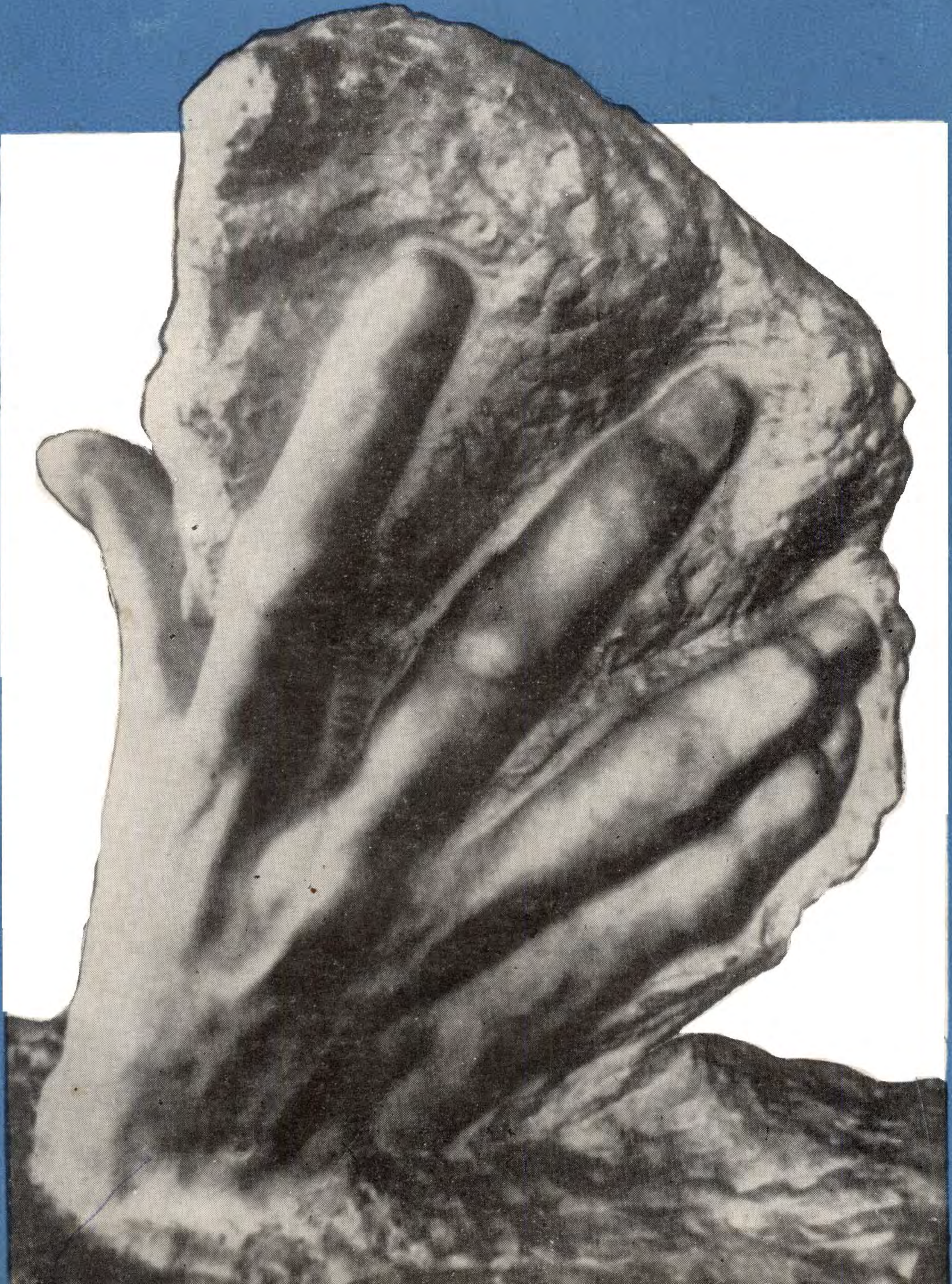


Stella Maris College

1988

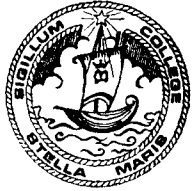


Cover :

The Hand of God

Rodin, 1898

STELLA MARIS COLLEGE
(Autonomous)
MADRAS - 600 086



Stella Maris College
(Autonomous)

**Change . . .
and
Growth . . .**

1988

MARCH 1989

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Editorial Board :

- Mrs. Jesvrietta Sathyan — Department of Chemistry
Mrs. Stella Stanislaus — Tamil Department
Mrs. Arputharani Sengupta — Department of Fine Arts
Mrs. Padma Prasad — English Department
Miss Daphne Gomes — III B.A. Literature

When as a child, I laughed and wept
time crept.....

When as a youth, I dreamed and talked
time walked.....

When I became a full grown man
time ran.....

When later as I older grew
time flew.....

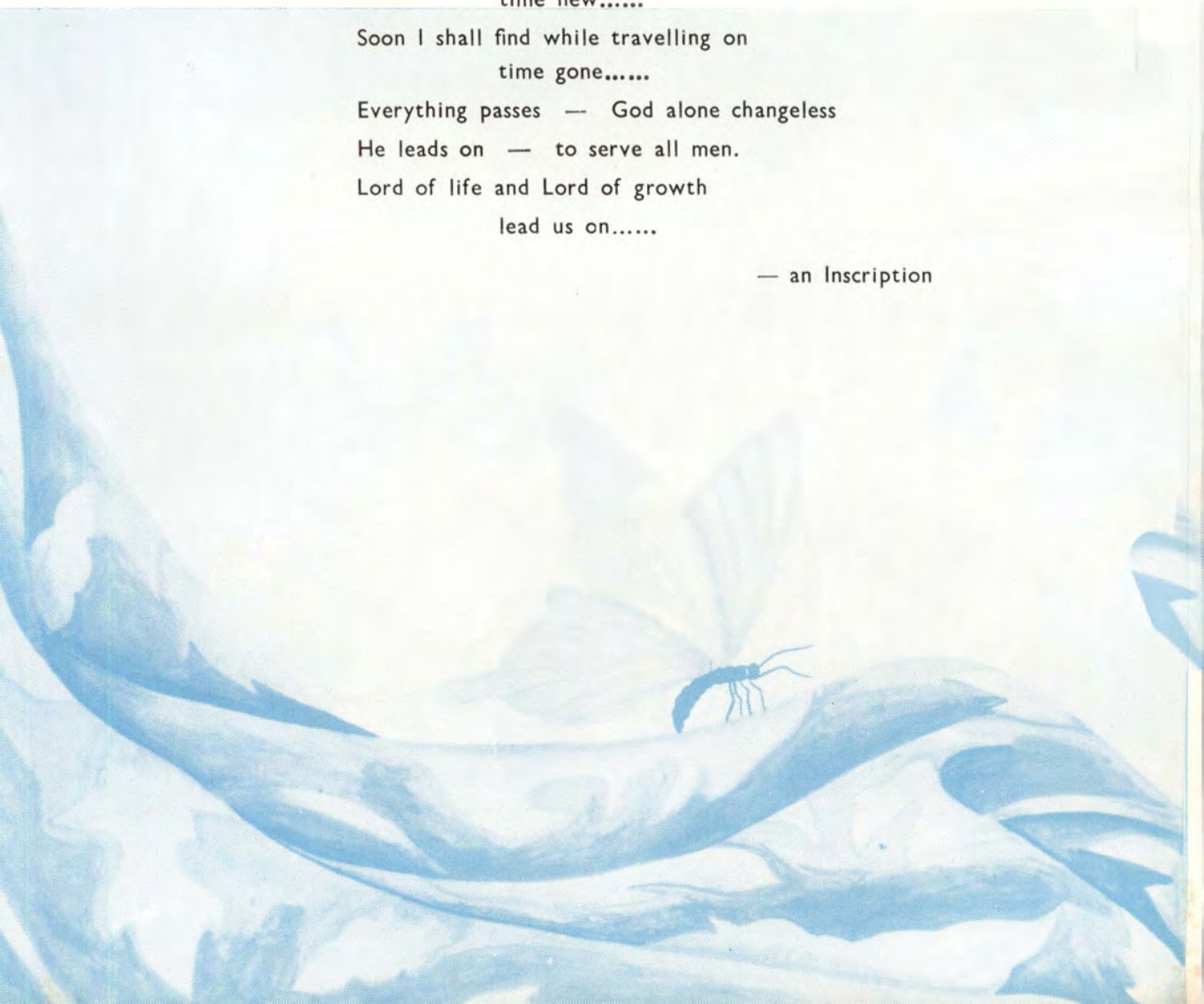
Soon I shall find while travelling on
time gone.....

Everything passes — God alone changeless

He leads on — to serve all men.

Lord of life and Lord of growth
lead us on.....

— an Inscription



Flowers . . . Beginnings . . . Change . . . Flow . . .
Resolutions . . . Growth . . . Fruition . . . Being . . .

and the words jostle each other, finally settling into a theme.

A Word becomes a Poem
A Smile becomes a Relationship
A Child becomes a Mother
Death becomes Resurrection

When we sat in our caves, we feared the world outside.

When we sit in our flats, we fear the world within.

Progress hesitates between the Changing and the Growing!

TIME TRENDS DESIGNS DESTINY

This is an important year for us . . . the College has become
autonomous . . . and we celebrate it in this theme . . .

CHANGE AND GROWTH.



COLLEGE DAY REPORT - 1988

Your Grace Archbishop of Madras, Rev. Dr. Casimir Gnanadickam, Dear Sr. Merlyn D'Sa, our New Chairman of the Governing Body, Respected Parents, Colleagues, and friends, Well-Wishers and Benefactors, members of the Governing Body, Diligent faculty members, the supportive Non-teaching staff, our young and lively students—

One more year of grace and success in the academic life of Stella Maris comes to a close : Another chapter of challenging events in the Flash-back of College History is yet to begin. It is my joyous privilege to present this annual report for the 10th time with a deep sense of gratitude to God for all His innumerable Blessings.

Month of June, for me was a month of happy home coming as I resumed duties after 10 months of pilgrimage in search of spiritual rest and refreshment in Rome and in San Antonio, Texas. The first happy event for our Staff and Students was the receiving of the Best College Trophy for the 3rd year from the Mylapore Academy for the highest percentage passes in B.A., B.Sc., examinations. A few details of our examination results, to be in order at the very outset. In the University Examinations of April '86 even though the college secured only 80% of the overall results, among the successful candidates, 41 had qualified for University ranks in the various disciplines. To mention a few the students of Zoology secured the 2nd, 3rd, 4th, 5th and 6th places, while Botany students had 2nd, 3rd, 4th and 8th ranks. Maths had a 3rd rank, Chemistry a 4th rank and students of Fine Arts held all the 1st 9 ranks. The Sociology department secured the ranks from the 3rd to the 10th place. History made a record in securing the 1st, 2nd, 4th, 5th and 7th ranks. The Economics students also captured the 4th, 6th and 9th ranks, while Branch twelve English Literature secured the 3rd and 4th rank in the University Exams. The Post Graduate departments also have a good record in the University results. The Social Work students carried away all the first five ranks while Economics held 2nd, 3rd, 4th, 7th and 9th ranks. The Literature students excelled with 1st, 2nd, 3rd, 6th, 8th, 9th and 10th ranks. The Students of Fine Arts captured all the 7 ranks while students of M.Sc., Mathematics secured the 3rd and 7th rank. Five of our students were recipients of Medals and Awards at the University Convocation. All said, we still feel that there is room for improvement in the system of external examinations and evaluation.

Apart from the University results our students have brought credit to themselves and the college in capturing several rolling shields and trophies in the various inter-collegiate competitions and cultural events. As days go by we lack enough space to display these shields. The Student Union headed by Anuradha Oza and her team and the Deans have very efficiently co-ordinated all the cultural and extra-curricular activities of the students with their effective motto - "You

can if you think you can.’ Their colourful inter-year competitions and an exuberant Lightning festival leaves lasting Souvenirs behind not to mention their yellow ‘T’ shirts.

Faculty members have been a source of strength and support in all our academic endeavour ; as many as 22 staff members have qualified themselves for M.Phil. degree this year and Mrs. Radha Paul of the Social Work Department and Miss. Susan Oomen of English Department obtained their Doctorates. Our Hearty Congrats to all of them. The Principal of this College also received the President’s Medal and Citation at the Commencement Ceremony of St. Mary’s Notre Dame University, U.S.A. for her collaboration in cross cultural academic programmes and women’s education.

While speaking about academic endeavours and achievements it is my duty to report to this enlightened audience, about our launch into autonomy - this year. The fervour for autonomy became a delirious fever at one stage and now it has become almost our Fiesta. One cannot launch into the unknown unless motivated by ideals and hopes for achieving something better. Education today is not a mere commercial enterprise, nor an individual adventure, not just a type of social work and it cannot be a struggle for economic well being but it is a process of growth into fullness of human maturity. It implies and involves changes and realisation of goals. It makes latent potentials into actualities — If we accept this as education, then this tremendous challenge calls for dynamism, VISION and thrust to use academic freedom with accountability.

The proposals for autonomous status were submitted in Sept. 1986 to the University. The delay in getting a response was discouraging. On 31st Aug. 1987 like a bolt from the blue, the University Commission visited us and in Sept. 1987 the University announced that we were one among the 7 colleges declared autonomous for this academic year. It was no easy job to arrive at a consensus on the decision to accept the challenge and march forward. Consultations, Classifications, Debates, Discussions and serious processes of discernment followed. The academic community underwent tremendous strain and struggle. Thanks to the intelligent involvement of Staff and Students, we were able to take off from Oct. 1987. Literally it was a period of BIG PUSH. The various committees and departments - Office Staff and administration discussions and deliberations working together created the atmosphere of a hectic treasure hunt. Every one passed through a trying process of growth and after the First Academic Council meeting on 21st Dec. 1987 — a historical landmark in the annals of Stella Maris — we breathed a sense of fulfillment and satisfaction. All decisions were ratified amidst applause. A serene calmness and dynamic courage has prevailed ever since. Our first Semester Examinations with Centralised Double evaluation was the crowning success under the able direction of our Controller, Mrs. Jayalakshmi and Vice - Principal, Dr. Sr. Annamma Philip and her team. We were convinced

that God's unfailing light and guidance, strength and Blessings were with us all through. Our Staff also deserve a big hand !

In the new structure so designed, with its semester pattern and continuous assessment, we have given special place for Value Education, Curricular inter-disciplinary orientations and service oriented courses. We earnestly hope that these will enable us to realise the goals and objectives of the College and every discipline will be challenging. During this academic year, departments completed several curricular projects. Thanks to the India Programme Grant from the United Board of Christian Higher Education, a Computer Centre, a Modest Counselling Centre, Value Education Programmes, our extension project for the Non-formal education of deprived women and the Socio Economic study projects of the Economics department etc., have been completed successfully.

Here, I would like to appreciate with pride the excellent curricular study projects undertaken by the Zoology and Sociology departments. The students of the Zoology department have won international reputation because of the training received in carrying out meaningful application oriented projects. This year they studied mongolism and worked with mongoloid children. They also screened their fellow students in the college for anaemia and diabetes for their project work. The Sociology students had undertaken and completed 3 Projects. One, on the HAZARDS of living in Madras City, another study of Voluntary Women's Associations and the third investigated the correlation between deviant behaviour and family circumstances. The Social work department successfully completed the 10th Training Programme for house parents from various child care institutions in Tamil Nadu. This project was entrusted to them by the National Institute of Public Co-operation and Child Development, Government of India since 1985. The Directorate of Approved Schools has requested the department to impart similar training to the Care and Custodial staff from next year. The U.G.C. has also sanctioned a field project for training young girls from deprived neighbourhoods. The students of the department are in great demand by the Social Welfare Agencies. Hence, the department also has a placement bureau. During this year nearly Twenty students who passed out were placed in jobs. The students of the Economics department undertook a project to study technology diffusion among the farmers in 2 villages in Coimbatore. This shows amazing professional competence judged by the quality of the study report.

The Shakespeare project of the Literature students, the publication of Graffiti by the students of Journalism and the 'Udaya' which has been brought back to life, 'ANKUR' of the Economics department, the fund raising project of the history students to provide roof for the roofless, the Hindi publication of 'Kilthi Kalyan' are few specimens which speak about the excellent guidance given by the faculty members in bringing out the talents and capacities of their students. With

autonomy, under the newly structured course-work our students are going to do even better. They will not be exposed to the frustrating vagaries of the University examination system nor the thwarting struggles of a rigid outdated syllabus in future.

The Post Graduate diploma course in Laboratory Techniques has completed a successful second year and the candidates have already found placement in Medical Labs. We have also started the Post Graduate Diploma Course in Computer Programming during this year. The certificate course in Operations Research and First aid and Home Nursing have also been helpful.

The Library staff have extended immense support and help to the study projects of students. In response to the student requests, they display information on careers, stamp collection etc. and have organised a Mini Book Exhibition in the college.

My report will not be complete unless I mention a few highlights of student achievement in the extra-curricular field. Students do take a lot of interest in organising meaningful celebration for Independence Day, Republic Day, Pongal, Sports Day, NCC Day, Hostel Day, Cultural Festival, SPIC MACAY and the rest. The college play 'HARVEY' was a real treat. Apart from these the college NCC units, Sports and Games teams, NCC volunteers, Youth Red Cross groups and the various clubs keep the student busy and active all through the year.

Sports and Games in Stella Maris receive much consideration and attention as Character Training and Value Education Programmes for the overall development of personality. There are 550 students who opt for games and we have an excellent record in major games. Somehow, we are not able to sustain the interest of students in athletics this past 2 years. Most probably, athletics are not encouraged at the school level. However, we are proud to announce that the tireless zeal of Mrs. Mangaladurai keeps the student body enthusiastic and involved. Our students have won the group championships in major games and emerged winners of Basket Ball, Cricket, Shuttle Badminton, Table Tennis, Kho-Kho, Tennis and Chess. Further, 54 of our girls represented the South Madras Division in Basket Ball, Volley Ball, Table-Tennis, Shuttle Badminton, Hockey, Chess, Cricket, Kho-Kho and 22 students had the honour of winning University Colours for the above events. About 13 students were on the Tamil Nadu Team for Basket Ball, Cricket, Shuttle Badminton and Athletics. Shaheen Zamen, 1st year Economics won the Junior Indian Nationals for Tennis as India's No. 2. Durga Das, Sri Vidya, Duria and Arti Rao are all our other stars who have done well in the field. Our Games committee and club organised the Sports Fest successfully this year.

