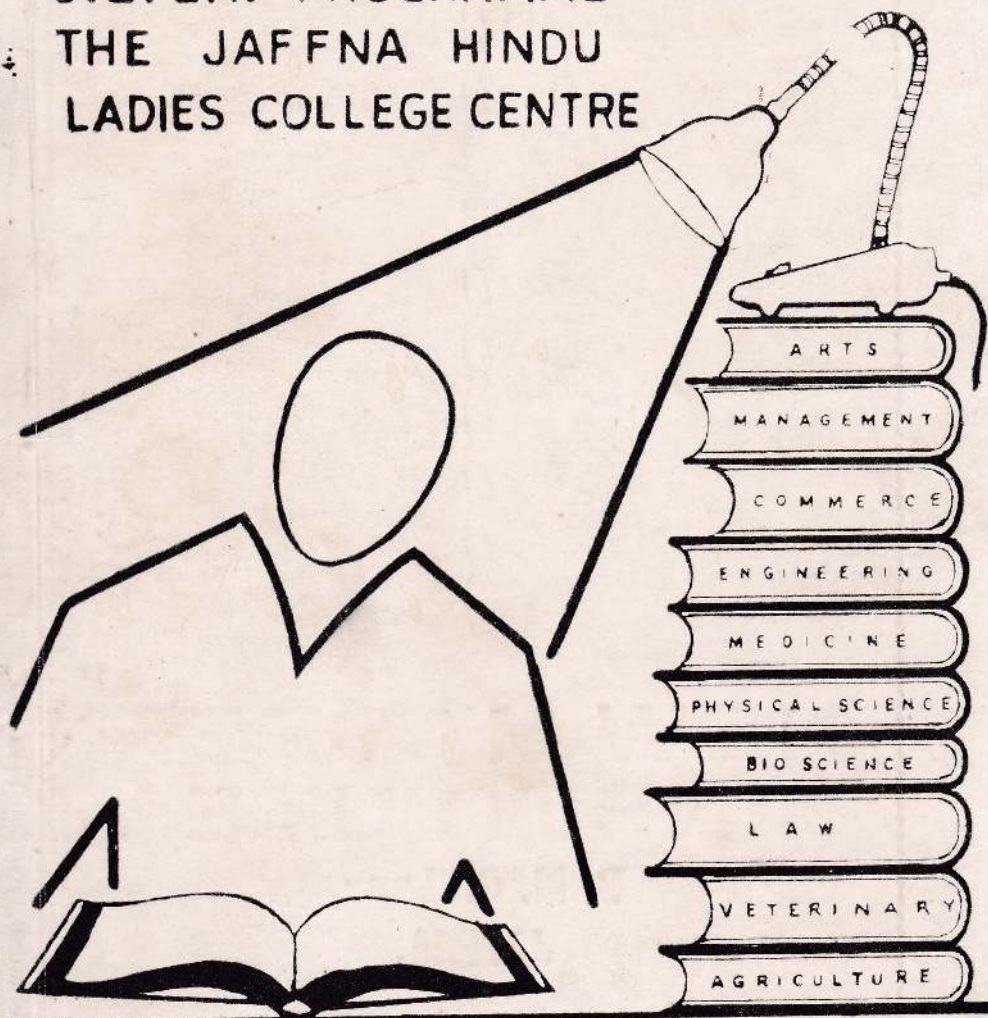


B

THE PROGRESS

G.E. L.T. PROGRAMME
THE JAFFNA HINDU
LADIES COLLEGE CENTRE



THE MAGAZINE OF THE UNIVERSITY ENTRANTS
1988 / 89

Best Wishes from



**NEW MASTER
INSTITUTE**

**B. M. C. Lane,
JAFFNA.**

The Progress
G. E. L. T. Programme

THE JAFFNA HINDU LADIES
COLLEGE CENTRE

The Magazine of the students admitted to
the Universities in the academic year
1988/89, undergoing training in
the General English Language
Teaching (G. E. L. T.)
Programme.

* * * *

The Progress

E. E. I. I. Program

THE GREAT HINDU FAITHS
OF THE EAST

Message from the Regional Director of Education

I consider it a great privilege to be invited as the Regional Co-ordinator to send a message to your magazine. This publication, in the International Language, is yet another effort by which the students selected to follow higher education gain their proficiency in English.

The importance of English to students seeking higher education is undisputable. But could students reading in the mother tongue upto the Advanced Level be equipped almost in double quick time with sufficient proficiency in English before entering the portals of the University?

That is the purpose of the GELT- General English Language Teaching - programme, sponsored and Monitored by the University Grants Commission towards helping these youths reaching greater heights.

This is what the teachers and students at the GELT Centre at J/Hindu Ladies College as well as about over 90 other centres in the island are concerned with. I wish them all success in this venture and congratulate those involved in this project at J/Hindu Ladies College towards striving to achieve the goal in more than one way.

V. Sabhanayakam
Regional Director & GELT Course
Co-ordinator of the Northern Region.

Message from the Assistant District Co-ordinator

It gives me pleasure to send a message of felicitation to the magazine published by the students of the Gelt Centre, Jaffna Hindu Ladies College. This would be a forum for students to give expression to their creative abilities through the medium of English.

Just as the only way one could learn to swim, would be to get into the water. GELT students could accelerate their quest for mastering of the language by undertaking the following efforts.

- a) Increasing their incidence of speaking in English. as a rule, while in class, they must always speak in English.
- b) Watch quality English programmes on T.V.
- c) Read the daily newspapers at least.
- d) Write, as much as possible, in English.

In conclusion, may I congratulate the students and staff who have turned out this magazine and wish all the GELT students and teachers of Jaffna Hindu Ladies College all success.

R. K. Kulasekaram
Asst. District Co-ordination GELT
Course Leader — GELT Centre, Tellipallai
and Education officer (English)

Good wishes from our Centre Co-ordinator

I have great pleasure in sending this message of congratulations and good wishes on the occasion of your publishing this magazine, the fruit of the GELT programme. It is really an effort worthy of praise and am sure it would be a source of help to the students as well as to the teachers of English.

I am aptly reminded of the famous lines of the great English poet, Thomas Gray:

"Full many a gem of purest ray serene
The dark unfathomed caves of Ocean bear
Full many a flower is born to blush unseen
And waste its sweetness in the desert air"

By publishing this magazine you have given a wonderful chance to the students to reveal their latent and hidden talents in the field of English prose and poetry. The simple meaningful verses, stories and essays bear testimony to this "Well done", teachers and students of the GELT programme! May your efforts enrich the beautiful language more and more. I wish you all success.

Mrs. T. Nagarajah
J/Hindu Ladies College Principal.

Message from Our Course Leader

It is with considerable amount of pride that I send this message to the students of the Jaffna Hindu Ladies College GELT Centre, and especially to those who were responsible for producing this magazine. This magazine is proof that English has not died out completely in this part of the country. At least the realisation that something must be done to revive the interest in an International language gives hope for the future. The publication of this magazine, from the collection of funds to getting it out of the press has been entirely the endeavour of our students. It speaks volumes for that energy and initiative of the students that they have been able to bring out this magazine at very short notice. I wish the students all success in this course and in the University career hereafter.

K. Puvanasuntharam

The Editor Speaks

Today in the Jaffna Peninsula Magazines, Periodicals and Journals in the English Language are very few. In this situation the students undergoing training in the general English Language Teaching programme combined with the 'Practical Orientation' programme are publishing this Journal for the benefit of all students and general public. First, the University Grants Commission is to be thanked for conceiving the idea of this G. E. L. T. programme. All students selected for admissions to the various faculties of the Universities are fortunate to undergo this training at a time when the standard of English of students seeking admission to the Universities is rather low. In the past several students had found it rather difficult to follow their courses of studies due to lack of knowledge of English. This programme is a remedy to this situation. There is no doubt, every student following this course would greatly benefit from it.

