

OF STUDIES

Francis Bacon (1561—1626)

"The wisest, brightest, meanest of mankind." —Pope.

Francis Bacon was a great scholar, a behaviourist, a deep philosopher, statesman and a renowned essayist. He is known as the father of the essays. His essays are full of pragmatic and practical wisdom and insist the reader's mind to muse, search new notions and ideas. Bacon's essays show his interest in the world of human experience. He calls them 'dispersed meditations'. He has written widely on politics and ethical values, on domestic relationships, religion psychology and theology too.

Bacon was the son of Sir Nicholas Bacon, an aristocrat, Lord keeper of the Great seal and his mother was also from royal blood. His boyhood was marked by an intense absorption in studies. He was well-acquainted with court life too. Bacon's character has been the subject of violent dispute. Macaulay depicted him as the supreme example of a shining intellect conjoined to a base and abject moral nature. Bacon was found guilty of corrupt and abusive exercises of his office. He was profuse and greedy, ostentatious and mean, a born intriguer and tuft hunter. On the contrary he has always preached the wisest and brightest aspects and shades of mankind.

His famous works include, *The advancement of Learning* *History of Henry VII*, *The New Atlantis* but he is known for *Novum Organum* through which he laid the foundations of future scientific investigations.

TEXT

Studies serve for delight, for ornament, and for ability. Their chief use for delight, is in privateness and retiring; for ornaments, is in discourse; and for ability, is in the judgment and disposition of business; for expert men can execute, and perhaps judge of particulars, one by one; but the general counsels, and the plots and marshalling of affairs, come best from those that are learned. To spend too much time in studies, is sloth; to use them too much for ornament, is affectation; to make judgment wholly by their rules, is the humour of a scholar. They perfect nature, and are perfected by

experience; for natural abilities are like natural plants, that need prying by study; and studies themselves do give forth directions too much at large, except they be bounded in the experience. Crafty men condemn studies; simple men admire them; and wise men use them. For they teach not their own use; but that is a wisdom, without them, and above them, won by observation.

Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested. That is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy, and extracts made of them by others; but that would be only in the less important arguments, and the meaner sort of books: else distilled books are, like common distilled waters, flashy things.

Reading maketh a full man; conference a ready man; and writing an exact man; and, therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning, to seem to know that he doth not.

Histories make men wise; poets witty; the mathematics subtle; natural philosophy deep; moral, grave; logic and rhetoric, able to contend; *Abelunt studia in mores*; nay, there is no stand or impediment in the wit, but may be wrought out by fit studies, like as diseases of the body may have appropriate exercises: bowling is good for the stones and reins, shooting for the lungs and breast, gentle walking for the stomach, riding for the head, and the like; so, if a man's wits be wandering, let him study the mathematics; for in demonstrations, if his wit be called away never so little, he must begin again; if his wit be not apt to distinguish or find differences, let him study the schoolmen, for they are *cymini-sectores*, If he be not apt to beat over matters, and to call upon one thing to prove and illustrate another, let him study the lawyers' cases. So every defect of the mind may have a special receipt.

NOTES

Studies are a source of pleasure in one's leisure time and solitude. They also have an ornamental and decorative value. Apart from this, studies also help to develop one's ability to evaluate and judge so many things, utilizing the practical wisdom. The wise and well studied men can only formulate general plans and policies and manage the business affairs efficiently. Bacon advocates a balanced study, neither too much nor too less—it is a sign of laziness to spend excessive time on studies and is a sign of pedantry or vain display of learning if the conversation is decorated with hefty studies. To let one's judgement depend entirely on the rules learnt from a book shows the centrality of a scholar.

Bacon has insisted on a perfect blend of studies and its application i.e. practical wisdom helps a man to overcome the deficiencies that he has by nature and it is the practical experience which can add value to studies. Together they perfect and channel the personality of a man. The natural talents and skills are moulded into proper shape and perfected further by studies.

[Cunning men look down upon studies as useless, they just criticize the studies while the simple men appreciate them and are awed by studies and perceive with surprise at studies. It is the wise men who utilize the studies in practical life for their growth and betterment.]

Further Bacon talks about the modes of study and their uses. Reading fills the mind with new ideas and thoughts which are required for the sum of wisdom and practical knowledge that develop the whole complete personality of a man. If the views and ideas assimilated through reading are used in conversation they make a man alert and quick-witted, never at a loss for words, but if writing is added to reading and conversation then a man becomes systematic and organized, in the over all expression of his thoughts and knowledge.

