mind ; it strengthens the judgment ; it elevates the character. It is the true freedom which places us above both our bodies and our minds, and so gives us the true use of them.

— Benjamin Jowett

□ □

THE poorest education that teaches self-control is better than the best that neglects it.

— Sterling

□ □

THRICE noble is the man who of himself is king.

— Phineas Fletcher

□ □

VANQUISH your feelings and your wrath, you who conquer other things.

— Ovid

□ □

WHOSO controlleth his mouth and his tongue, keepeth his soul from trouble.

— Proverbs

S. Yogarajasingam  
Faculty of Engineering

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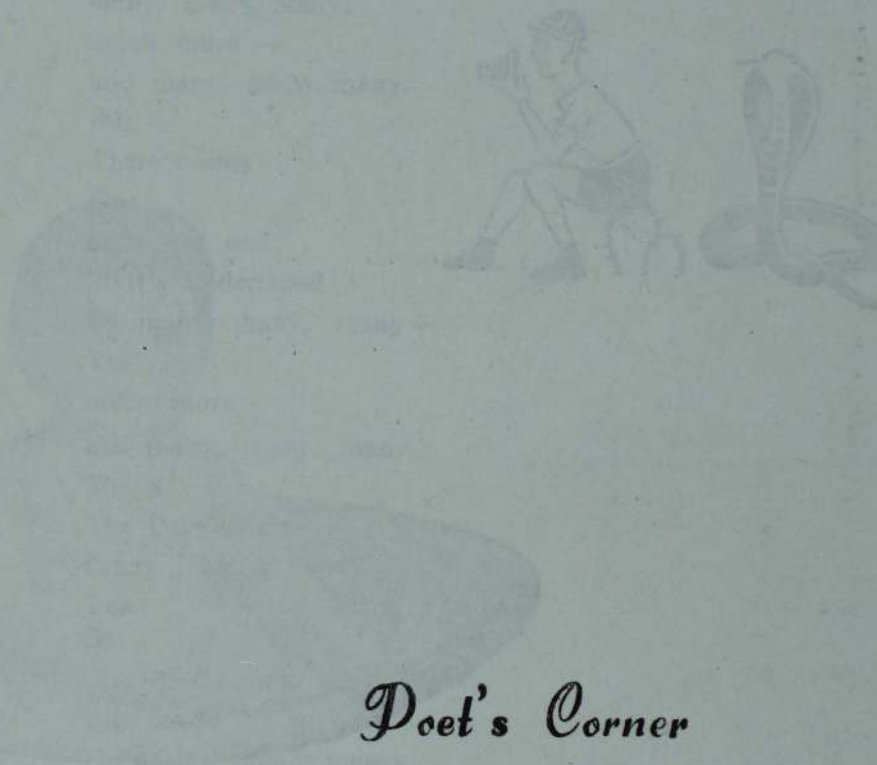
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## SARITHA JEWELLERS

241, Kasthuriar, Road,

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## *Poet's Corner*

On Languages  
To a mosquito  
Will you come,.....  
Beacuse they are.....  
Vision?  
Is Life worth living  
When my Lover.....  
To Live in Hearts  
I Journeyed ..  
Down in Deep Slumber

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*Mr. Ganesan*

**G N A N A M S**

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## On Languages

Languages  
are, many  
Yes  
They are  
many, many, many;  
much more —  
and many, many, many.  
But —  
There's only  
One  
and only one  
That's understood  
By many, many, many —  
Yes - by  
much more  
and many, many, many  
That's  
The Poor man's  
Penny, Penny, Penny —  
Yes  
Or  
The Rich man's  
Big load  
Of money money money

If money will do good for mad people  
Then I'm sure  
Pink pills will also do good for pale people

Malini Selvanayagam  
Faculty of Science

## To a mosquito

Your frequent visits, daily,  
Bothers me — in my sleep.  
I prefer a sweet slumber  
To your keeping me company.  
I strive to be healthy  
But you make me sickly,  
With your stings.  
How'er you may sing  
You cannot have me !  
So, stop worrying me  
And let me be.  
For, who'er heard  
Of anyone  
Marrying a mosquito !

T. Indramathy  
Faculty of Medicine

## Will you come, my dear

I met you in the street,  
I treasured you in my heart,  
I saw you in my dreams.  
Will you come to me, my dear ?

I'll wait for your coming,  
Till the "Second Coming"  
Only tell me, you'll come,  
Will you, my dear ?

Last I saw you on Thursday,  
It happened to be my Birthday,  
You filled my heart with desire,  
Will you come my dear ?

You're my only love  
Love me and let me live  
Deny me, and I'll die -  
For want of thee.

Bonson  
Faculty of Arts



# Because they are all my Friends

Life is to be lived  
To help and serve others  
My labour doesn't matter  
If I spend it for the good of my friends.

I love my friends  
But they do not know this  
Exceeding love I have for them  
Because they are all my friends.

They say that they are my friends  
But only when they need my assistance  
Yet I love them all and always  
Because they are all my friends.

Sometimes when the bitterness of frustration torments me  
They offer only feelingless uncomfoting words  
Yet I love them all and always  
Because they are all my friends.

They often speak slanderous things behind my back  
Which wounds my heart gives pain and tears  
Yet I shall love them all and always  
Because they are all my friends.

When in distress I have no solace  
No friends to be seen by my side  
Though I have loved them all  
And I deem them all my friends.

i want to be true to ali  
But some aren't just faithful  
But I love them all and always  
Because they are all my friends.

They need me to do their dirty work  
But I can never do this.  
But I love them all  
Because they are all my friends.

I love them all  
Yes, I love them all  
Because they are all my friends  
Yes, they are all always, my friends.

Alexander Jebanesan  
Faculty of Arts.

## Vision?

The twilight turned into a gloomy solemn night,  
With the hissing chilly wind - blowing very hard,  
As to break the gravely silence of that night,  
On that ocean of wild ever - green grass.

With her eyes sparkling, through her long silky eyelashes,  
Which out - did the twinkling stars in the galaxy above,  
She looked like an angel - my heart's beloved,  
Seated on that widely spread dew pearled grass.

The totally lit moon, hid behind the floating clouds,  
As if its pride was shaken, by her furnace like glowing face.  
Her cheeks red with blushing, her lips with a gentle smile,  
She looked like a blossom - with a divine grace,

Her scarf around my neck, and with a proud leaping heart,  
I lay on her lap, with my fingers - in her windswept blond hair  
Her lips didn't move, but her glittering eyes,  
Were telling numerous stories - like a mum to her bonny child.

Hours hastened by, then she left me behind,  
And I staggered home - with my heart declining,  
Cherishing the moments, with my beloved one,  
Then suddenly came conscious her scarf was with me.

I hurried to her house, and rang the door bell,  
Then after a pause - the door was opened by her mother,  
Who stood there with sorrowful mourning eyes,  
Which looked at me - with deep sympathy

I, with a hesitation, returned the scarf,  
Asking her to give it to my sweet little lass,  
Then she started weeping, and reminded me,  
It was exactly a year, since my beloved departed from me.

With blood trickling down, I stood there, nerve - shaken,  
Recalling back memories, with my aching heart broken;  
And then became conscious of my lady's untimely tragic death,  
With tears erupting in my burning eyes - thinking of her fate.

With her fragranced memories fresh in my mind,  
Day and night I lived with an imaginary sight;  
Oh! why did God take her away, so quickly from me ?  
I suppose she was too good - to live in this world full of lies !

But then there arose a question in my mind,  
 How come I got her scari this night?  
 Was it her Gh..... ost? or was it a vision?  
 I could not answer, for I stood heart and soul shaken !

