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PERADENIYA
ENGLISH SPECIALIST TEACHERS' COLLEGE
ANNUAL



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Teachers' Training College

Peradeniya

ANNUAL MAGAZINE

1975

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Message by the Minister of Education



I am very happy to send this Message for the Annual Magazine published by the students of the Peradeniya Teachers' Training College. The Peradeniya Teachers' Training College, I note, continues to handle the important function of training teachers to teach English as a second Language in the schools.

In the new Educational Reforms, teaching of English has been assigned a very important place and learning of English as a Second Language has been made compulsory for all the students from Grades 6-9. In addition to this, it has been decided to teach English as one of the core compulsory subjects for grades 10 and 11. It is also the Government policy that English should be taught in all tertiary Institutions, like Polytechnics, Technical Colleges and the University.

In this context, the task of the Teachers Training College handling the training of teachers to teach English is a very responsible and onerous one. I have known that the Peradeniya Teachers' Training College has been effectively handling this programme and I wish them continued success in the future.

Badiudin Mahmud

Minister of Education

*Ministry of Education,
Colombo-2
November 26, 1975.*

Message by Dr. Premadasa Udagama

Secretary, Minister of Education

It is a great pleasure to send a Message to the Peradeniya Teachers' Training College Magazine to be published in 1975.

When vast reforms are taking place in the school system at all levels, it has to be appreciated that the teachers have been in the forefront in carrying out these reforms with acceptance to the parents and the public. Our teachers have earned the gratitude of everybody in the exemplary manner they have carried out the reforms in the primary, junior and secondary schools.

We are on the threshold of the ultimate reforms of the senior secondary school in grades 10 and 11 which is being implemented from 1976. Teachers who are passing out of the Teachers' Training College, Peradeniya have a great responsibility towards the children and the community in understanding the philosophy behind these reforms and carrying out their duties as trained professionals who are in the forefront of education in Sri Lanka.

I wish the College Magazine all success

Premadasa Udagama

Secretary



Message from Director of Education

Teacher Education

At a time when we are witnessing far-reaching changes in society and the media by which society discharges its obligations to the society that is to be, it is but fitting that education, the most powerful medium of social change, be called upon to look to its adequacy in the present context. It is as a result of this inward look that not only the means but the very concepts of education itself have been revised drastically during the last few years. In the wake of these revisions, Teacher Education has also been recast to provide the necessary knowledge skills, attitudes and discipline that go with the new concepts. Most Teacher Education institutions have already felt the impact of these changes and made remarkable adjustments in their curricula and instructional systems. Quite apart from their topical and intrinsic value, these reforms have acted as a freshening breeze blowing through institutions that have for long been content with routine procedures, systems and methods of instruction. Even in the sphere of English Teacher Education, while there is a distinct reorientation in our approach to the need for English in Sri Lanka, a far more wholesome and well-rounded attitude is being established with the emphasis on the personality development of the teacher-trainee,

It is the wish of all concerned that adjustment to the new order be quick, smooth and highly fruitful.

Dr. (Mrs.) Kariyawasam
Director of Education (Teacher Education)

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Message

From the Principal



It affords me great pleasure to write a short message for the Annual Magazine.

Radical changes in teacher education has made it imperative for teachers of English to assume a very responsible and vital role in the sphere of Education today. The future Sri Lankan child has to equip himself with a good command of the English language if he is to find himself a niche in the international relationships of tomorrow. Therefore, we in the Training Colleges have a great mission before us. On our shoulders is placed the responsibility of initiating our teachers to new ideas of methodology, new techniques, new school practices and a wealth of new ideas. We strive to give our teacher trainees a proficiency in the English language and through a greater understanding of the methodology, show how principles grow from practice and lead to conclusions which in turn leads to modifications in practice.

I wish the Magazine all success.

Mrs. M. M. Jayasekera
Principal



Vice - Principals

Message

New Concepts and ideas in Teacher Education are essential so that the teacher could be equipped to cope with the new Curricular content and with the new methods of teaching today. Its clear that the traditional methods of teaching are inadequate to meet the new demands in the classroom.

The "explosion of knowledge" means that the child has to be made aware of at least a part of the ever increasing areas of knowledge specially in the field of Science and Technology. For this the teacher must constantly keep in touch with world affairs with developments in different areas of knowledge, and specially with the recent educational research that is going on all the time.

The project method which is part of the vocation oriented Curriculum requires much from the teacher. He must be sufficiently well equipped so that he could fill the gaps in the childrens' knowledge too.

It is our hope that the students who leave this college are suitably equipped to carry out this responsible task. They are at an advantage, for their greater competence in the English Language would help them to gain access to Literature from abroad. We hope that they will make use of this knowledge and apply it in their classrooms.

The future of the children of Sri Lanka lies in the hands of competent and energetic teachers. Its our hope that students who leave the Training College, Peradeniya will strive to make learning a "Rewarding Factor" for all children in their charge.

M. Peiris

Editorial

The 1975 Annual of the Peradeniya English Specialist Teachers' College had to be compiled this year within short notice, maintaining those high and excellent traditions which have always been upheld by it. This was admittedly a difficult task but we have endeavoured to set about it in a spirit of dedication, which we are happy to note has been fully appreciated by all our fellow students with both enthusiasm and unanimity. All credit and praise for inculcating these high ideals in us must go to the Principal and tutors of our college who performed this task with sympathetic understanding, constructive criticism and selfless devotion.

This course of teacher education is an important and integral part of a teacher's career, and most of us repent that we had not earlier received such an education. We have indeed realised that it was in the serene atmosphere of the Fraser, Gibson, Lawrie and Jayasekera lecture halls that we received that intellectual stimulation and awakening which has promoted to such a high degree both our general and professional knowledge and understanding. The varied material in this journal, we trust, displays the pedagogical learning and understanding acquired by the teacher trainees for the most part during their period. Discussion under the guidance of our able and learned lecturers and tutors has very much helped to clarify our ideas, add to our knowledge and give us deep insights into many problems. Although as a group we were a collection of individuals, each with his or her own characteristics, everyone of us was given the scope and freedom to develop and express his or her individuality.

We are in a period during which controversial changes are taking place in the sphere of education, and there is undoubtedly a widely felt need for the knowledge of English which may be regarded as vital in the context of the modern world, where it has become a truly international means of communication. Our course of teacher education provided us with rich and varied experiences in the modern methodological approaches which form part of the core of teaching.

We must also emphasise the fact that the far-reaching changes in education envisaged have to be an integral part of wider radical, social changes which have become an unavoidable necessity. It is in this context that educational changes have to be carried out, and in the implementation of such changes, the teacher has to play a vitally important role. To do so satisfactorily the teacher must not only be well-qualified and well-trained, but must also be a contented and respected person in society. We would urge the authorities concerned to pay attention to this aspect of the question when they consider questions regarding the remuneration and conditions of work for teachers.

In conclusion we express our deep gratitude to our Principal and tutors, who have been our esteemed "teachers of teachers", while at the same time we must not forget that ultimately it is we teachers who have a major responsibility in moulding and guiding our citizens of to-morrow in this fair land of ours.

Kamala Pahathkumbure
M. C. Senaratna Dias
Joint Editors

THE STUDENT COUNCIL 1974-75

The Student's Council was able to perform its duties and services to the entire student body. It also helped in the administration of the College.

The council while doing its best for the smooth functioning of the institution, helped the administration to prepare its annual programme of work and also helped the affiliated bodies to carry out their Programmes of work.

This year we fulfilled a long felt need by introducing a system of identity cards for the teacher trainees of the institution. We also organized a shramadana campaign to level a play ground.

We are happy to mention here, that under the guidance of our Principal and patron Mrs. M. M. Jayasekera we have been able to function efficiently.

The fourteen affiliated bodies which constitute the Student's Council have given their full co-operation to perform our task for the benefit of the entire student body. We take this opportunity to thank all the affiliated bodies for their whole hearted co-operation.

The various religious bodies organized special celebrations for their special festivals. We thank the Buddhist Association for organizing successful Sil Campaigns for Wesak Week, all night Pirith Ceremonies, alms givings and meditation classes. We also thank the Catholic Christian and the Muslim Associations for organizing religious activities for their members.

The Social Services Committee organized socials and functions and contributed to the social life of the College. They organized welcome and farewell parties.

The Art Council exhibited their talents, during the festive occasions of the College. They helped all the affiliated bodies in lending a hand in the decorations of the hall and the stage.

Mrs. Jane Cregin (V. S. O.) who left us last year gave us a good practice in Drama work shop. At the beginning of this year Dr. David Kemp gave us lectures and drama work shop practice. We are happy to mention that the patrons of the Drama Society have endeavoured to work in this field. We are glad to mention that we got the first place for our Puppet show produced by Mrs. Irangani Hatthotuwegama. We thank the Drama Society.

The Agriculture society played an important part in the extracurricular activities. The society organized Sramadanas and food production campaigns in the College.

We were able to take part and render assistances at moments of grief and bevearement to members of the families of our trainees and our lecturers.

The Sports Committee organised inter group net ball volley ball and cricket matches. Our College teams participated in the inter training College matches. We thank the sports society for their work in this sphere.

We also thank the Education Committee for organising a number of seminars in various subjects. The English Literary Association and the Sinhala Literary Associations met at least once a month. They organized debates and many other literary activities.

Finally I thank the PrincIpal, Vice Principal the members of the staff the clerical staff and the hostel Superintendents for the kind advice and co-operation extended to us in all our activities.

I also, on behalf of the student body thank the Director and the members of the English Unit for helping us in giving lectures.

It is my duty to thank the Students Council the affiliated bodies and all other members for the co-operation and the valuable services given to us

M. C. Senaratna Dias

General Secretary

Students Council 1975

The Students' Council

PERADENIYA SPECIALIST TRAINING COLLEGE, PERADENIYA

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Mrs. D. L. I. Ranasinghe

Sinhala Literary Association:

Mr. D. J. Dodantenne

Agriculture Society:

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Buddhist Association:

Mr. K. A. Gunadasa

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Mr. M. A. M. Mansoor

Catholic Association:

Mr. R. J. S. Fernando

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Mrs. A. V. Wijetunga

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Drama Society:

Mr. K. P. S. Abeywickrama

Art Circle:

Mr. M. M. Kulatunga

Health Society:

Mrs. P. Tennakoon

Co-operative Society:

Mr. I. W. P. B. Rambukwella

Sports Committee

Mr. C. M. B. Moraes

Educating the Young.

Parents delegate to the School too much responsibility for their children's education, while both parents and teachers are faced with the problems of teaching their children how to function in a world of increasing tensions and problems. What qualities of heart and mind and what skills are needed for a successful life in crisis dominated world and how implant them is the challenge before teachers. Children's education should start at home long before school age and continue at home through the school years.

The basis of all education is self reliance and that the first requisite of a self reliant life in the ability to use one's hands. When a child is three years of age we can undertake the education of his hands by sprawling on the floor, and helping him to build with bricks. He may decide what to build, but we should insist, that his walls be even, corners, square roofs, supported. With such we teach his fingers the habit of working carefully. Then we should gradually introduce to tools, as tools train the hand and the head together. They teach concentration, seasoning appreciation of cause and effect

They develop manual precision and endurance. If a door lock needs oiling, the sewing machine needs repairing, a toy needs mending or preparing a vegetable bed, try the child's suggestions, and let him see that his suggestions always did not work. Then we should study the problem and make another, attack. When the child's hands are growing stronger encourage him to take charge himself. After all it is no sin to teach a child to work with his hands, rather than teaching him to earn his living by brain work because he may know how to put his school education to practical use. When children grow older and begin to ask "How does it work"? We must turn the question back on him "How do you think it works"? It is a delight for a child to take something apart and see how it functions under our supervision. We can ask him to take apart anything around the house. If you are not mechanical remember you even may learn something from it. He has to think his way, note the function of the parts as he removes them and work out their relationship. We should always try to unsatisfy him with any explanation that did not answer the simple question "why"? First we must ask him what he thinks. If neither he nor we could give a satisfactory answer, consult text books and authorities. Take him to a garage and let a mechanic explain the why of something about a motor car that is beyond your depth. There is something for a child to learn when he is sailing paper boats in a bath tub. A new world may open before the child if he is able to have a close up view of insects, leaves, flowers, or pieces of rock under a microscope. But most of us think that all this may take an enormous amount of time and patience. Parents with one child or four teachers with a class of ten or fifty pupils devote more time than they realize to answering questions disciplining and entertaining their youngsters, and can not we use that time constructively. We can turn our children's questions into games and adventures that may send him off on interesting trails by himself or with his play mates. The momentum of childhood will carry many projects forward with only an occasional touch of parental assistance. Preparing and training a child to lead a successful and a valuable life in the future will benefit him and the society, where he is a member and may enrich our own minds. In looking up answers to their questions, we explore new fields and our patience is a good investment. For if you can instil proper habits in a child you do not expend nervous energy correcting him later when he gets into mischief through having nothing challenging to do. If we try to be dictators in our homes or class and try to educate our children they will gain nothing. They must have not the slightest idea that they are being educated. As normal children they must spend fully as much time in play and mischief as others. But

we must try to make the hours of their childhood count towards late life by turning his natural interests into projects which may train while they entertain.

Yet there are some qualities of heart and mind to be implanted in a child. There is daily evidence that it is more dangerous now to be a teenager than it used to be. Youngsters rebel and struggle against parents and in schools and universities. Alcoholism, juvenile crimes, robbery, violence are rising among the teenagers, throughout the world. These youthfull crimes are committed for no obvious reason - not for revenge, not for greed, not for any cause that can be uncovered. These acts of violence big or little, are part of every day life, and had become a "fashion". They prove that some aspects in the education had been neglected for a long time and that had turned the present generation to think that "Violence in Fun"

When something becomes part of everyday life we no longer notice it. By now for example toy wagon for children are so much a part of the daily life. Shops are full of such varieties, children are rather much more interested in reading "commic books" and picture story books with murders and bank robberies. Movie houses are flooded with films based on murders, gun fights and a great deal of miscellaneous violence. In such a society, children before they reach their adolescence learn that violence is a form of entertainment and just consider the dangers of what will happen to a generation raised upon such ideas. Then there are some qualities, that every child needs to cope with a world of increasing crisis and violence.

Self confidence is the first of such, because only those who beleive in themselves and in their capacity to meet challenges will be the crisis copers of the future. To encourage self reliance, we have to watch to see, where a child's innate skills or talents lie and then gently lead him in those areas. If confidence grew well within the child's mind, he will come to beleive that he can do things well and he will not be afraid to attempt any. Once that attitude becomes ingrained he will be what the world needs most, a problem solves.

"Nothing great is ever achieved without enthusiasm" said Emersion, With children it is not so much a matter of implanting enthusiasm, became most of them are born with it. Parents and teachers must take neccessary steps to protect this quality as it is easily damaged by scorn ridicule or repeated failure.

Every parent or teacher who has had to console a child desolated by the death of a dog or a cat knows that children are extremely sensitive to pain or suffering in other living creatures "Compassion" we say and this sensitivity can be preserved, if the climate of the home or school is one of sympathy and concern for others. If the child sees him parents and teachers making sacrifices for less - fortunate people, then that capacity in strengthened.

Many of our troubles may be ascribed to the lack of "Respect" Crime is nothing but lack of respect for law. Robbery is the lack of respect for ownership. Lack of respect for truth and others freedom in the society, create troubles and they end in quarrels and crimes. This sort of respect can be muturisc within children. Sharing textbooks, and working in a team, teaches children to respect others. Such qualities as courage, loyalty, and honour can be taught through stories, Respect for the nation can be taught by telling children and taking them to see places where a nations history was made.