All contributions in this Journal are from students selected to follow the different courses of study. They would benefit not only the students in this programme but also other students aspiring to study for examination of other professional bodies and the general public who are interested in reading useful and informative magazines.

There are many who would have liked to contribute to this Journal. But, due to lack of space, the number of articles has to be limited. This is a forum for the students who really could make good use of contributions to exhibit their talent for the benefit of all. Journals like this are to be encouraged by all concerned for the benefit of future generations especially at this juncture where sufficient reading material in English is not available.

This magazine is the outcome of the difficult task undertaken by students covering this programme and the encouragement given by those guiding these students. It is hoped that the readers would look at this from the point of view of benefit that will accrue to the students and to the future generations and advise where improvement could be made.

R. D. Rajasegaran

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The President's Voice . . .

I feel honoured by the pleasant task given to me to convey a message to our magazine on this occasion. English is spoken all over the world and it has been acknowledged as a universal language to carry on our business transactions and other activities in that language. Realising this point of view the University Grant Commission and the Ministry of Higher Education jointly started the General English Language Teaching Programme. Additionally a new system called Practical Orientation Programme has also been introduced with it this year to widen the scope and facilities to gain more knowledge and matter by the University students. I personally feel that the G.E. L.T. Course is of immense help to all of us not only in the study of grammar and literature but also in the field of other social and scientific studies.

Bearing in mind the above aspects we all must march forward boldly to become talented, useful and broad minded citizens in the world to come.

I am very happy to express my sincere thanks to all my colleagues for their kind co-operation.

We are indebted and grateful to our Course Leader Mr. K. Puvanasuntharam and the other four tutors who encouraged and gave their valuable advice and the necessary guidance in all our activities.

Finally I thank our centre co-ordinator the Principal of J/ Hindu Ladies College Mrs. T. Nagarajah who readily responded to our requests.

T. Jeyaragavan

The Secretary's Report of the General English Language Teaching Programme, 1988

I have great pleasure in submitting the report of the work successfully completed by the students of GELT Centre in Jaffna Hindu Ladies College. The period under review has been full of steady progress and activities. I would like to record here the tremendous interest displayed by the staff in enriching our knowledge in all important fields. A word of special mention has to be made about the untiring efforts and resourcefulness displayed by our course leader Mr. K. Puvanasuntharam. The other members of the staff too evinced profound interest in promoting our welfare in the sphere of English Studies. We are full of gratitude to all of them. I must also extend my thanks to all our students for their kind co-operation and able assistance.

The number of students who followed the General English Language Teaching (GELT) Programme in our centre was as follows:-

Arts	—	18
Medicine	—	12
Engineering I	—	10
Engineering II	—	04
Physical Science	—	12
Bio Science	—	12
Commerce	—	12
Business Administration	—	05
Agriculture	—	04
Veterinary	—	01
Law	—	02
Total	—	<u>92</u>

The programme of Orientation work to develop our skills and potentialities, has been a very useful and successful one. Through this programme, we were provided with an opportunity to see for ourselves and understand the practical aspects of many institutions. We were able to acquaint ourselves with actual functioning of various establishments such as University of Jaffna, S. L. T. B. Depot at Kondavil, M. P. C. S. Branches at various places and Post Offices.

The activities of the Literary Association were of immense help to all of us. Our success in this field was due to masterful guidance of our staff. We conducted meetings fortnightly and the dormant talents were awoken by these Literary Association meetings. The various aspects of literary activities have considerably improved our expressive power. Most of our members displayed a keen interest in all the activities of our association.

The highlight of our religious activity was the conducting of Saraswathipooja. We invited the Secretary of the Karainagar Kampan Kalakam Mr. T. Sivakumar as the guest speaker. We also celebrated Christmas colourfully. We are grateful to Rev. Fr. J. M. Sebastian who accepted our invitation and participated in the celebration.

It is with a high sense of gratitude we wish to extend our thanks to the principal of Jaffna Hindu Ladies College Mrs. T. Nagarajah for placing the college hall and placing many facilities at our disposal.

Finally I wish to record here my deep gratitude to all who assisted us in all our activities.

K. Elankumaran

Cover picture by M. GURUPARAN

Students who are following the G. E. L. T. Programme at the Jaffna Hindu Ladies College

AGRICULTURE

T. Jeyaragavan	S. Sivatharan
R. B. Nedumaran	S. Subothini

ARTS

V. Chandrica	L. E. Ramkumar
B. Dharmini	S. Sathiyabama
F. Evangaline	K. Sivasakthy
K. Jenithathevi	P. Suganthini
M. Kalaivani	T. Thilaganithy
A. Mary Stella	S. Umabalan
J. S. Michael Collins	E. C. Vasanthan
B. Pathuma	S. Vasuki
J. Premaraneer	W. A. Vijeyamalar

BIO - SCIENCE

S. Anusha	M. S. M. Patrics
V. Kandeepan	S. Shanthy
S. Kalpana	S. Sountharyawathy
S. Meena	T. Subanathy
M. Niranjini	N. Vasuki
N. Nirthanan	N. Vathani

ENGINEERING I

K. Elankumaran	R. D. Rajasegaran
T. Gunaseelan	C. R. Raveendran
P. Kalaichelvi	S. N. Ravikumar
S. Pirabaharan	S. Sivaram
V. Pirahatheesan	S. Umashangar

ENGINEERING II

T. Gowritharan	M. K. Shanthakumar
S. Jeevananthan	R. K. Suresh

COMMERCE

T. Athiyaman	J. Manchula
S. Chandradevi	K. E. Pirabaharan
K. Gowri	S. Raveenthiran
N. Maheswara Rajah	K. Sumathy
K. Malini	J. Tharsini
P. Malini	N. Vasanthini

LAW

S. A. Gladstone	M. M. Mohamed Rameez
-----------------	----------------------

MANAGEMENT STUDIES

R. Kirubalingam	T. Reshanthy
R. Maria Regina	K. Uthayakumaran
K. Pavithira	

MEDICINE

S. Ajantha	S. Sathiyavani
V. Arudkumar	S. Shanthiny
R. Chrishanthy	S. Sugirtha
G. Geethanjali	V. Suthagaran
M. Guruparan	S. Vathshala
S. Puvanendran	M. Yoganayagam

PHYSICAL SCIENCE

S. Arulparam	M. Nanthakumar
K. Bharathimohan	C. Rajamohan
S. Kirubananthan	A. Ranjith Pillainayagam
I. Komathy	K. Sivanesan
S. Manivannan	S. Srinath
M. Nadesuwaralingam	T. Tharmasoruban

VETERINARY

E. P. Packiyarajah

Students View of the G. E. L. T. Programme

With a view to making our courses of study in the University more meaningful and relevant, the University Grants Commission has introduced the General English Language Teaching Programme and the Practical Orientation Programme for the academic year 1988. The General English Language Teaching Programme was first started in 1987, for the University entrants of that year. This year the organisers have included in addition, the Practical Orientation Programme. It was done mainly to introduce us to the working life of our country and also to prevent youth unrest, otherwise the students who have been selected to the university would have to idle for more than a year.

As we have followed this GELT Programme for the last four months the Editorial Board of this magazine gave out a questionnaire to find out the opinion of the students about this programme. A fair number of students from our centre responded to the questionnaire. The same questionnaire was also given to various other GELT centres in the Jaffna Peninsula. Two centres readily responded. The general opinion of the students in our centre is as follows:

Grouping of students :

Most of the students have expressed their opinion on grouping of students. The students feel that grouping according to a placement test has made the teaching easier. The students themselves feel that they have made rapid progress in their knowledge of English. This is shown in the assessment test held each month. Otherwise the low level of attainment would have been eclipsed by those who have a higher attainment level. This has made all categories of students to improve irrespective of their initial attainment level.

A few students have suggested that they should be divided according to their respective faculties and the teaching also to be done in a way that would benefit them in their course of study.

We feel that this way of dividing the students would isolate rather than bring all the students together.