A. Brintha  
 Faculty of Science

## “Is Life worth living”

Press On ! Press On !  
 Climb the rocky steeps of life  
 Climb up boldly  
 Climb up fearlessly  
 He who dares to dash  
 Towards the last lap of his climbs  
 Shall find the true meaning of life  
 Therefore,  
 Press On ! Press On!  
 Life is a slow race worth living

By: En. Tee

### *An Appreciation of the poem*

The writer of the poem “Is life worth living” is trying to say that life is for living and not for anything else. Everybody has problems in his life, but he who tries to tackle the problems will know what life is for. The Poet’s repetition of the words “Press on ! Press on !” is to stress emphatically on the fact that everyone must try hard, act boldly and fearlessly and dare to throw in a challenge and overcome his problems. Only then will he find the true meaning of life.

“Climb the rocky steps of life”. This line shows the difficulties a man who wants to live must face. “Climb up boldly, Climb up fearlessly”. By these lines the Poet is trying to stress how much we have to strive to live a worthy life because “life is worth living”.

This poem is a call to the reader to wake up from his slumber and act positively to live his life because life is given to us to live and live well, overcoming all barriers.

This simple short poem recalls to mind Tennyson's famous lines "to strive, to seek, to find and not to yield".

*This poem was composed by our Course Leader to test our power of appreciation and Comprehension (Monthly Test Paper No 5) This appreciation was chosen as a model answer.*

**T. Ravishankar**  
Faculty of Science

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## When my Lover Left me Behind

When my Lover  
Left me behind  
And .....  
When she joined  
Another  
I stood there  
Before . . . .  
Before my mirror -  
All furiously  
Fuming  
And frowningly  
Fretting  
Until -  
Until all its  
Mercury  
Melted away.

And then -  
Right through  
That Plain glass  
All crystal clear  
I saw  
Yet another.....  
Another Helan  
Stealthily  
Smiling at me.

And oh !  
Once again  
My poor  
Aching eyes .....  
They got  
Lit - up  
And they  
Peeped  
Into hers .....  
Yes !  
Into those  
Dazzling  
Darting eyes  
That spoke -  
Yet  
Another  
Thousand lies.

By : Mr. N. Thevapalasingham

# To Live in Hearts you Leave behind is not die

Where have you gone, Dear, leaving me  
What made you to say good bye  
From this cunning and wicked world  
Your fate or the happening taking place  
in our Every day life

To miss you and mourn for you  
in my Broken Heart  
What sin has this calamity brought  
Unbearable as one Bears a  
Poisoned Dart  
You glided Imperceptibly from  
this Earth

The land of your laughter and  
your mirth  
Your Soft Smiles and Soft Voice are  
But a Memory  
Which in my heart I Shall  
Ever Carry  
With Eyes Heavy and Red  
I Mourn thee

For you and I were Two Souls  
with a Single heart  
Two hearts that Beat as one  
Single Part  
Now let me Disemble my  
Sorrow  
But at least my Morrow

Mrs. K. Rohini

---

Tomorrow may never come.  
Do the essential thing today;  
Behold, now is the acceptable time,  
Now is the day of salvation.

— 2nd Corinthians 6 : 2

# I Journeyed...

November -  
The cruellest month to travel.

In Jaffna,  
It was the rainy season  
Lanes muddy  
Roads rutted and puddled,  
Streams of slimy water  
Explode from moving vehicles,  
A new kind of baptism.

I journeyed  
To a distant land,  
Not as the Three Wise Men of yore  
But as a worshipper of Mammon  
In search of Naira.

I journeyed,  
Not on camel back  
But in crowded coaches and compartments  
In wombs of great metallic birds.

Mind restive  
Of high-jackers and Red-brigades.  
It was, as you might say,  
Altogether an unpleasant flight.

Hours later,  
Like a Roc  
The great bird settled on the tarmac,

From its cavernous mouth  
Out tumbled  
Black, brown and white.

Lightly on Nigerian soil I alighted,  
A hammering Harmattan  
A cold and dusty welcome.

Immigration, Health, Customs  
'No problem'.  
A smile, a frown  
Gestures galore.

Touts and taxi-drivers  
Drag in diverse directions  
Drive you crazy.

Morning at nine.  
M. E. Room  
The V. I. L. O.  
Surveys - thinks  
You an U. F. O.

'File missing?'.  
Scratching of heads  
Consultations,  
Running feet,  
Adventures in 'Alice in Wonderland'.

'Report at G. S. S. Makarfi'.

"Makarfi"  
Thoughts of 'Arabian Night's Dream'  
of Emirs,  
Merchant princes,  
Slaves and sherbet  
And dusky beauties  
I dream.

No.  
No. No.  
Makarfi is a bush.  
A bush. A bush.

Yet,  
This was my choice.  
Dare I complain?

Notes:

V. I. L. O. Very Important Looking  
Officer.

U. F. O. Unidentified Flying Object.

By: Mr. S. Rajasingam

## Down in Deep Slumber

Down in deep slumber,  
She lay stretched on her bed,  
With arms, both locked  
Right over her chest.  
So pale was her face,  
So frail was her frame  
That she lay motionless  
Stricken with  
Both sorrow and shame.

Tick, tick, tick-  
Went the wall clock ticking  
Ticking its time  
Towards midnight twelve;  
And there stood on her table  
Her chamber lamp  
Very darkly  
And dimly beaming;  
So low was its wick  
And so much was its oil  
That it cast  
Upon her bed  
Ghostly shadows-  
That could stir up  
Even the dead.

There,  
Suddenly then came  
A faint cry from the cot;  
And up from her bed-  
She arose  
And now  
Without a breath  
Without a word  
She looked to the right  
And then to the left-  
And swift as an arrow  
She flew-  
Then reaching the cot,  
Her frail arms into it  
She reluctantly....., dropt.

Now,  
In tenderness-

For her babe  
There she sought.  
But, nought was in there  
L-y-i-n-g  
Save one, a single  
Of the pillow twain-  
While the other,  
'Twas missing-  
Missing for ever  
And never again  
By her to be seen.

Now,  
Half awake  
And half asleep  
She thought it was  
Her darling babe.  
Then bending so low  
She lifted it up  
And pressed it against  
Her aching breast.

Just then,  
The ticking clock-  
It struck its chime  
And she came back to her mind  
Though it wasn't yet  
Its feeding time  
She hugged it tight  
And then turned to the light.  
And now - reckoning  
The lifeless  
Cheeky pillow  
She fell screaming  
Flat on the floor  
And there she lay weeping-  
Weeping in great anguish  
And wailing beside  
Beside.....her dreamy bed.....

Little then did she know  
That her bonny babe was below-  
Below in the sands



Buried a week ago,  
 And that the other pillow  
 Was lying below  
 Below the tender head  
 Of her beloved dead.

'Twas far -  
 Far away from his cot  
 Wrapped up in death's dark gloom  
 There betwixt two tombs

Was her infant sweet-  
 B-u-r-i-e-d  
 Buried to lie in deep slumber.  
 And the poor  
 Mourning 'Ma'  
 Had dreamt that night-  
 Of her dear departed  
 Darling babe.

By: Mr. N. Thevapalasingham

### Appreciation on 'Down in Deep Slumber'

By S. Srinivasan Esqr., M. A.

Retired Principal, Attiar Hindu, Neervely, Jaffna.

" Mathilai "

Thirunelvely South  
 Jaffna.

I have always advocated that practising poets must attempt to write poetry in their mother tongue alone or at least do so before venturing into compositions in an alien language. But Mr. N. Thevapalasingham's little poem has put me in a quandry. It is an excellent piece which haunts me perpetually on account of its splendid rhythm and its diction. If one cries out that it is a wee bit sentimental, I should turn round and say emphatically 'If this is sentimental, pray give me more of it, 'for it satisfies my 'pleasure principle'. A fairly intricate poetic pattern has been beautifully wrought out and I am sure that En Tee would in no distant times come out with better poems. To use the language of Wordsworth—an incident from common life has been given a colouring of the poet's imagination which has made it strange and lovely - in fact a sea change. We expect more poems from the pen of this poet.