Our blaming and shaming, preaching, and moralizing, ridiculing and belittling threatning and bringing, evaluating and labelling may drive children crazy. Instead we must deal with the situation and not the person. Children who receive a lot of love turn into adults who can give it.

And love in the greatest shock absorber of all. Here is all what we must know as parents or teachers, about our children, in a nut shell.

If a child lives with hostility, he learns to fight.
If a child lives with fear he learns to be afraid.
If a child lives with pity he learns to feel sorry for himself.
If a child lives with jealousy he learns to hate.
If a child lives with encouragement, he learns to be confident.
If a child lives in praise he learns to be appreciative.
If a child lives with recognition he learns to have a goal.
If a child lives with fairness, he learns justice.
If a child lives with honesty, he learns what truth is.
If a child lives with love, he learns to love.
If a child lives with friendliness he learns "that the world is a nice place in which to live"

(Mrs.) S. G. V. Rajapakse
Group F 2nd Year

“GRINS AND GIGGLES”

A client was consulting a lawyer about collecting a debt long due. “Did you present this man a bill?” asked the lawyer. “I sure did”, was the reply. “What did he say to that?” was the next question. “He told me to go to the devil”, responded the client. “Then what did you do?” continued the lawyer. “Why, I came to you, of course” was the reply.

X X X X

A jeweller, carrying a large grandfather's clock, was on his way to his shop when he accidentally bumped into a lady, knocking some bundles from her arms. She turned on him furiously. “Why can't you be like other people”, she said, “and just wear a watch?”

X X X X

Father : How do you like your teacher ?

Son : I don't like her at all.

Father : Why, Son ?

Son : She told me to sit up front for the present and didn't give me the present

X X X X

Doctor : How is your wife getting along on her reducing diet ?

Husband: Just fine, doctor she vanished last night.

X X X X

Bride to Groom, after big church wedding: “Wow, such excitement. Next time, I'm going to have a quiet wedding at home”.

X X X X

The teacher instructing the class on the months of the year, had come to March. “What is it”, she asked, “that comes in like a lion and goes out like a lamb?”. “My Father”, said a meek faced youngster in the last row.

X X X X

Judge : Have you ever appeared as a witness before ?

Sam : Yes, your Honour.

Judge : In what suit ?

Sam : My tan gaberdine.

X X X X

Little boy to friend in school bus: “I woke up with chills and fever and headache and sore throat and earache and upset stomach - but it didn't work.

Salma Shamsudeen
Group E (2nd yr.)

ENGLISH LITERARY SOCIETY 1974-75

<i>Patron</i>	<i>:- Mrs. C. I. Abeysekera</i>
<i>President</i>	<i>:- Mrs. Lalitha Ranasingha</i>
<i>Secretary</i>	<i>:- Miss Chandra Samarakoon</i>
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<i>Treasurer</i>	<i>:- Mrs. R. W. M. S. Ekanayaka</i>

For the English Literary Society the year under review has been a very eventful one.

The Meetings of the Society were devoted to speeches variety entertainments, musical evenings, spelling bee contests, group singing and poetry reading.

On behalf of the Society I thank the British Council for their much appreciated film show on "Macbeth" and "Oliver Twist" and the American Centre for giving us the opportunity to listen to a talk on Arthur Miller by professor Udel.

I regret that we were unable to have as many guest speakers as we would have wished to have had owing to the fact that we started the course one term late.

We had the privilege of listening to a very interesting and informative talk on Leonard Woolfe and John still by writer and journalist Mrs. Maureen Seneviratna.

The English Literary Committee has worked well together in all our activities.

In conclusion we thank the principal and our patrons Mrs. C. I. Abeysekera, Mrs. E. P. R. Alles Mrs. V. Thambaiyahpillai and Mr. O. Panditharatna for the co-operation they gave us to make our activities a success.

Chandra Samarakoon
Secretary

SPORTS COMMITTEE - 1974 - 1975

Patrons :- Mrs. A. Boyagoda
Mr. H. M. Jayatillake
President :- Mr. C. M. B. Moraes
Secretary :- Mrs. Daisy Kodituwakku
Treasurer :- Miss Salma Shamsudeen

After taking over from the seniors we were not able to operate in the way we should have operated. With the co-operation of the staff and our seniors we were able to prepare in the net-ball court. We extend our thanks to all those who helped us in this venture.

With the limited equipment available we managed to organise Competitions between the groups and seniors and freshers. A series of net-ball and cricket matches were played and the real sports spirit was displayed by taking up victory and defeat. A friendly net-ball and Volley ball match was played on 12th February between the Staff and trainees. We played a net-ball and a cricket match against Mirigama on 11th June. Other Sister College encounters too were held in June.

We are thankful to our Patrons Mrs. A. Boyagoda and Mr. H. M. Jayatillake for the tremendous interest shown and the co-operation give in organising various other activities in the field of sports. I whole-heartedly thank them on behalf of the committee and the student body.

In conclusion I wish to thank the Principal, the members of the Staff and the past trainees for their assistance at short notice in officiating at the matches and for their co-operation in activities connected with sports in the College.

Daisy Kodituwakku
Secretary

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1974 - 1975 යන වසරේ අප සංගමයේ වැඩ කටයුතු ඉතාමත් සාර්ථක අන්දමින් කරගෙන යාමට හැකිවූ බව ප්‍රියයෙන් සඳහන් කළ යුතුවෙයි. ක්ෂණික කථා, කවි කථා, ඡන ගී, සමූහ ගී, කෙටි නාට්‍ය වැනි විවිධාංග වලින් යුත් ප්‍රථම මහා සභා රැස්වීම අප සාමාජික සාමාජිකාවන්ගේ දක්ෂ කටයුත්තෙන් නිර්මාණය වූ ඉදිරිපත්වීමත්, සාහිත්‍ය රසාස්වාදනයත්, යස රහව පිළිබිඹුවූ කදිම අවස්ථාවකි එක්සත් ජාතීන්ගේ සංවිධානයට සරිලා ලෝක සාමයක් ඇති කළ හැකිද යන මැයෙන් දෙවනුව පැවැත්වූ විවාදයද තවත් සාර්ථක ප්‍රයත්නයකි.

මෙසේ අප සාමාජික සාමාජිකාවන්ගේ සිංහල දැනීමත්, පොත්පත් කියවීමේ රුචියත්, කටයුත්තෙන් දියුණු තියුණු කිරීමෙහිලා අප සංගමය ඇප කැපවී ක්‍රියා කළ බව සඳහන් කළ යුතුය. විශාලයේ අතිකුත් අනුබල ආයතන වලින්ද සංගමයේ වැඩ කටයුතු වලදී සම්පූර්ණ සහයෝගය ලැබුණු බව ස්තූති පූජිතව ප්‍රකාශ කරමි. මෙහිදී අපගේ විදුහල්පතිනිය හා උප විදුහල්පතිනියගෙන්ද අනුශාසක මණ්ඩලයෙන්ද ලැබුණ සහාය ප්‍රශංසනීයයි.

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The Education Committee 1974 - 75

President :- MR. E. P. TENNAKOON

Secretary :- MRS. H. H. M. T. BALAKUMARIHAMY

Treasurer :- MRS. S. ABENAYAKE

We organised a number of seminars last year and this year too. In the academic area of Educational Psychology lectures were given by Mrs. Niles from the University of Sri Lanka - Colombo Campus and Mr. Bulumulla, Assistant Superintendent of Prisons Bogambara. In the field of methodology, English Language and Literature, Mr. Muller, Mrs. Seneviratne and Mr. K.L.A. Gunawardhana, the Chief Education Officer - English Unit, were among the speakers. A special talk on administration and grading of schools were given by Mr. J. A. Jayawardhana, Director of Education, Kandy.

Film shows and a number of illustrated talks were organised by our society. Film shows given under the auspices of the British Council, Kandy, were organised and the following films were shown:- "Macbeth," "King and Country", "View and teach series" and films on the Elizabethan stage.

The Education Committee has given their fullest co-operation to the Principal and the Staff in the organisation of various activities pertaining to the field of Education.

The Patrons of the society Mrs. P. Alles and Mrs. M. Suwaris, have always given their wholehearted co-operation and their guidance to us, Our thanks are due to them.

H. H. M. T. Balakumarihamy
Secretary



NETBALL TEAM

How You Can Train And Develop Your Mind

Nearly everyone would like to have the type of mind which produces good ideas frequently and without effort. If this is one of your desires, and it has not yet been fulfilled, do not allow yourself to believe that it is your mind which is at fault. Inability to produce ideas readily is caused not by any deficiency in the mind itself, but in failure to give it the required training. If you liken the task of preparing your mind for productivity to that of preparing your garden for growing thing, you will see just the treatment which is needed.

In your garden you must sow according to what you wish to reap. You must give nourishment to your soil if you want to get the best blossoms and fruit from your plants. You must spend the time pulling up the weeds. You must keep your garden tidy if you want to display your plants to the best advantage. You must rotate your crops from year to year. And you must allow periods for the soil to be fallow.

If you now think of your mind as the soil of your garden, and of your ideas as the plants with their blossoms and fruits, you will see well how to treat your mind so that it yields the best results.

Just as you would not sow daisy seeds if you wanted to reap roses, so you must not sow seeds of fear, animosity, discord and discontent and expect to reap confidence, friendships, harmony and happiness. It stands to reason that if you want to reap confidence, you must sow seeds of confidence. If you want to reap friendship and affection, you must sow seeds of kindness and love. And if you want to reap harmony and happiness, you must sow seeds of calmness and content. To develop your mind and make it fruitful is as simple as that. But it requires careful and unfailing daily attention.

If you can visualise even a little of a rich reward awaiting any one who undertakes this daily discipline, you will be more ready to devote yourself to it. Start each day by taking near positive qualities of confidence, friendliness, harmony and happiness. Consider how each can be cultivated during that day.

If you see ahead of you possible difficulties, start sowing your seeds of confidence before the day's activities begin. Focus all your attention on seeking positive ways of overcoming the anticipated problem. By keeping your mind fully engaged in this constructive exercise, you will not only sow seeds of confidence but you will build up good protection for yourself against doubt. If you anticipate you will encounter people antagonistic to you, begin right away to sow seeds of understanding in your mind. Direct your thoughts to discovering why the people in question seem to be difficult. You will probably find the reason is inferiority feelings, feelings of frustration or some other form of distress or defeat.

With seeds of understanding in your mind, you will be able to meet such people with friendliness and sympathy where previously you might have retaliated with antagonism. You probably know only too well the type of day when things go wrong even before breakfast and then continue, so throughout the day. This is not fate or bad luck. You have allowed seeds of discord to be sown in your mind at the start of the day and so discord has followed for much of the evening period.

Next time your day starts off with a mishap, reverse the process. Refuse to allow discord to enter into your mind. Instead, sow seeds of harmony. Assure yourself that underlying these apparent misfortunes, there are opportunities to prove your harmony can be maintained. Then you will reap on inner sense of serenity, despite what is going on around you.

If you want happiness to come into your life, you can usher it in of your own accord even though your circumstances may not be all that you desire. Plant into your mind ideas of gratitude. When you feel discontented change your trend of thought to the opposite direction. Seek good where you have been seeing ill. Find some way - in word or deed - to express gratitude for something in your life, no matter how small. Follow this policy, and you will find yourself growing steadily happier.

With these good seeds - confidence, friendliness, harmony and happiness - sown in your mind, you will soon develop that mental capacity to produce good ideas readily. Nevertheless, just as in gardening, it is not sufficient merely to sow seeds and let the matter rest there, so in mental development further attention is required.

The most common reason why people do not think well is not lack of ability, but a lack of resources on which to draw for ideas. You can easily build up these resources for yourself by reading books and periodicals, and by listening intently and intelligently to those with whom you associate. In choosing your reading matter, select that which has wide-range interest so that you will have as large a field as possible from which to draw your ideas. Again, in your contact with people, try to make them as wide as possible by associating with men and women in varied walks of life and with a variety of interests.

To keep your mind in good fettle, you must constantly be on the look out for weeds. Mental weeds take the form of self-control, thinking, inferiority feeling, fear and resentment. Any of these will rob your mind of its productive capacity. Focus your mind instead on giving benefit to your fellowmen. In so doing, you will gain the confidence, consideration and goodwill of others. Keep this main purpose in the forefront of your mind, and welcome all thoughts which help towards this end.

Besides weeding your mental garden, you must keep it tidy by having it well organised. Go through your experiences of the day or the week. Reflect on them. See where they fit into your main purpose of life. Throw away what you do not need, and find a proper place for all that you do need. Then only will your mind become fertile and swift, and able to produce the right idea to fit the need of the moment.

Give yourself time to think on any particular subject or problem, and also time to think generally. Failure to do this is one of the chief reasons why many people do not think effectively.

The mind must, like the soil, be allowed periods in which to be fallow. These will not only provide rest and relaxation, but may will train the mind to pause, wait and be unhurried.

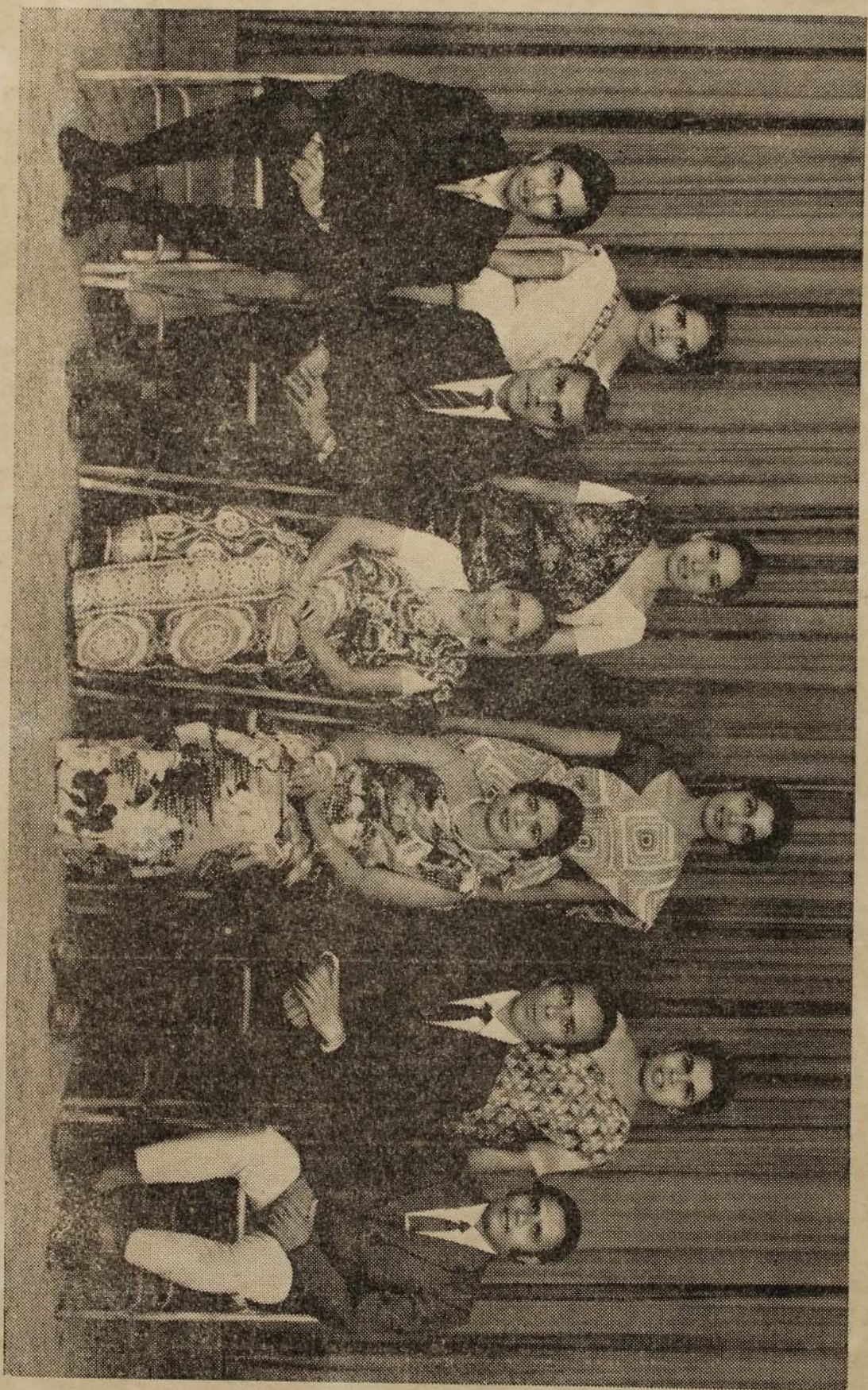
Few realise that to master effective thinking, it is of the utmost importance to cultivate the art of conscious hesitation. Train your mind to postpone your final decision until you have considered every aspect. Only then can you be sure you will be able to come to the wisest conclusion.