Teaching:

According to the answers to the questionnaire, the students have expressed general satisfaction in the teaching but have suggested a few changes. All the students have stressed the point that they do not have adequate number of text books and it is very difficult to follow the classes without books. Some students have suggested the use of audio - visual aids. This will not only eliminate boredom but will make learning more easy and effective.

A few students have suggested the rotation of instructors, so that the students will get the best from every instructor. It is natural that the teachers show varying ability in the teaching of different aspects of a language.

All students have stressed that should be encouraged to speak in English in the class. We have had our pre-university education in Tamil and we find it difficult to converse or to express our thoughts in English. So it would be good if the instructors guide us to speak and express our thoughts in English.

Duration of Course:

Students feel that this programme should go on till the beginning of their courses in universities. Students hate the idea of idling once this GELT programme is over and if they have to wait sometime before their university education begins.

Difference between learning in School and GELT programme;

Regarding this matter, the answers were quite interesting. Most of the students were from segregated schools and for the first time they are experiencing co-education. There is a development of mutual understanding between the two sexes. Another interesting factor is, that the students from different schools selected to different universities and different faculties are grouped together. This leads to new friendships which are felt to be beneficial and lasting.

In schools the students studied English only to pass the exam, but now as the university courses are conducted in English, they feel the importance of learning English as a second language. The students also feel that English will help in their postgraduate studies in foreign countries.

The students have expressed the view that learning of English has become enjoyable in the GELT programme.

Students have stated that the student participation is very high compared to that of schools. In the GELT programme there is free discussion between the students and the lecturers. This approach has made learning more enjoyable and meaningful.

Another difference is that there is no particular syllabus to cover and the students can learn without being under pressure of a set syllabus.

Students expressed the view that in school they didn't have time to concentrate on co-curricular activities or rather they ignored those. Now as they have the time at their disposal they are able to participate in various activities such as singing, reciting poetry and playing games. Students feel the quiz competitions at literary association meetings are enjoyable. They feel their knowledge in general matters has improved by this.

In contrast to the schools the students here are allowed to think and speak independently.

The students feel that they have benefited from smaller number per class. This has enabled the teachers to take individual care which is lacking in schools.

The Practical Orientation Programme:

Regarding this only a few students have expressed their satisfaction. It is because this programme has not been planned well by the organisers. Aptitude of the students has not been considered. Teachers, students and the job supervisors are not clear about the objectives of this programme.

All the students have suggested that they should be assigned to a place which can benefit them in future. The students who are lucky to get the assignment which is related to their career are enjoying their work.

Experts in teaching English as a second language have pointed out the following difficulties faced by the students.

- A) When English is not spoken at home, the students do not get sufficient opportunity to speak English.
- B) Mother tongue interference:

students think first in the mother tongue and then translate the idea into English. This results in errors in grammar and also in pronunciation.

The answers given by

- A) Jaffna Hindu College centre representative Miss. Pushpajothy Kandiah and
- B) Tellippalai Union College centre representative Miss. Uma Rajaratnam to the four questions in the questionnaire are published below:

Question No. 1

Can you describe in a few sentences how your GELT centre is functioning?

Answers:

- A) According to the placement test, students have been divided into five groups and a time table was drawn according to our standards. For instance, literature is specially taught to groups one and two and more care is taken in teaching English Every Day series to weaker groups. Intermittently we have enrichment activities such as drama, songs and language games.
- B) Our GELT centre commenced functioning with effect from the first of August 1988. As the implementation of the programme of instructions and guidance progressed steadily we are constrained to appreciate the value of such instructions and guidance, which appreciation has since augmented to such a level that each participant of the course feels immensely his/her indebtedness to their lecturers.

The lecturers concerned offer definite programme of work for us to grasp and improve ourself. Punctuality and regularity both on the part of the lecturers and students are insisted on, and adhered to. They offer their best. Our progress is checked by monthly tests, in addition, special arrangements are made to enhance the students' knowledge and fluency in English by:

- a) conducting discussion classes;
- b) creating competition in said studies among student groups;
- c) conducting well prepared speeches on various subjects and
- d) arranging learned persons to address the students on Fridays.

Question No. 2

Do you think that the GELT programme followed by you presently is different from that of school and the tuition centre? If you have noticed any difference in these two methods, can you please enumerate a few instances.

Answers:

- A) In schools and tuition centres we studied only for the exams. We prepared ourselves to answer the exam papers. So our knowledge was limited to our books. But now we try every way through which we can gain knowledge and also try to communicate with others in English. We learn drama, short stories and poetry as literature subjects. They help us to get a broad knowledge in English.
- B) This programme is a refresher type of course. This course endeavours to fulfil several objectives such as reading, writing and speaking within the shortest available time. Unlike in schools and tuition centres, here we have closer touch with our teachers.

Question No. 3

Can you suggest some new ways which the students could benefit most by this programme:

Answers:

- A) The language games held in our centre help the students to improve their initial level of English knowledge. I would suggest the other centres too to conduct the language games.
- B) If we are let to think and speak in English it will be beneficial to us.

Question No. 4

Is the Orientation Programme followed by you presently beneficial to you? If your answer is positive can

you describe briefly in what ways the benefits will be useful to you in your future?

Answers:

A) As we change the place of work once in two weeks, we are able to gain more knowledge through this programme. When we had a chance to go to Kaithady Nuffield school, we were let to observe the classes and were given a chance to teach the children. Through this we came to know a few signs used by the disable to communicate.

We followed our Orientation Programme at the library, University of Jaffna. There we were taught how to collect the books which we want to refer. It will help us in our university studies.

When we followed the Orientation Programme in the Teaching Hospital, Jaffna we observed various sections such as the OPD, the ICU, the laboratories, the kitchen, the operating theatre, the mortuary, the blood bank and the X-Ray plant. The knowledge gained by this will help us a lot in our future.

B) Some of us who are to follow the commerce course have been detailed to follow the Orientation Programme at the MPCS, Thellipalai.

As students who intend to do commerce course we are provided opportunities to have a good knowledge of:

- a) the objectives of the organization;
- b) the organization chart;
- c) the functional aspects of various divisions;
- d) the various records that are maintained; and
- e) the functions of the rural banks.

The knowledge of these will be very helpful for us in our future life.

Miss. G. Geethanjali of the Editorial Board takes the responsibility for the opinion expressed in this article.

G. E. L. T. Students' Union - 1988

J/ HINDU LADIES COLLEGE CENTRE

President:	T. Jeyaragavan
Vice President:	Miss. K. Pavithira
Secretary:	K. Elankumaran
Asst. Secretary:	Miss. P. Kalaichelvi
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N. Vasuki	M. K. Shanthakumar
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S. Ajantha	S. Chandradevi
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Mr. T. Sri Visaka Rajah	Mr. V. Kovinthapillai
Mrs. T. Sivananthan	Mr. D. R. Arumaynayagam

Centre Co-ordinator:

Mrs. T. Nagarajah
(*J/ Hindu Ladies College Principal*)

M. Guruparan who functioned as the President from 1988-8-19 to 1988-10-28. He was succeeded by T. Jeyaragavan.

Test your ingenuity

1. What is that which everybody wants, which everybody asks, which everybody gives and which nobody takes?
2. What is that which is born in the sea, moves in the air, and when it weeps everybody rejoices?
3. What key is the best to open the closed mouth?
4. What was it that Lakshmi had once, Leela twice, Lilly thrice, yet each had all for their life time?
5. What letter in the English alphabet is an insect?
6. What letter in the English alphabet is a mass of water?
7. What is that which was tomorrow, and will be yesterday?
8. Why is a half moon heavier than a full moon?
9. What is the centre of Gravity?
10. When is the letter B in rage?
11. What gets wet while drying?

Answers on page 16

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Blood Donation

When the person loses blood, it has to be replaced with blood. Blood cannot be produced artificially and therefore has to be obtained from another human being. Giving blood to a person in need is a great service which every one should do at least once during his or her life time. The best period to donate blood is when you are young and healthy.