If a man is not in the habit of noting down things then he requires a good memory to retain all the thoughts so that he may remember properly what he reads for future reference but if he does not converse or applies in his life then it would be necessary for him to be quick witted by nature so that he may readily make apt and suitable replies when required and if a man does not read much, he would have to be clear and skillful enough to create an impression of being learned even though he is ignorant.

In the following lines Bacon talks about significance of various subjects since the studies influence a man's character and mould his personality. History makes a man wise as it helps to understand the flaws, drawbacks and strategies of the people used to handle various circumstances while poetry develops man's imagination and ingenuity it makes a man more creative, mathematics makes him more subtle. Here Bacon is talking about the apt attitude towards the studies he says that a book should not be read merely in order to oppose and refute the message or discussion of any book but to understand and apply the wisdom imparted in it. He further says that one should not approach a book with the idea of criticizing and contradicting its arguments or justifications nor should one accept its entire message passively.

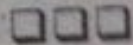
Some books are to be read in parts or just superficially e.g., magazines are read to get pleasure, to pass time, but some books are to be understood in a better way because they require more concentration and absorption of knowledge and wisdom e.g., any specific novel or moral science book. But there are some books in which each sentence or segment is to be understood and interpreted properly e.g., the holy books The Geeta or The Bible where each sentence is packed with meaning or the classic books where each word and statement has a message or meaning which is to be absorbed and understood thoroughly.

Further Bacon says that there are some kinds of books which are not that important, to be read personally as a summary given by others can solve the purpose. But this method is applicable for the books of less importance and less taste or interest a man's ability to debate and argue. Natural philosophy enables us to go deep into the subject and analyzing the associated justifications and arguments while moral philosophy fosters a serious attitude in a man.

Bacon, talking about the various positives and negatives of studies further tells us the curative power of studies and he compares reading with the role of physical exercise. In curing the diseases as bowling is good for the kidneys, schooling is good for lungs and walking helps in digestion. Similarly, the study of Mathematics is good for wandering minds as the study will help in developing the power of concentration. If a man suffers from a confusion of thought he should take up the study of scholastic philosophy, while the study of cases helps in recalling the references and illustrations to clarify and clinch his arguments. Thus Bacon winds up the essay by saying that every mental defect has a suitable remedy in studies.

**** Abreunt studia in mores:** Studies pass into character. In other words studies help in moulding the character. Thus the reading of history adds to a man's wisdom and poetry makes a man imaginative in nature.

**** Cymini sectores:** Those who are experts in hair splitting; those who make fine distinctions. If a man's mind is unable to draw the differences, he should read the writings of the philosophers of middle ages.



DREAM-CHILDREN

Charles Lamb (1775—1834)

Charles Lamb has rightly been called the prince of English essayists. He was born in London on 10th February, 1775. His father John Lamb was a clerk to Mr. Samuel Salt, a Bencher of the inner Temple. His mother Elizabeth Field was the daughter of "the great grandmother Field" whom he refers to in dream children. He was the youngest child of seven children's family.

Lamb's life was full of troubles and tensions and this was the reason why he was tolerant and bold. His mother's ill health, brother's indifference to the family matters, sister's insanity and his own temporary madness were sufficient to give him enough matter for his writing. He would laugh to check his tears.

His essays are characterized by self revelation, refined and exquisite humour, heart touching pathos and a mingling of fact and fiction, wisdom, power of judgment and self-sacrificing nature. His famous works include two volumes of *The works of Charles Lamb, Essays of Elia*. His first independent book was *A tale of Rosamund Gray*.