The National Cadet Corps is 7 year old. During this period the unit has sent 4 best cadets to Republic Day Parade and several have been selected for the Youth Exchange Programmes. This year for the first time as a new venture 10 NCC



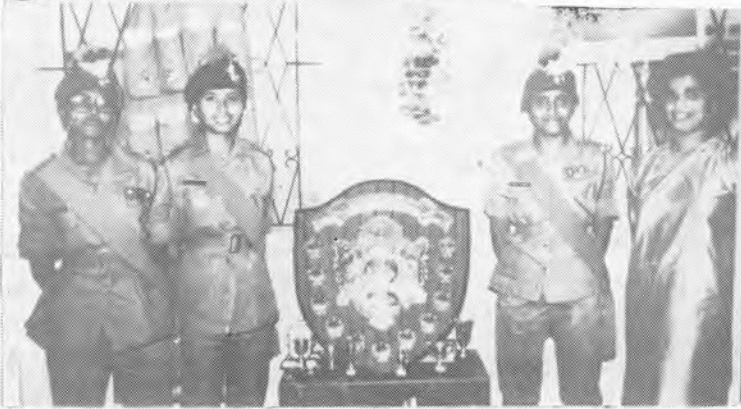
College Day



N C C



▲ Suo. Usha Vijayaraghavan
 Suo. Radha Vasudevan
 ◀ Suo. Nickhath

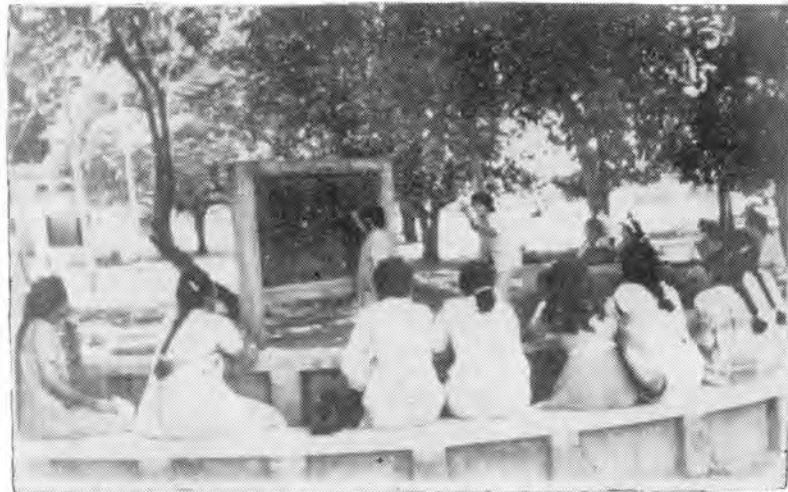


From left : Suo. Rebela, UO Bijaya
 UO Remi & UO Henrietta

Sgt. Lavanya with friends in Japan



Stella Marians in Kashmir



Stella Marians in Shantiniketan

SEMESTER
ROUND
THE
WORLD



Students from St. Mary's, Philadelphia. In Stella Maris

cadets gave a Karate demonstration at the Prime Minister's Rally in Delhi, two cadets took part in the Rajpath March and Guard of Honour at Delhi. Our cadets presented an excellent display on the NCC Day which was duly recognised and applauded by Thiru Bhaskara, our PTC Chairman. Our congrats to the 120 cadets and their Officer Lt. Gita Samuel.

We have taken up social awareness and development work as one of our priority areas and NSS has always played a vital role in the student life of this College. In order to expose the students to the realities 400 students have been placed in 25 projects within city limits. The projects fall under the following categories :

1. Formal and non-formal educational work.
2. Services for the aged, destitutes and handicapped.
3. Medical and Health Service.

The NSS organised during the 4th Children's Book Fair, a day for the disabled and a colourful cultural display to foster among students, interest in our cultural heritage. On Independence Day as part of our endeavour to promote national integration and foster international fellowship Stella Maris undertakes a few Special Programmes. Our NSS volunteers participate in all university programmes.

We have on our rolls students from Manipal to Cape Comorin and we have admitted a good number of students from Sri Lanka. This year the Round the World Semester programme of the Notre Dame University, St. Mary's College, Indiana (USA) sent 16 undergraduates and two of them were young men specialising in Business and Sociology. These students completed Course Work for 14 credits during their one Semester Study at Stella Maris under the direction of Dr. Sr. Mary John. For their Valedictory they even performed a dance drama in the classical style with the help of the students of Stella Maris. Under the able direction of Mrs. Narayanan, an Orientation was conducted for American Professors sponsored by the United States Educational Foundation in India. Our students are gradually becoming experts in Travel and Tourism as excursion and study tours have become meaningful experiences during the academic year. Our talented artists went up to Kashmir to participate in the cultural events organised by the University of Madras.

We record with gratitude the loyal and devout services of our attenders Michael and Arul Rajan who retired during the course of this academic year. Four of our Senior Staff are taking leave from their regular work in the college since the Government has stipulated the age of retirement. We all agree 'OLD IS GOLD' and the experienced staff are irreplaceable assets. We wish to place

on record our gratitude and appreciation to Mrs. Mangaladurai, our Physical Directress who has served us faithfully for 36 years, Mrs. Armugalakshmi, Prof. and Head of the Chemistry department with 22 years of devoted service in our college. Dr. Mrs. Leela Narayanan, Professor and acting Head of the Sociology department with 12 years of effective service in this college and Mrs. Stella Ramiah who retires after 3 years of service in the Literature department. Our sincere thanks to all of them. May the Lord reward them with a Healthy, Happy and Restful Time.

I come to the pleasant task of appreciating and thanking all those persons who have directly and indirectly contributed to this successful academic year. The PTC authorities, the M E S, the Police and the Public all have made our work easy and safe throughout the year. May God bless and reward all of them. The UGC for their encouragement and aid, the staff of the Directorate of Collegiate Education, the staff at the university departments, postal departments and the Metro water supplies, all deserve our special thanks for their generous help and assistance. Above all, our gratitude to our teaching and non-teaching staff for their generosity and well wishers and students for their cheerful co-operation.

We will now observe a minute of silence in memory of Dear Sr. Chapdaline one of the founding sisters in the French Faculty who passed away in Paris two months ago..... May Her Soul Rest in Peace. The College was founded 40 years ago by dedicated women with VISION and Dynamism to prepare Indian women towards a self-reliant life. The College today continues to uphold ideals of TRUTH, JUSTICE and PEACE. We hope and pray that our young women would someday serve the needs of this Society with Courage, Conviction, Commitment and Responsibility.

Education in Stella Maris means learning and growing. It is training and instruction. It is also transformation and realisation. It is development and fulfillment. Education is to help students in Social, Cultural, Intellectual and Moral Maturity. In this giant task we need your help—support, co-operation and encouragement. We invite each one of you to take special interest and share our aspirations and hopes, our efforts and plans to realise the goals. May God help us to March onward each year. May the Star of the Sea guide us ever upwards through goodness and truth.

THANK YOU

அன்புப் பணியில் ஆண்டுகள் நூறு

காலைக் கதிரோன் கண்விழித்து நோக்க
புள்ளினம் கூவி மகிழ்வைத் தெரிவிக்க
பணித்துளி உதிர்ந்து மலர்கள் சிரிக்க
பூமியில் ஒரு புதுநாள் அழகாய் விடிந்தது !

விடிந்த நன்னாள் ஆயிரத்து எண்ணூற்று எண்பத்து எட்டின்
செப்டம்பர் எட்டாம் நாள் ! சேவல் கூவும்
இளங் காலைப் போதில் சென்னை மயிலை மக்களுக்கு
நற்கருணை கிடைத்திட்ட நந்நாள் !

கருவாய் ! ஒளியாய் ! கலையாய் ! கனிவாய் !
உருவாய் ! ஒளியாய் ! நிழலாய்
இறைமை தனில் மனிதன் திளைக்க
கன்னியர் வந்த பொன்னாள் .

கன்னியர் வருகை சிறு ஊற்றாய்
மனிதருடன் இணைந்து ! மாற்றம் பெற்றது
பரிசுத்த ஆவிதாங்கி பாருக்குதேவ
பரிசு தந்த மரியாள் .

சென்னை மயிலை மண்ணில் கன்னியர் வடிவாய்
ஏசுவின் வார்த்தையில் அன்பினைப் பெற்று
மண்ணில் மைந்தரின் அறியாமை நீக்கி
எளிமை தூய்மை கீழ்ப்படிதல் என்ற நிலையில்

சகோதர அன்பிலே ஒருமித்து வாழ்ந்து
சுமைதனைச் சுலபமாக்கும் அருளினை
சமத்துவத்தால் சாதாரணமாய்
சமுதாய வீதியில் ஆற்றலாய்த் தேக்கி

அன்புப் பணியில் சகோதரம்வாழ
மனிதருள் மனிதன் வாழ ! மனிதருள் புனிதர் வாழ
மனிதருள் இறைவன்வாழ ! மனிதருள் மகிமை வாழ
இன்பமாய் இறைப்பணியைக் கன்னியர் தொடர்ந்தார்

கன்னியர் பணியினைக் கண்ணில் கண்டால்
களைப்பு மறந்து களிப்பு தோன்றும்
ஜாதியும் மதமும் இத்தேசத்தில் உண்டா என்ற
ஐயம் நித்தமும் தோன்றும் .

அறிவியல் வளர்ச்சி அடைந்தால் போதுமா ?
அறிவில் முதிர்ச்சி அடையாத வரையில்
அன்புப் பணியில் நிறைவினைக் காணா !
கன்னியர் கல்விக்களம் கண்டார்

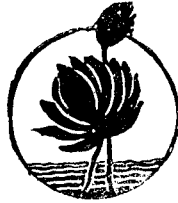
பாசியோன் அம்மை ! இறை அருளால்
உருவாகிட்ட தியாக வாழ்வு
வழிபாட்டினை வலியுறுத்தி, மறைப்பணி
தொடர்ந்து, பாரதத்தில் பாங்காய் வளர்ந்தது

ஆயிரத்து எண்ணூற்று எண்பத்து எட்டில்
வித்தாகி; முளையாகி; மரமுமாகி
நல் தழையாகி மலருமாகி; இறைமையுடன்
திகழ்கின்ற கன்னியர் வாழ்வு

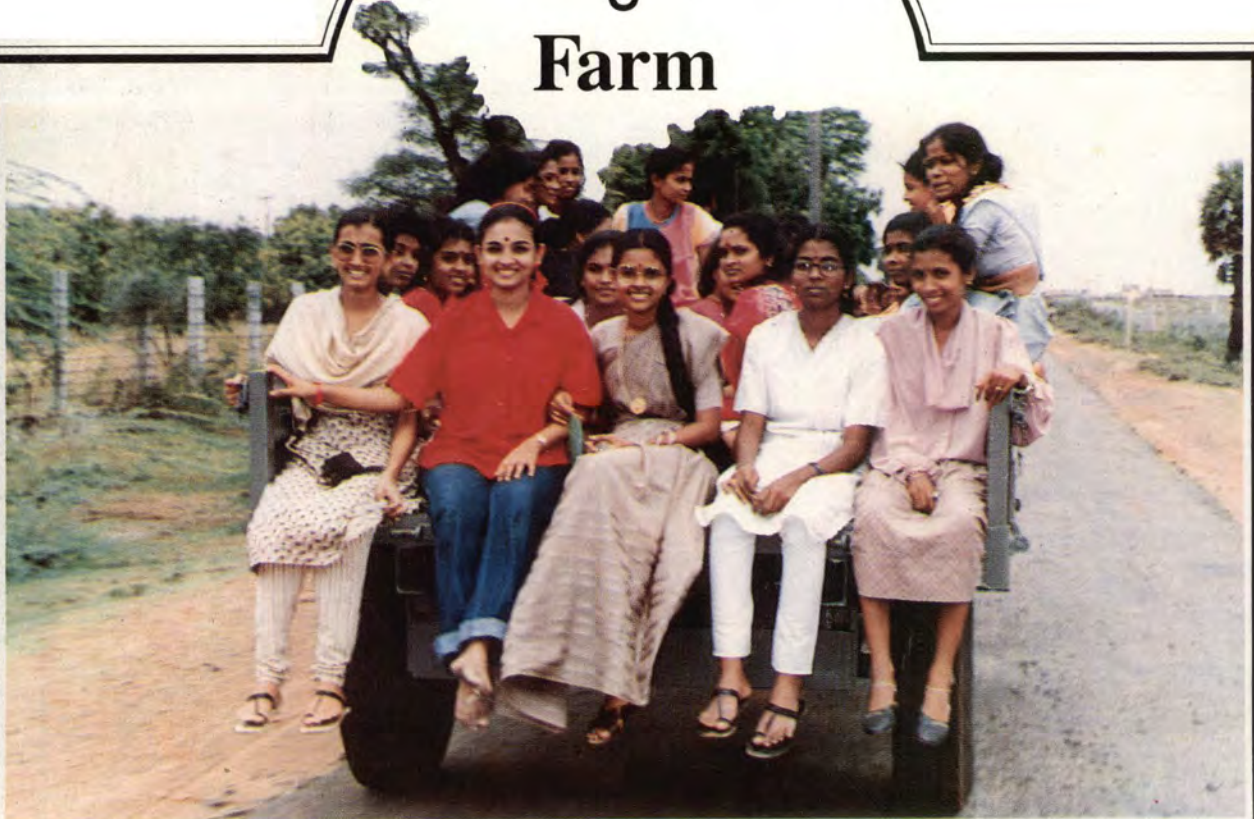
அன்புப் பணியில்; இறைவனைக் கண்டு
அயரா உழைப்பில் உயர்ந்து வளர்ந்து
அழகுப் படையாய் அவனியில் வளர்ந்து
ஆண்டுகள் நூறுகண்டும் கன்னியர் என்பதால்

இளமையாய் உள்ளது.

செல்வி சீ. உலகநாயகி
தமிழ்த்துறை



Stella Marians
in
J
Farm



A Century of Service



FMM in Madras
1888-1988

'UJWALA'
Women's Forum
Inauguration

A 100 YEARS OF F.M.M. PRESENCE IN MADRAS

The beginnings of the F. M. M. presence in Madras can be traced back to 8th September 1888 when a group of eight sisters were welcomed by Monsignor Reed da Silva, the then Bishop of Mylapore. They were given for their residence an old palace which had been lying vacant for about a hundred years. This formed the nucleus of the present St. Thomas Convent campus. The early years were full of difficulties for missionaries coming from foreign lands, braving extreme heat with limited resources. It took its toll on the life and energy of the pioneers. However, their spirit of faith and hard work enabled the sisters to carry on their labour of love which kept growing year after year. Today the campus has three Schools, a boarding house for school children, a hostel for students and working girls, a Training Centre and a Home for the Aged. Over the past 100 years the campus has witnessed hundreds of missionaries passing through its portals for service to the many parts of India and abroad.

Almost all F. M. M. Convents in and around Madras including Stella Maris College can trace their origin, either directly or indirectly to St. Thomas Convent. Stella Maris College had its beginning on the campus of St. Thomas Convent on the Independence Day of 1947 with 32 students on the rolls. Increasing demands for higher education and the constraints of space called for a larger campus. In 1961 the College moved in to the present site of "The Cloisters", on Cathedral Road—the original dwelling and garden of Sir D Monte.

Along with growth and expansion in missionary endeavours, the sisters have been constantly seeking to make their lives relevant to the time and place. Accordingly, the thrust of our Communities, Institutions and Projects has changed to cater more and more to the needs of the poor. The common pursuit of the sisters found expression in the life of the College too. Pioneering this effort to move from an established College set-up, to launch out into new avenues in order to bring education to the poor was Sr. Catherine McLevy of the History Department. She initiated a whole host of activities in 1975 beginning with a new syllabus for non-formal education and the establishment of a technical school for girls which developed into several community development projects in the locality. Though she was tragically taken away in action by the Almighty, her work lives on and is well recognised not only in Madras but in several parts of India. Over the past years, the College has initiated a number of programmes for the all round development of students and staff through its various departments, through value education as well as through a large variety of extra curricular activities especially the N.S.S., N.C.C. and Games.

The centenary celebrations during the first week of September will go down in the history of the F.M.M. of Madras Province and of St. Thomas Convent in particular as an epochmaking event. The week long celebrations brought together the well-wishers, the friends, the past pupils and teachers, the

inmates of the different institutions as well as the many F. M. M. sisters of the Madras Province young and old. The bond of unity was expressed each day in the celebration of the Eucharist, in the sharing of meals, in participating and witnessing cultural programmes and above all in exchanging life experiences. It was a tremendous experience of unity among us sisters, as well as all those whom Providence has brought into contact with us. It was an experience of belonging to a large family which has left its indelible foot prints on the sands of time.

In the College, this feeling of joy, unity and belongingness found expression during the morning assembly on Thursday, 8th September, 1988. The message for the day, given by Mrs. Chellam Mitran and a group of students, came as a pleasant surprise to us sisters working in the College. Mrs. Chellam briefly referred to the foundation of the F.M.M. Institute and to the history of the Madras Province, leading the College community in prayers of praise and thanksgiving through songs sung by the students. Later in the day the teaching staff felicitated the sisters congratulating us for the hundred years of presence and service, and assuring us of their support in the days to come. The enthusiasm of the staff and the students as well as their participation in the various events connected with the centenary have enabled us to ponder over the past with a view to drawing strength to go forward in the trail blazed by our predecessors.

May God lead us on as we continue to carry on this good work started by the pioneers.

SR. MARY JOHN, F.M.M.

ON YOUR MARK . . . GET SET . . . GO !!