Be fair to your mind, and give up sufficient time to enable you to develop it to the best of which it is capable. You can then expect the richest rewards from it, and you will not be disappointed.

H. H. M. T. Balakumarihamy (1974-75)

Second Year Student.

Group A - 316 F



ARTS COUNCIL

THE ADVENT OF MUHAMMED

As humanity lay gasping in the agonies of death, God raised up Prophet Muhammed (Peace be on him!) to resuscitate it and deliver it from darkness into light, says the Holy Quran:

“A book which we have revealed unto thee, in order that thou mightest lead mankind out of the depths of darkness into light by the love of their Lord to the way- of (Him), the Exalted in power., worthy of all praise!” The Prophet broke the fetters of ignorance and superstition and invited men to a servitude that released them from every other form of bondage. He restored to them the legitimate comforts of life from which they had deprived themselves under false ethical and spiritual notions. The book of Islam says:

“For he commands them what is just and forbids them what is evil; he allows them as lawful what is good (and pure) and prohibits them from their heavy burdens and releases them from the yokes that are upon them.”

His advent gave to humanity a new life, a new light, a new faith, a new warmth, a new society and a new culture. It ushered in a new era in the human history marking the commencement of the real mission of them upon earth.

“The blind and the seeing are not alike, nor are the depths of the darkness and the light; nor are the (chilly) shade and the (genial) heat of the sun; nor are alike those that are living and those that are dead”:

M. H. M. Rameez
Group F 2nd year

Are You A Good Mixer?

Can you walk into a room full of strangers and feel perfectly composed.?

For people who are lucky enough to possess that priceless quality of being a 'Good Mixer', it is quite an easy task. But what about the others who are less fortunate.?

If by chance, you are a 'less fortunate' person, and find it difficult to make friends with strangers, there is no need to suppose that this state of affairs must continue all your life. Don't envious your neighbour, who is very quick in making friends. You too can be a good mixer with a little practice and common sense.

When meeting others, the most essential view-point to adopt is that you are going to like them and that they are going to like you. This belief will help you to go a long way towards the path of success.

Don't let first impression lead you astray as first impression of others are always dangerous. Very often when we meet strangers, We say I don't like him, I don't know why.? But after getting to know the person we find how wrong our first impression were, and that he was a pleasing personality, after all..!

It is said, that when strangers meet, a form of helping or atmosphere is set up. It can be friendly or antagonistic, according to the spirit shown at the first meeting.

Always be on the look out for others good points as most people possess redeeming features if we take the trouble to look for them.

People who take delight in criticising others and emphasizing their bad points are digging their own graves, as they often end up by making themselves thoroughly miserable, with no true friends to stand by them where in need.

To be a good mixer is one of the greatest assets in life, and this priceless gift is within the reach of us all.

'Jung' and his followers say, that people can be divided into two watertight compartments, one labelled extravert and the other "introvert," But I think, it is better to say that every one of us has both extravert and introvert tendencies to a greater or lesser degree.

On the face of it, one might imagine that the person who is an obvious extravert must therefore be a good mixer, but this is not always the case.

The predominant factor is our SOCIAL SENSE. why not take a leaf from the life of Lord Buddha, who was undoubtedly the best mixer the world has ever known. He would mix with kings and beggars in perfect confidence, as he was in a position to emphasize their good points, and to eradicate their bad ones.

If our influence on others is such that we brighten up their gloomy lives, we can jolly well label ourselves as good mixers. In all cases we must make the incentive and prove to others that here is a man or woman whose company is worthwhile - who is ready and eager to cultivate friendship and with their confidence.

NEVER wait for others to take the **INITIATIVE**. Some people find it difficult to be good mixers because they suffer from a form of intellectual snobbery. They consider it useless to associate with people who are not equally intelligent and intellectual. Such a dogmatic assumption is both ridiculous and wrong. Each of us can learn at least one important lesson from every other person in the world.

A quick - tempered person is often an extremely unpopular character. Few will mix with such a person and those who do, hesitate to make any suggestions or offer advice. A bad temper is nothing more than a habit. We gain nothing by losing our temper, but often do considerable damage to others and to one's self. A serious face may be a charming person in disguise but the observee takes him at his face value. Thus a beaming smile is a passport to social success.

Mrs H. De S. Nanayakkara

(Group A) Second Year.

So said Mahatma Ghandhi . . .

“Our struggle is for human liberty and human dignity”

“Barbarity can never protect a religion. Violence had forged the chains of our slavery.”

“Your worst enemy is fear.”

“I bear not the least ill will towards anybody. That is why I am moving and living among those who mistrust me”

“Any one who pursues truth must bid good bye to fear. Truth can never be vanquished”

“Nothing can justify murder and violence”

“Freedom is to be wooed inside prison walls and sometimes on the gallows.”

“To die by the hands of a brother cannot be for me a matter of sorrow.”

Raleena Razack

(Group F) Second Year

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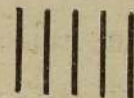
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How Honourable are You?

Most of us pride ourselves on our sense of honour. But when we come to examine ourselves a bit more closely, can we really be as proud of it as all that? Now come on, try this test to check on yourself. Put a tick against the way you would react before turning to the key at the end.

- (1) A shop assistant gives you too much change or makes a mistake in the price.
 - A. Tell him about it? not likely! after all this is your lucky day.
 - B. He may have to make it good. He may be tired, rushed, new to the job, or just naturally poor at mental arithmetic. Of course, you point out the mistake.
- (2) Bills are due to be paid.
 - A. They can wait for their money, can't they? you postpone payment for as long as possible.
 - B. You have the goods or the services and it is only honest to pay for them. After all, the people you pay have to pay their bills.
- (3) Someone lends you a nice book.
 - A. Perhaps if you hang on to it long enough, they'll forget where it has gone and you'll be able to keep it.
 - B. Once you have read it, back it goes to its owner, with your thanks and in the same condition at when he loaned it to you.
- (4) You take on a job, like the secretaryship of a club.
 - A. If anybody thinks your'e going to put yourself to a lot of bother and inconvenience, they're making a big mistake. It'll work out somehow the same as it always does.
 - B. You have taken on a job. This means doing it as well as efficiently as you can.
- (5) You have organised something which is a success, but you know very well you could not have done it without help.
 - A. You are the centre of admiration and how you love it. You bask in an "alone-I-did - it" attitude grabbing all the admiration for yourself.
 - B. You are quick to draw attention to the hard work put in by other people, and to bring them forward to share the praise.
- (6) You make a mistake.
 - A. Ssh! keep quiet and may be it wont be traced to you. Better think up a story, though, just in case. Never mind if it isn't the exact truth as long as it sounds convincing.
 - B. It is not very pleasant, but you admit the error and apologise.

- (7) You make a promise to meet someone.
- A. I forgot. I couldn't make, it, Something else turned up. The same old lame excuses. Made afterwards, of course, when the other person has been disappointed and let down badly.
 - B. You keep your promise. If something really important happens to prevent you, you let the other person know. Failing this you go out of your way to explain and apologise.
- (8) You are trusted with a confidence.
- A. Of course you won't tell everyone, but surely it would hurt just to tell the husband, your mother and your best friend.
 - B. The confidence was made to you. You keep your mouth shut.
- (9) You are married or engaged. Or, you know the other person is married or engaged.
- A. An affair with you? why not? you're always ready for a bit of fun.
 - B. If you do this once, it is totally easy to do it again and again. But it means far more than fun to you, so the answer is NO.
- (10) Your family, your friends, your employer or office senior.
- A. You let off steam about them to anyone who will listen. If they do things to annoy you what else can they expect? Making fun and finding fault gives you a feeling of superiority at their expense.
 - B. You are loyal. If things get unbearable, you confide in your wisest and most discreet friend. Better still, you talk it over with the person directly concerned.

"Count five marks for every ticked B. We should all be able to score full marks; but human nature being what it is, 30 may be regarded as average; 40 is very good; 30-40 quite good. Under 30 is not satisfactory. 50 you are a great liar, you even lie to yourself, Better consult a psychiatrist"

Raleena Razack
Group "F"
Second Year.

What is "Personality" ?

In ordinary speech personality refers to, traits by which a person impresses or attracts other people, but in Psychology it means the whole of a person's outstanding characteristics, his abilities, emotions, and social traits and also his interests and attitudes. In other words "Personality" includes temperament and character. Temperament refers to the innate bases of personality, like natural tendencies and organic drives, the effects of glandular balance on the emotions while character affects a person's behaviour. Character refers to traits, such as honesty, reliability, truthfulness or their opposites which are either approved or disapproved of by society.

' Personality results from the interplay of the inherited contributions with all the forces of the environment from the moment of conception. Until birth, the environmental forces acting within the uterus help to shape the future "personality," thereafter the forces range from the physical conditions of up bringing to the ideas and attitudes of the parents and others with whom the child comes in contact,

The word "Personality" comes from the Greek word meaning mask. Personality is that which permits a prediction of what a person will do in a given situation. Therefore the study of Personality will help us to establish certain ideas about what different people will do in all kinds of social and general environmental situations. When describing personality, we do so, in terms of types and traits. In modern psychology, the normal personality is frequently described by traits and the abnormal by types.

Several attempts have been made to divide people into types based on Psychological or physical characteristics which they exhibit. Jung, one of the psychologists distinguishes between extroverts and introverts. The former being people who are socially co-operative and have liking for others, and the latter, the rather unsociable. Morrison has shown that "Teacher's Personality" rating of 11-12 years old pupils are along three dimensions in Scottish Primary Schools. There are the positive aspects of these dimensions - good behaviour, high attainment, and sociability or social leadership.

According to Freud's Personality theory, he recognises three main components of the human personality - the id, ego, and super - ego, which are in constant interaction with the outside world. The id, which is the unconscious mind, consists of man's instinctive drives and natural tendencies. It is infantile, non - rational, and demanding immediate satisfaction. The ego, which is conscious, consists of will, reason, wisdom, and sanity. It is in contact with both the id and the external world and its function is to hold a balance between a constant striving of the id, for satisfaction and the demands of the outside world. The super-ego like the id, is an unconscious survival from infancy and is akin to what people call conscience, ideals, training and the self regarding sentiment. As the child develops he assimilates and incorporates the values and standards of his parents, grand-parents and peer group which is called - introjection, which helps him to develop its super - ego.

The task of the super - ego is to criticise the ego and make it conform by bringing about feelings of guilt. Freud claims that the way in which the ego resolves the conflicting demands of the id, super - ego and the external world brings about the individual personality. To overcome conflict the ego may employ repression of defence mechanisms, which are :

- (a) **Projections:**— To thrust fourth on the external world and on other persons certain unconscious wishes and ideas which would be painful if accepted, as part of the self.
- (b) **Rationalization:**— It is the unconscious manipulation of our opinion to evade the recognition of unpleasant. things
- (c) **Reaction Formation:**— Its the mechanism where by one tendency is hidden from awareness by its opposites.
- (d) **Conversion:**— The individual unconsciously develops certain physiological symptoms which is expressed symbolically.
- (e) **Sublimation:**— Here the individual does not repress his ego, but rises above it instead.

In addition. Freud explains, three stages in infancy. The Oral stage, where the manner of obtaining pleasure is through sucking, swallowing, b ting. Then the Anal stage, where pleasure is obtained by expelling or retaining, and finally the Phallic stage, where pleasure is obtained by touching, investigating and questioning. If the infant experiences certain kind of treatment such as over indulgence or severe frustration at any of these stages, the growth of the ego is likely to be affected, yielding, in turn to distorted personality characteristics later on.

Fancinie Wijesingha,
Group C 2nd year.



NETBALL TEAM 1975

Womens' Lib

Thus the world has become a strange place
Women with Crown, Altar and sepulchre
Men beside cradles clinging to their aprons
Storms in tea cups - toads in soup

As for the twentieth century amazement
Women clamorously demand for amendment
'Well, men as women equally born,
Yet there's generations to be born!.

Hand that rocks the cradle rules the world
They elevate their status but their domains fail
Children neglected, Houses haunted
Home Sweet Home' not a place to be hated

Pell mell helter skelter
Things go wrong
Women drive country kingdoms and all
Men imprisoned within four walls

Pots and pans, spoons and knives
Rolling pins and barrels of wine
Don't let them fly, let men survive
Should lib die to make homes thrive

"Women Thou art so frail"
This has become a saying so stale
Fight for your Lib while your homes wail!
So you try to fish whale in a pail?

Women, Gunpowder, Bombs and Atom,
Powers of creation as well as destroy!
'Lib' is haunting the world like phantom
One man's flesh another mans' poison.

Womens liberation will be anothers tyranny
"Men women all alike" keeps nothing but irony
As for the world needs a go, to swing in harmony
Lib should cremate with all its ceremony.

Hemamali Gunawardana

Group A - (Anonymous)

The History of the English Language.

Apart from the Chinese, the English language is spoken by 300 million people all over the globe today. As such it has become one of the universal communication media, in this age of vast scientific and technological development. It began to spread from the beginning of the 14th century.

English was spoken by about 2 million people at the time of Chaucer. In the 16th century about five and a half million people spoke English and it was the fifth among European languages. During the time of Napoleon it reached to the sixth place, and after the 18th century it began to expand rapidly. Soon after the fall of Napoleon English surpassed French as the first language in the western world. With the industrial revolution and the new imperialism English began to spread to the colonies and to the new world and thus at present it holds a supreme place among languages.

The evolution of the history of the English language is nothing but the history of the English people. It is a curious mixture from many sources.

England is the biggest portion of the British Isles. To its North is Scotland and to its west lies the country of Wales. Under the great Roman Emperor Trajan, England became a flourishing province of the Roman Empire. At this time England was inhabited by some people called "Celts", who had migrated to this island before the Christian era. They spread over to England, Ireland and to the High lands of Scotland. Under the Romans, the Celtic language was permitted to coexist with the lingua franca of the empire which was Latin. Celtic language was second in its importance to the Romans. It existed only in the country side. But the flourishing Roman towns in England used Latin habitually. The nobles as well as the common people in England began to draw their models of Roman culture. From the Persian Gulf to the high lands of Scotland Latin became the official international language.

Along with the Roman civilization in the 4th century a new religion began to spread Christianity, which came to England with more doses of Latin and Roman, influenced the cultured Celtic Roman citizens to use their language with certain modifications.