TEXT: Para 1

Children love to listen to stories about their elders when *they* were children; to stretch their imagination to the conception of a traditionary great-uncle, or grand-dame, whom they never saw. It was in this spirit that my little ones crept about me the other evening to hear about their great-grandmother Field, who lived in a great house in Norfolk (a hundred times bigger than that in which they and papa lived) which had been the scene—so at least it was generally believed in that part of the country—of the tragic incidents which they had lately become familiar with from the ballad of the Children in the Wood. Certain it is that the whole story of the children and their cruel uncle was to be seen fairly carved out in wood upon the chimney-piece of the great hall, the whole story down to the Robin Redbreasts: till a foolish rich person pulled it down to set up a marble one of modern invention in its stead, with no story upon it. Here Alice put out one of her dear mother's looks, too tender to be called upbraiding. Then I went on to say, how religious and how good *they* were.

grandmother Field was, how beloved and respected by everybody, through she was not indeed the mistress of this great house, but **had only the charge of it** (and any yet in some respects she might be said to be the mistress of it too) committed to her by the owner, who preferred living in a newer and more fashionable mansion which he had purchased somewhere in the adjoining country; but still she lived in it in a manner as if it had been her own, and kept up the dignity of the great house in a sort while she lived, which afterwards came to decay, and was nearly pulled down, and all its old ornaments stripped and carried away to the owner's other house, where they were set up, and, looked as awkward as if some one were to carry away the old tombs they had seen lately at the Abbey, and stick them up in Lady C.'s tawdry gilt drawing-room. Here John smiled, as much as to say, "that would be foolish indeed." And then I told how, when she came to die, her **funeral** was attended by a concourse of all the poor, and some of the gentry too, of the neighbourhood for many miles round, to show their respect for her memory.

A good and religious woman; so good indeed that she knew all the **Psaltery** by heart, aye, and a great part of the **Testament** besides. here little Alice spread her hands. Then I told what a tall, upright, graceful person their great-grandmother Field once was; and how in her youth she was esteemed the best dance— here Alice's little right foot played an involuntary movement, till, upon my looking grave, it desisted — the best dancer, I was saying, in the country, til a cruel disease, called a cancer, come, and bowed her down with pain; but it could never bend her good spirits, or make them stoop, but they were still upright because she was so good and religious. Then I told how she was used to sleep by herself in a lone chamber of the great lone house; and how she believed that an **apparition of two infants** was to be seen at midnight **gliding up and down the great staircase** near where she slept, but she said "those innocents would do her no harm;" and how frightened I used to be, though in those days I had my maid to sleep with me, because I was-never half so good or religious as she — and yet I never saw the infants. Here John told how good she was to all her grand-children, having us to the great house in the holidays, where I in particular used to spend many hours by myself, in gazing upon the old **busts of the twelve Caesars** that had been Emperors of Rome, till the old **marble heads** would seem to live again, or I to be **turned into marble with them**; how I never could be tired with roaming about that huge mansion, with its vast empty rooms, with their worn-out hangings, **fluttering tapestry**, and carved oaken panels, with the **gilding** almost rubbed out—sometimes in the spacious old fashioned gardens, which I had almost to myself, unless, when now and then a solitary gardening man would cross me—and how the **nectarines and peaches** hung upon the walls, without my ever offering to pluck them, because they were **forbidden fruit**, unless now and then,—and because I had more pleasure in strolling about among the old melancholy-looking yew-trees, or the first, and picking up the red berries, and the fir-apples, which were good for nothing but to look at—or

in lying about upon the fresh grass with all the fine garden smells around me—or basking in the orangery, till I could almost fancy myself ripening to along with the oranges and the limes in that grateful warmth—or in watching the dace that darted to and from in the fish-pond, at the bottom of way down the water in silent state, as if it mocked at their impertinent friskings,—I had more pleasure in these busy idle diversions than in all the sweet flavours of peaches, nectarines, oranges, and such like common baits of children. Here John style deposited back upon the plate a bunch of grapes, which not unobserved by Alice, he had meditated dividing with her, and both seemed willing to relinquish them for the present as irrelevant. Then, in somewhat a more heightened tone, I told how, though their great-grandmother Field loved all her grand children, yet in an especial manner she might be said to Love their uncle, John L—, because he was so handsome and spirited a youth and a king to the rest of us; and, instead of moping about in solitary corners, like some of us; he would mount the most mettlesome horse he could get, when but an imp no bigger than themselves, and make it carry him half over the country in a morning, and join the hunters when there were any out- and yet he loved the old great house and gardens too, but had too much spirit to be always pent up within their boundaries and how their uncle grew up to man's estate as brave as he was handsome, to the admiration of everybody, but of their great-grandmother Field most especially; and how he used to carry me upon his back when I was a lame-footed boy—for he was a good bit older than me—many a mile when I could not walk for pain;—and how in after life he become lame-footed too— and I did not always (I fear) make allowances enough for him when he was impatient and in pain, nor remember sufficiently how considerate he had been to me, when I was lame-footed, and how when he died, though he had not been dead an hour, it seemed as if he had died a great while ago, such a distance there is betwixt life and death; and how I bore his death as I thought pretty well at first, but afterwards it haunted and haunted me; and though I did not cry or take it to heart as some do, and as I think he would have done if I had died, yet I missed him all day long, and knew not till then how much I had loved him. I missed his kindness, and I missed his crossness and wished him to be alive again, to be quarrelling with him (for we quarrelled sometimes), rather than not have him again, and was uneasy without him, as he, their poor uncle, must have been when the doctor took off his limb.—Here the children fell a-crying, and asked if their little mourning which they had on was not for Uncle John, and they looked up, and prayed me not to go on about their uncle, but to tell them some stories about their pretty dead mother. Then I told how for seven long years, in hope sometimes, sometimes in despair, yet persisting ever, I courted the fair Alice W — n; and as much as children could understand, I explained to them what coyness and difficulty, and denial, meant in maidens—when suddenly turning to Alice, the soul of the first Alice looked out at her eyes with such a reality of re-presentation, that I become in doubt which of them stood gazing these before me or whose that bright hair was; and while I stood gazing, both