STELLA MARIANS ON THE SPORTS FIELD

Inter-Collegiate Tournaments :

Our teams won six of the eleven games that were conducted. These were Basket Ball, Cricket, Shuttle-Badminton, Table-Tennis, Kho-Kho and Chess.

The Group Championship had to be shared with Vaishnav College.

Players who represented the Madras South Division :

Basket Ball

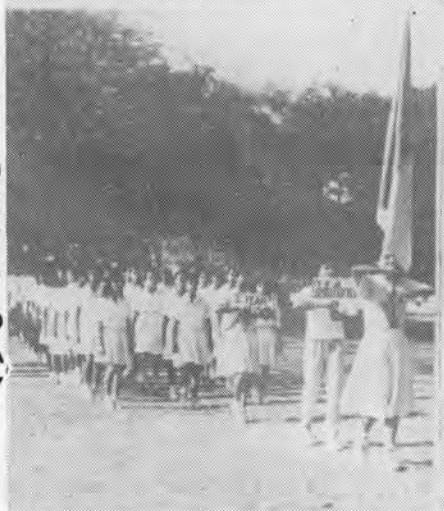
Arati Rao	}		P. Savitha	IIInd Yr. Physics
P. Shobhana		IIIrd Yr. Commerce	Pavithra Rao	Ist Yr. Commerce
Shashikala		IIInd Yr. Economics	Joy Premila	Ist Yr. Sociology



The Sporting Spirit



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OUR WINNERS

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C

Cadets marching at the A.L. Mudaliar Meet

Volley Ball

Rachel Christy IInd Yr. Literature
Renuka IInd Yr. Economics

Table Tennis

P. P. Sowmya IIIrd Yr. Commerce
Amudha V. G. S. IIIrd Yr. Botany
Manjula Ist Yr. Sociology

Tennis

Cecily Thomas IIIrd Yr. Fine Arts Lorraine Burby Ist Yr. Literature
Anupama Raman IIIrd Yr. Sociology Ramya R. Ist Yr. Mathematics

Shuttle-Badminton

Sri Vidhya Palanisamy }
V. A. Sudha } IIIrd Yr. Sociology

Hockey

Kalpana R. IIIrd Yr. Sociology Wendy Ann Thomas }
Shirley Bernard IInd Yr. Sociology Briony } IInd Yr. Literature
Jayanthi Ist Yr. Sociology

Cricket

Duriya Siraj IIIrd Yr. Commerce Shalini N. IInd Yr. Commerce
Durga Das Ist Yr. Fine Arts Sandra Fernandez IInd Yr. History
Shashikala IInd Yr. Maths Anuradha M. IIIrd Yr. Chemistry
Shimu Peters Ist Yr. Sociology Anitha B. IIIrd Yr. Zoology
Wendy Ann Thomas IInd Yr. Literature Lavanya Ist Yr. Maths.

Duriya won the best bowler award in the Inter-State South Zone championship.

Kho-Kho

Amudha M. }
Jayashree K. C. } IInd Yr. Economics

Sathi Devi }
Mary Malar } IInd Yr. Sociology

Chand Fatima Ist Yr. Physics
Jothi Mani }
Mary Chandy } Ist Yr. Chemistry
Ranjana Emanuel Ist Yr. Sociology

Chess

Cecily Thomas	IIIrd Yr. Fine Arts
Sujatha Amundi	Ist Yr. Chemistry
Theresia M.	Ist Yr. Zoology

Athletics

Duriya Siraj	IIIrd Yr. Commerce	Mini J. V.	Ist Yr. Economics
K. C. Jayashree	IIInd Yr. Economics	Rosaline	Ist Yr. History ₁
Ivy Jacob	Ist Yr. Zoology	Sahaya Mary	Ist Yr. Fine Arts
Mary Chandy	Ist Yr. Chemistry	Leela Muthu	IIIrd Yr. Zoology
Chand Fatima	Ist Yr. Physics	Sugiema S.	IIInd Yr. History

Our divisional teams won the Inter-Divisional Tournament in Basket Ball, Kho. Kho, Table Tennis and Hockey.

UNIVERSITY COLOURS

Basket Ball

Arati Rao	}	IIIrd Yr. Commerce
P.Shobana		
Pavithra Rao		Ist Yr. Commerce

Cricket

Duriya Siraj	IIIrd Yr. Commerce	Durga Das	Ist Yr. Fine Arts
Anuradha	IIIrd Yr. Chemistry	Shimu Peters	Ist Yr. Sociology

Kho-Kho

Amudha M.	}	IIInd Yr. Economics	Chand Fatima	1st Yr. Physics
Jayashree K.C.			Jothimani	1st Yr. Chemistry
Sathi Devi		IIInd Yr. Sociology		

Table Tennis

P.P. Sowmya IIIrd Yr. Commerce

Hockey

Kalpana R.	IIIrd Yr. Sociology
Shirley Bernard	IIInd Yr. Sociology
Wendy Ann Thomas	IIInd Yr. Literature

Tennis

Cecily Thomas	IIIrd Yr. Fine Arts
Lorraine Burby	Ist Yr. Literature

Shuttle-Badminton

Sri Vidhya Palanisamy }
Sudha Arvind } Illrd Yr. Sociology

They won the South Zone Tournament and were runners-up in the All India Tournament.

Swimming

Aruna Subramaniam Ist Yr. Literature
Suja Ramakrishnan IInd Yr. Zoology

Representatives of Tamil Nadu

Arati Rao }
P. Shobhana } (Illrd Yr. Commerce) in BASKET BALL

Duriya Siraj Illrd Yr. Commerce
Durga Das Ist Yr. Fine Arts
Shimu Peters Ist Yr. Sociology
Shalini N. IInd Yr. Commerce
Sandra Fernandez IInd Yr. History
Wendy Ann Thomas IInd Yr. Literature
Lavanya Ist Yr. Maths
Anuradha Illrd Yr. Chemistry } in CRICKET

Sri Vidhya Palanisamy }
Sudha Arvind } Illrd Yr. Sociology in SHUTTLE BADMINTON
Sugiema A. IInd Yr. History in ATHLETICS

Apart from the above activities, our players participated in several open tournaments also.

1. In Shuttle-Badminton, our star player, Sri Vidhya Palanisamy (1) Won the Madras District Championship Women's event and was runner-up of the mixed doubles event. (2) Won the singles and doubles event of the Tamil Nadu State Ranking Tournament held at Sivakasi and received a cash award of Rs. 350/- (3) Was placed 9th in the Women's section at the All India Nationals held at Jamshedpur. (4) Was runner-up of South Zone Tournament held at Calicut.

Sudha Arvind, another player won the I.I.T. Sports Fest 1987 Tournament.

II. In Basket-Ball our team won the the I.I.T. Sports Fest '87 tournament and the Fruitnik Y.W.S.A. State Level tournament and were runners-up of the Fete Sportive '87 tournament conducted by our College. In the Kokila Rajiah All India Inter-Collegiate Basket-Ball tournament Arati Rao of IIIrd year Commerce received the 'Most Popular Player' award. Pavithra Rao of I st year Commerce represented the Madras District in the under 19, State Level Inter-District tournament held at Erode.

III. Our College Cricket team won the Palm Tour and Travels Rolling trophy and Duriya Siraj was given the 'Best Batswoman' award in the tournament conducted by the T.A. Pai Campa Cola. Our team was awarded the runners-up prize.

IV. Our Table-Tennis team secured the runners-up position in the I.I.T. Sports Fest '87 tournament.

V. In the Philip's Trinity All India Inter-Collegiate Volley-Ball tournament conducted by I.I.T., Gowri Chengappa of IIIrd year Economics won the 'Most Popular Player Award.'

VI. In Tennis, Shaheen Zaman of I st year Economics won the singles and doubles event in the T.T.T. tournament. It is a pity she couldn't bring any other credit to the institution as she was away most of the time being coached abroad.

VII. Durga Das of I st year Fine Arts is an outstanding Golf player and has to her credit victory in local tournaments.

VIII. Rowing is gaining popularity among women and Pavithra Rao of I st year B. Com. secured the IIIrd place in the coxless pairs event in the Amateur Rowing Association of the East Regatta held at Pune.

IX. Our Kho-Kho team which is the best in the City, won the Madras District Championship.

X. Sri Vidhya of IIIrd Yr. Sociology had the honour of receiving the torch from the Governor of Tamil Nadu for the 'Freedom 40 Runs' on the 17th of August '87.

For the first time in the history of Stella Maris, a Sports Festival—Fete Sportive '87 was conducted in the College. Tournaments were held in seven disciplines. We are grateful to the authorities of the Chennai Bottling Company for sponsoring the programme.

The students evinced a lot of interest in participating in the inter-year activities conducted in eleven disciplines and sports. The staff also showed keen interest in participating in games, inspite of their many academic responsibilities.

...FASTER...STRONGER...HIGHER!!!

நம் பாரதம்

மூவகை உலகத் தியற்கை என்போம் !
மேலாம் உயர்நிலை—திருவுடையோர் சிலரே !
நடுத்தரம்—திரிசங்கு நிலையிருப்போர் பலரே !
கீழ்த்தரம்— திருவின்றி வாடுவோர் பற்பலரே !

உயர்நிலை :

பசியெடுக்க முன்னருந்தும் தக்காளிச் சாறே !
பசியார உண்ணும் அறுசுவை அடிசில்
விண்மீன் நடுவே இலங்கும் மதிபோல
வண்ண வட்டில்கள் நடுவே உண்கலமே !
விருந்து நிறைவுறக் கேளிக்கை கூத்துக்கள் !
இரவைப் பகலாக்கும் ஒளிசிந்து விளக்குகள்
பகலை இரவாக்கும் மங்கிய விளக்கொளி
ஊர்ந்து செல்லவோ உயர்ரக ஊர்திகள் !
படுத்து உறங்கவோ எண்ணெய் நுரையென
மென்பூஞ் சேக்கை—ஆயினும் உறக்கமிலை !
செல்வச் சீமான் மாளிகையில் பட்டுப்பாதம் படச்
செல்வச் செழிப்புடன் விளங்கும் பட்டுவிரிப்பு
சன்னல்களில் சலசலக்கும் திரைச்சீலை விலையோ
பன்னரும் பாமராக்கு உடுக்க உடையாகும் !
சேராதன உளவோ பெருஞ்செல்வர்க் கென்ற கவி
ஓராதுரைத் திருப்பாரோ? முக்காலும் உண்மை !
செல்வத்துடன் செல்வம் சேர்வதே உலகியல்
மல்லல் வளமே மலையாய்க் குவியும் !

நடுத்தரம் :

நினைத்தாலே துன்பஅலை மோதும் போராட்டமே
தனக்குமேலே அண்ணாந்து பார்த்தாலோ ஆபத்து
தனக்குக் கீழுளோர் நிலையடைய இடங்கொடாது
தன் மானப் பிரச்சினை ! திரிசங்கு சுவர்க்கமே
இவர்தம் வாழ்க்கை பெரும்பாலும் போலியே !
புலி பார்த்துப் பூனை சூடிடும் கதையிது !
பசியார உணவுண்டு; உடுக்க உடையுண்டு;
இருக்கத் தீப்பெட்டி வீடுண்டு; குறையிலை
அண்டை வீட்டானுக்கு இளைத்தவனிலை எனக்காட்ட

கடன்பட்டே வாழ்க்கை நடத்துவ துண்டு
கடன் தீர்க்க வழியின்றி நாணி நிற்பதுண்டு
‘போதுமென்ற மனமே பொன்செயும் மருந்து !’
போதும் ! தாரக மந்திரம் இதுவே !
உழைத்து உழைத்து ஓடாகும் வாழ்க்கை !
கடிவாளம் இட்ட குதிரையென நேரே
சென்றால் பிழைக்க வழியுண்டு உலகிலே !

கீழ்த்தரம் :

வறுமை வறுத்திடச் சக்கையான தேகம்;
ஒருசாண் வயிற்றுக்குப் பிடிசோறு காணா அவலம் !
அரிதான மானம்காக்க உடுத்த உடைக்கும்பஞ்சம்
நடைபாதையில் ஒண்டிக்கிடக்கும் சுத்த ஆன்மாக்கள் !
வானமே கூரை; பூமியே தரையாம்
மரக்கிளையே தொட்டிலாம்; கூட்டின் ஒலியே பூபாளம் !
வலியோர் மெலியோரை வாட்டுவது போல
இயற்கையும் சிறிதிலோ முதல்மரியாதை இவர்க்கே !
ஒருபுறம் நீரடித்துச் செல்லும் மறுபுறம் தீயெரித்துக்கொல்லும்
உழைக்கும் வர்க்கம்இன்றேல் உலகப் பூங்கா இல்லை
உழைத்து உருமாறும்இவரைக் கண்ணெடுத்துப் பார்ப்பார்இலை
கலயக்கஞ்சி குடித்தாலும் உழைப்பின் முத்திரையோடு
கட்டாந்தரையில் படுத்தவாரே நித்ரா தேவி மட்டும்
கட்டாயம் அவனுக்கு அருள் புரிவாளே.

தமிழ்த்துறை
பா. ஜயலக்ஷ்மி

COMING TO LIFE ON J. FARM

The trip to J-FARM was a great combination of study and enjoyment for us, IIIrd Year Botany students. When this trip was squeezed into our usually tight time-table at College, all of us whooped with joy. Then again, some of us had a doubt that it would be just another sunny walk on a research farm.

Well finally, 22nd July, 1988 dawned, bright and gleaming. Everything forgotten, one and all boarded the J-FARM bus. J-FARM — a research farm is situated on the outskirts of Madras. This farm, apart from rice cultivation and research also specializes in groundnut and mango cultivation. The TAFE tractors from here are popular all over Tamil Nadu.

Soon after reaching the farm, we were served tea. Expecting our lecturers to tell us to begin our walk into the sun, we spilled out of the dining room. It was then that we were led to waiting tractors (along with their trailers). It was an interesting ride and for most of us, the first of its kind. Before the excitement of riding in a trailer could subside, we had bounced our way into the lush, green mango groves.

Here, we witnessed the grafting, which was being done on the various varieties of mango trees. Each student had the chance of viewing the practical application of grafting in a commercial field.

Walking further down, we reached the groundnut fields. In front of us lay acres of land, green with groundnut shrubs. Specks of yellow blooms enlivened the scenery. It was hard to resist the temptation to run through the fields. The procedure of cultivation and crop improvement was explained to us. A few lucky girls were even given some raw groundnuts to munch.

Piling back into the trailers, we returned. On the way back, we trekked up a small hill and visited the Amman Temple. Here, we managed to collect a few plants for our herbarium. The view of the farm from here was simply breath-taking. On returning, we were served a lunch of lemon rice and curd rice. It was no different from dining at home.

Our stomachs full, we trekked down to the nearby fields. It was rice this time. Surprise upon Surprise! Though we had an idea of what we would see, we were not prepared for quality of this kind. The green fields with the best rice-yielding varieties were simply a treat to both eyes and mind.

We saw the new high yielding rice variety developed at this farm. Christened J-13, the variety was believed to have an yield of 75 tonnes a hectare and was supposed to be resistant to most diseases. These beautiful rice plants of medium stature stood strong and seemed ready to face any kind of challenge.

After being shown the various tools used for ploughing the fields we trooped into the small but informative and interesting exhibition hall. From here, we were led to the lecture hall. Here the Chief Agricultural Economist, Mr. S. S. Nagarajan spoke to us about various researches being done on different varieties of groundnuts, mangoes and specially rice plants. During the course of the lecture, we were told about the various fields, we as future botanists could pursue. We came to know the different areas in which the farm trains people to improve crop cultivation.

A whole new dimension was added to our studies at College. We saw the theory we knew, coming to life, life breathing into the facts, we had learnt.

CHARITA MADAI AH
III B. Sc. Botany.

NCC REPORT 1987-88

The National Cadet Corps in Stella Maris has had a colourful past. Lieutenant Gita Samuel has been our company commander since its inception, seven years ago. The activities of the past years have brought Stella Maris many laurels.

The Annual Training Camp in April '87 was the first of our many activities. S.U.O. Radha Vasudevan bagged the first place in signals. L/Cpl. Kanchan Anand walked away with the first place in First Aid and Home Nursing, while L/Cpl. Teeta Mathews bagged the second place. Sgt. Karen took her 'C' certificate successfully, while C.W.O. Vijaya, D.S. U.O. Rubala & Sgt. Gurkiran appeared for the 'B' certificate.

Sgt. Helen Peter attended a trekking expedition in the Nilgiris in May.

At the Pre-Republic Day Camp, June '87, again Kanchan Anand & Radha Vasudevan secured the first places in First Aid and Signals respectively. L/Cpl. Anita Victor was named best Master of Ceremonies.

Stella Maris was also privileged when **S.U.O. Usha Vijayaraghavan was sent to U.K. on a Youth Exchange Programme.** She left in August for a period of three weeks.

L/Cpls Kanchan Anand and Teeta Mathews attended the military attachment camp in August and secured the 2nd & 3rd places respectively.

As part of the Independence Day celebrations, NCC cadets put up a splendid section attack.

Three of our cadets, L/Cpls Kamini Gopal, Nandhini and Cadet Devi Swaroop, were part of a daring **mountaineering expedition** which took them to the Ladakhi peak in September.

Another sport which NCC cadets are privileged to take part in and which appeals to the adventurous is **para-sailing**. Six of our cadets participated in a 10-day cadre in September. UO Raishran Bijaya, UO Rubala, UO Henrietta, Sgt. Monica, Sgt. Nanda & Cdt Colleen are now confirmed para-sailists!

Our successes are not earned only by the Army; Naval & Air Cadets also add their laurels to ours, in a common bid to attain fame. Flt. Cdt Leela Muthu wrote her P.A. B.T. exam in July and received her Flight Radio Telephone Operating Licence. Flt. Cdt Ratj Chitnis was judged Best Glider Pilot in Tamil Nadu at a camp in Coimbatore. Both are now into power flying; they attended the Vayu Sainik camp in Jaipur! Naval cadets Lalitha Rao and Preetha Raj attended the Vayu Sainik camp at Bombay.