The Roman empire in England did not last for a long period. It was overrun by certain central European tribes, who were the Angles and Saxons. They were of Germanic origin. This was a most crucial period for the Roman Empire, not only the Angles and the Saxons, but also a number of other tribes such as Ostrogoths, Visigoths, Vandals, Franks and Lombards began to challenge the Roman Empire. Due to these tribal influences, the Roman empire collapsed and the new comers established themselves firmly. Along with the downfall of the Roman empire, their culture and religion too disappeared.

The Anglo-Saxons were a Teutonic race. They were pagans, worshipers of wooden and other Teutonic gods. Their language was primitive German. They were more tribal than urban and as such there were no written documents to gather information about their culture, religion and language. But later when Christianity was re-established in Britain in the early 7th century, a new and a separate culture began to evolve which brought about the art of writing, text books and also the schools.

The earliest Anglo-Saxon script was an adaptation of early Irish characters or Celtic. The English literature which evolved in the 7th and 8th centuries were mostly epic poems on native

heroes. But unfortunately most of the written records are not left to us due to the invasions by the Danes in the 8th century. They destroyed much of the Anglo-Saxon culture along with the manuscripts.

The Danes too were a Tutoinic people. In character they resembled Saxons and for them the Danish settlement in Eastern England was of enduring importance. Conquerors and the conquered influenced one another in a paramount way. However the Anglo-Saxons established themselves under the king Alfred, and once again Anglo-Saxon culture began to spread with a new lease of life and vigour. He directed the subjects to learn those who could afford and those who were ree born.

The language of the King Alfred's country was Wessex or West Saxon dialect of old English. It is comparable to modern German in many ways. Thus Margaret Schlauch says that Modern German is a conservative first cousin of old English. It is said that one who wants to learn old English should know a bit of modern German and one who wants to learn modern German should know a little bit of old English. Thus it explains that those two languages are complementary and they have their common origin.

At the beginning of the 11th century the Normans began to invade England and in 1066 A. D. William the conqueror was crowned as the king of England. At the time of William the old English language had taken in large doses of Latin in direct and indirect forms. The vehicle of Christianity was Latin and through christian literature these words have entered the English language and survive even up to this day. With the Danish influence a lot of words such as "husband" "fellow", "law", "store", "gate" etc. were also added to English. The plural forms in English such as "they, their, them" are the words which have derived from the Scandinavian language, "peir, peira and piem".

To this admixture of language, the Normans brought the Norman French. They came to England from French Normandy. Not only did they bring French but also brought the feudal system of government too to England.

The school at the time which was the main centre of imparting language arts had to adopt the new language, French. Norman French Bishops and abbots began to instruct children in French and instruction in English practically ceased. In this period of subjugation of English it underwent definite changes. Many distinctions of old English was lost and the grammar was greatly simplified. The country at large began to experience a new kind of English composed with a lot of French words which were added to its earlier mixture. The vocabulary of Chancer is a good example for this type of English.

In the 15th century the invention of the printing press made a profound change in the English language and culture. It more or less standardized the different dialects of English which were existing at the time. The Shakespearean English is a good example of this. The Renaissance in Europe at this time brought to England the lost knowledge of the ancient and medieval world. Also the pagan renaissance brought with it a lot of Latin forms to English. Latin grammatical forms entered the sentence patterns and some writers deliberately included them in their writings. All these happened during the Elizabethan period of English history.

In the 17th and 18th centuries formal rules of language were defined and it was clearly seen in the use of the official English language, with the expansion of the British empire, English as a language began to spread to the new world and colonies. When English came to British India as a linguistic media, students of linguistics began to see close affinities between English and

Sanskrit. Thus a new subject entered the language science called "Comparative philology.

When we look back on the history of the English language, we can say no living modern language has its original purity. The vast expanse of time and history has added complex diversities and enriched the English language. Its sphere of influence has spread to every nook and corner of the world today. The English language which was once confined to the small island in the north sea is a universal language spreading over the three great oceans.

Mrs. K. Jayaweera
Gr. C. 2nd Year.

SIGNPOSTS TO LIVING

"If a man be gracious and courteous to strangers, he shows that he is a citizen the world, and that his heart is no island cut off from other lands, but a continent that joins to them. If he be compassionate towards the affliction of others, it shows that his heart is like the noble tree that is wounded itself when it gives the balm"

— Francis Bacon. —

"That man is richest whose pleasures are the cheapest."

— Thoreau —

"Ideals are like stars, you will not succeed in touching them with your hands. But like the seafairing man on the desert of waters, you choose them as your guides & following them you will reach your destiny".

— Carl Schurz —

"Nothing great was ever achieved without enthusiasm."

— Ralph Waldo Emerson —

"Enthusiasm is the genius of sincerity, and truth accomplishes no victories without it"

— Bulwer Lytton —

"If you can give your son only one gift, let it be enthusiasm"

— Bruce Barton —

"It is easier to perceive error than to find truth, for the favour lies on the surface and is easily seen, while the latter has in the depth where few are willing to search for it"

— Johann Goetha —

"For anything worth having one must pay the price; and the price is always work, patience, love, self-sacrifice - no paper currency, no promises to pay, but the gold of real service."

— John Burroughs —

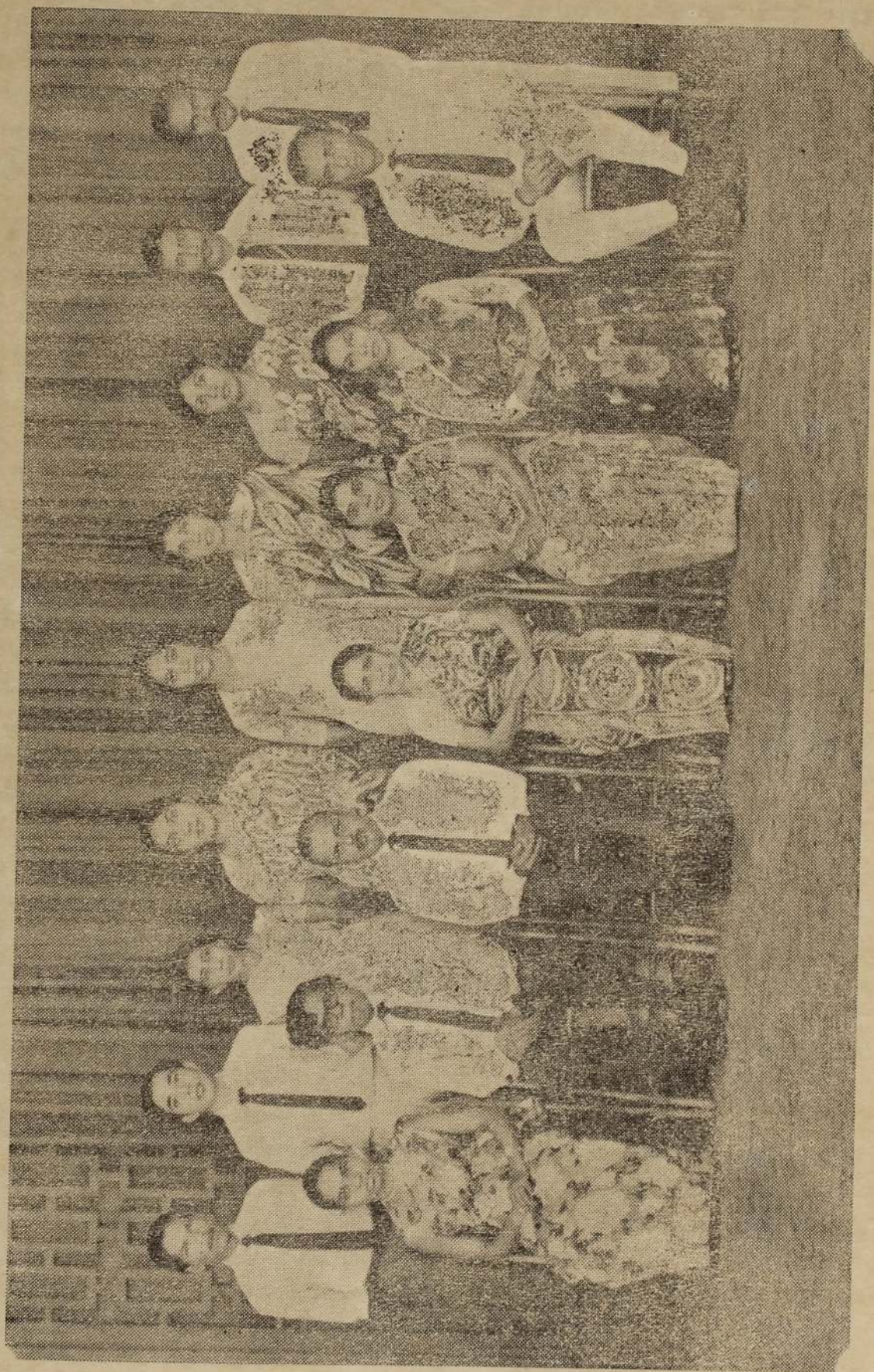
"Health & cheerfulness mutually beget each other"

— Addison —

"The two noblest of things which are sweetness and light"

— Swift —

Raleena Razack
(Group "F") Second Year.



LITERARY AND DRAMA SOCIETY

Evils of Drink

'Drink is the very Devil' so runs a popular saying. It is staggering to realise how many lives and homes the demon of drink has ruined. It is a sad commentary on the human race to have to say that 'alcoholic-drink' is not only popular among the 'holi polloi', but is also welcomed by the 'Elite'. It is disconcerting to realise that government rakes the income by advertising for sale 'Gal Oya Liquor' and by the sale of taverns. Local option merely drives the menace of drink under ground and swells the ranks of bootleggers and Kassippu barons. Countless people, as we say in Sri Lanka and else where go the primrose way to the everlasting bonfire because of drink. A dyspsomaniac is a greater menace to society than a maniac or a lunatic because he is as a rule a mental wreck. But the drunkard's opportunities to damage his home are almost unlimited.

Everyday the newspapers are full of pictures and accounts of raids on illicit liquor booths and distilleries. Kasippu and other poisonous drinks are on sale everywhere. Drink is responsible for practically all the evils that beset mankind. In the first place it is a terrible waste of money. Drinks are very costly. A man has to spend much more on drinks than on his meals. Though it may not adversely affect the rich, the poor are ruined when they take to it. The money that should go towards the up keep of the family and future security is wasted on drinks. The educationists diagnose the drunkard as one who reacts wrongly to his environment. Some drunkards are born and some are made. Children of dyspsomaniacs also belong to the same category. Such children are more sinned against than sinning. Secondly drink is the root cause of crime. When a man takes 'drinks' he loses self control and the power to think clearly. Mentally as well as physically the man has to suffer. The poisons in the alcohol attack the parts of the body very quickly, specially the lungs and heart. So it runs through out the whole body attacking each and every organ.

A drunkard, when he loses his self control and the power to think, becomes a prey to sudden impulses. Hence he commits crime, murder, rape, burglary and other acts of violence. There are some in society who say when they take a 'drink' they can think more or act well. This may be true for the moment. But in time to come they have to suffer from dropsy. Some of our famous thinkers and writers in the past were too fond of the bottle and with the saying, "In the goblet alone no deception is found" drank themselves to death.

There are some who have started to drink as a fashion and the fashion probably grew into habit and habit as we know is second nature. The habit of drinking is bad because like all evil habits, the drink habit grows on one and increasing quantities of drink become necessary. They start with 'Just a little drink' but as the days roll past, the little drink becomes the copious draught. Bad habits start as cob-webs and end as ropes of steel. Some other causes for the drink habit are frustrations of life. Those who are idly trying to seek satisfaction foolishly in drink. To those who are disgusted of life as well as the society, search the "Blessings of the bottle. "A man may sink temporarily his sorrows in drink but years later he himself is drowned in drink." The mental instability which causes man and women to take drink is due to a defective type of education. A purely academic or technical education fails to develop the educand's character. Those who are engaged in manual work try to seek the

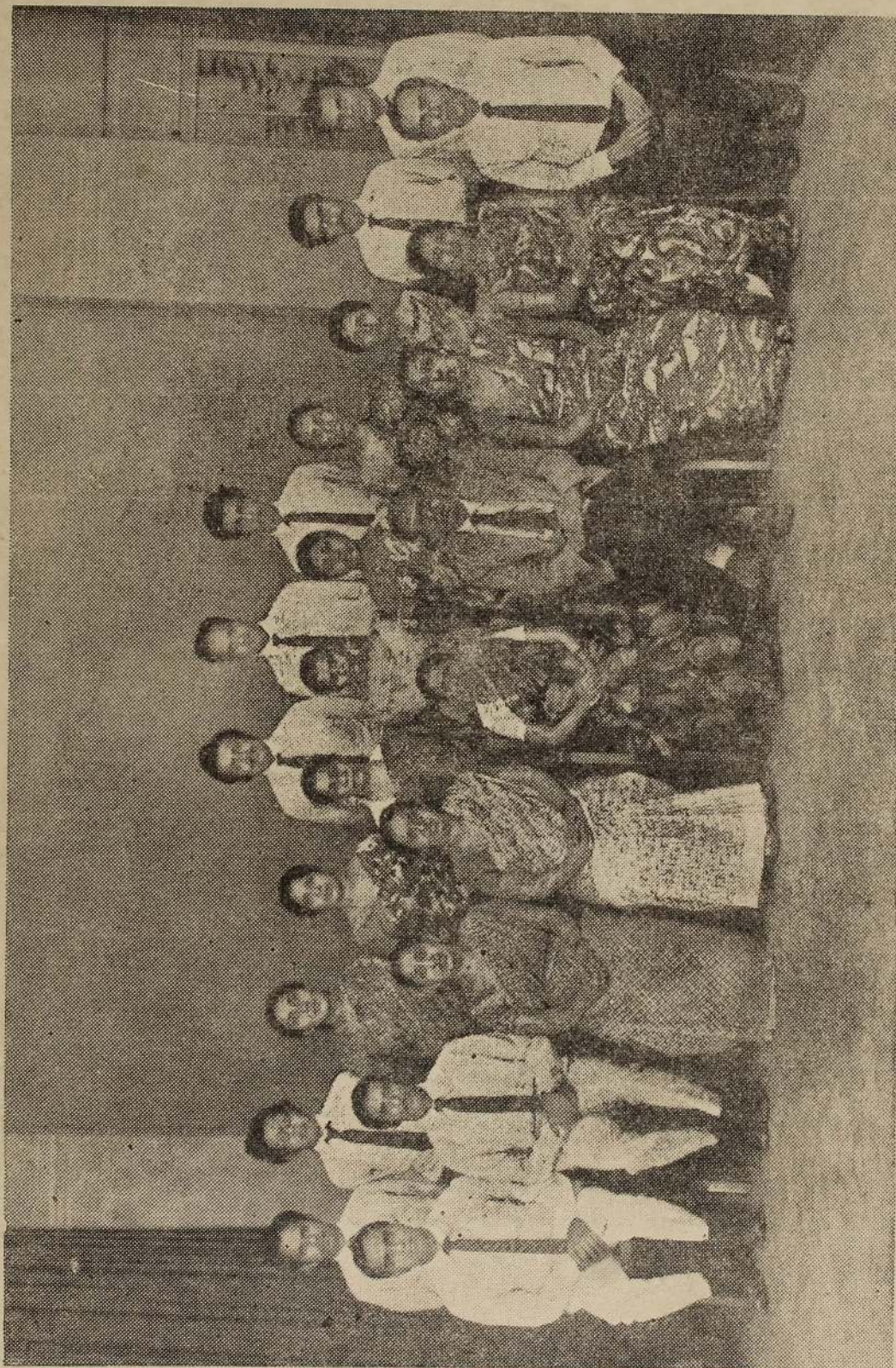
satisfaction with the help of a drink. For them drink and mental instability form a vicious circle. More drink leads to more marked instability. What is worse is that the evil they do lives after them and their progeny suffer for the sins of their fathers. The results of this bad habit affects so much the human body and is liable to produce preposterous children in time to come.