A human body contains 5 — 6 litres of blood. Blood consists of cells and plasma. An important constituent of blood is the red cells. Red cells are produced in the bone-marrow and they live for about 120 days. They are destroyed in the spleen. So, whether a person donates blood or not the red cells are re-newed every 4 months.

The space for this article has been provided by

JEEVASAKTHY PUBLISHERS 

People in our society think that donating blood will result in weakness of the body of the donor. This is a wrong belief among our people, because, when a person gives blood he or she really gives only the red cells that are going to be destroyed anyhow. On the other hand a person who donates blood will produce new, fresh and healthy blood which will replace the blood that was donated.

If a person wants to donate blood, he or she must be healthy and weigh over 45 kgs. Half a pint of blood is usually taken from a person who is 45 — 50 kgs in weight and one pint of blood is taken from a person who is over 50 kgs in weight. The volume of the blood which is donated will be replaced within 15—30 minutes and the red cells will

be manufactured within 2 — 3 weeks. Therefore the donor will be able to donate blood again after a few months, but usually blood is collected about 6 months after a donation. People who have certain diseases (malaria, jaundice, sexually transmitted diseases etc.) cannot donate blood, because these diseases can be transmitted through blood. To prevent this certain tests are done before giving blood to a person.

A person should not refrain from donating blood, because that person thinks he or she is "weak". Every person who agrees to donate blood is examined thoroughly by a doctor and if found unfit, he or she will not be bled. So a doctor will never take blood from a weak or unhealthy person. So an ordinary person should not decide whether he or she is capable of donating blood. The decision should be left to the doctor.

Nowadays, accidents are more common in all parts of the world and the urgent need for blood is increasing day by day. Therefore donating blood to a person in need is equivalent to giving life. If you want to call yourself a person with full of humanity, you must donate blood at least once in your life time.

"Give blood and save a life"

Miss. Meena Sivarajah
(Faculty of Bio-Science)

Answers to Test your ingenuity

1. An advice 2. The clouds 3. Whisky
4. The letter L 5. B 6. C 7. Today
8. Because a full moon is lighter than half moon.
9. The letter V
10. When oil is added to the letter B (Boil)
11. A towel.

The Role of the B. B. C.

Freedom of expression is an inalienable right enshrined in the U. N. Charter - universal declaration of human rights. To restrict the freedom of expression or to throttle it, to suit the whims and fancies of those in power is a calculated encroachment not only on individual freedom but also on securely and jealously guarded fundamental tenets of democracy. When democracy degenerates into dictatorship, this freedom is throttled altogether. Any attempt to express one's personal views frankly, freely and fearlessly is considered a seditious activity. There are glaring instances in history where an independent press was gagged to suit the caprice of dictators. In countries where democracy is alive, this cowardly attempt is successfully resisted and defeated.

Britain has no rigid constitution. The time honoured democratic life of people in Britain is exposed to no menace whatever either from political rulers or from legislative process.

It is an ideal democracy and a model democracy. On a vital issue, members of Parliament can express their opinion frankly against the government or exercise their vote against a bill. In such an event no M. P. can be penalized by the Premier for his attitude against the government on a particular question. We can cite a recent instance in the Parliamentary politics of the Great Britain. After Lord Mountbatton had been assassinated by Irish guerrillas, British parliament reintroduced the capital penalty act to deal with the assassins. Capital punishment had been abolished already even for offences against the state. This proposed bill created a great controversy and generated a heated argument. Most members of Parliament held a view contrary to that of the government and voted against it when the bill was tabled in parliament. As such the bill was defeated and dropped. Britain has been the sanctuary of political refugees all over the world. It upholds the democratic traditions as best as it could.

The British Broadcasting Corporation is a broadcasting body completely independent of government control and interference. It has news correspondents all over the world, and receives news despatch from them. Many political critics conversant with political events of the world today write criticisms in an analytic manner. Such articles represent in no unmistakable terms the saner reflections of political philosophers and critics.

Their thoughtful and analytical criticisms unbiased in character and content are broadcast in a compact literary style. The digest of the news is both informative and laconic. Its impartiality, independence and forthright expression of sentiments on any national questions wherever, have gained worldwide renown and reputation. It is an institution not monopolised by any sector either state or private. They broadcast world news every one hour, and they have started a programme called "Newshour". The newshour has a comprehensive look at the major topics of the day. And they broadcast many useful programmes round the clock. The world Today, Worldbrief, Newsreel, Sports Roundup, Science in Action etc.

They broadcast in thirty - eight languages all over the world. They are the sixteen European languages, four African - Middle east languages, sixteen Asian languages, and two Latin American languages. Tamil is one of the Asian languages. We can listen to their Tamil programme called "Tamil Oosai" in 49. 41 meter band at 1530 GMT (9-00 p. m. Sri Lanka). It is a half an hour programme,

London Calling is the programme journal of the B. B. C. World service in English. To listen to their world wide transmission the listener will need, in most cases, a shortwave radio set, although in some area they also broadcast on long and medium wave and V. H. F. For any further information anyone can contact. "London Calling", P. O. Box 76, Bush house, Strand, London, England, WC2 B-4PH.

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(Faculty of Medicine)

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Wonders of Honey

From the stone age to the present day no one has ever discovered or invented a purer and sweeter food than honey. Honey is twice as sweet as cane sugar. Cane Sugar has but one taste while honey taken from different combs never taste alike.

Honey is the purest of all foods. Its concentration of sugar is so high that bacteria cannot survive in it for long. In a Royal Egyptian tomb they have found honey three thousand three hundred years old - dark, thick and rock hard but still pure honey. Honey does not tolerate dilution. If diluted even with fresh water it ferments.

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Symbolically honey is used in wedding ceremonies from time immemorial called the honey - moon in more languages than English.

It is said that a drop of nectar contains an ocean of minerals. It contains copper, manganese, potassium, sodium, phosphorus, proteins and vitamins. Tobacco companies buy millions of pounds of honey for preserving flavouring moistening and mellowing tobacco. Such honey also goes into handlotions, cough mixtures and golf balls.

Miss. Dharmini Balasubramaniam
(Faculty of Arts)

Importance of Women's Education

"The hand that rocks the cradle is the hand that rules" "Behind every successful man, is a woman" are famous sayings that support the main role of a woman in society. Though much is said about her education, she is not educated in the real sense to discover for herself the inner and complete self.

Woman, when educated can improve her country and family, financially, socially and culturally while some still argue that her place is with her husband and children. we can see many women who have worked their way to show that a woman, if not better, is equal to man. Mrs. Indra Gandhi's personality is a solid example of what a woman can do.

An educated woman helps to produce better citizens for the country. She educates her children at home in a broad-minded manner and helps to have a wider horizon in the world. She regards her husband and children with a deeper feeling, understands their feelings and emotions and helps them to solve their problems. Thus a better foundation is laid to build up a happier home.

An educated woman is taught to realize the value of health and cleanliness. This goes a long way to bring up healthy citizens. Most social work can be entrusted in women and effective results can be obtained because of her patience and love. As a mother a wife and woman she can achieve a lot through love.

A woman when she knows that she is not inferior to man, gains confidence to take up any responsible job. This has been proved by many cases of lady doctors, lady teachers, lady engineers etc.

With grace cheerful smile and companionable silence when necessary, she can speak usefully about ways of life

and provide solutions than a man who can give sermon. A nation with many educated women would be the happiest nation.

Though a controversial argument is put forward that an educated woman neglects her family and children, we can find many examples of good house-wife and efficient employee in woman.

If a normal woman is a "Lamp" of her family, an educated one can be the "Sun" of the Country.

Miss S. Sountharyawathy
(Faculty of Bio - Science)

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University Education

In Sri-Lanka it is not open to all who want to do higher education to gain admission to Universities. In the absence of Colleges affiliated to Universities, all higher education has to be provided by the Universities. There is a big discrepancy between the number seeking admission and the number finding places in Universities. The open University is trying its best to fill this gap. But without colleges which could give proper and systematic education, whatever facilities the open university may afford cannot but be minimum and perhaps puerile. Higher education is still out of reach to a large majority of aspiring and perhaps intelligent students, owing to the limited numbers admitted to Universities.