S.U.O. Radha Vasudevan was awarded the **All India First place in signals** and **L/Cpl Kanchan Anand** was **All India second in First Aid & Home Nursing** at the Basic Leadership camp in Delhi (Oct. '87). Cdts. Colleen & Melba also attended this camp.

At the Advanced Leadership camp, Ranchi, (Nov. '87), C.W.O. Vijaya D.S. came third in Signals. U.O. Rubala was the camp senior.

All IInd and IIIrd year cadets went on an adventure trek during the second week of November. Kambakkam is a tiny hamlet with waterfalls high above. To reach these, the cadets had to trek for miles through the hills, crossing and recrossing the swiftly flowing stream, blazing a trail. At night, the only shelter the desolate area afforded was a rocky little hill and the cadets were forced to sleep there with the roar of the river in their ears. The next day, after a vertical climb over rocks, the beautiful waterfall was reached.

Nearer home Stella Maris made a clean sweep of the prizes for all events at the Cadofest Dec. '87 hosted by the cadets of D.G. Vaishnav College.

Group Drill	—	1st place
Parade Commander	—	2nd place—SUO Usha Vijayaraghavan
Culturals	—	1st place
First Aid & Home Nursing	—	1st place- L/Cpl Teeta Mathews
	—	3rd place Cdt. Rekha, B.
Signals	—	2nd L/Cpl Kamini Gopal
	—	3rd Cdt. Hemamalini
Best Cadet	—	1st Cdt. Susan Verghese

In a bid to spread awareness amongst youth about leprosy, L/Cpl Nandhini, Cdt. Christina & Cdt. Kala attended a series of lectures on the subject at Leprosy Foundation Centre.

Crowning all our achievements was the unprecedented event of a **Karate team** made up wholly of Stella Marians giving a demonstration at the P.M.s' rally. They were L/Cpl Kanchan Anand, L/Cpl. Teeta Mathews, L/Cpl. Vidyavathi, L/Cpl. Lavanya, Cdt. Anitha Joseph, Cdt. Suzanne Noris, Cdt. Sagaya Mary, Flt. Cdt. Rati Chitnis and Naval Cdt. Preetha Raj, L/Cpl Nickhath & L/Cpl Niranjana were sent as a part of the general contingent.

L/Cpl Nickhath was in the guard of honour for the P. M. and will be going to Canada for the Youth Exchange Programme. L/Cpl. Niranjan marched with the Rajpath Contingent on January 26th 1988. L/Cpl. Lavanya Raman was adjudged the best master of ceremonies. L/Cpl Vidyavathi, L/Cpl Lavanya Raman, and L/Cpl Niranjana participated in the cultural competition. L/Cpl. Teeta Mathews, L/Cpl. Vidyavathi & Flt. Cdt. Rati Chitnis were commended for the hard work they put in for the flag area.

Within the four walls of our college, we have not been idle. Kindling the fires of competition between the 4 groups, each commanded by an under officer, we have held various tests in physical and mental ability. The results are as follows :-

Cross Country	—	Bravo Company
Drill	—	Delta
P. C.	—	Charlie-U.O. Bijaya
Signals	—	Alpha
General Knowledge	—	Alpha
First Aid & Home Nursing	—	Alpha

Best Cadet — Charlie — Cdt. Susan Verghese

Delta company was awarded the Best Company of the Year prize. February 11th was a special day for all of us. NCC day is as important a college celebration as any other. Mr. Bhaskara. IPS, Chairman PTC, presided over the function, took the salute, inspected the guard and gave away the fruits of the cadets' exertions, accumulated over the whole year ! SUO Radha Vasudevan presented the Annual Report.

Our cadets also appeared for the 'B' & 'C' certificate exams conducted on 28th Feb. and 22nd March respectively.

At the prestigious college level A. L. Mudaliar sports meet, the NCC cadets walked away with the Marchpast Trophy for the third year in succession. The meet was held during the first week of March 1988.

All these achievements would never have been possible but for the staunch support and encouragement given by our Company Officer Lt. Gita Samuel and our Principal Dr. Sr. Helen Vincent. May we continue to march forward from success to success.

COLOUR IN BLACK AND WHITE

Colour, Colour, What colour do you choose?

Red and bright!
Ready to fight!
Green and yellow
Greedy fellow!

I had a vision the other day of a world which was plain black and white, and it wasn't too pleasant. Coming to think of it, colour is really the spice of our lives. Beginning from the vivid countryside, on to the sea, the sky,

clothes and what not, colour has a basic influence on us. Deep blues and grey are a must for a serious business meeting, whereas bright reds and yellows enhance the celebrative mood. Colour is also a reflection of a peoples' culture just as any other art form.

But this concept of colour is no simple business; it took the genius of Newton to split white light into its constituent spectrum.

The whole process of colour perception involves the eyes and the brain. This concept is based on complimentary colours i. e. colour visibility depends on the ability of the substance to absorb or reflect certain wavelengths of light. When white light falls on a substance the light may be totally reflected or totally absorbed. In the former case, the substance appears white; in the latter, black. If a certain proportion of the light is absorbed and the rest reflected, the substance has the colour of the reflected light. So if a substance is red in colour, it means that it has absorbed wavelengths corresponding to blue and green.

But all these things happen only where human vision is concerned for, as we know, dogs can only assimilate black and white. Then again, some flowers appear dull and drab to us, but they are in fact vividly coloured in the range to which certain species of birds and bees are sensitive.

So the concept of colour which is behind our daily vision involves a lot of chemistry in it. And the next time you see "green" it means the person you are envious of is absorbing red lights which appear as green and.....

What occurs to me now is that every shift of colour indicates a different mood, atmosphere, or a change of scene. Nature is of different colours when she passes through the year. Man is of different colours in various parts of the world and what a headache it has been. And it is such a subjective phenomenon !

Therefore, when next you have a debate on what your favourite colour is, right from bright pinks and reds to the subtler pastel hues, or an argument with the shopkeeper on the exact shade of your matching blouse piece, remember—colour lies in the eye of the beholder !

PRABHA
III B.Sc. Chemistry

BECOMING AUTONOMOUS THROUGH AUTONOMY

“The old order changeth, yielding place to the new”—and so it is with Autonomy at Stella Maris College. It was a historical landmark for the College when it was granted autonomy in September, 1987, after having been an affiliated college for four decades. This was a long-time dream come true. Even as early as 1979, the College had prepared a report on “The Proposals of Autonomous Status” spelling out our hopes and aspirations under autonomy. At several staff sessions and “College Self Evaluation” programmes, the staff had co-operatively and seriously attempted to identify the strengths and weaknesses of the College and this creative ferment led to our thinking on possible directions of change and development for the future leading to academic autonomy. Thus, the College was well poised for launching into autonomy.

Academic autonomy has been regarded as a fundamental necessity for institutions of higher learning; but it cannot be considered as a privilege only, it entails accepting a very great responsibility on the part of the management, staff and students and, therefore, it involves very careful and meticulous planning. It has to be a process of co-operative planning involving the management, the faculty and the service and personnel. We realised that we had been given the freedom and innate responsibility to design courses of study in keeping with the changing content of university education, to devise appropriate teaching methods and to plan our curriculum in such a way as to improve the quality of instruction as well as the learning process. Creative thinking and constructive ideas can develop and yield fruit only in an atmosphere of freedom and trust. The staff and the students work on this basic assumption while initiating experiments and curricular innovations within the College. Our freedom is also integrated with a sense of collective and individual responsibility and credibility.

In order to establish supportive structures for autonomy, the College community swung into action to work out the details regarding curriculum development, additional courses, continuous assessment programme and working of the examination system. The courses have been prescribed by the different academic departments of the College with the aim of achieving not only excellence in education but also with reference to local and national context and employability. A certain amount of “Career Objective” is included in the major subjects. Boards of Studies for every academic department have been created to take care of formulation of curricular courses, syllabi and regulations.

A new feature of the academic system is the introduction of additional courses such as the Inter-Disciplinary Orientation and Service Oriented Programme, in addition to the already existing Value Education course. It is hoped that this would enhance inter-disciplinary interactions and co-operation as well as cater to the wider interests of the students. It would also help them to appreciate certain values needed for their fuller growth.

The major shift under autonomy has been to emphasise regularity and daily work by the student and continuous evaluation of the student by the faculty member. The office of Controller of Examinations has been newly created to take care of the many tasks of academic administration under autonomy such as coordination of teaching, learning and evaluation, the organisation and conduct of examinations, the preparation, maintenance and distribution of transcripts and so on.

The first meeting of the Academic Council took place on 21—12—1987 in the College. The reports of the decisions made in implementing autonomy as well as those of the different committees, departments and extra curricular activities such as sports and games, N. S. S. and N. C. C. were ratified and approved.

Autonomy is ‘‘accountability to the students, to the public, to the country and above all to God, in the development of human resources’’; therefore, a proper functioning of autonomy demands a higher degree of commitment to make education more serious and more efficient—a willingness to meet the requirements of autonomy when it is combined with semesterisation. There are many risks involved but the feeling that one is involved, responsible and accountable for the functioning, the reputation, the image and the destiny of one’s own institution can be an exhilarating experience and has brought out the best in a united and determined faculty.

Today, at the end of an old era and launching into new horizons, we have been willing to take up this challenge and to make it a success by our steadfast, unrelenting drive towards high academic quality and higher educational goals.

Mrs. MEERA PAUL
Professor & Head Dept. of Zoology

ஏக்கம்

அடிமை இருளில் மூழ்கியிருந்தோம்; வறுமைச் சேற்றில் சிக்கியிருந்தோம்; தற்குறித்தன்மையில் மயங்கியிருந்தோம்; பாமரனாக, கோழையாக, ஊமையாக, வாழ்க்கையின் எல்லைக்கே தள்ளப்பட்டு இருந்தோம். இந்நிலையிலிருந்து விடுபட்டு, நாற்பத்திரண்டாண்டுகளாகின்றன. முன்னேற்றப் பாதையில் சுதந்திரப் பூங்காற்றை அனுபவித்துக் கொண்டு உலவுகின்றோம். அறிவியல் துறையில் பெரும் வளர்ச்சியைக் கண்ணுற்றுள்ளோம்.

அனுமின் நிலையங்கள் பலவும் அணுசக்தி தயாரித்துக் கொண்டிருக்கின்றன. இச்சக்தியைக் கொண்டு நாட்டின் தேவை ஓரளவு பூர்த்தி செய்யப்பட்டிருக்கின்றது. உலக அரங்கில் முக்கிய நாடாக இந்நியா தலை நிமிர்ந்து நிற்கின்றது. மாற்றமடைந்

துள்ளோம், வளர்ச்சியடைந்துள்ளோம்; மாற்றமடையக் கூடியது வளர்ச்சியடைந்துள்ளது. ஆனால் மாற்றியமைத்து வளர்ச்சியடைய வேண்டியவற்றை மாற்றிச் செழுமைப் படுத்தியிருக்கின்றோமா? முன்னேற்றம் என்பது அறிவியல் முன்னேற்றம், தொழில் துறை முன்னேற்றம், பொருளாதார முன்னேற்றம் என்று குறுகிய வட்டத்திற்குள்ளேயே சிந்தனை செய்கின்றோம். மனிதாபிமானம் என்ற ஒன்று, இந்த முன்னேற்றத்தில் இடிபட்டுக் கிழிந்து நசுங்கித் தேய்ந்து ஏன் மறைந்து போனதோ? செல்வமும் பதவியும் வெற்றுப் புகழ்ச்சியும் நமக்குப் புலப்படுவதுபோல் வறுமையும் அதில் உழல்வாரின் ஏக்கமும் ஏன் புலப்படவில்லையோ? ஒரு சிறிய நிகழ்ச்சி. பண்டிகைக் காலங்களில் தையற்காரர்கள் புதுச் சட்டைகளை அவசர அவசரமாகத் தைத்துத் தருவார்கள். சரசரக்கும் அச்சட்டைகளைத் தைக்கும் பொழுது ஓர் ஏழைச் சிறுமியின் கிழிந்த சட்டையைத் தைத்துத் தர எவர் முன்வருவர்? வறுமையின் கொடுமையறிவோமா நாம்? ஓர் ஏழையின் ஏக்கத்தை உணர்வோமா நாம்?

‘பகட்டான உடைகள் உடுத்து, இந்த மகத்தான நாளைக் கொண்டாடும் மற்ற சிறுவர் சிறுமியரைப் போல், யானும் இறுமாந் திருக்கும் நாள்தான் எந்நாள்?

நல்பொருள் கேட்டு நன்னூல்கள் படித்துக் கல்வியில் மேம்பட்ட மக்கள் வாழும் உலகில், யானும் நிமர்ந்தே நின்று உலவும் நாள் தான் எந்நாளோ?

கலைபல அறிந்தும் கல்வியில் சிறந்தும் அலைகுழ் நிலத்தில் வாழும் மனிதர், உணர்ச்சி இருந்தும் தோழமை யின்றி பண்பு கெட்டு வாழ்வது எதனால?

பல்லாயிர மக்கள் வாழும் பூமியில் பல ஆயிரம் கொண்ட வர்க்கே, பொன்னும் பொருளும் சேர—ஏழை என்போன்றோர் துயர் நீக்குவ தெவரோ?

புத்தம்புது சட்டை யணிந்து, அனைவரும் தத்தம் மனையில் இன்புற்றிருக்க—என் வற்றிய வாழ்வு ஒளிபெற, கிழிசட்டையைச் சற்றே, தைக்க எவரும் இல்லையோ?’

அடிமைத்தனம் அழித்தோம் அறியாமையிருள் அகற்றி! மீண்டும் பரவியுள்ள அவ்விருளை, நம் கண்முன்னே வளரும் கொடுமையை அழித்து மாற்றும் வளர்ச்சிதான் உண்மையான உன்னதமான வளர்ச்சி!

சுமித்ரா பிரசன்னா
பி. ஏ. ஆங்கில இலக்கியம்
(முதலாமாண்டு)

TO THE FAR EAST A VISIT TO THE LAND OF THE RISING SUN

How does one relate a dream come true!! This is exactly how I feel when I try to write about my trip to Japan. It was more than a surprise because I had not expected it at all. In June 1988, I had been called to Delhi for an interview, to be chosen to attend the Olympics at Seoul. When I returned to Madras, I heard no more about it. And later, I came to know that for some reason or other, I was not going after all. But on the 30th of September, the same year I received a telegram asking me to report at Delhi with adequate preparations for a stay of 15 days in JAPAN as a representative of Indian youth. This was great news.

After this, things went so fast, I am still getting over them. I went to Delhi and flew to Tokyo by JAL on the 17th of October, 1988.

When I was in Delhi, I came to know that I was being sent on a South Asian Invitation Programme to Japan and I would have 14 other delegates along with me, from all over India. I enjoyed the privilege of being the only girl from the south. After we reached Tokyo, we came to know {there were other delegations from Pakistan, Bangladesh, Bhutan, Srilanka, Nepal and the Maldives. In Japan, we were to visit Tokyo, Hiroshima, Kyoto and Osaka.

While we were in Tokyo, we met the son of the Crown Prince and the Foreign Affairs Minister. We were taken to learn Ikebana; and one day we visited the Tokyo University where we had discussions of bilateral interests—such as, society in India and Japan, status of women, poverty, nuclear disarmament and various other topics.

Hiroshima—a place of serenity and calm today has left behind damages in many a human life with the bombing of 1945. I was very much moved when I saw the museum and the film on the effects of the bomb blast which they screen there. It is there that one realizes with awful force, the effects that a bomb can have on the lives of people. A comment that really scared me was : the bomb that was dropped over Hiroshima is twenty times less effective than the present nuclear bombs. What danger are we creating for ourselves !!

We also visited the various palaces in Kyoto and Osaka. In Kyoto, we had the experience of attending a tea ceremony. We were taken to the Mazda Car Company, the Toshiba Factory and the NHK—the Japanese television centre.

The whole Programme made us realize the perfection man can attain if he has the inclination. A very striking quality about the Japanese people is their need to be perfect in whatever they do. The crime rate in Japan is 0.1%; cheating

and robbing are almost unknown. The Japanese people are very courteous and helpful, but they appear to be very traditional where women are concerned. As far as we could see, they are not given any executive positions and once they are married, they are expected to leave their jobs. Their emphasis on punctuality is indeed worth mentioning. They can talk in terms of seconds and still be there on time.

All through the Programme, we were given V. I. P. treatment. We stayed in the best of hotels, saw the best of Japan—the bullet train, the beautiful palaces, the Disney land, their enormous industrial achievements, and last but not the least, the wonderful people.

This Programme did not limit our understanding only to Japan; we got to know more about our immediate neighbours—Pakistan, Srilanka, Bhutan, Bangladesh, through the other members of the delegation.

I can but feel most grateful to my Institution, Stella Maris College, My N. C. C. Unit and my N. C. C. Officer, Miss Gita Samuel for giving me this wonderful experience. A trip like this would give any student a grand opportunity to grow, to broaden the mind, to visualize the peoples of the world as belonging to a brotherhood.

Sgt. LAVANYA RAMAN
III B.A. History

“UJJWALA” A RISING STAR ON THE STELLA MARIS HORIZON

The International Women’s Year and the International Women’s Decade that followed, have brought into sharp focus the various issues concerning women in our country. As a result, there has been a growing interest among women’s organisations and women’s groups to study the problems connected with the status of women in India as well as the forces that contribute to and perpetuate the oppression of women in different ways.

The impact of such an awakening on the part of women has been registered in several ways such as changes in legislations, formulation and implementation of new policies and programmes, formation of new organisations championing the cause of women, and even the development of a feminist press. As far as the academic field is concerned, there has been a new awareness of the fact that the education system has to be geared to the goal of achieving for women,

equality of status with men. Particularly women in higher education have become conscious of the fact that as the privileged few among women in the country who have been given the opportunity for higher education, they have a responsibility to contribute to the building up of a society free from gender discrimination. The need for a comprehensive critical and balanced understanding of social reality among the academicians and among the student community is being realised increasingly. The role of the educational system in removing prejudices and stereotypes relating to women and their role in society, in preparing young women to be productive individuals contributing to the national development, in eradicating from our society some of the evil customs and practices detrimental to the status of women has been recognised. All this has led to the development of a new branch of study called 'Women's studies.'