It is very necessary to have a stagnate point of view for the removal of this menace, for the purification of the human culture. This can be stopped by means of legislation. Limitation for a certain number of hours of sale would bring fair results than having open the taverns and bars through the days and nights. Island wide liquor centers should be brought down to smaller number than those which are prevailing at the moment. Legal steps would help for the total prohibition of illicit liquor booths and distilleries. Along with the legislation educational and religious background also would be a sovereign cure for dipsomania. Though these would hurt the drunkard at the begining, it would be the only remedy in time to come.

Mrs. R. W. M. S. Ekanayake

2nd year

Group A.



MAGAZINE COMMITTEE

Seated L. R.

Mr. Gunawardena, (Treasurer) Mr. M. C. Senaratna Dias, (Joint Editor)
 Mrs. Kamala Pahathkubura, (Joint Editor) Mrs. M. Suwaris, (Patron) Mrs.
 M. M. Jayasekera, (Principal) Mr. V. Atapattu, (Patron) Mrs. Ballalla
 (Secretary) Mrs. S. Attanagoda, Mr. E. H. Munasinghe.

Standing L. R.

Mr. L. V. Wimalasiri, (Artist) Mr. M. H. M. Rameez, (Business Manager)
 Miss Hazeera Hameed, Mrs. Nanayakkara, Miss. Seeta De Silva,
 Mrs. Giriagama, Miss R. Razak, Mrs. N. Jayasooriya, Mrs. Sama-
 rakoon, Mr. Rankothgedara, Mr. Kulatunga (Artist)

3rd Row L. to R. Mr. U. K. T. Perera, Mr. K. T. Abeyratna, Mr. Kularatna

THE DRAMA CIRCLE.

Patrons:- Miss Silva, Mrs. Haththotuwigama, Mr. Tammita

President:- Mr. K. P. S. Abeywickrame

Secretary:- Mr. M. H. M. Rameez

The drama society for the year 1974-1975 under the patronage of Miss Silva, Mrs. Haththotuwigama and Mr. Tammita has had a score of activities to their credit

The society extended unstinted co-operation and assistance in the staging of the play "Passage to India" which of course was excellently performed. We also take this opportunity in extending our sincere thanks to Miss Creegin, V. S. O. who took immense pains in training the teacher trainees, to make this play a success. We will certainly be failing in our duty if our thanks are not extended to the following participants.

The neat programme our society accomplished was in making the convocation function a well organised occasion with a variety of entertainment following the formal occasion

The following items were presented :-

1. Gajaga Wannama, 2. Bulath Padaya, 3. Peacock dance
4. Kalagedi dance.

During the visit of the drama experts Miss Elizebeth and Mr. David Kemp, our society welcomed them whole heartedly and presented a few cultural dances. They dealt at depth on drama and workshop drama. We extend our thanks for the enlightenment given to us on this field.

We are also proud that the Puppet Drama Aluth Adum or Emperors New Clothes directed by Mrs. Haththotuwigama, has been selected for the All island Puppet drama competition, sponsored by the Arts Council of Sri Lanka.

In conclusion, we thank the Principal, Vice Principal, members of the staff, and our patrons for their valuable advice and timely instruction

M. H. M. RAMEEZ
Secretary, Drama Circle.

AGRICULTURAL COMMITTEE 1974/75

Patron : Mr. H. M. Dayaratna
President : Mr. U. W. P. Ranatunga
Secretary : Mr. H. D. Wickramasingha
Treasurer : Mr. H. M. M. Herath Banda

Agricultural Committee is divided into four sub-committees namely Agri-Sramadana, Agri-Education, Agri-Tours and Agri-Journal. Each sub-committee consists of three members to function. Every function of the committee is discussed by the main body with the Principal under the guidance of the Patron.

After the Government officially announced the "Production campaign" our committee organised and started the programme of work on 20th September 1974. During this period we could plan out and establish an orchard in the College premises and we are happy to mention here that there are about fifty different kinds of fruit trees growing in this orchard.

The Sramadana-Sub-Committee organized a few Sramadana Campaigns and we are very proud to state that we helped the pupils of Vimaladharmasiri Maha Vidyalaya to asveddumize a plot for a paddy field in their school premises.

On 26th of September 1974 and 1975 our committee organized Sramadana Campaign to commemorate the Bandaranayake Day and all the teacher trainees participated in this programme.

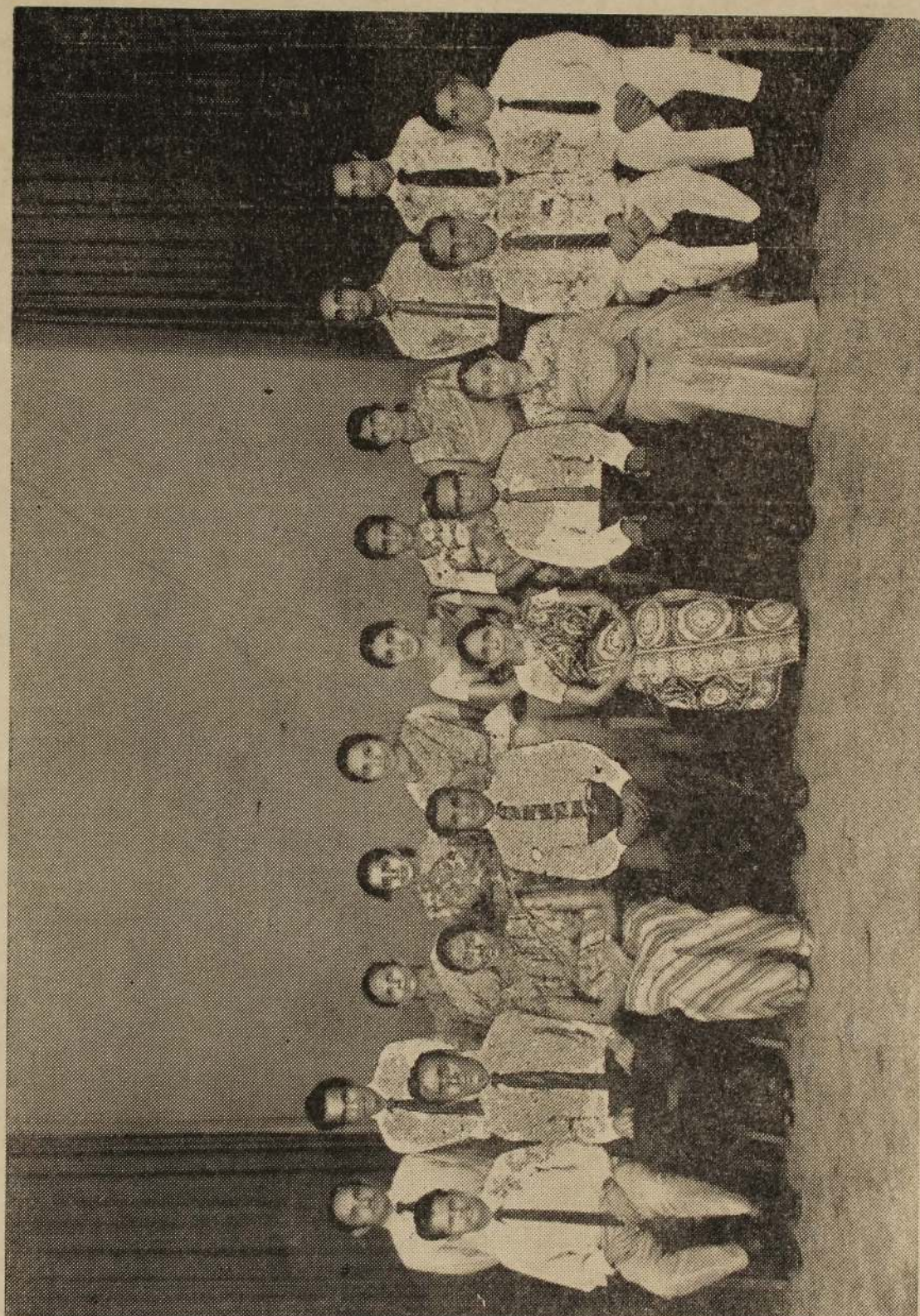
The financial conditions of this committee has not been so sound because no contributions have been collected. And a fair quality of the produce has been issued free of charge to the respective members of the group. However a sum of Rs. 52.- was collected.

Our Committee has started a group level competition in agriculture and planted Sweet Potatoes and Manioc in the respective plots given to each which were judged and graded by three of the staff members. The judges have found out that "D" group has done well in this competition. The awarding of the challenge shield will take place in due course.

The above mentioned money will be utilized to buy plants to be planted in the College garden in 74/75.

On special thanks are due to the Patron for his valuable guidance. Also our thanks are due to the Principal, Vice Principal, judges and the members of the staff for their co-operation and the advice given to us in all our agricultural activities.

H. D. Wickramsinghe
Hony. Secretary



CO-OPERATIVE SOCIETY

Value of Poetry in a 2nd Language Teaching Programme.

As Poetry is a part and parcel of a nation's spiritual heritage, it should be taught to pupils who study English as their second Language. There are great differences of opinion over how much and what type of poetry should be taught. This depends on the particular class as well as on the teacher's personal preferences and judgement.

Apart from laying the foundation for more advanced study of poetry there are advantages in starting poetry at an early age. As poetry is memorable speech, it not only stores pattern sentences in the mind but also enriches the pupils' vocabulary in a most natural and easy way. Then the aural training the pupils gain from poetry cannot be underestimated. Poetry lends itself excellently to ear training without fatigue setting in too soon. It is an excellent point of departure for oral or written work. The pupils can be asked to talk or write about the poem already taught, or give number of short questions to answer.

Moreover, there is much rhythm in rhymes and verses, and through this rhythm children appreciate and enjoy poetry. As the pupils cannot understand the meaning of all the words in a poem or a rhyme, the content of it can be given in the mother tongue. Generally all rhymes and poetry can be put to music or song. So that even if the child doesn't understand the meaning he begins to learn this correct English which sticks in his mind for the rest of his life.

Furthermore it is an advantage to the backward child. If he is interested in music and singing, he will enjoy the rhyme and will participate in the singing, and thereby learn a few words. In this way they begin to develop a love for the language, and they are introduced to new words and sentences. When children get interested in poetry they take with them their English classroom atmosphere by singing and reciting these poems at home to their brothers and sisters.

Action songs and action poetry are also very beneficial, because action songs are centred around topics which are common to all pupils. Furthermore most young pupils are eager to draw what they have visualised. If a rhyme of a poetry is taught with the help of a picture in relevance to the poetry, the image the poem provides ample scope for drawing the same.

Having served as a point of departure for various activities, the poem can be learnt by heart impressing on the pupils' minds. It can be concluded that poetry has great value in the 2nd language teaching programme. Through poetry the pupils' interest is aroused, their imaginations stimulated, their horizon is widened and their vocabulary is enriched.

Mrs C. D. Sirimanne

Group B - 2nd Year

Pronunciation Error Correction

As second language teachers we come across many pronunciation difficulties. A rhyme or a nursery song is an easy & interesting way of correcting such errors. Here are a few songs to correct pronunciation errors.

1 A song for the correction of the /S/ sound sung to the tune of an old favourite "Quesera"

When the bright stars **sh**ine in the skies
I hear my mamma sing lullabies
Little boy blue the little **sh**epherd
Seeks **sh**elter in his bed.

Shoo little **sh**epherd
Shall you not watch your **sh**eeep
When morn brings back the sun
Shining bright & clear

2 Correction of consonant clustures /sk/ /st/ /bv/ & /sp/

The **sk**y looks bright & **bl**ue
When I **sk**ip up with you
But yet its **sp**arkling & **bl**ue
When I **st**and **st**raight with you

3 This is a song for the correction of /ʒ/ sung to the of
"Never on a Sunday"

"Oh! just sixteen ounces weighs a pound
weighs a pound II

"Our mea**s**uring scale says"

"Oh! a tiny scale Jane has found
Jane has found II

She'll trea**s**ure Tom says

Weighing sugar, dhall flour & bread

Will be a plea**s**ure for little Jane to do II

Oh! it really would be fun to we**igh**
fun to we**igh** II

At ones le**is**ure time

Six & thirty inches is a ya**rd**
is a ya**rd** II

Try mea**s**uring little lad.

Raleena Razack
(Group F) Second Year



THE STUDENTS' COUNCIL - 1975

Seated L. to R.

Mr. G. S. Attanayake, (Gen. Auditor) Mr. M. C. Senaratna Dias, (Gen. Secretary) Mrs. S. Attanagoda, (Lady President) Mrs. M. M. Jayasekera (Principal) Mrs. M. Peiris, (Vice Principal) Mr. E. H. Munasinghe President) Mrs. M. Weerakoon, (Asst. Treasurer) Mr. U. K. T. Perera, (Gen. Treasurer).

Standing L. to R.

Mr. M. Kalupahana, Mr. D. J. Dodantenna, Mr. I. W. R. Rambukwella Mr. M. Tennakoon, Mrs. P. Tennakoon, Mrs. A. V. Wijaratna, Mrs. D. L. I. Ranasinghe, Mr. V. P. W. Ranatunga, Mr. K. P. S. Abeywickrama Mr. M. M. Kulatunga.

3rd Row L. to R.

Mr. C. O. Moraes, Mr. R. J. S. Fernando, Mr. K. A. Gunadasa.
M. A. M. Mansoor.