Sgd: S. Srinivasan

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#### On Religion

Men will wrangle for religion; write for it; fight for it; die for it; anything but live for it.

— C. C. Colton

பாடல் பிரியர்களின் இன்றைய ஒலிப்பதிவு நிறுவமை

## ஸ்கைரோஸ்

ஒலித்தொனிப்பின் தனிச்சிறப்புடன் நீங்கள் விரும்பும் புதிய, பழைய, பக்திப்பாடல்கள் எவையாயினும் STEREO முறையில் இசைத்தட்டுக்கள் மூலம் ஒப்பற்ற விதமாய் ஒலிப்பதிவு செய்து கொள்ளவும்.

கலர் பில்ம் சுருள்கள் சிறந்த முறையில் கழுவிப் பெற்றிடவும், வீடியோ ஒடியோ கசற்றுகளை மொத்தமாகவும், சில்லறையாகவும் பெற்றிட.

T. V. வீடியோ, ரேடியோ, மணிக்கூடு, மற்றும் எலக்ரோனிக் பொருட்களை சிறந்த தொழில் நுட்பத்தில் திருத்திக்கொடுப்பவர்கள்.

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## ‘கீளீன் கட்’

வாடிக்கையாளர்களுக்கு .....

உங்கள் திருப்தியே எமது சேவையாகக் கொண்டு இயங்கும் கீளீன் கட் சேவைகள் ஜெனரேட்டர் மின்சாரம் மூலம் உங்கள் தேவைகளைக் கால தாமதம் இன்றி உடனுக்கு உடன் நிறைவேற்றி வருகின்றோம் என்பதை தெரிவித்துக் கொள்ளுகின்றோம்.

## ‘கீளீன் கட்’ KLEEN KHUT

239, மின்சார நிலைய வீதி, யாழ்ப்பாணம்.

- △ லெமனேஷன் (பிளாஸ்டிக் கவர்டுதல் வேலைகள்)
- △ போட்டோஸ்டர் பிரதிகள் எடுத்தல்.
- △ எலக்ரோனிக் ஆங்கில ரைப்பிங் வேலைகள்
- △ ரேனியோ வேலைகள்
- △ தமிழ், ஆங்கில ரைப்பிங் வேலைகள்

வழமைபோல் நடைபெறுகின்றன.

## **Guest Writers**

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# GELT's Approach in Learning English

Mrs. Y. Dhayaparan  
Tutor - JHC GELT Staff

GELT is a brain child of University Grants Commission. It started in 1987 and is continuing this year too. It's appreciated by the higher educational authorities as well as the selectees for the University. It's a nightmare now that parents and children are anxious to be fluent in communication English. GELT is something special which provides experience in work as well as language skills.

"A Command of Language is a powerful instrument in the modern world. We need to strive for it—" P-Gurrey in Good English.

The place of English in Sri Lanka Schools as second language today has hindered to some extent the youth in their forward march towards international status.

Knowing English is like possessing an all countries passport. It also follows that more languages a person can command the fuller and richer is his life and the greater his responsibility too.

During British rule there were three types of schools according to the medium of instruction — Vernacular Bilingual and English.

The teaching of English was successful to a large extent because of the fact that the whole school time was devoted to the teaching and the learning of it. The atmosphere was "English" and all activities in class or outside were conducted in English. With a view to make pupils proficient in speech Mother Tongue was prohibited both in School and outside it.

With the change of policy of Education there was a change in the medium of

instruction. The place of English in the School Curriculum became Secondary. As a result the present generation is in need to be proficient in English.

Now the Educationists and the Govt. realise the importance of English. And the Govt. is taking all the remedial steps to bring back the English Standard,

In the meantime University Selectees, those who seek employments, and who intend to go abroad strongly feel the need of English and are anxious to learn English in a Communicative way.

'The foundation of a living language is the spoken and not the written form. The corner stone of our language building must be the Speech lesson' — A.W. Frisby

Students must be allowed to communicate and the teaching and learning processes must provide enough opportunities for them to express themselves.

It's idle, however to pretend that the pupils can learn the second language all along the line as they do the first. The environmental and other conditions being different, adaptation of method is necessary.

- (1) Memorising is a powerful aid to the acquisition of Language ability.
- (2) One of the effective method of Language learning is learning by doing.
- (3) The work of the class must be done in an atmosphere of confidence and friendship.
- (4) Pupils must not have a fear of making a mistake. There should be no fear of the subject.

Cheerfulness and a fund of patience is essential to teach English as a second language.

The approach in learning English at the Jaffna Hindu College Centre enormously helped the students to gain confidence, speaking ability, broadmindedness and in understanding each other through English. The programme included Language games, Debates, Dramas, Role Plays, Miming, Elocution and Recitation. These activities brought out the hidden talents of the students. Those who came to the programme in August with very little knowledge of the language showed remarkable improvement.

In short I should say—it was the spirit of “Team Work” from both the members of the staff and the students that made all the difference in the mastering of the language to some considerable extent.

Those who are in the first and second groups showed their appreciation in learning literature. This time the syllabus included a variety of sections—Language and Literature together moulded the youths mentality to a certain extent. 80 % of the students are keen and gained fluency in speaking. So the GELT’s approach must be different from the school level and it must be able to produce more English speaking youths to wipe away all the differences. The lack of Link Language has caused all the present turmoil.

To live peacefully in a multi ethnic country Link Language is very essential and GELT is felt by Govt—To a successful learning of a new language, communicative method is more appropriate. Writing is secondary; Listening and Speaking skills should be stressed.

And I hope next year the approach of the GELT in teaching will be more effective.

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# The Story of Adolf Hitler

By Mr. K. Puvanapooshanam  
B. Sc. (Cey.); Dip-in-Ed.

The rise and fall of Adolf Hitler, the German dictator who planned and carried out the Second World War is an object lesson for all nations for all times. More than four decades have passed since Hitler bade farewell to life and to history. To the present generation who may have very little or no knowledge of what Hitler stood for and did, an account of his life and deeds might appear to be pages out of a horror fiction. But the fact that is a part of current history and there still are people who have recollection of those nightmarish days proves the old saying that truth is stranger than fiction.

It is true that Germany had been treated rather badly at the end of the first World War. The Germans were bitter about the subsequent peace treaties. They suffered terribly from the after effects of a war which was largely their own making. Thus it was easy for a daring and unscrupulous army Corporal to attract people especially the adventurous youth to a party sworn to avenge defeat and humiliation. The more fanatical his Creeds and programmes were the more attractive they seemed to Germans. Thus all the others socialists, moderates christian democrats had to give way to the Nazis whose creed of "One Nation One leader" brought all power into the hands of the leader.

"Power Corrupts, and absolute power corrupt absolutely". A shocked world watched silently and helplessly as Hitler translated his programme into action.

He propounded the "Superior Race Theory" and when tens of thousands of Jews were rounded up and tortured in gas chambers and were given mass burial the world feebly protested. Hitler asked them whether they do not exterminate the lice that infect their hair. He boasted that, he would order to make fur coats out of the skins of Jews for German ladies. The Germans applauded.

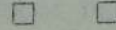
After exterminating his political enemies and the Non - Aryans, Hitler turned to the smaller countries of Europe. The lightening speed with which he overran them before and after the formal outbreak of war shocked the world. The ruthless suppression of all resistance movement in these countries made the German Gestapo the bye - word for torture and butchery.