Today women's studies has received much attention and encouragement in Universities and Colleges and many institutions have started Women's Studies' cells or units. The idea that a Women's Studies' Forum should be started in our college for the academic staff was initiated by our Principal and it received enthusiastic response from several staff members. Searching for an appropriate name for the forum, it was decided that the Forum would be called 'Ujjwala' symbolising 'power'.

Ujjwala was inaugurated on Nov. 22nd 1988 by Smt. Vasanthi Devi, former Vice-Chancellor of the Mother Theresa University for Women, the first Women's University to be started in Tamil Nadu.

The Objectives of Ujjwala are as follows :

1. To provide a forum for the staff of Stella Maris College to study and reflect on issues relating to women in our society.
2. To provide opportunities for the creative and constructive use of the potentialities of the members of the Forum for furthering the cause of women through writings and research.
3. To sensitise men and women to the problems faced by women in our society through organising seminars, workshops etc. periodically.
4. To identify ways and means of using the educational system of our College to develop in our students a positive attitude to the role and contribution of women.

The scope for activities of the Forum is wide. Several activities have been suggested and will be taken up by the forum gradually. The activities proposed to be undertaken by Ujjwala are :

1. Analyse the various course contents offered by us for the different groups of students from the Women's Studies' perspective and identify changes necessary.

2. Undertake research studies relating to various aspects of women's issues, with the help of students. Class projects could concentrate on issues relating to women.
3. Respond and react to issues, policies, programmes, pronouncements etc. that affect women, through publishing articles, writing Letters to the Editor Columns.
4. Organise debates in the college for students regarding women's issues.
5. Raise voice against denigration of women's image in the media, posters etc.
6. Have programmes for men/women students in order to sensitise them regarding women's human rights, problems of eve teasing, double standards in our society, discriminatory practices, dowry problem, alcoholism and its impact on women and family, role stereotyping, problems of working women, child rearing practices that are discriminatory etc.
7. Organise programmes for our students such as Assertiveness training, Legal education, building self confidence etc.
8. Organise regular study activities for the forum members such as : Book reviews of journal articles, research studies etc ; Life histories of women activists or feminists ; Field visits to selected women's organisations ; collection of stories, folklore, proverbs, poems, songs etc. from Indian Culture that are supportive of women's status or highlight women's contribution to society ; Call speakers to talk to our group ; Send our members to speak to other groups ; Collect reference materials on women (articles, news items, cases etc. relating to women).
9. Organise discussions with specific groups such as lawyers, teachers, religious leaders, political leaders, journalists, etc. on women's issues.
10. Take up some project that will help some specific group of women.

There is much that can be done and we are sure that with the active participation of all our members Ujjwala will be able to make significant contribution to the sensitisation of our students, staff and the community towards issues that concern women and their status.

Dr. Mrs. RADHA PAUL
Prof. & Head
Dept. of Social Work

LITTLE BLOSSOMS THEY ARE

Was I, so innocent too !
In the same way as you.
Your blooming smile,
Welcomes me everyday.
No worldly sorrow,
Now, for you to borrow.
Free ! Free ! from everything
Just laughing and playing
No big ! No small !
Forgotten are all.
Joy with beautiful doll,
Run down and fall.
They love our height.
No, not know the sight.
Of, what battle we fight,
Every day and night.
How innocent they are
Rising stars they are
Our bright new world they are
Yes, little blossoms they are

SUPENDROUS WORLD

One weekend of September
With my family, I went to Jasper
As the swift flow of breeze
I started to freeze
Golden yellow, red and green
Dancing trees could be seen
Singing to their own sweet tune
Nor bothered about their fortune
Me : not seen the snow
Was eager to know
How it looked !
Than seen from a book
I saw the peaceful mountain white
And began to sight
Looking at the water-fall
I could hear them call
Come ! Come ! Come to me
Was it real or a dream come true.
Is nature so fabulous
And is this world so supendrous.

A. M. NICKHATH
III B.A. History

(S.U.O.) A. M. Nickhath was sent on an N.C.C. Youth Exchange Programme to Alberta, Canada, where her poems (printed here) won recognition and were published by the local news paper over there.)

रहस्य

रात और दिन क्या हैं ?
संसार तो एक है ।
कृष्णपक्ष और शुक्लपक्ष क्या है ?
सफर तो एक है ।
हिन्दुत्व और इस्लाम क्या है ?
मंजिल तो एक है ।
अमीरी और गरीबी क्या है ?
जीवन तो एक है ।
धार्मिक भेद-भाव क्यों है ?
भगवान तो एक है..... ।

RANJITA,
II B.Sc. Chemistry

टो-टाइम तक क्रिकेट

आया वहाँ से एक बैटस्मैन
लिये हाथ में बल्ला,
गया वहाँ से दूसरा बैटस्मैन
मचाया लोगों ने हल्ला ।
गेंद लिये हाथ में, दौड़ा बॉलर
बॉलिंग हुई एडमण्ड से—
कपिल खडे थे घमण्ड से,
बॉल उछली तेजी से बल खाती
रन-आउट हुए कपिल गेंटिंग से ।
अम्पायर ने उठाया हाथ
शास्त्री आया बल्ले के साथ
शास्त्री ने घुमाया हाथ
लगा सिक्सर हाथों हाथ
गेंद गया उड़कर सीधा
फील्डर के हाथों में साफ ।
हो गया टो-टाइम, स्कोर था
420 अति सुंदर..... ।

PATRICA,
1st Year B.A. Economics

METAMORPHOSIS

The wind blew violently against the shivering trees that generously donated their leaves to the dustbin whose treasures overflowed onto the roadside. A fat pig was playing about in the mess, curling his tail each time he found a little bit and feeling important as he sensed the young boy's piercing gaze. The boy was hardly 19 years old, tall with sad eyes that could mask his feelings and with an air about him that contrasted sharply with the gaiety of those teenagers in the discotheque round the corner.

While the drum beats tortured his mind, and the soft strumming of the guitar sought to soothe his broken heart, a million thoughts invaded him. He recalled the long months wasted away in prison.

How he had squirmed like a trapped animal - when the police had caught him! Many were the sleepless nights he had spent, looking out of the narrow window of that dreadful jail wondering why he had involved himself with those companions.

— What have I done?

— What will happen to me?

The thoughts chased each other, unspoken, unanswerable, hammering at him.

He was distracted by the sudden noise on the road as the buses and cycles vied with each other—Reality again! It must be 6-00 p.m. The rush hour of course. Those years in prison would not wipe out the memories of the time when he had been a student and had gone to school on that very same bus that was passing by now. Yes, he remembered it well. And one day he had left school.....small jobs had followed, but he had not been able to stay anywhere for long ; a kind of restlessness filled him.

He felt rather confused and vague about everything and whenever he started thinking of the future, he would feel terribly afraid. It had been so easy to join the gang — they, at least seemed to know what they were doing. No need to recall the events that followed. Those incidents were painted in black and how could they be erased?

A WOMAN WAILED. BANG. SHOUTS. AA.....Aaah. LET'S GET OUT,
COME ON. STOP STARING LIKE THAT, HERE—QUICK. HOLD THIS BAG.

ALONE ON THE SCENE. ALWAYS ALONE. ALONE and holding the bag when the police had arrived.

The failing daylight brought him back from his thoughts ; it was dusk. Lost, so far from home, he shivered.

Was he really responsible for all that had happened? He could not tell. After those years, he could not think clearly. He knew he was paying the price anyway. But what about his father, struggling, struggling all the time in the factory. What had he felt about his son. And his good mother - how had she taken it). Or his five year old brother - how frightened he was that night - what had it done to him.....perhaps he would never grow up. His dear family - Did they know he would be released today?

What did it matter; he had decided not to go home again. What would he tell them? The present and the future - what could be done with his life. And that made him feel bad again. He shifted his gaze to the bakery ahead of him, and he watched carelessly a small boy, not bigger than his little brother, moving with cat-like stealth, stone in hand towards the glass showcase which boasted of fresh bread and colourful cakes.

Suddenly, the situation struck him with an intensity that he never thought he would feel again. Unmindful of the quick flow of traffic, he rushed across the road, unable to think of anything but that boy in front—he was just in time. As that little boy lifted up his hand to a pose that would make a miss impossible, the 19-year-old gripped him. For a moment, neither knew anything. But the look that the little fellow saw in the older boy's eyes—I know what will happen afterwards. You can't do it. No, I won't let you do it. Please don't do it. Can't you see, I have suffered and if I let you do it I must suffer all over again. Yes, I have a right. I insist that you don't do it—And the stone dropped down.

Suddenly there was a reason to live. Things would be right again. There was no turning back. He was close to home.

And as he trudged along, he wondered what it was that had changed him—At the prison gate, the watchman had said, "Good Bye. Hope you never come back here again". Could it be that? At the old chapel gate which he had passed, he had read—

I've wandered far away from God.
Now I'm coming home.
The paths of sin too long I've trod,
Lord I'm coming home.

Was it that?

And the little boy who had been stilled, whom he had stopped. It must be that?

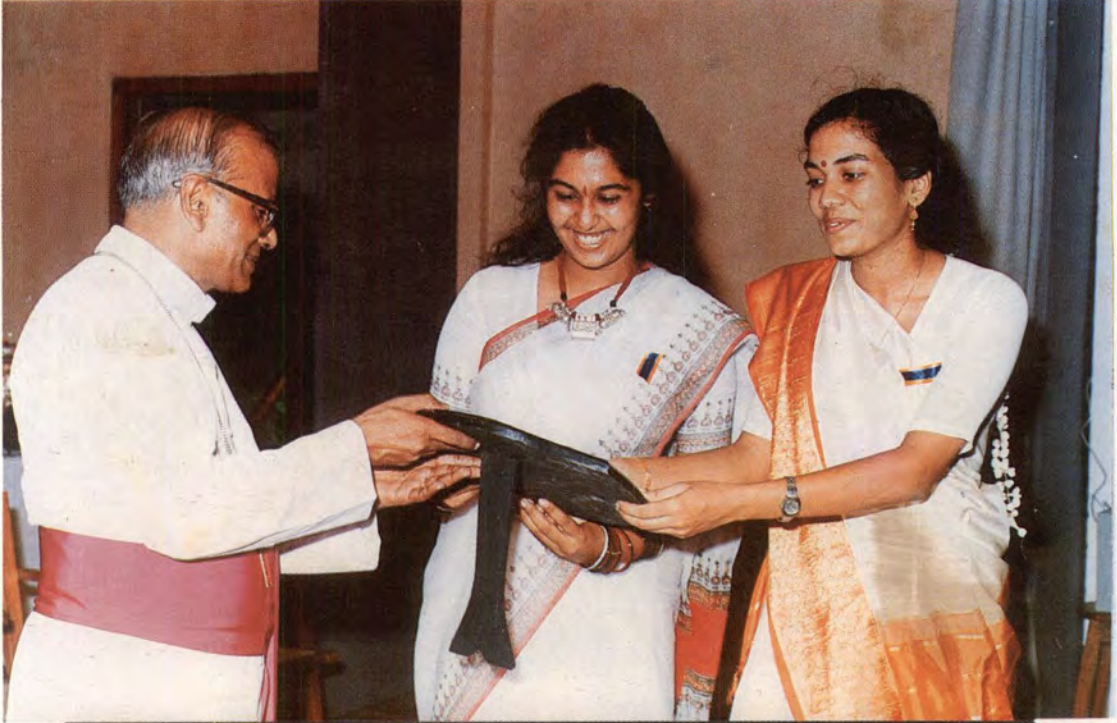
He could not know. Whatever it was, he was going back home, starting again.

How?... He was yet to know.

GERALDINE D'CRUZ
II B.Sc. Mathematics



Celebrations in Stella Maris



The present and the future President debaters receive award.

MATHEMATICAL MODELLING

Models bring to our mind some of the specific ideas of pattern, mould, measure, standard or representation. The kind of model he creates depends wholly on the Modeller. The sculptor, painter, poet, novelist and almost all creative workers have basically a strong inner urge in them to give birth to something of a definite form and design, depicting and relating their thoughts and plans to mimic reality. Models are always useful and they are quite often the only vehicles through which constructive ideas take concrete shapes. Models can be physical, mathematical, experimental or theoretical.

Mathematical modelling is an earnest attempt to describe some parts of the real world in purely mathematical terms. Mathematical models are being built around the physical, biological and social sciences. The building blocks for these models can, in general, be taken from Calculus, Algebra, Geometry and nearly every other topic from out of Mathematics. An ordinary model is an object or concept that is used to represent something that appears abstract and vague. It is reality scaled down, or up and transformed into a format which we can understand fairly well. For example, the model of an aircraft, made of wood, plastic and glue is a meaningful emulation of a real aircraft. A model aircraft is a physical object and so it is not a mathematical model. A mathematical model is an intelligent imitation whose components are mathematical concepts, such as constants, variables, functions, equations, inequalities etc. For the given example, the mathematical model is in many ways superior to its non-mathematical counterpart. The reason, in this case, is: the lift force, which is the force pushing up on the wings of the aircraft, can be calculated using the relation, $L = C_e \frac{d}{2} sv^2$

where, L = lift force

C_e = a certain numerical value, called the lift coefficient whose exact value depends on the shape of the plane.

d = density of air

s = total surface area of the tops of the wings

v = velocity of the plane (air craft)

With the help of this relation we can compute the extent to which the velocity 'v' is to be increased, so that the lift force can be enhanced to a desired degree. However in the case of model aircraft we need to build a series of additional physical replica for this purpose. Thus the mathematical model has an advantage over the non-mathematical model. It is cheaper, faster and more versatile than direct experimentation on a physical model of whatever we are trying to master.

Theoretical knowledge of the obscure, vague and abstract concepts can be put in writing effectively and formally by the medium of mathematical equations, inequations and the like.

To list out a few of the areas where mathematical modelling has already taken firm roots : Physics, particularly at the micro-level, electronics, communications, socio-economic systems, new and highly useful items of material science—most valuable aspects like pollution and environmental studies; the extra-ordinarily fertile avenues of biomedical systems, information technology and above all in the vast and fast expanding areas of engineering and technology.

The advent of modern high speed computers and many other innovative discoveries have made mathematical modelling increasingly effective as well as popular. Undoubtedly here is a new field wherein almost every human endeavour can find enough to imbibe for successful study and application.

HARISHREE ACHUTHAN,
III B.Sc. Maths

HOSTEL REPORT

The start of another new academic year brings all the hostelites trickling back to College. Their enthusiasm appears below average as they are still assailed by nostalgic memories of home. After grimacing or grinning at their room allotments, the hostelites prepare themselves for the arrival of an entirely new crowd of faces—the Freshies, who wait expectantly to sample the infinite variety, apprehension writ large on their faces.

The freshies start dropping in with their protective parents firmly in tow. They entertain ideas of being very miserably ragged by their 'mighty seniors' and are fearful of what the warm welcome by the seniors and the wardens might be leading to. In due course of time, they realise that the preliminary ragging was a mere rehearsal for the oncoming socials and they go through the famous 'Stella Salute' accompanied by 'ha-ha Stella', 'ho-ho Stella' and a jig, with cheerfulness. The seniors watch with amusement the freshies' great efforts to bag one of the various titles like 'freshie queen' 'friendly freshie' and the like.

Finally one evening it's 'Enter-Eve'—the Freshie socials, with every freshie parading, decked in all her finery, although there are no Adams above 'four' or below 'seventy' around.

The beginning of the Second term is filled with anticipation for that special day when the Lord decided to grace the earth. Yes, Christmas! It's a jolly affair with a sumptuous dinner and dancing till late in the night, not to leave

out Carol-singing which is an attempt to cheer up the deprived at the 'Juvenile Home'.

The Third term—it's time for Hostel Week and competitions between the two hostels namely, Our Lady's and St. Joseph's get on in earnest. The last day of the week-long competitions and fun sees visitors to the hostels, who inspect the rooms. Prizes are awarded for the best kept room.

Lastly comes the Farewell to seniors which is also known as 'Kick-offs'. This year especially saw a very hilarious event that tickled everyone to the core. The party took place on the terrace with the velvety sky sprinkled with stars forming a glorious canopy. The party was duly titled 'Fairy Land' in keeping with the enchantment, the night had for us. After a lot of fun, with the girls dressing up like fairy-tale personalities, came the most interesting event: ducking in the pond, which ensued in earnest, with the juniors ducking the squealing seniors into the pond. What fun we had that night!

And so another delightful year in the hostel comes to an end.

CELINE PANEERSELVAM
III B A. Literature

THE DESCANT

I remain plunged, drowned in
these waves of thunder
eye glasses glimmering
in semi obscurity
beside the radium dial
that read past midnight
eyes closed,
sounds slanted,
sounds crumbled
O papa Ola
night and silence
who is there?
One more

the sound of silence
an upside-down melody,
I can sing,
of old error
new hope
to sit with me
awhile ;
many such
and such
structured
in tone and time
in the dying light.

ARPUTHARANI SENGUPTA
Dept. of Fine Arts

FROM SHEEPSKIN TO DENIM

Imagine the perfect fabric : light—soft—durable—beautiful—waterproof—flame-resistant—easily maintained—reasonably cheap.

The product of your imagination is available.

Man must have started clothing himself from the neo-lithic period. Fabrics have replaced the animal skins of early man and have become a major factor in economic history. Textiles have affected and have been affected by the cultural, political and even religious atmosphere of their times.

Fabrics of striking beauty and sophistication had been produced as early as 2nd century B.C. in India and in Egypt. The Peruvians and the Mexicans had a well developed textile industry ; brilliantly coloured Inca cotton and woollen fabrics which lasted many centuries were produced.