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HEALTH SOCIETY 1974-75

Patrons : Mr. H. M. Jayatilaka
Mrs. A. Boyagoda
President : Mrs. P. Tennakoon
Secretary : Mrs. K. K. Perera
Treasurer : Mrs. F. P. W. Wijesinghe

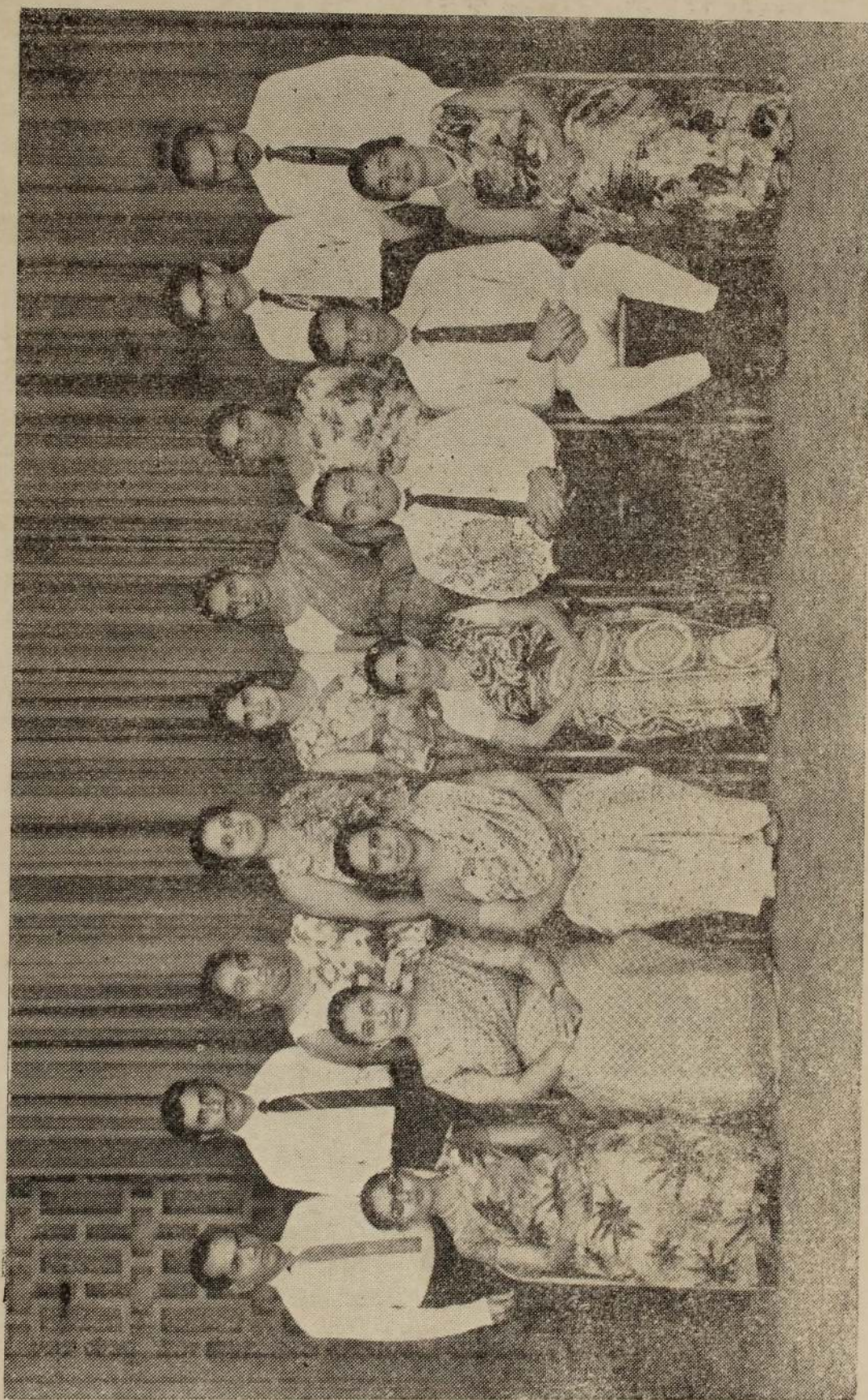
Our Society was very active under the patronage of Mr. H. M. Jayathilaka and Mrs. A. Boyagoda.

Several activities were arranged by our Society during this year. A lecture on "Communicable diseases with special reference to Veneral Disease" by the V. D. Specialist Dr. Mahendran was held during the first term. A lecture on "The responsibilities of the school with regard to Public health" by Mr. Samaradivakara was held during the second term. Two film shows were organised on "The prevention of Veneral Diseases" and "Physiology"

The Society provided a useful service in first aid.

Our special thanks are due to the patrons for their kind advice and the co-operation rendered to us on all occasions and to the Superintendent of Health Services, Kandy who was prompt in arranging lectures and film shows.

K. K. Perera
Secretary



EDUCATION COMMITTEE

COLLAPSE

The fledgling cradled in its nest
Warm, secure
Why need it spread its wings so soon?
All is comfort
Sweetly trusting
Womanly, she blossoms,
Innocent
Unaware

Love possessive
Transferred from father to husband
Too close, too knit

The sultry winds blow cold
Clouds gather
Storms burst
The rivers swell, their banks now invisible
Gales, Tempests
follow;
All is track less confusion.

A faint flame still flickers,
Burning in it,
Is
The Salamander of the ego,

But the flood gates
Of perplexities, conflicts
Burst.
Oh, why drag in the unfortunate victim?
Another salamander
In the flame of passion.

The flame flickers
Quenched almost,
The flood waters engulf them both
Final metamorphosis
The vulgar ego rises

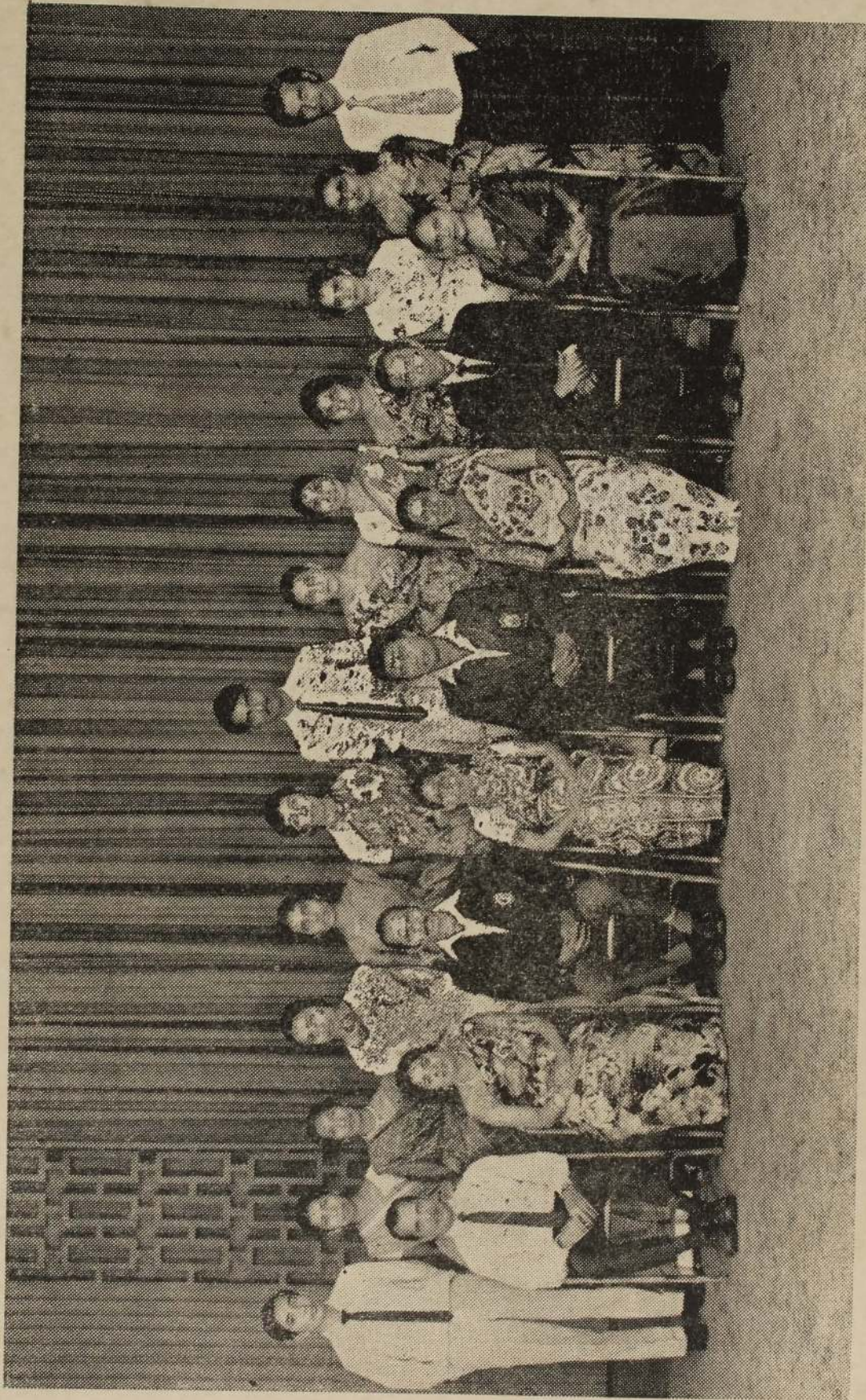
Mind alone is left
Mind alone endures
The final degradation
Of Love.

P. Alles
Senior Lecturer

That's What's wrong with Grown-Up's?

1. Grown-ups make promises, then they forget all about them, or else they say it wasn't really a promise, just a perhaps.
2. Grown ups don't do the things they're always telling children to do—like picking up their things, or be neat, or always tell the truth.
3. Grown-ups won't let their children dress the way they want to – but they never ask a child's opinion about how they should dress. If they're going out to a party, grown-ups wear just exactly what they want to wear even if it looks terrible.
4. Grown-ups never really listen to what children have to say. They always decide a head of time what they're going to answer.
5. Grown-ups make mistakes but they won't admit them. They always pretend they weren't mistakes at all — or that some body else made them.
6. Grown-ups interrupt children all the time and think nothing of it. If a child interrupts a grown-up, he gets a scolding or something worse.
7. Grown-ups never understand how much children want a certain thing — a certain colour or shape or size. It is something they don't admire—even if the children have spent their own money for it - they always say, "I can't imagine what you want with that old thing!"
8. Sometimes grown-ups punish children unfairly. It isn't right. If you've done just some little thing wrong and grown-ups take away something that means an awful lot to you. Other times you can do something really bad and they say they're going to punish you, but they don't. You never know, and you ought to know.
9. Grown-ups talk about money too much, and bills and things like that, so that it scares you. They say money isn't very important, but the way they talk about it, it sounds like the most important thing in the world.
10. Grown-ups gossip a lot — but if children do the very same thing and say the same words about the same people, the grown-ups say they're being disrespectful.
11. Grown-ups pry into children's secrets. They always think it's going to be something bad. They never think it might be a nice surprise.
12. Grown-ups are always talking about what they did and what they knew when they were ten years old — and it usually sounds as if it couldn't have happened the way they say. But grown-ups never try to think what it's like to be ten years old now.

Salma Shamsdeen
Group E (2nd yr.)



THE SPORTS SOCIETY - 1975

1000

Woman's elevated position in society.

From time in memorial women have played an active and an important part in society. Our great religious leaders too considered women as an equal of man. The cry that the woman should not be given equal rights as man was heard from the inception of mankind. Even Lord Buddha took great pains to dispel traditional beliefs that were current in his time - (beliefs that were not in favour of women.) If man and woman were born to live together, why shouldn't she be given equal rights as that of man?

True, the world has undergone rapid changes on account of the recent developments it has made scientifically, socially, and culturally. As a result of these changes, woman too came into the lime-light and showed her prominence. Gone were the days, when the woman's duties were confined to the home. But still there is a sense of injustice and denial suffered by women in some parts of the world. Those who still hold the opinion that woman should be given a subordinate place in society should be taken out of their ruts and shown the stark reality.

In the latter half of the twentieth century, woman had reached very high standards in every sphere of life. Her enlightenment and enrichment is a pride to man and ultimately to the world, he finds women, serving in almost all professions. Teaching, nursing, medical and technological professions are among the many. In these we see, that the woman has displayed her capabilities in a very efficient and praiseworthy manner. The position of woman in present day society and the need for further advancement of her status have taken such priority, that to-day it is being discussed at international level.

It is of paramount importance to realize that the woman of to-day is bestowed with such tremendous responsibilities as governing a country and this brings pride of place and self-respect to her own sex. As administrators she has proved her efficiency as an equal of man. The fair sex as her sex is always named, should be actually proud because she has been able to rise to the country's highest position - the position of Prime Minister. Aren't we gaining grounds? - for four countries lie in the efficient hands of four women.

Moreover, as a result of woman rising up to the position equal to that of man, she is able to supplement the income of the family. Man's take-home-pay is hardly enough to meet the needs of the rising cost of living. And woman taking equal packets assures the man of a luxurious and affluent way of life.

Judicially too, she has proved her efficiency in a tremendously, wonderful manner. This was a field opened only to man sometime back, but with the woman coming to the fore-front-gradually, showed her intellectual ability to equal the man in judicial service too. Provided the opportunity is given, woman is not second to man in any form.

In societies, where the woman is kept in ignorance and is not made to be aware of her rights, we should make them conscious of their rights and responsibilities and alive to their potentialities. This should be negotiated and women of the world should take every possible step to see that her sisters are not treated as subordinates to man and put into the back ground. This problem of indifference comes not in urban areas but in areas that lie in vast rural hinterlands of our countries. The real social renewal and upliftment should start from these hinterlands. All citizens of the world should gain equal partnership in paid employment. How can a woman of an urban area be happy when she is alive to the fact that some of her sisters are not enjoying the same rights that she is

enjoying. Moreover, if the woman is given equal partnership in paid employment, problem of poverty, unemployment, mal-nutrition in children and ignorance could be eradicated totally and this equality in paid employment will lead to the all round happiness of man and woman as one unit.

All woman should be given a proper and accomplished system of education for she is the person who administers the home and at the same time she is the strong foundation of a harmonious family. An educated woman may find satisfaction in serving her family in which case she should not be considered as an insignificant member of the society. Woman is the strong hold or the key-factor of economic and all round development of a country. She blends the essential ingredients of proper nutrition emotional and psychological stability of the future generations and peace and harmony is the home. Lacking in these, smooth running of economic development is impossible. As such where economic development is concerned, the woman is the deciding factor - for she presides over a harmonious home that will lead to the progress of the country.

So, women are an integral part of society. They are born to live together with man. Man and woman should not be taken as separate and competing individuals but as a united couple that goes ahead hand in hand towards the progress of the country. If we take this view into consideration, the problem of the equality of sexes does not raise any question but loses its meaning altogether. Let us wish for further advancement of the status of women in society so that it will pave the way for a happy, harmonious, human family.

Miss. INDRA GUNAWARDANE

Group 'A', 2nd Year.



SINHALA LITRARY ASSOCIATION

OPERATION DEATH.

This is a Tale of an Average Man
 Who acts contrary to God's Plan,
 If you are reflected herein
 Then repent, and commit no sin.

This poem is woven around the following quranic verse. "Wherever ye are, Death will find you out, even if ye are in towers built up strong and high".

"Twas early in the morning at four,
 When death knocked upon a bedroom door,
 'Who is there?' the sleeping one cried,
 'I'am Israel, let me inside."

At once the man began to shiver
 As one sweating in deadly fever
 He shouted to his sleeping wife,
 "Don't let him take away my life.

Please go away, O Angel of Death,
 Leave me alone, I'm not ready yet,
 My family on me depend
 Give me a chance, O please pretend,"

The Angel knocked again and again
 "Friend! I'll take your life without a pain
 'Tis your soul that God require,
 I come not with my own desire."

Bewildred, the man began to cry,
 "O Angel' I'm so afraid to die
 I'll give you gold, and be your slave,
 Don't send me to the unlit grave."

"Let me in, O Friend!" the Angel said,
 "Open the door, get up from your bed,
 If you do not allow me in,
 I will walk through it, like a Jinn."

The man held a gun in his right hand,
 Ready to defy the Angel's stand.
 "I'll point my gun, towards your head,
 You dare come in, I'll shoot you dead".

By now, the Angel was in the room,
Saying, "O Friend! prepare for your doom,
Foolish man, Angels never die,
Put down your gun and do not sigh."

"Why are you afraid! tell me O man
To die according to God's plan?
Come smile at me, do not be grim,
Be happy to return to him."

"O Angel! I bow my head in shame
I had no time to take God's name
From morn till dusk, I made my wealth,
Not even caring for my health.

God's commands, I never obeyed,
Nor five times a day, I ever prayed,
A Ramazan came, and Ramazan went,
But no time had I to repent.

"The Haj was already, Fard on me,
But I would not part with my money,
All charities, I did ignore,
Taking usury, more and more

Sometimes I sipped my favourite wine
With flirting women I sat to dine,
O Angel; I appeal to you,
Spare my life for a year or two."

The laws of Quran, I will obey,
I'll begin salaah, this very day,
My fast and Haj, I will complete,
And keep away from self-conceit.

I will refrain from usury,
And give all my wealth to charity
Wine and wenches I will detest,
God's oneness I will attest."