But Hitlers war was doomed from the start. He had no answer to the British navy. He was bound to run short of supplies sooner or later. To remedy this he undertook his ill - fated invasion of Russia. When finally the Germans started their retreat from Moscow and Leningrad, Hitlers Fatherland lay at the mercy of the Russians whom he despised and ridiculed.

Two incidents at the tail - end of Hitler's career give a clear insight into the nature of the man. With the massive Russian Red army ready to enter Germany and Western allies poised for the final kill strike, Hitler ordered his army of occupation in France to burn down Paris completely. But luckily for France

and more luckily for Germany his officers for the first time refused to carry out his order. The other one - in his final broad - cast to the nation from his high security under - ground chamber, Hitler explained the cause of the defeat - as Germany was a nation unworthy of a Great leader like Hitler that God has given them.

After the war German intellectuals wondered aloud how an intelligent race like the Germans came to accept the crude leadership and dangerous politics of a dictator like Hitler. Hitler's adventure did cause the division to Germany into West Germany and East Germany. The rise and fall of Hitler is a good object lesson to all world leaders who have extra - territorial ambitions.



“Blessed are the peace makers for they shall be called the children of God”.  
“Love thy neighbour as thyself”.

The Holy Bible

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# How unreasonable English is!

S. Pathmanathan B. A. (Hons.)  
(Dip - in - App. Ling)  
Lecturer, Palaly Teachers' College

It was a cold October morning. The three of us were waiting for the bus that was to take us to London. We were post-graduates at the Reading University. Leonora and I were on the Linguistics Course. The sheikh who we had just met was doing Law.

The sheikh was very critical of the British. "They never say what they feel!" he lamented. Asked why he formed that impression, he said, "One says 'I'm sorry' but he is not really sorry. I won't say 'sorry' unless I feel sorry."

"Why don't you try to understand the British way of life?" we implored but, like the village school master, even though vanquished, he could argue still!

The problem with our friend was that, like many foreign learners of English, he was taking things literally. Listening to him, I was reminded of an English teacher who once asked an ELT expert: "What's the answer to the question 'How do you do?'" The response to 'How do you do?' is 'How do you do?' but consider this social exchange:

"Hello, John. How are you?"

"Fine, thank you. And you?"

"Fine. Thanks."

I must confess that all our attempts to translate expressions like 'Thank you', 'Beg your pardon' or 'Sorry' sound artificial because the mode itself is alien to us. This is not to suggest that we are an ungrateful or an unrefined lot! Probably we express ourselves non-verbally.

The main purpose of language is to communicate. But let us not forget that language is inextricably linked with the culture of the people who use it. The statement "He is walking his dog up the hill" sounds rather odd because we don't, like the Englishman, take time off to "walk" our dogs!

To most of us English teachers 'washing' is the continuous form of the verb 'wash'. But an expression like "Mother is hanging out the washing to dry" might sound unusual. 'Washing' means the clothes washed and still wet. When a housewife says, "Will someone help me with the washing-up?" she means the dishes and cutlery after a meal.

From washing the next step is, of course, ironing and believe it not, the following construction which could make many raise their eyebrows, is 'good' English, in Northern England:-

"Do you want your shirt ironing?"

In all cultures euphemism has a place. A visitor calls on you. He has been chatting with you for quite some time and if you ask him "Would you like to wash your hands?" you are really asking him whether he would like to use the toilet. A Sri Lankan and his English wife were paying me a visit. I was then staying in a University Hostel. We had been talking for over two hours and the couple were to drive 40 miles back home. So, I felt it was but courtesy to ask the lady, "Would you like to wash your

hands?" My countryman turned to his pretty wife: "What's the matter, Rita?" I was crestfallen.

It was a Sunday. The students woke up late, one by one, and were going about doing their chores - some washing, some reading the papers and so on. Janet came out of her room and Uma greeted her.

"Good morning, Janet"  
 "Good morning, Uma. Isn't it a lovely day?"  
 "Yes. And I'm awfully hungry!"  
 "Really? I just had tea."  
 "What? You had only tea?"

To Uma, an Asian, 'tea' meant just tea but Janet's tea included an egg and cereal!

And 'high-tea'? It's a meal taken between lunch and supper!

When I first heard the expression "the meat is cooking", it was so jarring that I asked my tutor whether it was correct English! 'Cooking', I thought, was a transitive verb (e. g. "We cooked cauliflower today") and I was unaware of its intransitive function.

Other intransitive verbs with a 'passive' sense are 'read' and 'sell'.

Your book reads well.  
 His new novel is selling well.

It's worthwhile observing how economically and effectively the native speaker uses language in real situations. We are so grammar-conscious that we feel uncomfortable in using just bits of language for communication. We would rather speak in full sentences! John, my room-mate opened the door for me, I walked in. He was stirring tea.

"Tea?"  
 "Yes, please!"  
 "Milk?"  
 "Of course"  
 "Sugar?"  
 "Two"

We were not making grammatically complete utterances but we were effectively communicating!

Well, this is yet another aspect a foreign learner has to get used to. In real life, we don't always utter grammatically complete sentences, do we? Phrases, hesitation markers and even pauses can communicate. One might ask, "What if I don't use all that? Why should I speak like the native speaker?" The answer is this: Language is changing. If you are not alive to change, "in a tomorrow's world you will be speaking a yesterday's language!"

Observe people when they are relaxed or when they have a need to communicate. In Sri Lanka you hear passengers trying to find a seat asking, "Is this (seat) occupied?" - a usage you will never hear in Britain or the States. There, it is simple and direct:

"Is this seat taken?"  
 See how dated we are!

Remember those idioms in *Practical English* which we learnt by heart? A friend of mine, teaching English in Zambia, had said, in a casual conversation,

"The old man kicked the bucket!"  
 A native speaker, who was on the staff remarked: "God, not even our grandfathers would have spoken such English!"  
 My friend, not to be beaten, replied: "It was your great-grandfathers who taught us!"

In our culture, a man and a woman have to get married to live together. The society frowns upon extra-marital relationships. In the West a man and a woman may live together by mutual consent. Whether they are legally married or not is nobody's business. But (such) affairs become subjects of gossip.

"And gossip, gossip from all the nations"

- W. H. Auden -

The British are no exception ! I was taken aback when a British lecturer remarked, "Pat, do you know Cathy is Tom Brown's common-law wife?" (A common-law wife is one who is not legally married but lives with a man).

The Asians usually rush to express opinions. The Europeans are very guarded. As a rule, they don't make adverse comments or condemn anyone. I happened to listen to a talk over the BBC World Service. It was a Christmas message by an Anglican minister. I was so impressed that I taped it and transcribed it. A few weeks later I was introduced to a Methodist minister. I passed the script to him. He went through it and remarked, "It's interesting!" It took me some time to understand that it wasn't a compliment but a polite way of saying 'I don't like it!' The sheikh was right, after all!

See how difficult it is to come to terms with the nuances of English? It's interesting, isn't it?

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# English essential for Science and Mathematics

S. Jebanesan

M. A. (Cey) Dip. Ed.

M. A. (Phil) B. D; Ph. D.

Principal, Jaffna College

It is now being asked why an English Education is necessary for those who want to specialize in Science and Mathematics. All things are subject to division and languages may be divided into the dogmatic and the pragmatic (Dogma from Greek equal teaching; pragmatic from Greek prassien : to do) that means in certain languages the emphasis is on the taught whereas the other type emphasizes doing.

It may be imagined that the Eastern languages are by nature dogmatic, and western languages by nature pragmatic. Yet we shall find that western languages are also dogmatic.

Archimedes the Greek mathematician was an exception. Roger Bacon is of course a much later figure and belongs actually to the Renaissance movement.