The children grew gradually fainter to my view receding, and still receding, till nothing but two mournful features were in the uttermost distance, which, without speech, strangely impressed upon me the effects of speech: "we are not of alic, nor of thee, nor are we children at all. The children of Alice call **Barturn** father. We are nothing less than nothing, and dreams. We are only what might have been, and must wait upon the tedious shores of Lethe millions of ages before we have existence, and a name"—and immediately awaking, I found my-self quietly seated in my **bachelor arm-chair**, where I had fallen asleep, with the **faithful Bridget** unchanged by my side—but John L. (or James Elia) was gone for ever.

Notes and Explanations

Reverie = day-dream. they = their elders. Children love... Children = children feel great pleasure in listening to the stories about the childhood of their elders. To stretch = to expand, traditionary = one whom they know by tradition, grandame = grandmother, to stretch grandame = to expand their imagination in order to form an idea of some grand-uncle or grandmother whom they know by tradition, sprit = mood, my little ones = my (Charles Lamb's) children. In actuality Lamb, being a bachelor, had no children, but here he talks of the children of his dreams in such a way as if they were his real children, crept about me = came near me (Lamb). the other evening = an evening a few days ago their great-grandmother Field = the grandmother of Charles Lamb, Mary Field, who had been a housekeeper of the Plumers at Blakesware in Hertfordshire for fifty years. She was the mother of Lamb's mother, Elizabeth Field. Norfolk = the locality where the house of Lamb's grandmother was situated. This is the case of mystification. Here Lamb changes Hertfordshire into Norfolk perhaps because Walter Plumer, an M.P. for Hertfordshire for many years, was still alive. The ballad of the Children in the Wood = The reference is to one of the poems in Percy's *Reliques of ancient poetry*. The poem contains the story of two children, who got murdered in the wood by their own uncle, their guardian and custodian of their property which they inherited from their father. (The following note is added by Hallward and Hill: "The ancient ballad of 'The Children in the Wood, or the Norfolk Gentleman's Last Will and Testament' was taken from an old play by Robert Yarrington, printed in 1601, entitled *Two lamentable Tragedies*—one of the murders of Master Beech, ... the other of a young child murdered in a wood by two ruffians with the consent of his uncle.") Robin Redbreasts = These were the birds that covered with leaves the graves of the children mentioned in 'The Children in the Wood':