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Higher Education cannot be stagnant. It has to progress and keep up with new trends, ideologies and scientific advances. It has to be a running stream that takes on waves and waves of changes, in its onward flow. Universities should take into consideration, the social changes, the urgent and important national needs and should keep restructuring as well as diversifying their academic programmes without being chained to pure academic and traditional courses. They have to cater for a multiplicity of cultures, national as well as individual needs, participate in creative arts and skills, job oriented projects, communication systems, computers and microprocesses. What astounding fields of teaching techniques and strategies are required.

How could Universities cover this vast field! In order to step up the quality of instruction, the diversification of courses of study and to make education socially relevant

and meaningful to the country, there should be rapport between Universities and the life and society of the country.

The calibre of the Faculty determines the usefulness and potency of the education provided. Teaching is not imparting or dissemination of knowledge. It has to be an intellectual communion between the teacher and the taught. Universities Should be granaries of truthful knowledge, innovative experiments, research, enquiry and valuable contributors to agriculture, industry, production, trade, commerce, democracy, politics, social development and progress.

To step up the standards of university education, three main things are needed. Adequate facilities and equipment for studies; Well qualified and dedicated teachers; and proper training and opportunities for teachers to go to all parts of the world to gain experience, to renew, sharpen, augment and take in novel and recent advances as well as the progress and advances the world has made in social life

The University is a place to which students from all cross-sections of society without discrimination on grounds of Religion, caste, birth, sex or social status are admitted to study, play and live together. This is the first time children who have been living in the sheltered atmosphere of the parents and the environment of their close relatives come into contact with strange characters who have come from parents of all walks of life. This impact gibes the students and understanding of the world and makes them mature. Here they learn to accommodate strange attitudes, inclinations and diverse points of view. They learn to give ear to other people's views. They forget their selfish and narrow outlooks and broaden their minds. They learn to tolerate all extremism, they learn to live and let live. Here they learn that they cannot have their own way always; they cannot convert the world to their way of thinking, that they should change themselves to suit the world. They learn to argue, discuss and decide

on many matters, and to abide by the majority decisions however unpalatable they may be. In short they are moulded into personalities who can face and lead the world.

The Universities should therefore groom the student community to meet the challenging tasks ahead of them, to be disciplined and lead an orderly life, to be able to possess creative vigour and vitality to race the ravages of life and not to be daunted, curbed or stifled by disruption or dissension. In short they should be taught to plan, scheme and organise matters relating to their country and to play a leading role in the corporate life of their country.

Education is a continuous progress. Those who graduate should not leave the University with the impression that they have finished their education. They should keep pursuing limitless knowledge for their own enlightenment and for the service to those who most need it - the future generation.

Valluvar Says:

"Katka kasadara katpavai kattapin
Nitka athatku thaha".

— Miss. Anusha Sabanathan
(Faculty of Bio-Science)

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CLASSES

Pillars of Culture

The classical philosophers considered man as a natural being and said nature itself helps to develop the potentialities of man. The modern philosophers considered man as a historical being. But the later development in various fields compelled the philosophers to say man is neither natural nor historical but a cultural being.

Culture plays as a window through which man can be studied. The influence of culture is so great that its study portrays the depth of the reality of man. It helps us to distinguish man from the inferior beings. Culture is a collection of material objects, of institutions, of modes of life, of thought which are not peculiar of individuals but characterizes a social group. When we consider the pillars of culture the following four become the most important one.

1. Language
2. Habbits
3. Techniques
4. Values

1. Language :

Language denotes the function, the capacity of which man is endowed with. It helps him to communicate with the others. Above all the mother tongue plays an important role in determining the culture. It is the fundamental and primary element of culture. It is the mother tongue that makes up a society. It is also known as the main spring of a culture which is not invention of an individual but of a social group, in other words an individual man cannot invent the tongue. If there is no tongue we cannot talk of a society and there cannot be a possibility of developing a culture.

2. Habits :

Language is not enough to determine a culture because men of various cultures speak one and the same language. The food they eat, the cloths they wear, the education of the children, care of the old, sexual life, religious creedence, social organizations, political and economic organizations, etc come under the aspect of customs or habits.

3. Techniques :

The third element which is considered as the pillar of cultures is techniques. The techniques that each society has, reflect the interior desire of a group, the capacity, the creativity and the level of civilization to the scientific study. They too indicate the practical resolution applied by culture, application of a theory to the practical world. Above all it serves as an indispensable character of a social group's survival and helps to challenge the demands of their own.

4. Values :

Another constitutive element of culture is values. In all the culture of the world the main point that they consider is life. Life is considered as the greatest value in all the cultures. Other values like peace, justice, honesty, beauty, wisdom and rights are subordinated to life.

Hence it is the duty of every citizen to maintain the culture of his land and to pave the way to bring serenity and tranquility.

A. Ranjith

(Faculty of Physical Science)

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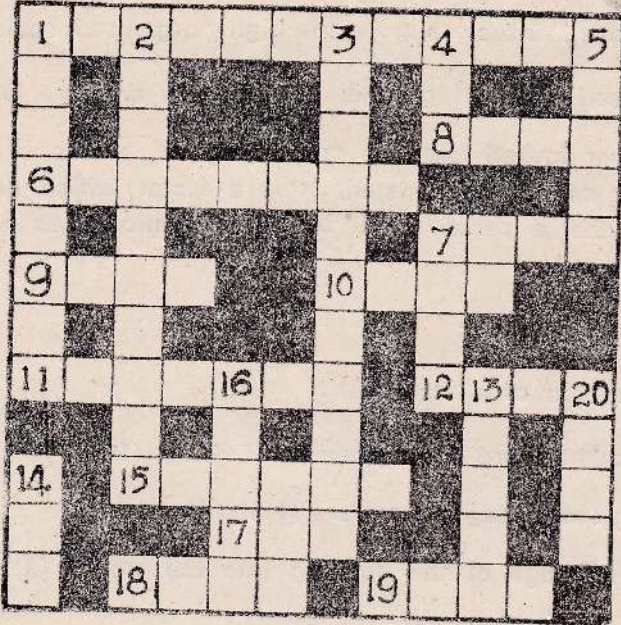
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CROSS WORD



CLUES

Across:

1. A person who walks in his sleep (12)
6. A young person is called like this (8)
8. A person who writes poem (4)
7. Unfair, against rules (4)
9. One word for speaking in loud tone (4)
10. The students who are selected for the University follow this programme (4)
11. Billiard table is used to play this game (7)
12. Contest bound by rules and decided by skill, strength or luck (4)

15. A season of the year in which vegetation begins (6)
17. A small insect that lives in highly organised societies (3)
18. Raised shelf of ground, e. g. in sea or river bed (4)
19. Power looked upon as controlling all events in a way that cannot be resisted; It is a factor which decides whether a person shall be killed or allowed to live. (4)

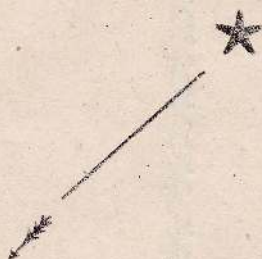
Down:

1. Members of a state (8)
2. Another word for a wonderful thing (10)
3. Nations engaged in war (11)
4. Either edge of the opening into the mouth (3)
5. Sum of items (5)
7. Piece of cloth attached by one edge to a rope or pole; used as the distinctive symbol of a country (4)
13. Anything owned by a person that has money value and that could be sold (5)
14. Small enclosure for cows, sheep, poultry (3)
16. The sacred book of the Mohammedans (5)
20. You must do this to spend money. This is what you obtain as a reward of work (4)

By Miss. P. Kalaichelvi
(Faculty of Engineering)

Solution on Page 33

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Has Science Made Life Easier ?