Plato the Greek Philosopher said that if you wanted to study Astronomy you should not look at the sky and among the Greeks recitation of language passages from Homer was what was considered learning. Even the same attitude prevails in regard to Ramayanaya in the present time in our country. In the middle ages, in English also the old attitude in regard to learning prevails, i. e. learning was accepting an authority of what was taught.

Roger Bacon who invented spectacles an early figure of the middle ages was considered as having dealings with the

devils because he was trying scientific experiments.

It was Francis Bacon who first gave respectability to pragmatic studies. He enunciated the principle that it was not authority that counted but observation experiment and verification. It is not curious that Galileo, Kepler and the other scientists who arose during the latter part of the seventeenth century lived after Francis Bacon. Sir Isaac Newton and the foundation of the Royal Society in Britain, for the first time put scientific studies on a respectable footing.

But the old respect for the acceptance of anything purely on authority lingered in Europe till the middle of the nineteenth century. Surgery as against medicine made a slow head-way only in the latter part of the nineteenth century. But however the respect for pragmatic studies has come about, the Western languages are now entirely attuned to Scientific studies.

It is not curious, that the stuff of what is learnt shapes or influences language and the language influences what is learnt. So now there is a perfect equation between the language study and the results of studying. Hence it is that most important inventions take place in the West. Because the structure of languages in the West at the present pushes people on further, on the paths of scientific studies.

The fact that C.J. Eliezer, now in Australia and A. Kandiah who works at Hartwell were able to go very far in the Mathematical and Scientific pursuits proves our case, that it is the study of English that helped them. If they had been content with purely Tamil studies they might merely have been able to hold their own against the local pundits. They wouldn't have made any progress with the advancement of Scientific studies.

The case is sighted of Japan which in its own language has become a thoroughly industrialized Country, requiring lot of study of scientific subjects. But the fact to remember about Japan is that it has a great gift for imitation. It is not that on its own it discovers and invents things, but is very quick to smell out what the other countries are doing in the matter of Scientific studies and then makes its objects. Much blame is put on western Countries for the dropping of the Atomic Bomb; but it must be realized that Japan made no effort of dabbling with heavy water or

with any other constituent element that leads to nuclear fission though it must have known for two or three years that Germany and America were busy about it. They were content to rest on the old methods of learning.

The acceptance of authority is always a constituent element in learning. Each generation stands on the shoulders of a previous generation. But it must be willing to adapt itself to new insights and new methods. Eienstein considered the greatest paragon of modern Scientific thinking accepted a lot of authority, but was willing to step out on his own when he found it necessary. This is the lesson which modern languages teach. While we accept authority to certain extent we are always in a search for the new and are willing to step out from the tradition of the old to accept the new.

So our students will condemn themselves to a state of petrification of immobility for ever and be unable to contribute to a world growing ever new.

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# Filling up the deepest gulf

Dr. Robert Porter

Missionary of the UCBWM

When asked to contribute an article for this worthy undertaking, a newspaper by the students of English, my first impulse was to look for a good book and read. This time I checked out George Bernard Shaw's *Complete Plays* from our Daniel Poor Library and reread *Pygmalion*, the delightful play in which a scholar of dialects and phonetics trains a girl selling flowers in the street to speak a flawless English, such that she can pass so well in high society that she is invited to attend the Queen's Garden Party. And Professor Higgins does it! together with another linguist, Colonel Pickering, more to their own amazement than to that of the girl, Liza Doolittle.

I would like to quote an important bit of dialogue between Higgins and his mother;

Higgins:

As if I ever stop thinking about the girl and her confounded vowels and consonants. I'm worn out, thinking about her, and watching her lips and her teeth and her tongue, not to mention her soul, which is the quaintest of the lot.

Mother:

You certainly are a pretty pair of babies, playing with your live doll.

Higgins:

Playing! The hardest job I ever tackled: make no mistake about that mother. But you have no idea how frightfully interesting it is to take a human being and change her into a quite different human being by

creating a new speech for her. It's filling up the deepest gulf that separates class from class and soul from soul.

There is a lot of food for thought in those lines, particularly when one thinks about the teaching of spoken English to speakers of another language. When I think of the acrobatics I must put my tongue to in order to make Tamil sounds properly, I think it only fair that my students be asked to do some linguistic acrobatics (one should look up the root meaning of the word "linguistics")! Indeed, without these acrobatics it is impossible to produce the sounds that the native speaker of the language expects to hear. In English I think of one local confusion that can serve as an example. I once went to the Post Office and in order to find out if mail had come, I asked if a train had come (to Jaffna). Oh no, was the reply, no train, as the postal worker pointed up to the sky. Now I knew very well that no train comes to Vaddukoddai and furthermore that it would not come out of the sky if it did! But of course the fellow thought I had asked about rain and he wished to assure me that no rain was in sight. And what of the further complication of the word "drain"? Somehow the proper distinction has to be trained; the Tamil speaker has to be able to make the difficult choice of the right consonant sound at the beginning of this simple but potentially confusing word and to be able to make it quickly in the course of unselfconscious verbal intercourse.

If Professor Higgins and his experimental pupil, Liza Doolittle, can perform the miracle, so can a native Tamil speaker.

Yet learning a language well does not only involve parrot-like linguistic adeptness. Higgins refers to another aspect almost in jest when he speaks of Liza's soul. And to the English speaker Higgins' speech sounds almost blasphemous (which Shaw surely intended). How can a teacher presume to mess around with another person's soul? But Shavian wit has touched upon a rather profound aspect of language learning. One of my German friends told me long ago, when I was still wrestling with the difficulties of the German language, that I must not be discouraged, but must keep at it, for acquiring a second language was like acquiring a second soul. In a sense, any language teacher is involved in the process of making a different or a new creature out of his students.

Some of the things that belong to the creation of that new creature, or new soul, are habits of thought, which relate to social habits and to habits in general. All three have their linguistic expression in the mother tongue. And all three may be quite different in the target language, as we call the language we have elected to learn (or to teach). I am no longer annoyed when a Tamil fellow who wants to try out his English on me immediately asks my age, a question we would never think of asking an older person in the English-speaking world. It is a subject we simply do not discuss with strangers, and often not with friends. By the same token, we certainly do not want to be

asked about our salary. This question is liable to get the door slammed in one's face immediately.

What I am saying is, then, that along with the sounds of language, one must learn the appropriate habits of thought the socially acceptable patterns of conversation, such as what it means to a native speaker of English when a non-native speaker starts to pump him for information or promises of help in finding him a scholarship. To most of us, the speed with which a casual acquaintance will broach this subject is disconcerting. It may even come as a shock. And of course that is not what the non-native speaker intends.

Learning language consists also of knowing the ways in which we can put our conversation partner at ease. And for the English student in this part of the world, where all these habits—social, thought, etc.—are often quite different from those of the Englishman or the American, the Australian or the New Zealander, it is especially important to the successful acquisition of the target language.

Classroom teaching, thus, cannot do the trick alone. Social intercourse with as many experienced speakers of English over a long period of time as possible is essential if the student is to pick up those habits of thought that make such a big difference. As for Liza Doolittle, the learning of a refined form of her own language is the "filling up" of "the deepest gulf that separates class from class and soul from soul," and we might add here, people from people.

# Drama and Theatre in Education

Kulanthai M. Shunmugalingam  
Asst. Lecturer,  
Department of Fine Arts,  
University of Jaffna.