... burial this pretty pair

... any man receives

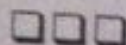
... Robin Redbreasts plously

Alice = the name of one of the dream children (i.e., daughter), too tender to be called **upbraiding** = so gentle and affectionate that it could not be taken as scolding. **mistress** = owner, **had only the charge of it** = was only the keeper of the house. **mansion** = large and stately house, in a sort = to a certain extent, **stripped** = taken off, removed. **old tombs** = old graves, **the Abbey** = Westminster Abbey; a church and ceremonial burial ground in London wherein to find place after death is a matter of honour. The great monarchs, poets, scientists, etc., are buried here. **Lady C.'s tawdry gilt drawing-room** = Lady C.'s drawing-room decorated in a showy manner, Lady C. = an imaginary lady, rich and fashionable, **tawdry** ugly; showy without taste. **John** = Lamb's other dream child i.e., son, **funeral** = burial, **concourse** = gathering, **Psaltery** = the *Psalms* contained in the Book of Common Prayer. Testament = the Bible. here **Alice's movement** = When Lamb told his dream children about their great-grandmothers talent of dancing, Alice's little right foot started moving naturally, as in dancing. **desisted** = stopped, **aparition of two infants** = spirit (ghost) of two children, probably of those who have been referred to in 'The Children in the Wood' gliding up and down the great staircase = moving slowly up and down the great staircase **busts** = sculptures showing the head, breast and shoulders **twelve Caesars** = Twelve Roman Emperors from Julius Caesar to Domitian Caesar. **till the old ... marble with them** = Lamb used to gaze upon the marble-statues of the Caesar Emperors with such a concentration that they appeared to have come to life again, or himself become lifeless, stone like them. **worn-out hangings** = old curtains. **fluttering tapestry** = curtains waving with the wind, **carved oaken panels** = planks of oak wood, with designs engraved in them, used chiefly for covering the walls. **gilding** = a paint of golden colour. **nectarines and peaches** = sweet fruits with yellow skin **forbidden fruit** = not meant to be plucked and tasted like the fruit of knowledge in the Eden Garden. The reference is to Milton's *Paradise Lost*:

Of man's First Disobedience, and the Fruit
Of that Forbidden Tree, whose mortal taste
Brought Death into the world....

good for nothing = worthless; of no use. **basking in the orangery** = enjoying the sunlight among the orange-trees. **fancy myself ... and the limes** = think himself becoming ripe like these fruits. **dace** = a small fresh-water fish. **sulky** = not playful; angry. **pike** = big fish. **impertinent friskings** = trivial leaping; useless movements. **busy-idle** = useless but keeping busy, frivolous. **diversions** = games; recreations. **common baits of children** = common things that attract children. **baits** = temptations; enticements. **styly deposited back** = cunningly put back. **relinquish** = give up. **John L.** = John Lamb, the elder brother of Charles Lamb. **moping about** = giving himself up to sadness, moping about sad and lonely. **mettlesome** = high-spirited; ardent. **bout an imp on bigger than themselves** = only a small mischievous child not bigger than the dream children.

themselves. **pent up** = confined; closed. **make allowances enough for him** = treat him with kindness and sympathy when he was in pain. (This is really a case of mystification. As a matter of fact, Charles Lamb was quite kind and considerate to his brother and sister. On the contrary. John was selfish and unsympathetic. He did not help Charles even in taking care of their aged parents and insane sister). **Such a distance there is betwixt life and death** = There is a great difference between a person living and a person dead. One, who is dead just hardly an hour ago, seems to have left us ages ago. While telling the children about the death of his brother Lamb, becomes very emotional and feels that it had created a great vacuum in his life. **It haunted and haunted me** = it returned to my mind repeatedly. **Took off his limb** = amputated (cut off) his leg. **mourning** = black clothes symbolizing grief. **Courted** = wooed; made love. **Alice W-n** = Alice Winterton, the fictitious dame given by Charles to his beloved Ann Simmons who never required his love. **Coyness** = bashfulness. **Re-presentment** = presenting again in a new form; reappearance. **Receding** = shrinking back; disappearing from view. **Bartram** = (also Rartram) husband of the girl whom Lamb loved. He was a pawnbroker of Leicester Square, London. **We are only what might have been** = The dream children—Alice and John—acquaint Lamb with the reality that they are not his children; and they are not Children at all. They might have been children, and children of Lamb himself if he had been fortunate enough to have married Alice Winterton (Ann Simmons) (we) must wait upon the tedious shores of Lethe = The children say that they have to wait upon the tiresome banks of the river Lethe. Through children Lamb here presents his belief that every soul before incarnation waits on the banks of Lethe. **Lethe** = the rivers of forgetfulness. In Greek mythology 'Lethe' is one of the rivers of hell causing forgetfulness of the past to all who drank of it. This word in Greek stands for 'oblivion'. **bachelor arm-chair** = arm-chair of the bachelor. Transferred Epithet has been used here—arm-chair is not bachelor. About Lamb, who is sitting in it, is bachelor. **faithful Bridget** = Lamb's sister, Mary Lamb, who always lived with him.