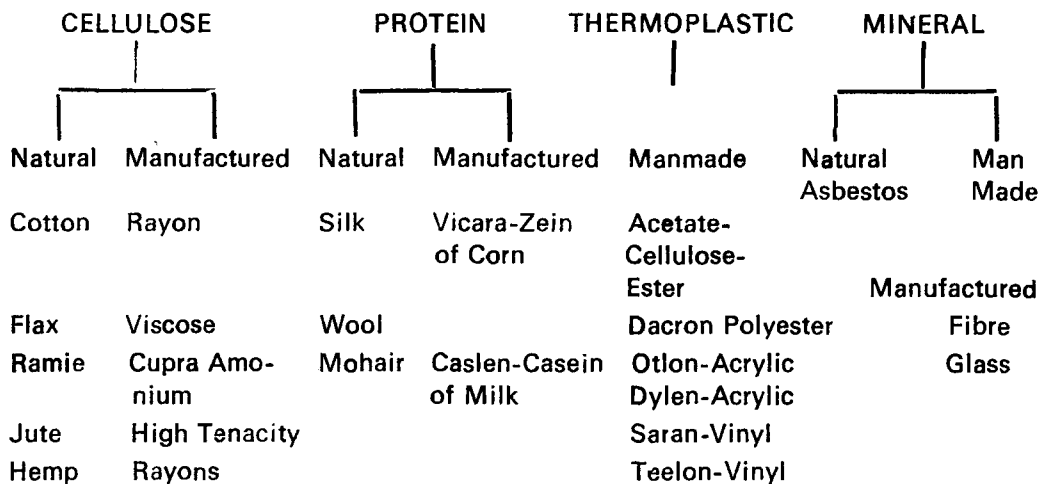
Before the Industrial Revolution in England, wool and linen were the main fabrics. However with the Industrial Revolution came a great change, a change in several directions : the flying shuttle, the spinning jenny and mechanical spinners ; new kinds of synthetic fabrics, a remarkable rise in production, more employment and still more unemployment. What started and sustained the Industrial Revolution was the desire to produce textiles, quickly, cheaply and in large quantities ; and this has led to near-total automation in the 20th century.

From cotton, wool or linen, the trend was toward Rayon. When Rayon, the first man-made fibre was introduced, people were sceptical if it would ever be used commercially, but they were soon proved wrong. Next came Nylon, the first fibre to be synthesized entirely from chemicals ; it was introduced in the early part of the century.

But the tale does not end there. We now have what is known as thermo-plastic fibre—'magic fibre' or 'easy-to-live-with fibre'. A whole range of polyester and acrylic fibres have followed with modern installations which enable highly efficient fabric production and rigorous quality control procedures ; fabrics of near perfect quality have been produced.

Pliability — elasticity — stability — flame resistance—chemical resistance—reasonable price — rapid drying — sunlight resistance — colour fastness—higher resistance to weather—These are the qualities desirable in fabrics. Acrylic fibres, polyesters and the natural fibres possess most of these qualities.

The fibres could be classified thus :



There is something new always happening in the textile industry! easily maintainable and durable fabrics like denim are gaining acceptance especially among the youth. Innovation and Creativity along with scientific achievement have contributed to the growth of this industry.

So next time you cut up a piece of cloth or even throw it away..... it will narrate a long history to you. So—Listen.....

PRIYA
III B.Sc. Chemistry.

SOMETHING PLASTIC

I've got to buy my house a brick.
And lo! it was made of plastic.
My dog, this morn, gave me a lick,
And that too, came off quite plastic.
Oh, what would we do without something plastic!

Plastics have successfully invaded the domain of metals. Their special qualities make them an ideal substitute for metal in many engineering industries. As substitution material, plastics are making inroads into almost every kind of natural or conventional product.

The entire range of the polymer family may be divided into four categories :

1	2	3	4
High Vol./Low Price-Commodity Plastics—	Low Vol./High Price : Engineering Plastics—	Low Vol./High Price : Specialty Plastics—	Very Low Vol./ Very High Price : Advanced Composites
Combination of different polymers, reinforcements, additives	light weight, excellent rigidity, abrasion. Ex. polyamide, polycarbonate, polyacetal thermoplastic polyester	temperature resistance: 270 Ex. aromatic polyamides, polyetherimide, sulphone polymers	Combination of fibres. Ex. glass, carbon.

There have been three distinct stages in the application of plastics to industrial development :

First stage—replacement of non-metallic materials (ex-wood)

Second stage—replacement of metals

Third stage—replacement of steel, ferrous metal and advanced metal alloys

Let us now examine some of the large sectors that are likely to dominate the future of plastics.

Automotives : a most challenging market. All the performance characteristics are essential in this specific application. In the long run, we will see high performance plastics and perhaps plasto-ceramic alloys, multilayered and filled composites for engine equipment, suspension, drive-shafts and wheels.

Teletronics : a word that embraces the whole sector of electrical and electronic communications/leisure equipment. The booming market for TVs, videos and computers promise a vast potential for medium and high technology plastics.

Aerospace : an important market for ultra-high performance plastics. Plastic-based composites (often reinforced with carbon fibre) are used for manufacturing contoured surfaces of civil aircraft. Other applications include nose cones, rocket parts, satellite components etc.

In the field of Medicine : Plastics are a boon to the handicapped people, to people with heart defects. Artificial limbs and artificial valves are moulded out of plastic. Artificial eye lenses and corneas are also available. A new product.....Tulane's artificial cornea is a composite of plastics bonded together to provide a slippery outer coating and a relatively sturdy frame work resembling a spider web.

TV screens, safety goggles, sky lights, trays, paints, fabrics, furniture, toys, telephones, electric switches.....you name it, it's plastic.

And the early man made fire with a couple of stones !

N. SUDHA
III B.Sc. Chemistry



KUSUMDEVI

The morning opens his eye in the darkness
the eye-a-ball of red sun

The day drinks the
white
light
and grows strongly tall
like children drinking milk

At noon
smiling
supreme,
an angry adult

in evenings
sun - setting
leaning back like
tired grandparents
drinking coffee darkness
slowly shrinking

Baby goes to bed
In his head -
" How the day changed and grew "
then baby asks - " Did you ? "

W. B. PRATHIMA
II B.A. Literature

Inter year



When LIGHTNING Struck



The major event of the Students' Union '87—'88 was 'Lightening '87', the theme of which was 'humour' and 'light spirits'. The day began with the hoisting of the College Flag by Sr. Principal. The students stood as one whole family, in a circle, linking hands and singing the song 'Hail! to thee, O Joy Divine' which was accompanied by lilting music. After the inaugural function, the staff and students proceeded towards St. Francis Hall where an exhibition awaited them. The theme was once again wit and humour and the various departments depicted it in their own unique ways. The Maths Department had 'Humorous Theories', the Zoology Department had 'Amazing Facts', the Literature Department had 'Shakespeare's Fools' and so on. All this proved to us that learning could be fun. There were different competitions like problem-solving, quiz, debate, cartooning etc. The students participated whole-heartedly with great enthusiasm.

At 5.00 p.m. the girls were allowed to go home, freshen up and come back by 6.00 p.m. for the over-night stay. In the evening competitions like 'tete-a-tete' had the girls splitting with laughter, while their feet kept tapping for the western music competitions and the wildest fancy you could wish for was on show for the Fancy Dress competition.

The real enjoyment was when a huge bonfire was lit and fireworks boomed and splashed colour all over the place. The girls circled around, clapped hands and sang popular numbers. After the bonfire died out, all rushed out to Room 0-1, where two films were screened.....'Its a Mad, Mad World' and 'Vaazhve Mayam' (Tamil).

During these events, bright yellow T-shirts sponsored by 'Solidaire' were worn by the girls; they added colour to the campus.

The next morning, students headed homewards, a little bit groggy after a night of unremitting revelry, a little bit sad for the show was over. But they firmly say that LIGHTNING will linger in their memories of College life as one of the best experiences in Stella Maris.

குறையும் நிறையும்

மாண்பவிக்கு மாணவி ஆகாது, வீடும் நாடும் சீருற, மாண்பு ஆக்கும் மாணாக்கி ஆக்குதலே, மாண்புடைய ஆசிரியப்பணி. இன்றைய மாணாக்கி—

நாளைய மாண்புடைய மனையாளாக
கனிவுடைய நற்றாயாக,
சமுதாயத்தின் அங்கமாக,
பாரதத்தின் நற்குடிமகளாக

ஆதலே இலக்காகக் கொண்டு, அன்று முதல் இன்று வரை அயராது ஒல்லும் வகை ஓயாது முயன்றது உண்டு.

பல்லாண்டுப் பணியில், வெற்றியும் கண்டதுண்டு! வெற்றிக் களிப்பில் உள்ளம் துள்ளியதும் உண்டு. பல்லாண்டுப் பணியில், தோல்வியும் கண்டதுண்டு; உள்ளம் துவண்டதும் உண்டு. வெற்றியில் கர்வம்கொண்ட போது, இறைவா! நீ ஓங்கி அடித்த அடி ஒன்றா, இரண்டா? தோல்வியில் துவண்ட போது, 'தொடர்ந்து முயற்சி செய்' எனக் குரலொன்று மென்மையாய் ஒலித்ததும் உண்டு. வெற்றித் திரு அணையத் தருக்குற்று உனை மறந்த போது தோல்வி காட்டி உனை உணர்த்தியதும் உண்டு. தோல்வியின் காரணம் ஆய்ந்ததும் உண்டு. என் குறை உணர்ந்து உளம் வெதும் பியதும் உண்டு. 'வெற்றியும் நீ; தோல்வியும் நீ' என அமைந்ததும் உண்டு.

அலைகடல் ஒளிர்மீனெனப் பெயர் கொண்டு திகழும் எம் கல்லூரி சீர் பெறவே, என்றென்றும் நேயக்கரம் நீட்டியது உண்டு. வளைக் கரம் பல இணைந்து வலிமை பெற்றதுண்டு. செயல்பட்டதுண்டு. சிலநேரம், கரங்கள் இணைகோடுகளாய் இருப்பதுண்டு; இணையும் போது பயனுண்டு; இணையாத போது இணைந்தது முண்டு.

வாழ்வின் பெரும் பகுதியை — பொன்னான நேரத்தை — ஏறக்குறைய நாற்பதாண்டுக் காலத்தைப் பொற்புடைய காலமாக — பயனுள்ள பொழுதாக — நான் என்ன செய்தேன்? விடை — பெறுங்காலத்தில் — இக்கேள்வி, அடிக்கடி, உள்ளத்து எழுகிறது. நல்லன பல இன்னம் செய்திருக்கக் கூடுமோ? தவறிவிட்டேனோ என்று எண்ணிப் பார்க்கிறேன். இனி, எண்ணிப் பயனிலை. சென்ற காலம் மீண்டும் வராது!

எனினும், என்னால் ஆனதொன்று செய்தேன்; — ஐயமிலை பிறர் திறன் வளர்க்கத் தவறியதிலை. ஆம்! திறனென்னும் கடரைத் தூண்டி விடத் தவறியதில்லை! இதமான சொல் ஒன்று போதாதோ — இனிய சொல் ஒன்று போதாதோ — திறன் வளர்க்க! வெற்றி கண்டு மனமுவந்து பாராட்டியதுண்டு; குறை கண்டு மனம் கசிந்து தெருட்டியதுண்டு. குறை காணின், குறை தவிர்க்க, வழி காட்டியதும் உண்டு. மாணவ செல்வங்களின் நெஞ்சங்களில் இடம் பெற்றதுண்டு. என் அன்புக்குரிய பேராசிரியப் பெருமக்களும், மாணவ செல்வங்களும் இணைந்து செயலாற்ற — இக்கல்லூரி நாளும்

நாளும் புதுப்பொலிவு பெற்று, புதுமை பல புரிந்து, சாதனை பல புரிந்து — அலை கடல் ஒளிர் மீனாக் என்றென்றும் ஒளி வீச மனமார வாழ்த்துகிறேன். பொன் விழா, பவள விழா, வைர விழா என, விழா பல கண்டு, பல்லாண்டு நின்று நிலவ, மனித சமுதாயம் மேம்பாடுறப் பயனுள்ளதாக விளங்க இறையருளை நாடி நிற்கின்றேன். மறக்க முடியாத பலப்பல இன்ப துன்ப நிகழ்ச்சிகளைத் தாங்கியே, நன்றியுடன் விடை பெறுகிறேன். வணக்கம்.

பா. ஜயலக்ஷ்மி

தமிழ்த்துறை

ஸ்டெல்லா மாரிஸ்

WHAT FUMBLEDEE KNEW

In the beautiful land of Mutiny
 There lived a boy named Weatherbee
 He said to his friend, Fumbledee
 "I have now become the object of envy,
 For I have changed, is it not, F'bledee?"
 "You've grown, but not changed," replied he.
 "For you're still as proud as the sea,
 And the growth, my mate, as I see
 Is only in form and not in maturity".
 This enraged the boy, Weatherbee
 And he said to his friend angrily,
 "You are not my true friend, you donkey :
 For you can't appreciate my great beauty".
 But Fumbledee went away happily.
 Since he knew the truth, you see.

K. SARADA

I B.Com

WHEN A BLACK CAT CROSSES

If there were no problems, there would be no superstitions. If there were no people, there would be no problems. If..... But we are superstitious. In India, a new superstition crops up everyday, depending upon the auspicious and inauspicious results of actions. Flora and Fauna, air and fire—nothing escapes our desire to be superstitious. Every one seems to specialise in some superstition.

Here are some very popular superstitions on whose credibility, implicit faith has been placed not only by the peasants and country rustics but also by the highly educated.

Members of the feathered family are rich sources of superstition the falcon, the cuckoo, the cock, the sparrow, the owl and the golden sparrow. If a falcon's call is heard from the east in the afternoon, it signifies the hindrance of work by the government. An owl's hoot during the day, heard from the north prophesies wealth. The well-known call of the cock, at the break of dawn, indicates that one is going to enjoy various pleasures, (that is, only when it comes from the south). The crow has the distinction of being associated with numerous evil omens because it predicts trouble, trouble all the way.

The apparently harmless cat has its own suggestions of good and evil. Who would ever continue on his journey if a black cat crosses his path just as he sets out? Don't ever let a cat sniff at your feet. Something bizarre and terrible is going to happen to you. But if a cat has kittens in your home, that's about the best thing that could happen to fetch you gold in plenty.

Throbbings, palpitations, aches and pains.....one might dismiss them with a pill. But one might also see the deep significance behind them, especially if it is a male body that throbs and trembles. Good luck and fame awaits when the right eyebrow quivers. The right eye palpitates? Well, it's time for romance and sweet meetings with one's sweetheart. Is the chin throbbing? friends fondly remember you. A throbbing finger suggests fulfilment of desires and a throbbing heart—of course, what else could it mean but love and hurt and pain !

A sneeze can be just a sneeze or else it can be a terrible omen if the 'sneezer' sneezes only once. The custom of saying 'God bless you' is paralleled by saying 'shanthih'. Altogether, the effect of a sneeze varies according to the direction, time, age, sex and movement involved at the start of the sneeze.

Indians have a staunch faith in amulets, talismans and other such lucky charms, which are worn on one's person to ward off evil spirits and counteract evil spells. The charms include varied articles such as bits of pottery from burial grounds, teeth of crocodiles, tiger's claws, tails of scorpions to name a few.

There appears no end at all. Our culture and tradition are riddled with superstition. No amount of education seems to instil the courage to break away from it. But there is one good reason for a superstition.....it appears to explain the inexplicable and it is usually our defence against the strange ironies and coincidences of life ; and of course, it offers us an excuse for irresponsibility. So when the next time you wear blue, you don't have to get into the 'blues'..... it's a very sensible colour on a hot, summer day.

KAVITHA
I B.Sc. Botany

हमारी बेड़ियाँ

रीतिका अपने छोटे घर के अंधेरे कोने में पड़ी। अतीत के काले पन्नों को पढ़ने का भरसक प्रयत्न करती किंतु बीच-बीच में ब्याह वाले पड़ोसी घर से आने वाले कहकहे, मंगल गीत उसके ध्यान को भंग कर देते। आज उसे अपनी शादी की शहनाई स्मरण हो आयी। कितनी खुश थी राहुल को पाकर ...और प्यार बेशुमार था उसके लिए। एकाएक उसे झटका लगा। प्यार.....नहीं यह इकतरफा प्यार था। उसने कभी किसी से प्रेम नहीं किया था वह तो केवल अपने से प्रेम करता था ...हाँ अपने से...तिक्तता से होंठ फैल गए।

अनमनी-सी रीतिका उठकर साड़ी पहनने लगी। यह भी यह भी उसी ने लाकर दी थी, कितना खयाल करता और वह भी तो जान न्योछावर करती थी। शादी के दो साल कैसे कट गए पता ही नहीं चला। एक दिन न जाने उसे अमरीका जाने का भूत सवार हो गया। कितना समझाया था उसने किंतु वह टस से मस न हुआ और हार कर उसे झुकना पड़ा था।

अमरीका आये कुछ महीने हो चुके थे। दिनचर्या पूर्णतया स्थिर हो चुकी थी। राहुल ने उसे शिकायत का कोई अवसर नहीं दिया और न ही उसने। आये दिन घर में डिन्नर होने लगे। राहुल के कालेज के पुराने मित्रों का जमघट लग जाता। भारतीय ढंग से सजे घर में भारतीय व्यंजनों की भूरि-भूरि प्रशंसा होती। रीतिका की एक गजल सारी पार्टी का जायका होती। हर पार्टी में राहुल की सहपाठिन मरीन अवश्य होती और उसका खूब-सूरत भोला चेहरा सबको आकर्षित

करता । वह मनहूस दिन उसे अच्छी तरह याद है जब राहुल मरीन को घर ले आया और उसने आत्मविश्वास से कहा जैसे मेरा कोई अस्तित्व ही न हो – “मैं मरीन को कालेज के दिनों से ही चाहता हूँ किंतु तुम भी मेरी पत्नी हो तुम्हारे संबंध में कोई फर्क नहीं आएगा.....मैं इसके लिए ही अमरीका आया हूँ.....” ।

अचानक शहनाई की आवाज लाउड़ स्पीकर से गूँज उठी इसी साथ रीतिका फफक पड़ी । न जाने उसने वह पल वह क्षण कितनी बार जिया है । उसे आजतक समझ नहीं आया कि गलती किसकी थी.....उसकी या राहुल के माता-पिता की जिन्होंने उसके मन में भारतीय कला, संस्कृति के प्रति प्रेम नहीं जगाया? ...विघटित होते सामाजिक मूल्यों की..... । डोली जा चुकी थी किंतु बिदाई की रलाई का मर्म समझ आया । भावी जुल्म ओर पाबंदियों के लिए..... ।

K. MANURADHA ANAND
II B.A. Fine Arts

THE LANGUAGE OF THE GODS

Refinement.....culture.....Samskritam.....