By "Drama and Education" we usually mean 'drama' as a subject. But drama is not only a subject to be learnt in the classroom, but it is something which is wider in concept and composition. In education "Drama is the matrix of all language activities, subsuming speech and engendering the varieties of writing and reading." - James Moffett. To the little child drama in the classroom is involving the students in the dramatic process. There is a difference between drama as a subject and drama as a process. As a process, "Drama is neither theatre, which requires an audience, nor the literary genre of scripted plays" - Bea Morton. When we consider drama as a process as it is put into practice in the classrooms of the primary schools - the term is used to refer to specific activities such as pantomime, improvisation, role play, dramatic movement and speech, and the dramatization of poems and stories, published and original. Hence, to the child of the primary school, drama is a means of understanding the world, around him, of reading to that world, and of understanding himself. This process of educating the child through drama is termed "Creative Dramatics" in the primary school curriculum.

"We not only learn what we do, but we learn through what we invent. By using our dramatic imaginations to explore open-ended problems, we challenge the mind to perceive new and fresh ways of relating previously unrelated ma-

terials, movements, patterns, words, symbols and ideas. In short, we begin to experience and live with creative changes. "Change is growth, and growth is learning" - Milton E. Polsky.

Interest always stimulates memory. When we lack interest in what we are made to learn, memory fails. To retain memory interest must be stimulated in the learner. A creative atmosphere always generates interest. The learning process of assimilation, retention and transfer of knowledge takes place more readily in a creative atmosphere. This also expands their imagination.

When we think of drama as a subject taught in the classroom - whether it be in the secondary school level or in the faculties of the universities - we tend to think of it as part of literature. No doubt, in a sense drama is a sort of literature. But drama is not written to be read, it is written to be produced, to be performed, enacted in front of an audience. The fullness, the complete whole of a drama script can only be realised by performing it for an audience. The living actor his feelings and emotions, his actions and gestures, his movements and business on stage, his speech and songs, the scenes and sets, the lighting and costume and music, all combine together in a harmonious whole to generate the appropriate moods and atmosphere, which in turn stimulate suitable responses in the minds of the audience who are over-



come with pity and pathos, fear and anger, love and affection, horror and hatred. Hence the full blossom and the full fragrance of the script is felt and enjoyed only on the stage and that too with the willing participation of the audience, and that is Theatre.

Creative dramatics and drama as theatre helps the child to acquire knowledge by doing and experiencing cultivate and develop the faculties of imagination, observation, sensory perception, and concentration; and the acquisition of such traits and qualities such as co-operation, tolerance, understanding, give and take, subordination and leadership. In short drama and theatre help to develop the personality of the child.

Drama and theatre leads the child to moments of direct experience, transcending mere knowledge, enriching the imagination, possibly touching the heart and the soul as well as the mind. This is the precise function of drama. The primary intention is of developing people, the whole person.

Drama, like the rest of education, is concerned with the majority, and there is not a child born anywhere in the world, in any physical or intellectual circumstances or conditions, who cannot do drama.

Education is concerned with individuals; drama is concerned with individuality of individuals, with the uniqueness of each human essence. Individuality is also concerned with originality and deeply personal aspiration; drama encourages originality and helps towards some fulfilment of personal aspiration.

For a full and rich living, art is an important factor. Living in this sense means living with the whole of oneself. Education is concerned with preparing

young people for living rather than for a job in life. Hence, a basic definition of drama in education or drama as education might be simply to practice living! Here the aim is constant: to develop people, not drama.

Drama is also a way, a method or a tool for teaching other subjects. Indeed drama is a valuable tool, but first the tool itself must be fashioned.

Drama does not disturb or disrupt the crowded curricula. A few minutes of active drama can do much for tired, strained and possibly bored minds. It is a way of education in the fullest sense; it is a way of living and as such, aids rather than interferes with other study and achievement. The most important single factor in the use of drama as a genuine part of education is the teacher.

In education seeing is better than hearing, and doing is better than seeing. In drama and theatre the child is learning by doing; that too not by doing something all alone, but by doing it jointly co-operating with his mates and friends.

All teachers would acknowledge their responsibility towards cognitive, affective, imaginative and social development. Theatre in education has its contribution to make towards all these four areas.

In conclusion shall we look at what John O'Toole has to say about "Theatre in Education!" "The whole subject matter of drama, by its very nature, can help the development of social perspective. One of its main functions is to examine attitudes and create conscious awareness of relationships, of people to each other, to society and social institutions, morals and ethics, of how motivation leads to behaviour which leads to consequences."

# A Note on modern Tamil Poetry

By Late Prof. Kailasapathy

(Published with Permission from Mrs. S. Kailasapathy)

Modern Tamil Poetry begins with Subramania Bharathi (1882-1921) a contemporary of Rabindranath Tagore and a major Indian Poet like him. Modern Tamil readers owe to him a new insight into matters that very much needed it.

Bharathi of course lived and wrote in the heyday of Indian Nationalism and was personally acquainted with great personalities such as Tilak, Bepin Chandra Pal, C. J. Rajagopalachari, Aurobindo and Gandhi. And yet it would be a mistake to dub him as a nationalist poet. He was too subtle and complex for that. As a youth he was attracted towards Shelly, Byron and Whitman - just to mention three western poets. But he was equally steeped in the literary traditions of Sanskrit and Tamil. As a result in Bharathi's works we see a blend of the west and the best in Tamil and Sanskrit.

There is an intellectual and emotional balance and poise in his poems, resulting from the acceptance of traditional metres and prosodical forms to express new concepts and equally new values.

The most significant and abiding contribution to modern Tamil poetry is not only in singing of the socio-political and economic aspects of modern life but also in changing the idioms of Tamil poetry. He utilized perhaps for the first time in this century the rhythms of the colloquial speech of the Tamil language. It is true that in the popular dramas and folk songs colloquial speech had been used by earlier bards. But this

kind of poetry was reserved for the illiterate men and women while the learned few continued to use an archaic and artificial literary language. Bharathi broke with this literary conservatism and gave a respectability to the idiom of the common man by raising it to the level of literary diction.

At the same time Bharathi also experimented with what has come to be called Verse - libre in modern times. In the thirties after the poet's death some critics described these pieces as 'Prose poems'. But Bharathi himself does not call them free verse or *Vacana Kavitai*. He was no doubt influenced by Walt Whitman in this matter, yet, Bharathi explained them as adaptations of Vedic literary forms in modern Tamil. None the less one can easily see the true nature of such compositions his. They were not intended to be sung like other poems of his (in fact very many poems of Bharathi have been set to music by the poet himself) but to be recited (Here too one notices striking similarities between Bharathi and Tagore).

After Bharathi a split may be said to have occurred in Tamil poetry. One line of poets have continued and developed and at times, modified (or simplified) Bharathi's traditional aspects i. e. elevation of the folk forms and refining them with new content: preserving metrical forms with slight changes. The other line of poets have seized on his so called 'free verse' and claiming him to be their precursor, have brought into

being the New Poetry — ranging from Laurentian type of personal outburst of feeling to contemporary concrete poetry.

Since this is a wide spread phenomenon in the modern world one need not go into details. The New Poets invoke the names of Imagists, Surrealists and the practitioners of Concrete poetry and all the arguments in favour of metreless, personal visions are adduced. Many of the New Poets have a fair percentage of foreign, especially English words in them, which gives them an exotic if not alien flavour. N. Pichchamurti, S. Vaitheeswaran, Gnanakoothan, Venugopalan and Meera are some of the better known New Poets.

The New Poets of course do not belong to a coherent school or band. They are as varied and diverse as their number. But for the sake of convenience two broad categories could be discern-

ed: one could be called the 'Psychological' and the other 'social'. They differ on the question of content and the function of Poetry.

Both in quantity and quality the 'traditionalists' are still more dominant in modern Tamil literature. Naturally they have a larger audience and greater popularity. The New Poets are largely confined to the pages of little - *avant Garde* magazines and an extremely small readership of fellow poets - at times praising one another and very often criticising one another.