There is no doubt that science has made life easier for man although it has its attendant evils too. But it is up to man himself to avoid the evils. It has made life not only easier but pleasanter and fuller as well.

It has developed in so many ways, man would have never dreamt of a world like today. Science has achieved a great step in the fields of medicine, education, transport, agriculture etc.

It is perhaps, the house wife who has benefited most by science. Kitchens are no longer the dirty, sooty and smelly holes. They are spick and span. The Electric washing machine that does all the household washing for the house wife. The job of washing is done not only quickly but efficiently too.

The farmer too has benefited immensely by the advancement of science. Practically all the manual labour from ploughing to milling is now done by machinery. Science has helped as to reap better yields with the help of various equipments and technological devices. The various insect killers help to get a better yield. The many kinds of artificial manure, also help to increase output.

The recent developments in medicine and surgery are no less marvellous. The discovery of penicillin and other antibiotics has revolutionized therapeutics. The discovery of x-rays used both for diagnosis and treatment of diseases and injuries, has been more than a boon to medicine. Fifty years ago man would not have been able to live with one kidney. Today we have organ transplants in which you can get a kidney from another person, and save a human life. Even surgeons are now able to transplant human hearts this is an incredible achievement. Man has conquered nearly everything except death.

Next take a look at the field of education. Computers and robots, have knocked at the door of the field of edu-

cation. What about Robots? A Robot also works like a normal human being. It is said that in some hotels in Japan the menu, the food and the receipts are all brought to the guests, by robots. The modern computers are electronic brains. They are able to do anything that a human being can do.

Man has recently conquered space. Astronauts have landed on the moon and brought samples of its crust. Perhaps in a few decades we shall be able to inhabit the moon and some planets. Now when the earth is confronted with a rapidly expanding population and a fixed and limited space for its accommodation some habitable regions will have to be found. What better can they be than the surfaces of some planets?

Science has made a great deal of difference to transportation as well. Airplanes, jets and the concord are available to travel from one country to another at a remarkably short time. Edison's invention of the electron and proton has developed radios, telephones, televisions and the modern computer; the wireless which has brought the people of the world much closer, is a miraculous invention. It is also possible to view distant objects or events on T. V. Messages can be sent and photographs flashed over long distances by wire-less even through space..

These are the blessings of Science, which enable us to live a life of comfort, unparalleled in the history of human progress. But destructive marvels of modern science can destroy a continent in a few seconds. We as peaceful citizen's should make use of these marvels of science to improve our living conditions rather than use them for destructive purposes. And the time has come when we cannot exist without the aid of science.

— Miss M. Niranjani
(Faculty of Bio - Science)

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The menace of drugs - A warning

In the modern, world particularly in the West, broken homes and broken lives are common place. Although this is attributed to various causes, one of the chief causes, and one that is growing alarmingly is drug addiction. Young boys and girls drop out of school and run away from home; boys commit various crimes; girls turn to prostitution; workers gradually lose interest in their jobs and are fired. These are some of the terrible results of drug addiction. Why do drugs make people do all these things and why do people still continue to take drugs?

A person who is under the influence of a drug is not in full control of his mind and body. The drug takes full control of his mind and the result is that he does things without realising what he is doing. There have been instances where people thought they could fly. They jump out of a window from a high apartment and go crashing down to their death on the street below. Unfortunately though we know the out-come of taking drugs once a person begins to use drugs he becomes a slave to it. His mind and body are enslaved by the drug. He cannot wait for long and without another 'fix'. Drugs also make people forget all their troubles and give them a false sense of peace. Some addicts say that it takes them high, they experience a wonderful feeling of euphoria, it increases their awareness of music. These are the reasons for the repeated use of drugs. Although drug abuse is generally referred to in youth, a large number of adults too are addicts.

What are these drugs? The most common drugs are Heroin, Marijuana, L.S.D. Mercalin, Amphetamines, Babbiturates, and various pep pills. They are all some forms of chemical compounds. The more common drugs are Marijuana, Heroin and L. S. D. Marijuana is considered by many to be quite harmless and a lot of controversy is

raging over it. It is actually a part of a plant, Cannabis Sativa that is grown in many countries in the East. It is not addictive and many doctors say that it does not harm the body. Marijuana users do not become violent for it is said to make one feel drowsy and happy.

Heroin is made from the poppy plant which is grown abundantly in countries such as Turkey. L. S. D. is a chemical that can be produced in laboratories specially equipped to do so. These two are the dangerous drugs and generally referred to as hard drugs. Addicts themselves say that once a guy gets on heroin he is heading for the grave. It takes the user 'high' but once the effect is gone it produces an intense craving for more. As the addict takes more of the stuff the 'highs' are shorter and the craving is greater and the quantity used is increased. If deprived of it an addict undergoes withdrawal symptoms which cause him to sweat and shiver. It is a very painful process and is referred to as 'cold turkey'. Many addicts would rather rob or even kill a man to get money for a fix rather than to undergo cold turkey. L. S. D. is said to 'blow your mind', and doctors say it does so in the literal sense too. This chemical produces weird effects on the user by affecting his mind. They have hallucinations and terrible dreams. Many people die of an overdose of these hard drugs. Amphetamines and Barbiturates are pills that make you over active, make you sleep respectively.

When asked why they use drugs many young people say they do it for kicks. But can that be considered a good reason for ruining their mind and body and tampering with nature? Many people start with Marijuana as it is considered harmless and then get on to stronger drugs. Although this is one of the main reasons for not legalizing Marijuana, does affect the mind.

Many countries are facing a serious problem due to drug addiction and most of them have strict law prohibiting the possession and use of drugs. But it is still a growing menace the world over.

Our little isle, pearl of the Indian Ocean is no exception. The ugly monster is beginning to raise its head here too. In many schools in Colombo a large number of students use Marijuana and a good number are on the hard drugs. Although ganja as it is only known here has been used in Sri Lanka from day gone by, it is only now that it has begun to spread among the student population. Even in the North it is not difficult for students to obtain Marijuana.

Shouldn't the government take steps to prevent the menace from growing? It is true that an Anti Narcotics Bureau has been established, but instead of trying to catch and convict possessors of drugs it would be better to prevent would be users from doing so. Prevention should start by education in the schools. Lectures and films should be given and shown on the effects of drugs and students should be given a true clear picture of the menace.

It is only then that we will be able to save ourselves from the menace of drugs.

S. N. Mirthanan
(Faculty of Science)

SOLUTION TO THE CROSS WORD PUZZLE

Across:

- | | | | |
|-----------------|-------------|-------------|----------|
| 1. Somnambulist | 6. Juvenile | 7. Foul | 3. Poet |
| 9. Call | 10. GELT | 11. Snooker | 12. Game |
| 15. Spring | 17. Ant | 18. Bank | 19. Fate |

Down:

- | | | | |
|------------|---------------|----------------|---------|
| 1. Subject | 2. Marvellous | 3. Belligerent | 4. Lip |
| 5. Total | 7. Flag | 13. Asset | 14. Pen |
| 16. Koran | 20. Earn. | | |

United Nations Organization

The history of man is history of war. Through the ages, man has been concerned with the prevention of war. If all the people in the world loved peace, no organization to ensure peace would be necessary. If, in the past nations had not wanted to go to war with one another, it would not have been necessary to outlaw war. If all nations in the world had practised tolerance, and lived together as a family, no organization of nations would have been necessary to outlaw war and ensure peace.

But history has proved to mankind that these conditions never prevailed. So, war was inevitable. For four years before 1918, war had raged through Europe, Russia and the Balkans. The fighting in this war had been more destructive than anything mankind had ever experienced before. To prevent another war, the League of Nations was established in 1919. This association aimed at outlawing war and settling all international disputes by peaceful means by discussion instead of force. For twenty five long years, the league of Nations struggled to survive. With the outbreak of the Second World war in 1939, this organization ceased to function. If it had fulfilled its early promise of enforcing disarmament, there would not have been another war. Britain and France disarmed, but some nations did not do the same. Because of this reason, in 1939, the Second World War burst out and in this war, millions of soldiers, sailors and airmen and thousands of men, women and children were killed. Nations thought again "There wouldn't have been all these human sufferings, if there had been no war". When Second World War ended in 1945, all the people in the world began praying for a peaceful and secure world without any fear of wars. Thoughts and views like these led the Nations to establish a organization to prevent war and keep peace. On October 25th 1945, representatives of fifty one nations got together and formed an association called the UNITED NATIONS ORGANIZATION — UNO, with the charter embodying the aims and ideas of this world organization. The main aims of the UNO are the promotion of human welfare throughout the world.