"We Angels do what God demands,
We cannot go against His Commands,
Death is ordained for every one,
Father, mother, daughter or son.

I am afraid, this moment is your last,
Now be reminded, more of your past,
I do understand your fears,
But it is now too late for tears.

You lived in this world, two score or more,
Never did you, your people adore,
Your parents, you did not obey,
Hungry beggars, you turned away."

Your two ill-gotten female offspring,
In night clubs, for livelihood they sing,
Instead of making them pure
You made your children impure.

You ignored the Muezzin's Azaan,
Nor did you read the Holy Quran,
Breaking promises all your life,
Back-biting friends causing strife.

From hoarded goods, great profits you made,
And your poor workers, you underpaid
Horses and cards were your leisure,
Money making was your pleasure.

"You ate vitamins and grew more fat,
With the very sick, you never sat,
A pint of blood. you never gave,
Which could a little baby save.

"O' human, you have done enough wrong,
You bought good properties for a song.
When the farmers appealed to you,
You did not have mercy, tis true.

Paradise for you? I cannot tell,
Undoubtedly you will dwell in hell
There's no time for you to repent,
I'll take your soul for which I'm sent."

The ending, however is very sad,
Eventually the man became mad,
With a cry he jumped out of bed,
And suddenly, he fell down dead."

O Reader, take a moral from here,
Never know, your end may be near,
Change your living and make amends,
For heaven, on your deeds, depends.

M. A. M. Mansoor,
2nd Year.

ANIMAL FACTS

Cattle

- 1 A calf of a good dairy breed requires about four to seven pints of milk per day for the first two months.
- 2 An average sized cow (800 lbs. body weight) requires about 100 lbs. of grass a day.
- 3 The pregnancy period of a cow is about 280 – 285 days.
- 4 An average Friesian cow reared in Sri Lanka weighs about 1000 Pounds where as our ordinary Sinhala cow weighs about 350 pounds.
- 5 The per capita consumption of animal protein is about seven grammes per day, but we need about twenty grammes per day.
- 6 The per capita consumption of beef in Sri Lanka is about five pounds per annum.
- 7 According to the five year plan for 1976 the local milk production should be around 1400,000 pints per day and 70 million pounds of beef per year

Sheep and Goats

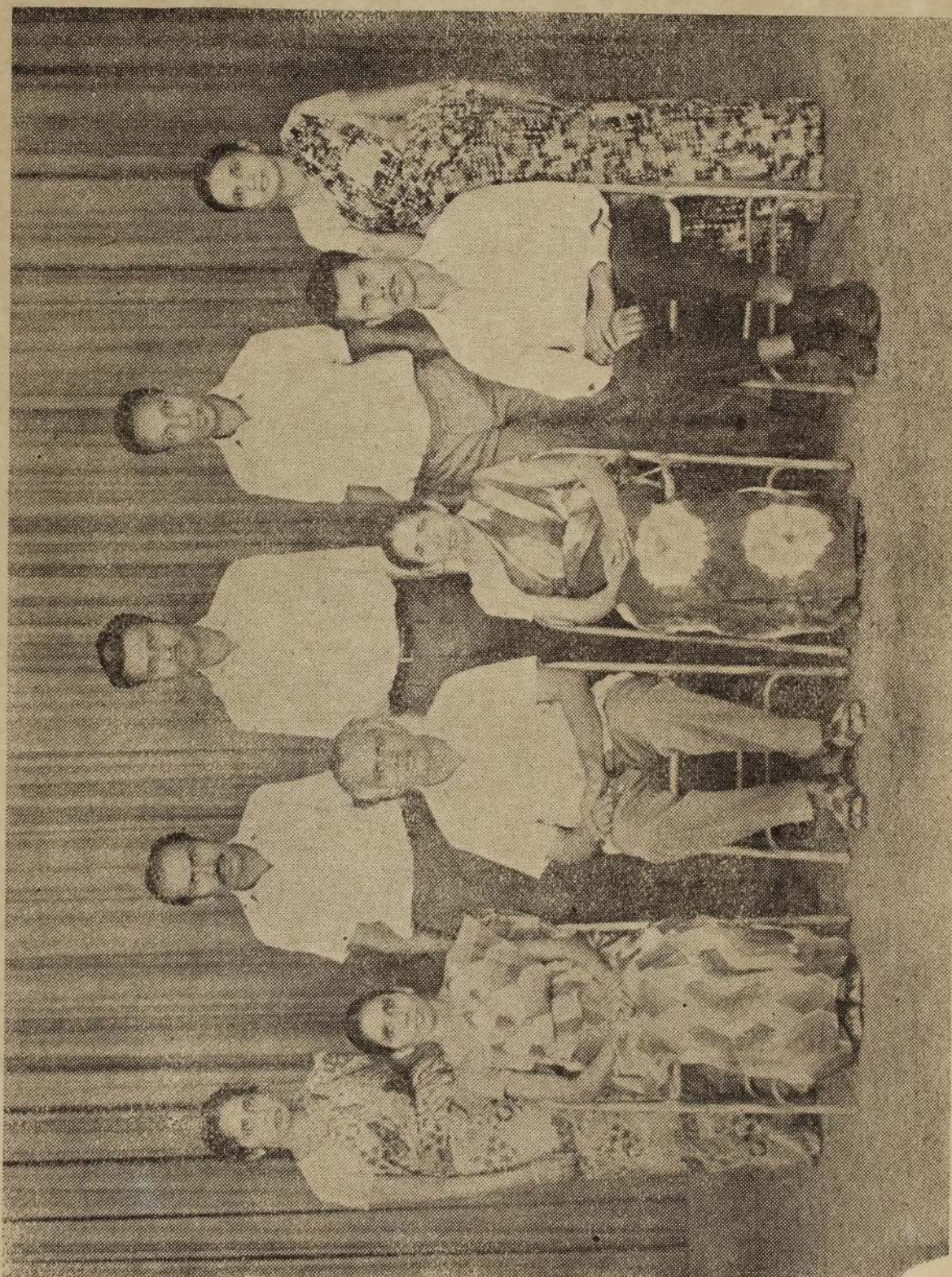
- 8 Sheep farming is easier and profitable than goat farming as sheep are grazers and goats are browsers.
- 9 Jumnapari and Saanan are the best goat breeds in Sri Lanka.
- 10 The pregnancy period in sheep and goats is about five months.
- 11 The best grass that is recommended by the Dept. of agriculture is “Napier NB 21” which can be cut once a month and an acre is used for four cows
- 12 The government purposes to intensify Dairy farming in mid country and coconut triangle in Sri Lanka and the total extent of land available for pasture development is over two million acres.
- 13 Loans for dairy farming are given to farmers within the mid country wet zone or coconut growing area receiving over 70” of rainfall per annum. The interest is 10% per annum and to be repaid in twelve years.

Poultry

- 1 White leghorn Hens eat less and lay more eggs than the heavier breeds. As such breeding is more profitable.
- 2 They start laying in about 5½ months and lay about 240 eggs per year.
- 3 Each bird will drink about half a bottle of water a day in warm weather
- 4 Generally hens are culled after one year of lay.

Elephants

- 1 The life span of an elephant is about 70 years
- 2 A fully matured bull elephant stands about nine feet at the shoulder and averages 7000 - 8000 pounds in body weight.
- 3 It has 26 teeth,
- 4 The pregnancy period is about 20 – 22 months.



BUDDHIST SOCIETY

As you come to see the mater

- 1 High up in the hill in splendour she stands
With knowledge and spirit she opens her hands
Blessed with kindred to shelter the hundreds
With great goodness she serves the students
- 2 As you walk up the drive you see the mater
And besides her the chapel, the revered daughter
Of kandyen heritage, now grim and desolate
Dark beauty, without a smile and now senile
- 3 Trot further up you come by him
The eldest son and they call him Laurie
Go near him he's sure to complain
"They want me not" Oh what a shame
- 4 Passing him by you come to the pater
They visit him oft and call him Fraser
When functions do come in here they flow
Speeches and dances teeming in gusto
- 5 In the cavity of his countenance
Officers are busy but not always
One by one they come and go
Their work is done, but they forget to bow
- 6 Passing the Fraser, you see a young son
Shaggy and small and they call him Gibson
Swallows and emits although a bit small
When visitors do come he swallows them all
- 7 Next to the Gibson, the illustrious one
A wondrous creature, they call him the lab
Innovated by the skill of technology
From up and low they come and go
Filled with rapture, after the chat with the maestro
- 8 Next to the lab lies the old uncle
A former dispenser now old and slender
The five new kids lying further up
In thirties and forties they enter them often
- 9 Its a good sight on to your right
The new hostel standing in her might
The field so green adds to the sight
Ninety holds she without a fight
- 10 Standing at the top majestic and gallant
Panting they come and call him Ashly
The twin brother of the eldest son
They come here to chat when visitors do come
- 11 Behind the Ashley is the Jayasekara hall
To remember him oft, thus they call
Down the road you now descend
Dining hall, you see with rising vorocity
- 12 Annexed to it is the principal's bungalow
Its no place for people of character low;
In silent majesty, quietly she stands
The depressed and the renowned she comforts them all
- 13 Next to the bungalow; Holy and charming
Is the shrine room where they adore
Go near it, touching filled with odour
The thing they lack is a good old meadow.

Milton de Moore
(Group A) 1st Year 1975/76

A Father's Greatest Gift.

Fathers sometimes wonder, "what would be the best gift a father could give a son or daughter? Lots of toys when little? A savings fund for a college education?" A modern home? Financial security for gift? The greatest gift a father can give his children doesn't come with a price tag. The greatest gift a father can give his son or daughter is himself.

Extensive research reveals what should have been known all along - that a father's presence is important in the lives of his children. This is particularly true during crucial Pre-school years when sex role identification, personality, motor skills creativity and ability to achieve, among other things are being molded.

In general, tests show that boys deprived of a father's have less chances of growing up to become well adjusted, happy, productive adults. Father deprived boys have less self control and tend to lack social responsibility. They tend to be less independent and to have more feminine patterns of interests and play. Such boys suffer more emotional disturbances and have difficulties in interpersonal relations. And it is a proven fact that father deprived boys are more likely to become juvenile delinquents.

Less research has been compiled on the effects of father's absence on girls. But conducted studies already show that girls from father - absent homes especially suffer in their ability to appropriately relate to males as they grow into adult hood.

In addition, fathers must realize that they need to spend more than just time with their children. Being at home is not enough, The dad who comes home and immediately takes a snooze on a couch; flops down and flicks on the T. V. set or goes about doing his own thing, to the exclusion of his children, might as well not be home as far as the children are concerned. The quality of fatherly time spent with children is as important as the quantity

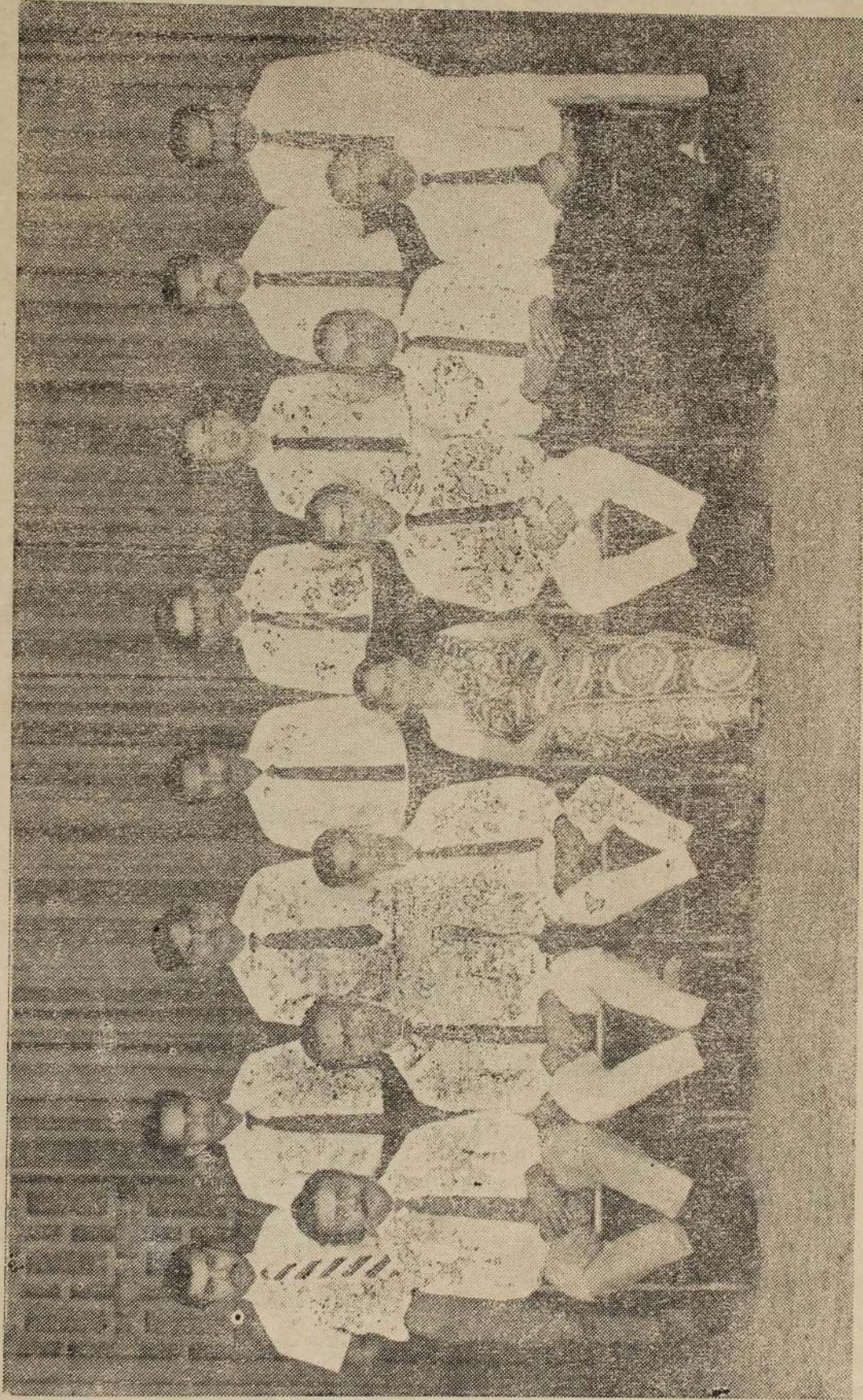
A study of 172 under graduate males by psychologists Mark Reuter and Henry Biller discovered that the most well adjusted were, those whose fathers were very loving and spent a good deal of time with them. Those whose fathers were unloving; though present, grew up undependable and immature. Those whose fathers were loving, but seldom at home, were not well adjusted either.

Another study by Dr. Biller, to determine the importance of father - presence, involved four groups of third - grade boys. The four groupings were these; early father absence before age five, late father absence beginning after five age five, low father presence (less than six hours per week), and high father presence (more than two hours of father-child interaction per day). The boys in the high father presence group tested and graded meaningfully higher in accademic performance on achievement tests. than did the boys in each of the other groups.

The implications of these studies are several. Fathers need to spend time with their children - quality time-teaching, instructing, guiding, loving, and playing with them. Children need their fathers. Money can't buy what a father can give. And if a father will sacrifice some of that career and other pursiuts for the sake of his children; the reward he'll reap from it in producing a happy, well adjusted, productive member of society will be well worth it.