The main point would appear to be this: there is a division between poetry to be sung and poems to be read. This dichotomy is perhaps the dominant feature of contemporary Tamil Poetry. But such dichotomy is in a sense not confined to poetry alone. In different ways it is the main problem of modern literature, is it not?

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# Teaching of English as a second Language



Mr. N. Sabaratnam

**Jaffna Hindu College GELT Students:**

S. Jeyasanker

A. Brintha

V. Mathetharan

K. Niranjana

P. R. Shivanthan

K. Pushpajothy

interviewed Mr. N Sabaratnam (Retired Principal, Jaffna Hindu College) on the 1st of March at his residence

**Q. Why has language a vehicle of expression and communication between man and man, become a source of conflict and a disadvantage to many a people ?**

**A.** Language as a vehicle of expression and communication reveals the speaker's or the writer's mind; but it also conceals. Again there is the Scottish proverb, " words are but wind, but dunts are the devil " so words can be used well or ill. They may convey correct ideas or nothing at all — mere wind. Both in speech and writing conflict may be due to misunderstanding — this can be deliberate when the speaker tries to mislead; or innocent when the hearer or the reader does not grasp the

real meaning or the hidden meaning by reading between the lines.

English is full of puns, sarcasm, irony and wry humour. You must be proficient enough to understand it by a mature grasp of the meaning behind the words.

e. g: paper may mean a sheet of paper or news paper — This is what you call semantics.

There is a wide field in English where the same word with the same spelling or similar pronunciation may mean different things. In speech intonation and accent

may change the normal meaning and can express humour or irony or other figures of speech.

e. g: " what a fine fellow you are !"

It is the context and tone of the speaker that will show whether the speaker condemns or commends the person addressed.

**Q. Why does English occupy the position of a principal Language ?**

A. The English are proud of their Language because it is the language that " Shakespeare spake and Milton wrote. "

Besides being a repository of great culture and rich literature, what is most relevant to us learning it as a second language is that modern science cannot be learnt at least at the university level, without English. Learning modern science at the University Level means gathering knowledge from many source of books. There is a wide range of such books in English. We cannot rely on translations which cannot cope with the continuing explosion of scientific knowledge which has been intense during the last thirty years and a parallel explosion of books in English and other developed languages. Since we have a tradition of learning English we should take advantage of improving it to comprehend reference books in English and gather background knowledge.

As a spoken language it has acquired worldwide importance, improving its status by enriching the language from many a source and building upon the solid foundation laid in many countries and continents. America and Australia were once their colonies — and had to use the language of the masters for higher position in life.

For science and technology English is a must just now. We cannot totally ignore our mother tongue which is the language of learning in the secondary school. But

it is up - hill task almost impossible at the moment to proceed with swabasha up to the final course in the university or further research.

**Q. What do you think are the reasons for the poor or low standard of English in our Country ?**

A. We had good tradition of teaching and learning English in our secondary schools — some of these were the best in Asia. Jaffna had many reputed teachers of English — both language and literature. The students had the urge to learn English as they had to pass in English, a compulsory subject for the London matric or Cambridge senior exam.

With independence this had to go and rightly too. Previously every teacher except the teacher of Tamil was a teacher of English, because he was a teacher in English. But this practice become absurd when a teacher of Geography or Arithmetic or any other subject should do it in English when it can so easily be done in Tamil. This absurdity was removed when we became masters of ourselves. But in throwing the bath water we had thrown the baby too. That baby was a useful creature and there was no reason either to pamper it or to neglect it.

English in the new set up was just a subject confined to limited number of periods in the time table. While it was a compulsory subject for study, a pass in the subject was not needed for passing the exams as a whole, or as a qualifying subject for admission to the A/L classes. Naturally teachers were indifferent using the age-old methods to a new situation. The students neglected it because they did not need it for getting beyond the school level.

**Q. Why is English so difficult to learn ?**

A. English is a very difficult subject to learn not merely because it is so vastly different from Tamil in structure, idiom and composition but in itself a very irregular language. Its spelling, pronunciation and its vast vocabulary with many shades of varied meaning its stress and intonation are all difficult to master for the ordinary student.

Look at the word order. Unlike in Tamil where the verb comes last in the sentence on English the verb is not the but comes in the middle.

e. g. : I went to the temple. — The verb comes in the middle. In good Tamil நான் கோயிலுக்குப் போனேன். Here the verb comes last.

George Bernard shaw a born Irishman and a master of the English language left a handsome amount in his Last Will for the reform of this irrational language.

**Q. How does English help in learning the mother tongue or any other language ?**

A. Some of us who were fortunate to have learnt Tamil side by side with English which was very efficiently taught are able to realise the value of English and its impact on Tamil. The impact of literary forms could be seen in the very readable Tamil journals of today. The novel, the short story, drama and literary criticism have borrowed heavily from English literature. Pundits of old were opposed to such innovations, but time has proved them wrong. A language must grow and enrich itself to be a vehicle of contemporary ideas, and the models are advanced. The late professor E.F.C Ludo Vyke had produced many Sinhala plays using the English technique of drama and is revered by reputed Sinhala writers. If

he had lived with us Tamil would have grown very rich in these fields of art.

More than literature our very lives have seen a sea change by the study of English — particularly Shakespeare and our ability to speak the language. Precision, accuracy and speaking straight and to the point are qualities typical of English. We could tell in hundred English words what normally required three hundred words in Tamil.

**Q. How should English be taught as a second language in Schools? what are the teaching devices for it?**

A. English when it is taught as a second language must be done so entirely in a different method. Five periods a week are given to teach English and this is not enough. It is difficult to learn the subject within these periods. You can't talk English with anybody else other than your English teacher.

Methods must be quite different. You should not start learning the alphabets. You should never learn the words in isolation—learn them in sentences. A word unless it comes in a sentence, is meaningless.

'This is Kamala' but 'That is Leela'. You can make so many sentences by using 'is'. 'A bird is in the room'. There are about 300 structures which when you master you will be able to read books of average difficulty. Then as you progress you can build up with the knowledge you have and go fast. But never go to the second structure before you master the first, always step by step.

Listening to gramophone records, radio etc. are essential. A specialist trained teacher up to date in the latest methods of teaching is the most indispensable factor.

**Q.** Ever since the British set foot on our shores we have been speaking English. Has English forced the western orientation into our culture at the cost of our own traditions?

**A.** Yes and no. Yes, to some extent but generally no. When you learn English you also learn the habits and manners of the man speaking the language. In Sri Lanka Englishmen were the first to teach the subject. They were our rulers. Most of the civil servants and administrative officers were originally Englishmen, when you learn English from Englishmen you also try to copy his dress, habits, customs and manners and try to imitate them in many ways.

But this did not spread far and wide because our leaders were firm in the national way of life and this paved the way for early independence.

**Q.** We feel that our students write better in English but they can't converse - what do you think is the reason for this? Can you suggest some ways to improve their spoken English?

**A.** The best way of learning a language is to speak it. The question may arise "How can you speak without learning the language?" and "How can you learn without speaking?" you must get into the water first to learn swimming. Just like learning how to swim you learn to speak English too. 'Practice makes perfect'. As you start talking you improve slowly and become quite fluent in

a short time. What is needed is confidence in conversation.

Sir Pon. Ramanathan one of the best speakers in English used to say, "To speak English well you must hang on the lips of an Englishman or woman". Today this experience is very rare or at least not as easy as the old knight thought. But it contains - a profound Truth "Listen to the spoken word; expose yourselves to English speeches - conversation or English items of entertainment fully.

**Q** How should English be introduced in a simplified and more comprehensible manner in remote areas where people lack the knowledge of English?