Although the U.N.O. has six main bodies, the two most important bodies of the U.N.O. are the General Assembly and the Security Council. In the U.N.O. 159 nations of five continents are members. The Security Council consists of 15 member countries including 5 permanent membership countries of U.N.O. In the Security Council, the permanent membership countries which have the power to veto the resolutions they do not approve are the United States, United Kingdom, U.S.S.R., France and China. The head Office of U.N.O. is in New-York and Mr. Javier Perez de Culler is functioning as the Secretary General of U.N.O. The main and sub-bodies of U.N.O. are in various places of the nation in the world. For an example, the W.H.O. is in Geneva. Since 1945, the U.N.O. has been surviving with a series of international disputes that could plunge the world into a nuclear war. It has been struggling to prevent war concerning that if a nuclear war bursts out, there will be no human being in the world.

Although the U.N.O. could not solve many international disputes in the past, it has been able to lessen the severity of war and international disputes by peaceful means. By the successful handling of Palestinian crisis in 1947, the Soviet blockade of Berlin in 1948, the Korean War in 1950, the Suez crisis in 1956, Afghan crisis in 1988 and Iran and Iraq crisis in 1988, the U.N.O. has proved that it can help in the maintenance of peace and the prevention of war by peaceful means.

If the U.N.O. must survive and do its best to prevent war and keep peace, all nations must co-operate with U.N.O. and respect it with all their heart, whether they are advanced countries or advancing countries, and whether they are poor or rich. At the same time, every nation in the world must respect the sovereignty, territorial integrity and the National unity of other countries and avoid aggression on other countries. In addition to these, advanced countries should share wealth and technical knowledge with poor or advancing countries.

However, everybody in the world who loves peace must congratulate the U.N.O. for its efforts so far to keep peace and prevent war and pray for the longevity of the U.N.O.

— N. Yoganayagam
(Faculty of Medicine)

Peace through Education

Peace, Peace, Peace, — This is today the most wanted commodity in almost all parts of the world and particularly in many developing Nations including SRI LANKA, once famed as "the Paradise Isle" or "the Garden of Eden". Everyone, young and old, the literate as well as the illiterate, yearn for peace. Our society today, unlike never before is in turmoil. Tension grips all. The happenings, day in and day out, are a series of tragic events. Man is against man; race is against race; religion is against religion; region is against region. Killings, robberies, abuse of power and position, oppression of all sorts, suppression of all kinds continue to depress and degrade humanity. The home, The community, The school, seats of higher learning, are all in chaos. Our very heritage is at stake. Our cultural and social values have become diluted. Our economy has become stunted. Fear and uncertainty stare at all. All these are due to the absence of Peace.

What then is the remedy? It lies in a crusade for peace. All Peace-Lovers must band together and work with singular devotion to remove all the factors that pose a threat to peace. Everyone from the lowest strata of society to the highest, whether he is the Head of State or a humble peasant must resolve to work for peace. Everyone must resolve to abstain from all that is wrong, unjust, corrupt or anti-social or anti-human. If everyone refrains from wrong doing and follows the path of right-living and righteous conduct, the beautiful flower of peace shall bloom once more. Mere slogans or mouthing of lofty principles alone could not bring back peace. One must act and work for it and live for it.

The process of Education must be used to the maximum to work for Peace. "Peace through Education" is an ideal medium. Our schools and colleges must offer special instruction to instil in the young minds the intrinsic value of Peace. Our schools could bring about a re-awakening. Discipline in schools and correct moral code

of conduct are two aspects that every school and educational institution must maintain and impart to their charges. Similarly our place of worship and social organisations must work unceasingly to redeem society.

Peace cannot be a reality if we do not work for it; live for it; and toil for it. Anything that is good must be worked for. It is pointless yearning for peace without working to remove the causes that threaten peace. It is pointless to conquer space when we are unable to live nobly on this earth. Some of the recent changes in attitudes and values between the U. S. S. R. and U. S. A. for the cause of peace and progress offer a ray of hope. The entire world community must sink all its differences and join hands to work for peace and prosperity. Poet Tagore had this ideal immortalised in his song:

“ Where the mind is without fear and head is held high;
Where knowledge is free;
Where the world has not been broken up into fragments
by narrow domestic walls;
Where words come out from the depths of truth;
Where tireless striving stretches its arms towards perfection
Where the clear stream of reason has not lost its way into
the dreary sand of dead habit;
Where the mind is led forward by thee into every
widening thought and action;
Into that Haven of Freedom,
Let my country awake ”

May Peace prevail is the prayer of all !

R. Kirupalingam
(Management Studies)

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K. Suthanthira	A. Thayani	M. Pirapaharan
S. Ragulan	S. Thanca	

Education

1. Better unborn than untaught. — *Tamil*
2. Education is a possession, which cannot be taken away from men. — *Greek*
3. Mental power cannot be got from ill-fed brains. — *Spenser*
4. An educated person is easily governed. — *Fredrick the Great*
5. Education is the apprenticeship of life.
6. What is taught unintelligently is learned unintelligently. — *Austin Chamberlain*
7. What sculpture is to a block of marble, Education is to the mind.
8. Education is not a process, that is measurable or terminable by years. It is as long as live itself. — *John Finley*
9. Education begins a gentleman; conversation completes him.
10. There is no education like adversity.

Collected by: **Miss. Kalpana Sivarajah**

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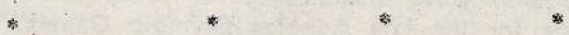


LAUGHTER

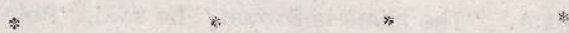
"Laughter is the greatest humanizer and medicine God has given us. It can relieve tension and hysteria faster than all of the newest pills rolled into one. There is no more beautiful, soul-satisfying sound in all the world than a solid, reverberating 'belly laugh'".

— Bennett Cerf

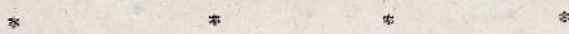
- Astronaut 1: I'm going to the moon.
- Astronaut 2: That's nothing. I'm going to mass.
- Astronaut 3: I can top both of you. I'm going to the Sun.
- Astronaut 2: You can't do that. You'll burn up.
- Astronaut 3: I'm going at night.



- Kamala: And what did your dad say when you told him you couldn't sleep at night for thinking of me?
- Kamal: He offered me a job as night watchman in his factory.



- Baby: Mamma, a lady at school kiss'd me today.
- Mamma: Did she? I hope you kissed her back.
- Baby (indignantly): Kissed her back? No, I didn't. I kissed her cheek.



Raju: I'd like you to paint a portrait of my late uncle.

Artist: Bring him in.

Raju: I said my late uncle.

Artist: Well, bring him in as soon as he gets here.

* * * *

The bus moved on and the conductor said to a young woman. "Fare, Miss". The lady blushed and the conductor asked again. "Fara, Miss" Much annoyed the lady replied "well, I might be fair, but you have no reason to call me so in public".

* * * *

"Ladies and gentlemen" shouted the street performer, "In a few moments, I will astonish you by eating coal, stones and nails. I will also swallow a sword, after which I will come round with the hat trusting to get enough for a crust of bread". "What!" Came a vice from the crowd. "Still hungry?"