The words are synonymous. Little wonder, then, that the language that represented the very best aspects of civilization to our noble ancestors, should have been given this beautiful name. And so great was its charm, so melodious its syllables, that it came to be called the 'Devabhasha'—the language of the Gods.

Certainly it was worthy of being spoken by the celestial beings, but it was no less a language of the masses. Princes and plebians alike took it to their hearts, and this lovely language flourished. Under the patronage of many generations of Indian rulers, great and small, Sanskrit blossomed into one of the finest languages, man has ever known. A veritable treasure house of priceless literary gems, each one surpassing the last, has been built up over the years. It ranges from the Vedic literature to the epics to the classics. There are works based on every conceivable subject, religious or secular, from medicine to mathematics, astronomy to aeronautics. The variety is simply stunning. Is it to be wondered at that it should fascinate anyone who comes in contact with it? Not only Indians, but even famous Europeans like Goethe, Max Mueller and the American poet, T. S. Eliot, to name but a few, have been captivated by this language.

Sanskrit — the very name conjures up images of kings and courtesans, of priests and poets, nature and seasons. Images of triumphant armies with glittering arms and fluttering pennants, and of peaceful sacrifices accompanied by the cadence of Vedic hymns. Images of magnificent palaces, of silken robes, of horses and chariots, of sculpture and music. Images of a land of milk and honey, a land of antiquity.....the dance of seasons and moods.....

But although Sanskrit has its roots so deep in the past, it is not itself a thing of the past, as are the other classical languages. On the other hand, it is a living language. No Indian dialect is totally free of its influence, and many contain a very large number of Sanskrit words. But it is not just in the vernaculars that Sanskrit survives. It is as much a part of everyday Indian life as food or clothing. It plays an all-important role in the Hindu's life-cycle. However little a 'pundit' he may be, he invariably reverts to Sanskrit for all his festivities and ceremonies. And the reason for this is not hard to find. Hindu tradition and customs are wholly dependent on Hindu religion and Hindu religion is inseparably linked with the Sanskrit language.

But that may not be the only reason why Sanskrit has a future or may even be the language of the future. Many of the scientific theories and formulae put forth in the ancient books, (and dismissed by the 'advanced' West as so much humbug), are proving true today. And researches into Sanskrit have revealed that it may be extremely suitable for use in computers.

With such a glorious past and an equally glorious future, there is no possibility of Sanskrit being forgotten. It is immortal as the Gods themselves. To adapt a well-known quotation :

यावत् स्थास्यन्ति गिरयः
सरितश्च महीतले ।
तावत् संस्कृतभाषा
लोके प्रचरिष्यति ॥

'So long as there are mountains and rivers on earth, the Sanskrit language will flourish among the people'.

RASIKA
II B.Sc. Botany

L. T. S. CAMP

(4—7 August, 1988)

The venue of the Camp was changed from the Don Bosco Youth Animation Centre in Ennore to 'Asha Nivas' in Nungambakkam, keeping us closer to our homes. Similarly, the focus of the Camp was altered from the L.T.S. er outside home, to the L.T.S. er in the family. The Pillar of the Camp.....Father Wirth was thankfully the same.

Quite fittingly the L.T.S. ers attending Camp were divided into groups with family names. The groups elected leaders each day thereby providing for an active exercise in leadership.

The L.T.S. promise was viewed in the context of the family. The family was defined. Certain methods of building up a successful family unit were outlined.

A questionnaire which asked us to rate every statement on a scale from one to ten supplied answers about ourselves. The story of the Squirrel Family showed how the family can be neglected as individual members and their ambitions dominate.

The Retreat session was sadly shortened due to lack of time ; moreover it was systematically punctuated by the blaring horns of late night lorries. An important and highly helpful course in public speaking was conducted. It introduced the PREP (point, reason, example, point) and PPF (past, present, future) methods.

All too soon however it was time to leave. Stepping outside the 'Asha Nivas' and seeing other houses, other people, was a bit of a surprise after so much prayer and discussion, away from the rest of the world.

Most L.T.S. ers (especially the younger ones) declared to Fr. Wirth that focussing on the family, gave them something immediately constructive to do. After all, they said with smiles, 'Charity begins at home'.

W. B. PRATHIMA (L.T.S.er).
II B.A. Literature

THE CHILD WITHIN

Humming loudly, she dressed to look her best. It was a party of middle-aged people, a party she was sure would be dreadfully dull for her. She knew she would be involved only in stifling yawns, but still she had to go to please her dear old father who had agreed to host the party along with two others.

As she entered, she took a look around the room and was displeased with it right away. It looked empty, lacking in festivity, with chairs in perfect order. In a corner she saw two men flattering themselves. The wives were seated together sharing problems and each tried to convince the other how much more effective her solution was. There. That was the first yawn.

When the hostess came over, she tried to make conversation, but had to give in at the dull look of her eyes, born out of, she didn't know—condescension? unforgettable worries? She longed to be at one of her own parties, where there was so much laughter and fun. She looked at her mother, who was sitting alone in her chair, looking about the room. Other women too didn't seem to have much to talk about. Most of them were house wives and those who worked were disinclined to talk about their jobs. She settled back with an expression that was piteous.

Her face lit up when she struck upon a new way of passing the seconds. She would observe the people, know how these people were different from her. An old lady came up, gave another a few cheering pats, told her not to worry, everything would be alright; then went onto yet another, told her how grown up children should be handled; so she moved on, casting about the pearls of her experience. Women seemed to have nothing really to share, nothing to talk about that could bring the stars to their eyes. The men were arguing about the state of affairs, cool, collected, neither getting heated, nor laughing in abandoned joy. She saw all this and was none the wiser. Thinking ahead, she felt horrible when she saw what she might soon be—a grim visage that had forgotten the pleasures of life.

Soon, a call was given for games and some of the light hearted women rushed gaily forward. How stupid, she thought, at this age with their fat bodies to be playing games! She kept to her seat like a lady, wishing there was some music at least to fill the air.

The game was to be the Queen of Sheba. Cards were handed out and the game began. The Queen of Sheba wants a keychain, the man pronounced and much to her surprise she saw the women who had sat back, rushing forward with one. She came back laughing and sat down, leaning forward eagerly. The Queen of Sheba wants, one grey hair. There was loud laughter and everyone instinctively moved back, embarrassed, hiding their heads to avoid exposure. Smiling she leant forward too.

The Queen of Sheba wants wants a white flower. At this, every body rushed about the garden, banging into one another, laughing with the spirit of the game and she found herself joining in the laughter, one among them. This was after all only a scene enacted for her from the party she had immensely enjoyed last year with her friends. The years suddenly seemed to drop between them and she felt one with those spirits, that, though clothed in more wrinkles by wearying time, still had hearts that beat with a flourish and she knew then that she had witnessed some thing special — of the middle - aged that was hardly ever seen, or displayed — their childish and youthful potency for joy that somehow got tucked away in the demands of adult life.

TARA SIVA
III B.A. Literature.

அன்னை வாழ்க !

உலகினை முதலில் நான் கண்டபோது
உறவினர்கள் சூழநான் அழுதிருந்தேன்
உறவுமுறை அற்றேரும் கூடி என்னை
உள்ளங்கள் மகிழ்ச்சியுற முத்தம் ஈந்தார்
பிறந்தவுடன் குவாகுவா என்ற ஓசை
குவலயமே கேட்கும்படி அழுதிட்டேனாம்
நாள் முழுதும் உறங்கியே இருந்தேன்
ஆனால் பசித்தவுடன் மறுமுறையும் அழுதிட்டேனாம் ;

தவழ்கின்ற பருவத்தை நான் பெற்றபோது
கூத்தாடி மகிழ்ந்திட்டாள் என்றன் அன்னை
தள்ளாடி நடக்கின்ற நடைகண்டே உவகையுடன்
சிரித்திட்டாள்: அணைத்திட்டாள், ஆரவாரம் செய்தாள்
எழுந்திட்டேன், விழுந்திட்டேன் அப்போதெல்லாம்
அழுதிட்டு, அரவணைத்து உளம் மகிழ்ந்தாள்
அம்புலியைக் காட்டி எனை மகிழ்வித்தாள்
உறங்காமல் உண்ணாமல் பேணிக்காத்தாள்

மழலைமொழி பேசிநான் கற்றபோது
 உலகத்துச் செல்வங்கள் பெற்றுவிட்டதாக
 உவகையுடன் உள்ளத்தை நிரப்பிக் கொண்டாள்
 ‘‘யாழினிது குழல் இனிது’’ என்றுகூறும்
 அறிவிலாதார் உலகத்தில் இருப்பாராகில்
 மழலைச்சொல் கேளாத சிறியோர் என்று
 என் அன்னை நினைத்திட்டாள் போலும்
 எந்தன் மழலையிலே உலகத்தை மறந்துநின்றாள்.

பள்ளிக்கு நான் முதலில் சென்றகாலை
 பார்முமுதும் கற்பவன் நான் ஒருவனென்று
 அழுதிட்ட அன்னையவள் கருதி நின்றாள்
 தள்ளாடி வீட்டுக்கு நான் வந்தபோது
 ‘தளிர்டி நொந்ததுவோ கண்ணே’ என்றாள்
 ஆசிரியை பள்ளியிலே சொன்னவற்றை
 மழலையிலே கேட்டு அவள் இன்பங்கொண்டாள்
 அன்புடனே எனைஅணைத்து முத்தம் ஈந்தாள்

கல்லூரிக் கல்வியைநான் கற்றுந் தேர்ந்தபோது
 கூறி நின்றாள் அறிவுரைகள் யாவும் அன்று
 ‘‘உலகினுக்கு நற்பணிகள் செய்ய வேண்டும்
 உலகிலுள்ளோர் இன்பமுடன் வாழ வேண்டும்
 நல்லோர்க்கு என்றும் நாம் உதவவேண்டும்
 நலிவுற்றோர் உலகினிலே உய்ய வேண்டும்
 உலகத்தைச் சுவர்க்கமென மாற்ற வேண்டும்
 தலைவனாக உலகில்நீ உயரவேண்டும்’’ எனப் போதித்தாள்

அன்னை அவள் மழலையிலே இன்பங்கண்டாள்
 மழலைக்கு மழலையிலே இன்பம் ஈந்தாள்
 மழலை வாழ தான்மருந்து அருந்திநின்றாள்
 மழலை வளர்ந்தபோது அவள் மகிழ்ந்தாள்
 பூவாய், இளமொட்டாய், பிஞ்சாய் என்னை
 வளர்த்து விட்ட அன்னைதனை, எந்தன்
 இறைவன் எனப்போற்றுகின்றேன் அவள் மலரடி
 என்றென்றும் வணங்கி நிற்பேன். அன்னை வாழ்க !

ந. சித்ரா

THE CHANGING ASPECT OF MODERN INDIAN ART

The history of modern Indian art is a search for identity in a world where traditional values are threatened. In traditional society the artist shared the cultural attitudes and beliefs of his people. His thoughts, perception of visual facts and the strength of his emotions were part of a composite system. The artist created within a familiar framework of functional needs and a shared life view. But though these traditional prototypes live among us and art skills are transmitted from generation to generation, the supportive system of a traditional society is no longer there. Above all, art is no longer a hereditary occupation.

There are tremendous changes in the Indian art scene. This seems to be shifting the very ground beneath us. It is true we cannot escape the process of change. But before we rethink and redefine our position in the history of civilization, we have to understand why there is a marked restlessness and a lack of identity among the Indian artists.

When an artist creates a work of art, he gives visible substance to his concepts. In the "Collective unconscious" of traditional Indian art the guiding force is religious impulse. Being deeply rooted in religious faith, the artist is concerned with the reality beyond mere appearance. It is not surprising, that he is able to bring forth flat, frontal paintings into our existential experience by colouring the image in abstract mystical light. The sculptures in their iconographic splendour have life-sap flowing in full spate; stone and metal turn to warm flesh. The artists' total participation in the rhythms and profusion of the natural world make Indian art lush, sensuous and expressive, overpowering in rich details.

In India, the traditional structure that fostered art began to break up with the Industrial Revolution. The artist craftsman was edged out by the flood of mass machine products and cheap reproductions of pictures. With the annexation of the princely states the Indian artists at a stroke lost princely patronage and the support of society. The traditional artists lost their mooring and were faced with a new set of standards and requirements. They no longer produced for their society but for the patronage of the transient British. Having been exposed to photography at the very early stage of its invention the Indian artist started making picturesque tourist art called 'Company Paintings' or the 'Bazaar Paintings' for a living.

The historic transformation of a traditional society has its roots in social, economic and political changes. In the nineteenth century, the once flourishing hereditary family workshops, guilds or groups withered and faded and traditional Indian art was thrust brutally into the modern stream of world art due to the educational policies of the British. The first School of Arts and Crafts was started in Madras in 1885. Soon, other regional schools of Art followed.

The mode of teaching in these schools was Western. Indian artists copied British paintings and Greek nude models. For the first time in Indian history, anatomy and perspective were taught. The inward looking spirituality and aesthetic abstractions of the Indian artists gave way to a striving for post-renaissance realism, external rendering of psychological analysis and dramatically cast shadows that belong to momentary effect. Turning away from traditional tempera technique, the artist who usually had his father to guide him became a student in the School of Arts, a ward of the British Government. He was required to improve the economy by adapting to Western taste and balance the trade deficit with his anglicised artifacts. He was also trained to be an illustrator and designer in Government Offices and local industries. The Works Department became his major patron. He executed stained glass and stucco ornaments for public buildings. Competent students graduated to become instructors at the ever expanding regional schools of Arts and Crafts.

Ravi Varma (1848-1906) was the first Indian to master Western realism and create a convincing space perspective and representation of figures in oil technique. Feted and awarded in his native land, Ravi Varma did not credit much critical acclaim when he exhibited his paintings in the International Exhibition in Chicago (1882). On the international level, though his grasp of the medium was commented upon, his paintings were considered to be merely illustrative and to be only of ethnological value. Ravi Varma adhered close to realist aesthetics and appealed to the Indian sentiment with his tableaux of epic heroes, his pantheon of Hindu gods and romantic idylls. In an indirect manner, his paintings which were widely available as Oleographs, were instrumental in creating a national awareness.

The Nationalist Movement in art (1894 - 1947) was given impetus by H. B. Havell (1861-1933), the sympathetic British Principal of the Calcutta School of Art. He tried to incorporate Indian art traditions and restructure the art educational system. Though he was unable to make permanent changes he greatly influenced Abanindranath and his associates. Searching for distinctive national or oriental statement, these painters of the Bengal School tried to incorporate the art languages of the Ajanta murals, Mughal miniatures, folk paintings and the Japanese and Chinese ink work. The superficial borrowing of visual ingredients lacked depth and validity. They also lacked vitality, since they looked at life from a mythological distance and not at close quarters. The cultural resurgence failed to give a sense of direction to those who were not motivated by their tradition. They started looking to modern European art movements of the late nineteenth and early twentieth century.

Indian traditional art is expressionistic in content and figurative in mode. It is not surprising to find expressionism as the new sensibility and social realism the immediate concern. At the other extreme are the group of artists who eschew all figurative references and take formal values to be their sole language. These artists create purely abstract paintings. At the same time there are quite a number

of artist groups in India which do not have any real ideological cohesion or a widely shared purpose. These artists are concerned primarily in maintaining a signatory style of romanticism, peppered with religious and ethnic curiosities. These painters specialise in indigenous type forms, tantric symbols, calligraphy and aripana of repetitive lines and dots that approximate the rhythmic decoration of folk art.

The modern Indian artist attained his individual freedom and entered the main stream of modern art without the restraints of a strict social or traditional disposition. Apparently free, he rejected the superficial borrowing from traditional models. He also rejected the rigidity of the stifling academic realism. Without any mooring, either in tradition or in tutelage, he made a free choice of the Western idioms that ranged through the gamut of all the 'isms'. There is a vast difference between a superficial 'rapprochement' with Western models and an insight into how the western artists arrived at their cubistic and post cubistic experiments. In the west, the simplifications and conceptual analysis were arrived at after centuries of painting in the mode of Academic Realism. The Indian artist who could not accept a strictly materialistic realism, took a leap and enmeshed his flute player or fisher woman into decorative cubistic tracery.

After the early years of indiscriminate borrowing, Indian artists are now undergoing a readjustment of their basic vision. Starting with the early groups of artists upto the present younger generations, they have been striving for a more dramatic or sensational idiom. They grapple to resolve a strange dilemma of how to create Indianness in Western technique. This has resulted in a wide variety of manners and modes in modern Indian Art. It is to the credit of the Indian artists that they have maintained technical integrity and have not given way to gestural gimmickry.

Traditional Indian Art has been functional. But the modern Indian Artist is not called upon to create functional or sacerdotal art. The only function that society seems to expect is for art to entertain and satisfy aesthetic needs. Otherwise the modern Indian artist, like his western counterpart is a totally independent, creative man without the support of a definite patron or social group. He is not bound by traditions and conventions. He has no decided thematic support. He is not generally a hereditary craftsman. Within this loosely defined work circuit the freewheeling Indian artist has to make radical choices and devise his own support. We might ask where do Indian artists stand in a world where a universal tradition has come to life, based on world history, requiring a world stage to flourish? Rabindranath Tagore gives us an answer. He said that in these days of individual freedom, each man had the right to be himself, face to face with reality and the basis of his art will be the love for a thing just because it exists. The painting that comes into existence will be meaningful if the choices the artist makes are strong on formal values so that the visual image could be appreciated beyond mere content.