**A.** Even an S.S.C English teacher who has some knowledge of English when posted to some remote spot in the country can still succeed and indeed can hardly fail if he teaches at all. In teaching during one year certain sentence patters that consist a number of variations in them in the process between 200 to 300 words which the children can use in their proper context.

He can do all these, if only the detailed directions are put within his grasp. Such material at all stages of primary school work needs to be prepared. At the end of three years of primary school teaching children should be able to come on to a secondary school with a limited amount of English which they can use easily and well. And that is more than he can desire.

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Jaffna.

At the very outset itself I welcomed the idea of some special coaching in English be given by specialist teachers for the entrants to the University. Most of the students who have followed the course have improved both in speaking and in writing the English language. I vouch for it as I have seen the transformation in my daughter. It has no doubt prepared them to do their references in English once they enter the University. In addition they have learnt to mix with people and how to get about. The teachers involved in the programme deserve to be praised for their effort by one and all.

It takes over a year and a half for a student to enter the University since he or she sits the A/L examination. From a parents' point of view it is a big problem for the parents to keep an active and energetic youngster occupied for so long. We can't thank you enough for solving our problem.

Mr. P. Kanapathippillai  
Retired Teacher.

4th Cross Street,  
Jaffna

The success of any programme depends on how it is carried out. The GELT Programme at the J. H. C. Centre has been a great success, which could be assessed from the high standard attained in English in so short a time by my daughter. We are greatly indebted to the Course Leader and his assistants.

Mr. A. S. Augustine  
Staff, (I/St. Patrick's College)

Blacksmith Lane,  
Vannarpannai  
Jaffna.

With the change in the system of education introduced about 25 years ago, students receive their education in our schools in their mother tongue. These students, compared to those who received their education in English medium prior to the change of the system, should be considered less fortunate in that learning English as a secondary subject did not enable them to attain sufficient proficiency in English. One of the serious handicaps faced by a majority of the student population nowadays is their inability to converse, leave alone any form of written expression. The importance of English education and the need to remedy the shortcomings in learning English as a second language is felt by all concerned and move, under GELT Programme supplemented by a Practical Orientation Programme for the students selected to follow higher education in the Universities, is with a view to remedying matters.

As a parent, I have watched with keen interest the progress made by my son under the GELT and Practical Orientation Programme at the Jaffna Hindu College Centre. I am very proud to say the study under the programme has brought about a vast change in him and fluency in English gained by him during the short duration is something which I thought to be out of reach of my son. He shows interest in English drama, poetry, literature and can converse in English better now. I am sure, if not for the GELT Programme, it would not have been pos-

sible to rouse his interest in English education. I thank the authorities who sponsored and those responsible for implementing the programme of study so well as it has achieved something great in a very short time.

Mr. S. Thangarajah

Retired Administrative Officer,  
(Department of Highways)

Kaacheheri East Lane,  
Chundikuli,  
Jaffna.

I am glad to submit my views about the GELT course conducted by the UGC.

After the introduction of National Language as the media of instruction in our schools, the standard of English all over the Island has come down. Specially after finishing the Ordinary Level the students are not at all interested in studying English as it is not compulsory for them in the A/L classes. When they go to the University they find it difficult to refer English books. So as to my opinion this course is recommended. Practical Orientation Programme which is the part of this course helps the students to grasp knowledge in various fields.

I hope that this GELT course will flourish well in future also.

Mrs. S. Gurusathan

'Antony Vasa',  
Nagammal Road  
Vduvil  
Chunnakam

I am very glad indeed about the GELT Programme followed by my son.

There is a remarkable improvement in his knowledge of English. Fluency in English is the need of the day. In every field it plays an important role. English is a must. Everybody agrees it. That is why the UGC organised this GELT Programme.

In the GELT classes you used the 'English Everyday' series. It has a very good approach. It leads the students step by step where students can learn not only grammar forms but they have been also taught to apply those grammar in sentences. Specially 'the Role Play' helps a lot to students in their conversation skill. I could easily observe the Short Stories, Dramas and Poems were selected in such a way to insinuate the habit of reading.

I like to express my sincere gratitude to the Course Leader for his leadership specially in the 'Language Skills Contest'. It is a suitable method for our students. I appreciated it most. During the contest, I was able to see my son and his friends doing group work. I found that everybody took part in the contest with great enthusiasm. It helped the students both individually and in groups.

May I avail this opportunity to thank the UGC and those who contributed their lot to bring this GELT course to its great success.

I hope that the GELT course will provide more opportunities to the Pre-University students to improve their English knowledge with practical on-going Orientation Programme in the future.

Mrs. S. A. Arumugam

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## *Our Thanks are due to Many!*

When we decided to publish a magazine of the GELI as a source of review of our work done hitherto and the valuable results that have been achieved, we were able to proceed with it because of the immense help and assistance given by many in several ways.

Our grateful thanks are first due to the UGC Officials, National Co-ordinators of English Mr. Wilfrid Jayasuriya and Dr. F. S. C. P. Kalpage, Consultants of GELT programme Mr. C. C. D. Jayathilake and Mr. L. R. Dissanayake and the National Co-ordinator for English and Project Co-ordinator Mr. Edward Gunawardena who inaugurated and made it possible for us to avail ourselves of a better knowledge and standard of English.

Our special thanks are due to our Director of Education, Northern Region and Regional Co-ordinator GELT Programme Mr. V. Sabanayagam for making it possible for this course to be organized in Jaffna and taking personal interest in it. We are also indebted to our Asst. District Co-ordinator Mr. R. K. Kulasekeram, who has also been very kind in helping us in manifold ways.

We are also deeply indebted to Mr. S. Ponnampalam, our Centre Co-ordinator who had always been a source of encouragement to all the members of this GELT Centre. His sound advice at times of need, had helped us to maintain our name and dignity, as well-disciplined students of this Centre. We also render our thanks to the Jaffna Hindu College staff, including the two Deputy Principals and minor employees for all the help they had given us.

We shall also cherish in our memories the work done by our Course Leader whose source of inspiration had always helped us to rally round joyfully and learn some good English during this short stay at the J. H. C. Centre. His happy band of tutors too have helped us to respond readily to all their methods of approach in learning this language.

We are also thankful to Mr. S. Rajasingham, sometime a member of our tutorial staff for having helped us at the beginning in planning out our 'Focus' magazine. His unstinting help shall always be remembered by us.

We also appreciate the services rendered by Mr. A. Jebanesan, as Editor of this 'Focus' for sometime, whose pioneer work in this respect is considered commendable.

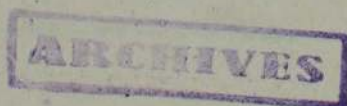
Our thanks are also due to all educationists, well-wishers and our GELT students for consenting readily to provide us with varied articles of high interest. All advertisers too are to be thanked for their generous financial help to make this endeavour a success.

Under Practical Orientation Programme, an educational tour to the Hill country was organized by our Course Leader. But most unfortunately it had to be cancelled due to unavoidable circumstances that prevailed in this part of the Island. However, we cannot fail to thank the Centre Co-ordinator of the Hatton Highlands GELT Centre and also the Principal of the Highlands College for having readily consented to have us as their guests in their school.

We also thank all the heads of various institutions that readily consented to accommodate our students in implementing the Work Orientation Programme in this Region.

May we also thank our Editorial Board and all members of the staff for making it possible for us to publish this 'Focus' magazine, a very useful one, we believe.

Finally, we thank the printers 'New Era Publications Limited' and 'Gnanams' Studio and the block makers for their very valuable help and co-operation in helping us publish this issue.



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இரு குரல்களில் இசைசேர்த்து பதிவுசெய்து கொள்ளவும்,  
விரும்பும் பாடல்களை பதிவுசெய்து கொள்ளவும்  
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