M. H. M. RAMEEZ
Group F 2nd Year.

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THE SCOUT TROOP 1975

Food for Thought

(A collection from Swamy Vivekananda)

- (A) Education is not the amount of information that is put into your brain and runs riot there, undigested, all your life. We must have life building, man making, character building assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library.
- (B) All expansion is life. All contraction is death. All love is expansion; and selfishness is contraction. Love is therefore the only law of life. He who loves lives, he who is selfish is dying.
- (C) Self-sacrifice, not self assertion, is the law of the highest universe.
- (D) That which is selfish is immoral and that which is unselfish is moral.
- (E) The remedy for weakness is not brooding over weakness but thinking of strength. Teach men of the strength that is already within them.
- (F) Out of purity and silence comes the word of power.
- (G) This life is short, the varieties of the world are transient, but they alone live who live for others, the rest are more dead than alive.
- (H) Do not try to lead your brethren, but serve them. The brutal mania for leading has sunk many a great ship in the waters of life.

Compiled by Mrs. Zareena Zubair

The Joint Christian and Catholic Association

1974 - 1975

CHRISTIAN ASSOCIATION

Chaplain : Rev. Soma Perera
Patron : Mrs. V. Thambyahpillai
President : Mrs. T. V. Wijeyethunge
Secretary : Miss Helina L. Fernando
Treasurer : Mrs. Manel Gunsekera

CATHOLIC ASSOCIATION

Chaplain : Rev. Father Augustine Fernando
Patron : Mrs P. Alles
President : Mr. R. J. Siriwardane Fernando
Secretary : Mrs. Vivienne Perera
Treasurer : Mrs. I. Fernando

Though few in number we have been quite active. We bade good bye to our Senior Colleagues at the end of last year. Our Final Service last year took the form of a Carol Service followed by a Valedictory Service. Irrespective of creed and community everyone gave us a helping hand to make this Service a success. We take this opportunity to thank all those who helped us.

Every Wednesday we met at a prayer cell followed by a Bible study. This conducted by Mrs. Thambyahpillai. Attendance was quite satisfactory. We have had the opportunity of listening to religious talks. given Rev. Chandy gave us an inspiring take on Christian life. Mr. Lanerolle on "The Christian teacher".

The one day retreat we had, was a memorable one. This was conducted by Reverend Father Del Marmol. We had Bible readings, discussions, prayers, meditation and singing. We enjoyed the fellowship lunch. We had a joint Service of welcome to the Freshers conducted by Reverend Sydney Knight and Rev. Father Felix Fernando.

We hope to have a Carol Service on the 11th December which will serve as a Valedictory Service as well.

We thank the Principal, Our Patrons Mrs. V. Thambyapillai, Mrs. P. Alles and all the lecturers of the Christian and Catholic Association, Mrs. Lawrance for the services available whenever necessary to help us both spiritually and materially in the activities of our association.

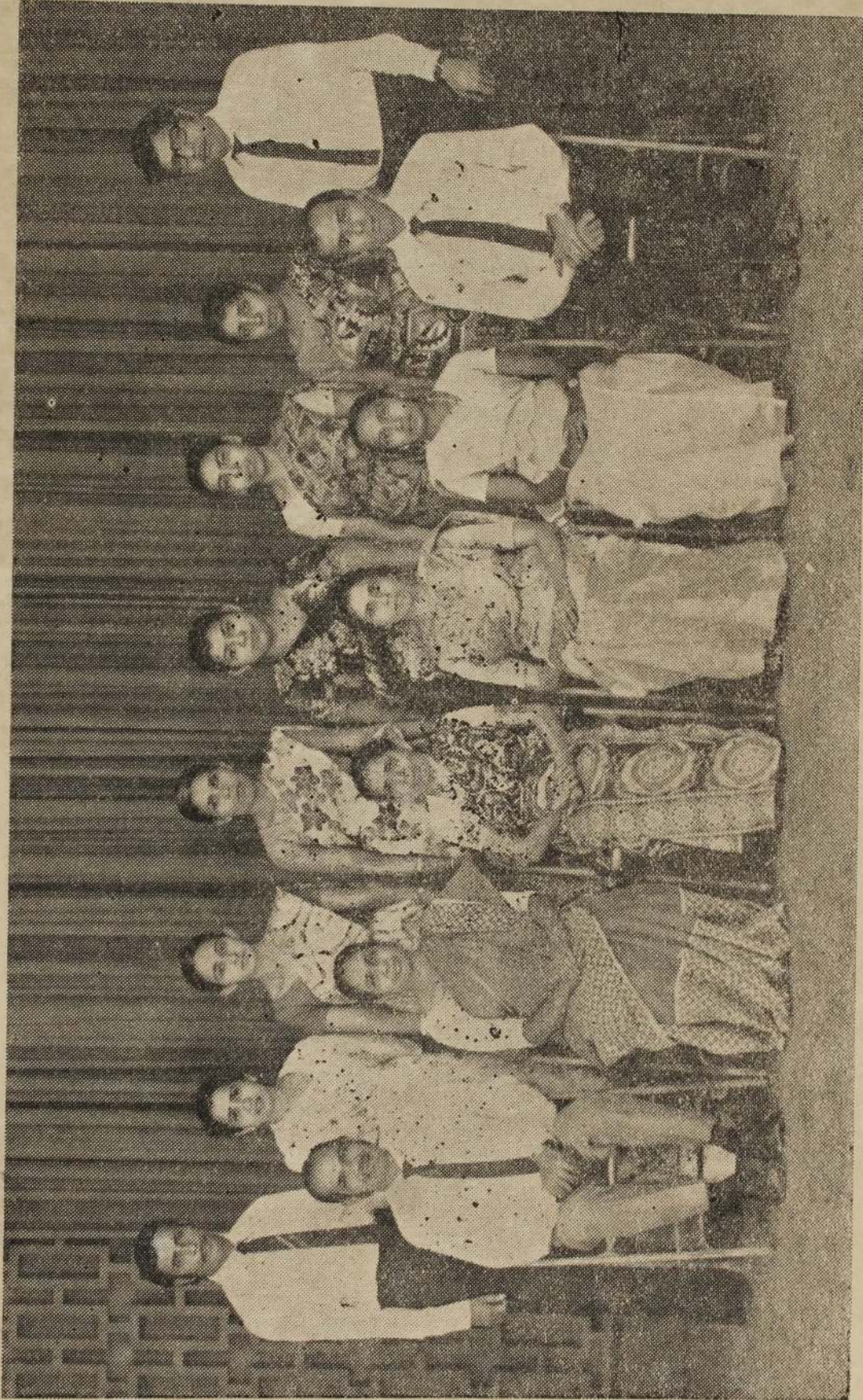
We thank our brothers and sisters for their whole hearted co-operation extended to us at all times. We do hope that our saviours message of Love and Peace will be carried on through the coming years and that those who come after us will carry the torch of Faith and continue to be little stars shining in the darkness.

Secretary Christian Association.

Helina L Fernando

Secretary Catholic Association

Vivienne Perera



SOCIAL SERVICES COMMITTEE

ART CIRCLE

Patron:- MR. D. J. KALUBOWILA
President:- MR. M. M. KULATUNGE
Secretary:- MR. NEWTON BATAWALA
Treasurer:- MR. K. M. EDIRISINGHE

The art Circle 1975 was formed under the patronage of Mr. D. G. Kalubowila who is now at Nuwara-Eliya as the Circuit Education officer, Art Under his able guidance the particular Circle reached high standards in its functions in the College. The committee attached to the above Circle is talented and exercised the talents to upkeep the reputation and dignity of artistic affire.

I am proud and happy to mention the valuable co-operation rendered by the president and the others and I as the secretary take this opportunity to convey my sincere thanks.

As regards the activities and functions of this circle towards the requirements of the college, this society rendered commendable services that reached remarkable standards.

Wishing success to the new committee we here with hand over our responsibility for 1976.

Newton Batawala
Secretary

College Co-operative Association

Patrons: V. S. M. ZUBAIR ESQR
AL-HAJ S. M. A. HASSEN ESQR.
President: MR. G. W. P. B. RAMBUKWELLA
Treasurer: MR. B. M. GUNAWARDENE
Secretaries: MR. A. J. M. AKBAR
MRS. N. DE SILVA

This association was inaugurated by our pioneers in 1965 in a small way providing only the bare requirements such as exercise books, toffees, pencils and cigarettes etc. In addition, we now provide tea and a few short eats too. The stationery department is managed by the College Welfare Society. We were able to obtain concessionary rate sarees for our members.

We feel that if the canteen is housed in a separate and permanent block better facilities and service could be expected. We hope this will be a reality!

We are grateful to the Principal the patrons and the former patron Mrs. Wara-kaulla for the help and guidance extended in carrying out our duties. We are also thankful to the committee members for their whole-hearted co-operation.

We hope that our first year brethren would nurse this association in a better way by expanding the facilities.

Finally we wish this association all success.

A. J. M. Akbar
Nimala de Silva
Joint Secretaries

The College Scout Troop - 1974 - 1975

Scout Mater : Mr. H. M. Dayaratne
President : Mr. U. W. P. Ranatunga
Secretary : Mr. L. V. Wimalasiri
Treasurer : Mr. R. J. Siriwardhana Fernando

The College Scout Troop has been very active. We are happy to express that the Boy Scout Movement is enthusiastically carried on in this institution.

The Divisional Commissioner of Scouting Mr. Saliya Rajakaruna addressed the first meeting of the Scouts. This was followed by several other visits by him.

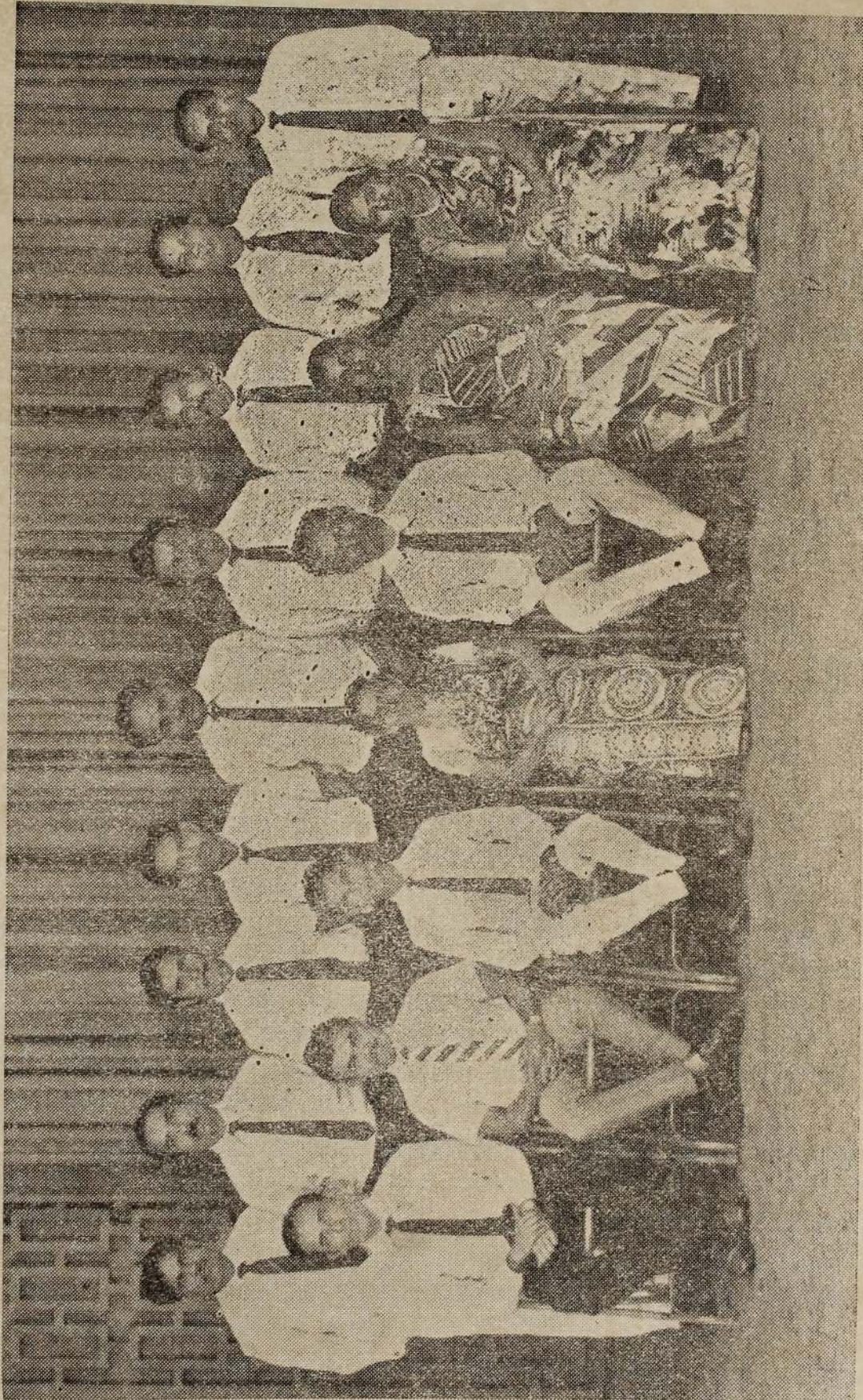
We have great pleasure in stating that our Scout Troop consists of some Woodbadge holders and several qualified Scouts.

We are happy to mention here that we formed the "Guard of Honour" for the Director of Training Colleges Dr. Mrs. T. Kariyawasam on the occasion of her first visit to our College for the Convocation, which was held on the 17th of July 1974.

We are grateful and thankful to Mr. H. M. Dayaratne, Scouter in charge of the College Troop for all the help and encouragement given to us in all our activities.

Finally we wish our Brother Scouts success in all their endeavours, and hope that they would be constantly aware of their duties towards their institution, to one another and to our country.

L. V. Wimalasiri
Secretary



AGRICULTURE SOCIETY

RAMAZAN

Thirty earthly days of life
We were fasting in the while
To mortify our material self
And awaken our inner soul

Ten days of fasting calmed us down
The next ten made us a spiritual sort
Made us aware of our dormant inner
Invoking blessings of the "Great Forgiver"

The last trying ten gave us purification
Fitting condition for Allah's inspiration
Brought Earth by "Jibreel Alai-hs-Salam
On the "Glorious night of Laila-tul-Gadhr

Thirty days of fasting thus concludes
Victorious over the troublesome nafs,
The rejoicing feast then begins
With the sublimest prayer of "IDUL FITR"

U. T. Laffir
Group A Second Year

Muslim Majlis 1974 – 1975

Patrons:

MR. A. S. M. MARIKKAK

MR. V. S. M. ZUBAIR

MR. S. M. A. HASSEN

The Muslim Majlis for 1975 was elected towards the latter part of 1974 with a membership of seventeen individuals. Our Majlis performed a score of activities. We started our activities by giving a farewell to our 2nd year brothers and sisters. This was followed by celebrating the two esteemed religious occasions viz: "Ashura" and Mawlood-un-Nabi. On this occasion some of our Muslim Majlis members and lecturers delivered some informative talks on Islamic civilization which had relevance to scientific advancement.

We participated in the releasement of Mr. S. M. A. Hassen's book Autobiography of Dr. Badiudin Mahmood. In the midst of all these, we didn't fail to have a grand welcome for our 1st year brothers and sisters. On this occasion Mr. V. S. M. Zubair briefed us on our culture very comprehensively. As a prime duty of ours we had a service, in memory of our late leader Mr. S. W. R. D. Bandaranayake. We also participated and helped in the Annual Pirith Ceremony.

In conclusion we take this opportunity to extend our thanks and gratitude to Mr. Hassan for making the necessary arrangement for the hostellers to fast during Ramazan. Our thanks also go out to the Principal and members of the staff for the timely advice and valuable co-operation.

Mrs. Zareena Zubair
Secretary

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