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बदलते मूल्य

आज, भादों के महीने का बारहवां दिन है। सुबह उठते ही माँ ने भैया को नहलाया, नयी पोशाक पहना दी। माँ कहने लगी “आज मैं अपने बेटे की आरती करूँगी और उसे खूब मिठाई और लड्डू खिलाऊँगी।” जब मैंने इस पक्षपाती भावना का कारण पूछा तो उन्होंने कहा, ‘तुम नहीं जानती, आज बछबास है। आज के दिन हर राजस्थानी औरत अपने बेटे की पूजा करती है। तब इसी सिलसिले में उन्होंने ममता भरी एक अत्यन्त सुन्दर कहानी मुझे सुनाई जिसे सुनकर मुझे बड़ा आश्चर्य हुआ कि क्या ऐसा मुमकिन है?

कई साल पहले बूंदी नगर के ठाकुर के दो पोते थे, हंसराज और बछराज। उनके पिता अधिकतर व्यापार के सिलसिले में परदेश ही रहते थे। इन दोनों की माता अत्यन्त सुशील, सुन्दर और सीधी-सादी नेक औरत थी।

उसी वर्ष नगर में अकाल पडा। वर्षा के अभाव से सारी फसल नष्ट हो गयी। सारे नगर में त्राहि-त्राहि मच गयी। चिन्तित ठाकुर ने जब ऋषि-मुनियों से सलाह मांगी तो उन्होंने कहा कि “तुम्हें बहुत बडा त्याग करना होगा।” तब ठाकुर ने कहा “ऐसो कूण सो त्याग हूँ सके जिको में नगर निवासियों रे वास्ते नहीं कर सकूँ।” ठाकुर के बहुत जोर देने पर मुनिवर ने कहा कि “तुम्हें अपने दोनों पोतों को गाँव के सूखे तालाब में मिट्टी के मटकों में जिन्दा गाड़ना होगा। यह सुनकर ठाकुर को बहुत गहरा आघात पहुँचा। घर लौटकर उन्होंने अपनी स्त्री को यह बात सुनाई। वह भी मुनि को सलाह से सहमत थी, परन्तु प्रश्न यह था कि बच्चों की माँ को यह बात कैसे समझायी जाय। तब सास-ससुर ने नगर की भलाई को मन में रखते हुए अपनी बहू को बड़ी युक्ति से मायके भेज दिया।

उसी रात दोनों पोते हंसराज और बछराज भी ननियाल जाने की हठ करने लगे। तब ठाकुर ने उन्हें खूब-सूरत वस्त्र-आभूषण पहनाये और अपने नन्हे पोतों को मटकियों में सुला दिया यह कहकर कि वे उन्हें अपनी माँ के पास भेज रहे हैं।

रास्ते में ही बच्चों को नींद आ गई। तब ठाकुर ठकुराइन कुछ गांववालों के साथ नगर के तालाब पर गये और वहीं पर दोनों बच्चों को गाड़ दिया।

दूसरे ही दिन नगर में घमासान वर्षा हुई। सारे गांव के लोग खुशी से पागल हो गये। वे सब दुखी ठाकुर और ठकुराइन को उनके धैर्य की दाद देने लगे और उनकी सफलता पर बधाई देने लगे। एक ही दिन में पूरा तालाब पानी से भर गया। दूर-दूर तक बूंदी नगर के इस चमत्कार की चर्चा होने लगी।

बछवारस का दिन निकट आ रहा था और तालाब के पास बड़ी पूजा होने वाली थी। दूर-दूर से लोग इस पूजा को देखने आने वाले थे। इतने में बहू को भी इस बात की खबर मिली कि बूंदी नगर में बहुत बड़ी पूजा होने वाली है। उसके धरवाले कहने लगे “थारे गाँव में इत्तो बडो मेलो है, थवे भी जावनो चाहिजे ॥” भोली बहू कहने लगी “जद तक बुलावो नही आवे, मैं किकर जा सकूँ?” लेकिन पीयर वालों के बहुत कहने पर उसने बछवारस के दिन अपने ससुराल जाने का निश्चय किया।

भादवे महीने के बास्स को इधर हंसराज और बछराज की माँ नगर के तालाब पर पहुँचती है और उधर उसी समय ठाकुर-ठाकुराइन और नगर के अन्य लोग आते हैं। बछवारस के दिन माँए तालाब की पूजा करती है और अपने बेटों को लड्डू खाने के लिए बुलाती। बहू अपनी सास के चरण छूकर कहती है कि “बाइजी, बछवारस री कहजा सुणावों, पछे मैं मारे टाबर में लड्डू खवावूँ।” ठकुराइन पहले तो अपनी बहू को देखते ही चिन्तित हो जाती, है कि जब वह अपने बेटों को पुकारेगी तो मैं उसे क्या मुँह दिखाऊँगी।

जब ठकुराइन बछवास्स की कहानी सुना देती है तब बहू अपने बच्चों को पुकारती है “आवो मारा हँसराज, आवो मारा बछराज लड्डू उठावो रे।” ठकुराइन और सारे नगर निवासी बहुत अधिक सोच में पड़ जाते हैं कि अब क्या होगा, बहू को सच्चाई कौन बतायेगा? परन्तु कुछ ही क्षणों में उनकी चिन्ता दूर हो जाती है। वे सब आश्चर्य चकित रह जाते हैं, जब अचानक नगर का

तालाब फूट जाता है और उसके अन्दर से दोनों बालक आकर अपने-अपने लड्डू उठाते हैं। तुरन्त ठकुराइन बहू के पैर छू लेती है।

यह क्रिया राजस्थानी प्रथा के बिलकुल विपरीत थी। बहू इसको समझ न पाती है और अपनी सास से कहती है कि उन्होंने ऐसा कोई अपराध नहीं किया जिसके कारण उन्हें झुकना पड़े। तब लज्जित ठकुराइन बहू को पूरी कथा सुनाती है और बहुत शरमिन्दा होती है।

लेकिन बहू को इससे बिलकुल अफसोस नहीं होता है। वह तो कहती है “बाइजी आप क्यूं चिन्ता करो हो? मने तो मारा टाबर मिल गया। मने और कई चाइजे।” इससे वह भोली स्त्री सारे नगर और पूरे राजस्थान में धन्य हो गयी।

गाँववालों का कहना था कि उसका मन साफ था, उसके अन्दर कीई छल, कपट की भावना नहीं थी। उसने सच्चे मन से पूजा की और अपने लाडलों को पुकारा इसलिए भगवान ने उसकी सुन ली।

राजस्थान की इस लोक कथा को सुनकर मैं स्तम्भित रह गयी। मुझे विश्वास नहीं हुआ कि सच्चाई और पवित्रता में इतनी शक्ति हो सकती है। तब माँ ने मुझे और कई ऐसी सचची घटनाएं सुनाई जिसमें भल मानस की जीत होती है। परन्तु आज भी क्या ऐसा सम्भव है? क्या आज की दुनियां में ऐसे लोग विजयी हो पाते हैं? क्या इन सबका आजकी आधुनिक वैज्ञानिक दुनियां में कोई स्थान है? मुझे तो आज ये सब निराधार लगाते हैं। युग परिवर्तन से कितना कुछ परिवर्तित हो जाता है। जो कल सच था वह आज निराधार अफवाह मात्र-सी प्रतीत होती है। आज के उन्नत कंप्यूटर युग में इसे झुठलाया गया है। इसे निरर्थक साबित कर दिया गया है।

RATI MOHNOT
II B.A., Economics

“RIPENESS IS ALL”

திருமதி சந்திரா பார்த்தசாரதி

திருமதி சந்திரா பார்த்தசாரதி அவர்கள், 1950 நவம்பர் முதல் நாளில் ஸ்டெல்லா மாரிஸ் கல்லூரியில் தமிழ் விரிவுரையாளராகப் பணியேற்றுப் பின்னர் பேராசிரியராகவும், தமிழ்த்துறைத் தலைவராகவும், 31-5-1987 வரை, தொடர்ந்து சிறப்புறப் பணியாற்றிய பெருந்தகையாளர்.

காலம் காலமாக, மாணவ சமுதாயம், தேனுண்டு களிக்கும் வண்டு போல, அன்னாரது பேச்சில் இலயித்துக் கிடந்ததுண்டு. நேரம் போவது தெரியாமல், தமிழ்ச் சுவையில் தோய்ந்திருப்பர். தான் அறிந்ததை வரையாது வழங்கும் வள்ளமையாளர், ஒழுக்க நெறியாளர், பழகுவதற்கு இனியவர்.

சென்னைப் பல்கலைக் கழகப் பாடநூல் திட்டக்குழு உறுப்பினராகவும், தேர்வுக் குழுத் தலைவராகவும், கல்லூரி ஆட்சிக் குழு உறுப்பினராகவும், பதவி பல வகித்ததும் உண்டு. அரிமா சங்கத்தின் ‘நல்லாசிரியர் விருது’ பெற்றதும் உண்டு. இப்படி சொன்னவை சில, சொல்லாது விட்டவை பல. நீண்ட காலம் பணியாற்றி ஓய்வு பெற்றுள்ள நல்லாசிரியர், உடல் நலத்துடனும், மன நலத்துடனும் நீடுவாழ இறையருளை வேண்டுகிறோம்.

செல்வி கமலாட்சி சீனிவாசன்

ஸ்டெல்லா மாரிஸ் கல்லூரியில் பணிபுரிந்த செல்வி கமலாட்சி சீனிவாசன் கவிதைத் தேன் பொழிந்து, அத்தேனிலே நம்மைத் தேனீக்களாகத் தினைக்கச் செய்கின்றபோது, கற்றுகும், கல்லாரும் போற்றுகின்ற எளிமையைக் காணலாம்.

வகுப்பறையில் பாடம் கூறும்பொழுது, கற்கும் மாணவர் இவர், பாடம் பயிலாத மாணவர் இவர் என்று பிரித்துப் பார்க்காத உள்ளம் இவருடைய உள்ளம். இருவருக்கும் புரியும் வகையிலே மிக எளிமையாக இவர் பாடம் சொல்வதிலே வல்லவர். எந்த வயதினரும் உரிமையுடன் நெருங்கி அவருடன் பழகுவதற்கு மிக அருமையான எளிய நண்பர்.

இனி அவர் தொண்டு மனப்பான்மையை நோக்கின் அது அளவிடற்கரியது. எல்லையற்றது. இனிமை நிறைந்தது. உற்றாரையும், உறவினரையும் பிரிந்து வந்து சிறையிலே வாழும் மக்களுக்கு இவர் செய்யும் தொண்டு ஒரு சீர்திருத்தத் தொண்டு. அன்னரின், சமயத் தொண்டும், சிறைத் தொண்டும் கலந்தூட்டும் தமிழ்த் தொண்டும் சிறக்க வாழ்த்துகிறோம்.

Mrs. RAMIAH

Although Mrs. Ramiah was not for long with the English Department, she soon came to be an essential part of it. Her wide experience and her deep interest in language made her an asset to the Department. She was also the editor of the College magazine before she retired. In the words of Dr. Mrs. Seetha Srinivasan, Head of the English Department, she was ‘humane and generous, practical and efficient, a model to emulate’.

We wish many fruitful years of browsing in ‘King’s Treasuries’!



Mrs. Chandra Parthasarathy
1950 — 1987



Miss. Kamalakshi
1961 — 1987



Mrs. Ramiah
1985 — 1988

Memories of another day, another time.



Mrs. Arumugalakshmi
1966 — 1988



Mrs. Mangaladurai
1952 — 1988



Mrs. Leela Narayanan
1976 — 1988

Mrs. ARUMUGALAKSHMI

Mrs. Arumugalakshmi, with her ready smile and gentle demeanour is a much-missed figure. She was Head of the Chemistry Department from 1978 onwards and perhaps that explains the quick reactions of friendliness she inspired in others. 'Lively and pragmatic, homely and forthright, systematic and generous, a mobile ready reckoner, she leaves an indelible impression behind her.

May the coming years be filled with sweet experiments and rich results !

Mrs. MANGALADURAI

No Stella Marian can ever forget Mrs. Mangaladurai—the Grand Lady of the Sports Field. Year after year, she has been the inspiration and guiding spirit of young and brilliant players, who have brought great fame to their Alma Mater. Away from the sports field, Mrs. Mangaladurai is a deeply pious person, exhibiting a truly Christian attitude towards life.

The sports field still reverberates with her encouraging words that have made many a student settle on the right track, to go just that little bit higher.

We wish her many, many sportive hours and days and years !

Mrs. LEEA NARAYANAN

Mrs. Narayanan. Professor, Sociology Department, was extremely dedicated and committed to her work. As a person, she was warm and had a balanced attitude to life which was reflected in her academic career. The students were inspired into greater and better efforts by her lectures.

May she enjoy in full the pleasure of her academic pursuits !

மாற்றத்தில் ஏற்றம்

மாற்றங்கள்
மனிதருல வளர்ச்சியின்
மட்டில்லா ஏற்றங்கள் !

கருவது புதுமனித
உருவம் கொண்டால்தானே
வையகம் தழைக்க
வாரிசுகள் உருவாகும் !!

நிலவது வானில்
தேயும் - வளரும் !
நினைவது மனதில்
தோன்றும் மறையும் !
நிலையிலா உலகில்
நிற்கும் அசையும்
உயிர்கள் அனைத்திலும்
ஏற்படும் மாற்றங்கள்
இளைய உலகின்
இணையிலா ஏற்றங்கள் !!

மனிதனில்.....
ஒரு மனிதன் மட்டும்
மகாத்மா ஆனதற்கும்,
சித்தார்த்தன்.....
எனும் மனிதன்
புத்திரான் ஆனதற்கும்,
போர்க்கொலை புரிந்த
மாமன்னன்.....
புத்தமதம் பரப்பினதற்கும்,
அடிப்படைக் காரணம்.....
அவர்தம் மனது
அடைந்திட்ட மாற்றம் !!
அதனால் அவர்கள்
அடைந்தார்கள் ஏற்றம் !!

மாற்றங்கள்.....
மனித சரித்திரத்தின்
முக்கிய திருப்பங்கள்
அன்றைய தலைமுறையின்
அகமகிழ் விருப்பங்கள் !!

ஒலிகளை வானொலியாக்கி
அலைகளை மின்னொலியாக்கி
இயந்திரத்தைப் பறவையாக்கி

இத்தரை மீதுதான்
எத்தனை மாற்றங்கள்
வளர்ச்சிக்கு வழிகாட்டின !
வாழ்வுக்கு மெருகூட்டின !

மாற்றங்கள் ஏற்படவேண்டும் !
அதில்
மாநிலமே ஏற்றம் பெறவேண்டும் !

எலிகள் புலிகளாய்
மாறி விட்டால்
எக்காள மிட்ட
பூனைகள் எல்லாம்
எங்கோ போய் மறையும்
இமைமூடும் பொழுதினிலே !

அடிமைகளாய் வாழ்ந்தவர்கள்
ஆண்மையுடன் எழுந்துநின்றால்
அதிகார வர்க்கமது
அடையாளமின்றிப் போகும் !

இத்தகைய மாற்றங்கள்
இப்புவிடில் வரவேண்டும்

மட்டில்லா வாழ்வுதனை
மாந்தர் பெறவேண்டும் !
மாற்றங்கள் ஏற்றங்களை
மனிதர் பெற்று விட்டால்
மானுடம் உயர்வுறும் !
மானுடம் வாழ்வுறும் !

ஆற்றல்கள் பெருகட்டும்
அகிலம் சிறக்கட்டும்
மாற்றங்கள் ஏற்படட்டும்
மறுமலர்ச்சி ஏற்படட்டும்

எஸ். மைதிலி
இரண்டாம் ஆண்டு
தாவரவியல்

BETTER THAN BEFORE

As I sat in the shade of a tree, my eyes gazing idly over the land, a child's sweet unschooled voice, singing a movie song came to me. It was so lost — this little, tender sound — in so much of empty space. I traced the voice to the singer, a young girl, not more than seven or eight years, rocking a cradle that hung from a branch.

Not very much of a lullaby, this song of hers — for the baby woke up and the peace of the country - side was stifled by the gathering crescendo of the baby's desperation. At first, the girl was frantic. She rocked the cradle all the more violently, sang a little more loudly and then undecided, she looked around.

On the ground lay a little doll. It seemed to distract her completely. She picked it up, gave the cradle one last little push, gave the baby one final admonition, then sat down nearby and started playing with her doll. The baby wailed for sometime, and when nothing happened, appeared to call it a day. There was silence once more.

What utter irresponsibility, I reflected. Standing on the threshold of adulthood, I ruminated on the freedom of children. All growth seems to be a disciplining of that freedom. As a child, if I had been given a bitter capsule, I would definitely have spit it out. Now I swallow it with water. It is good for the ulcers.

There is no turning away from cruel waters. It's time to learn to swim first and then swim better.

—Daddy, I do not think I will ever be successful. It is really tough.

—I will not let you sink, my child. Learn to swim while I am on the shore.

INDRA
1st B.A. Literature

Results 1987-88

UNIVERSITY EXAMINATION

Class	Appeared	Pass	Fail	Percentage
B.A.				
History	53	43	9	81.13%
Sociology	60	56	4	93.33%
Economics	52	46	6	88.46%
Fine Arts	32	26	6	81.25%
English	55	53	2	96.36%
B.Com.	58	47	11	81.03%
B.Sc.				
Mathematics	48	29	19	60.41%
Physics	53	39	14	73.58%
Chemistry	36	25	11	69.44%
Botany	54	43	11	79.62%
Zoology	55	50	5	90.90%
M.A.				
Economics	18	16	2	88.88%
Eng. Litt.	18	18	—	100.00%
Fine Arts	4	2	2	50.00%
Social Work	26	23	3	88.46%
M.Sc.				
Mathematics	20	11	9	55.00%

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I, Helen Vincent hereby declare that the particulars given above are true to the best of my knowledge and belief.

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Signature of Publisher: Dr. Sr Helen Vincent, F.M.M. Ph. D.