* * * *

Three men were disappointed to learn there were no more seats for the Los Angeles Olympic Games. Undaunted, the first picked up a manhole cover, and went to a stadium guard. "The name is smith," he said. "Discus thrower." He was admitted,

The second man found a long sewer pipe and carried it to the gate. "The name is Brown," he said. "Pole vaultler". He too, was admitted.

Not to be outdone, the third fellow found a roll of of barbed wire. With great confidence, he walked to an entrance. "The name is Jones", he said. "Fencing!".

* * * *

S. Umashangar (Faculty of Engineering) gives some interesting data of the games that we played against the other GELT Centres.

CRICKET

Match Against Manipay Hindu College GELT Centre

We played the first 20 over limited game with the Manipay Hindu College GELT team at Manipay on the 25th of October.

We won the toss and put them to bat. They faltered and were all out for a paltry 28 in 12 overs. S. Kirubananthan kept an immaculate length and claimed 7 wickets. We scored the required runs in 10 overs losing only 5 wickets and emerged winners.

We played host, a second time, to the Manipay Hindu College GELT team on the 1st of September and got the better of them again with ease.

We won the toss and took the first lease of the wicket. We collected 88 runs for the loss of 9 wickets in the stipulated 16 overs. S. Kirubananthan top scored with an elegant 34. The guests were able to collect only 81 runs for 5 wickets within the required overs and thus had to go under, the second time too.

Jaffna Hindu College GELT Centre

Vs

J/ Hindu Ladies College GELT Centre

We played a 20 overs limited cricket match against Jaffna Hindu College GELT team on the 16th of December, at Jaffna Hindu College grounds. The Captain of the Jaffna Hindu College GELT team won the toss and elected to bat.

At the second ball our opening batsman J. S. Micheal Collins was out for a "duck". Due to careless batting all our batsmen were out without scoring double figures. At the end of our innings, we were all out for 37 runs in 14.2 overs. Jaffna Hindu College GELT team played with great confidence and scored the required runs in 13.4 overs losing only 5 wickets & won the match by 5 wickets.

Cricket & Chess Tournament

Manipay Hindu College GELT Centre organized an inter-centre six a side 5 overs limited cricket match and chess tournament on the 8th and 14th of December at Manipay Hindu College. Eight cricket teams and 16 chess contestants participated in both these games from four centres. Two cricket teams and 4 chess contestants (2 boys and 2 girls.) represented our centre. All eight teams were divided into 2 groups.

In times of prosperity, friends will be plenty.
In times of adversity, not one in twenty. — English

If you wish to make a friend unfriendly,
then lend him a fanam (six cents). — Sinhalese

Teams and their points of qualifying matches:-

Group	Teams	No. of Mat- ches	Won	Loss	Points
A	J/Hindu Ladies College GELT Centre (A)	3	3	—	6
	J/Hindu College GELT Centre (A)	3	2	1	4
	Manipay Hindu College GELT Centre (B)	2	—	2	0
	J/Hindu College GELT Centre (C)	2	—	2	0
B	Manipay Hindu College GELT Centre (A)	3	3	—	6
	J/Hindu Ladies College GELT Centre (B)	3	2	1	4
	Union College GELT Centre (A)	3	1	2	2
	J/Hindu College GELT Centre (B)	3	—	3	0

As a result of the qualifying matches four teams — J/Hindu Ladies College GELT Centre (A), Manipay Hindu College GELT Centre (A), J/Hindu College GELT Centre (A) and J/Hindu Ladies College GELT Centre (B) — qualified for the semi-final.

Semi - Final:

M. H. C. GELT Centre (A) defeated J. H. C. GELT Centre (A) by 14 runs and J. H. L. C. GELT Centre (A) defeated J. H. L. C. GELT Centre (B) by 82 runs in the semi-final on Dec. 14, 1988. By these victories two teams J. H. L. C. GELT centre (A) and M. H. C. GELT Centre (A) qualified for the final.

Final:

M. H. C. GELT Centre skipper won the toss and elected to bat. J. H. L. C. GELT Centre (A) bowlers bowled very accurately and contained the M. H. C. GELT Centre (A) batsmen who could take only singles except one boundary. At the end of their innings. M. H. C. GELT Centre (A) scored only 25 runs and lost 3 wickets in the limited 5 overs.

J. H. L. C. GELT Centre (A) scored the required runs very easily as in their opening matches in 4.4 overs and won the match by 2 wickets. T. Jeyaragavan scored 9 runs (not out) with one boundary to his credit and bowled to claim 2 wickets for only one run.

As a result of this match our A-team was selected as the unbeaten champion of this tournament.

Name of the Players:

Team A	Team B
S. A. Gladstone	J. S. Michael Collins
S. Kirubanenthan	R. K. Suresh
T. Jeyaragavan	K. E. Pirabaharan
E. P. Packiyarajah	S. N. Ravikumar
V. Arudkumar	M. K. Shanthakumar
R. D. Rajasegaran	S. Umashangar

Chess:

Our four chess contestants too brought honorific victories to our Centre. The two boys M. Guruparan and S. Manivannan came first and second respectively as did our girl contestants T. Subananthu and S. Ajantha.

Nuclear Energy

Nuclear energy or atomic energy is energy released when the atoms (the smallest particles into which anything can be broken down) of one chemical element change into those of another. The change may be nuclear fission, when the atoms of a heavy element split into the atoms of two lighter elements. Or it may be nuclear fusion, when parts of two atoms join.

Written by M. Nanthakumar (faculty of Science)
from a radio talk

Nuclear energy could become the world's greatest source of power for lighting, heating, operating factories, driving ships, and countless other uses. However, some people fear it because it is also used to make bombs and other weapons that are the most terrible and destructive in the history of the world. Also, some of the products of the fission process are extremely poisonous.

Producing Nuclear energy:

The elements used to produce energy by nuclear fission are Uranium and Plutonium. Each atom of Uranium and Plutonium (and of every other element) has a nucleus at its centre made up of protons and neutrons.

Nuclear fission takes place when a loose neutron is made to collide with an atom of Uranium or Plutonium, the atom's nucleus 'captures' the neutron. The nucleus then splits into two parts, releasing a great amount of energy. It also releases two or three neutrons. These neutrons collide with other atoms, and the same fission happens each time, in what is called a chain reaction. Millions and millions of fissions can take place in one-millionth of a second. This is what happens when an atomic bomb explodes. When nuclear energy is produced for ordinary peaceful purposes, the chain reaction has to be slowed down. To produce energy for ordinary purposes, the fissions take place in a machine called a nuclear reactor

Or atomic pile. The speed of the fissions is controlled in various ways. One way is by the use of control rods that take away some of the neutrons.

Nuclear fusion is also called thermo-nuclear reaction, because it occurs only at very high temperatures. It is the opposite of nuclear fission. Two light nuclei fuse (join) together to form a heavier nucleus.

The sun's tremendous energy comes from nuclear fusion. The nuclei of light hydrogen atoms fuse to form the nuclei of heavier helium atoms. As this happens, huge amounts of energy are released in the form of heat.

Nuclear fusion produces the destructive energy of the hydrogen bomb. In the future, however, nuclear fusion may be one of the most valuable sources of peaceful energy, because it can use the water in the sea and in lakes and rivers to produce power.

Using nuclear energy.

Nuclear energy is already used in many ways. It generates electricity, drives ships, and is used in factories and hospitals. Electricity Nuclear power stations produce some of the electricity that people use every day. Each station has a nuclear reactor in which nuclear fission takes place. The nuclear fission releases energy in the form of heat. This heat is passed to a gas or liquid called a coolant. The coolant goes to a heat exchanger, where it heats water and turns it into steam. The steam is then used to turn a turbine. The turbine drives a generator, which produces electricity.

Other uses of Turbines powered by nuclear fission are also used to drive ships and submarines. Because, nuclear reactors need no oxygen, nuclear submarines can remain under water for long periods.

Certain kinds of atoms produced during nuclear fission help doctors to diagnose (identify) diseases, and to fight them. These atoms are called radio-active isotopes. They also have many uses in industry and agriculture.

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— Editorial Board

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