AUTOBIOGRAPHICAL ELEMENTS IN DREAM CHILDREN

Dream Children – Charles Lamb

In 'Dream Children' Charles Lamb has presented many facts and moments from his own life, his grandmother Field, his brother John Lamb and his family. Charles was a bachelor and had no children. In this essay he talks about his 'dream children'.

The events and activities discussed in the essay are borrowed from his own life. He has talked about his grandmother Field, as a graceful, uprightly generous, religious, courageous and sweet lady. She was among the best dancers in her time. Charles's grandmother was a housekeeper in Norfolk but she had always treated herself as the owner of the huge house and had maintained it well. Mrs. Field was a loving grandmother and she used to love all her grandchildren and she had special affection for John Lamb, the elder brother of Charles Lamb. All grandchildren used to enjoy their vacation at her house during holidays.

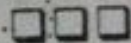
The essay is full of several incidents of how they all used to enjoy their love time. Also the autobiographical touch of his brother John Lamb (who was just dead) also tells us that how he loved and missed him. Alice Winterton, the beloved of Charles Lamb is also mentioned. He courted her for seven years but Alice married Bartum, the author and Charles Lamb remained a bachelor throughout his life. In Alice, one of his dream children he sees the image of his wife.

There is vivid description of the persons and events closely associated with Charles Lamb's life. The description of John's becoming lame is also pathetic. The moment becomes painful as he says, "I missed his kindness and I missed his closeness and I wished him to be alive again, to be quarrelling with him when the doctor took away his limbs".

While listening about her great grandmother's talent of dancing "Alice's little right foot played an involuntary movement". She stops in the moment she notices her father looking serious. When Lamb tells his children about his dislike for the fruits in the garden of his grandmother, John puts back the bunch of grapes on the plate.

Such child-like activities are scattered here and there in this essay which makes it a mixed picture of love and tears, humour and pathos altogether.

Ainger says, "His humour has a tinge of sadness in it, it is the humour of a deeply suffering soul."



THE DIAMOND NECKLACE

By Guy De Maupassant

About the Author

Henry-Rene-Albert-Guy De Maupassant, or **Guy de Maupassant**, is generally considered to be the greatest French writer of short stories. Maupassant, the French short story writer and novelist, was born in Normandy in 1850 in a middle class family. During the 1880s Maupassant created some 300 short stories, six novels, three travel books, and one volume of verse. In tone, his tales were marked by precision of style and a range of expression. Although his stories range from moving drama to sometimes bizarre comedy, it is his macabre horror stories that have received much attention.

The advice Maupassant seems to give in "The Necklace" is "Don't aspire for more than you have, or it will ruin you."

TEXT

1. Mathilde was one of those pretty and charming young girls who sometimes are born, as if by a slip of fate, into a family of clerks. She had no dowry, no expectations, no way of being known, understood, loved, and wedded by any rich and distinguished man; so she let herself be married to a little clerk of the Ministry of Public Instruction.
2. She dressed plainly because she could not dress well, but she was as unhappy as if she had fallen from a higher station; since with women there is neither caste nor rank, for beauty, grace and charm take the place of birth and breeding. Natural ingenuity, instinct for what is elegant, a supple mind is the sole hierarchy, and often makes of women, of the people, the equals of the very greatest of ladies.
3. Mathilde suffered ceaselessly, feeling herself born to enjoy all delicacies and all luxuries. She was distressed at the poverty of her dwelling, at the bareness of the walls, at the shabby chairs, the ugliness of the curtains. All of those things, of which another woman of her rank would never have been conscious,

Do	—	Do
Dost	—	Balanced
Steady	—	You
Thy	—	Small steam
Brook	—	An apparatus for pressing out apple juice to prepare an alcoholic drink.
Cider press	—	Droplets of juice through small openings.
Oozing	—	

Stanza 5 — 6

Where are the twitter in the skies.

Again there is a twist here with a disturbing and wistful note. The poet asks, "where are the songs of spring? Aye where are they?" But he soon overcomes his longing for the exuberance of spring. The repetition of the questions indicates that the poet feels disturbed and sad when he is unable to hear the song of spring in autumn i.e., the melodious notes of birds. The poet has given the images of stubble plains and barred clouds at the closing of an autumn day, he uses these words to create a picturesque description of an autumn evening.

In the evening one can hear the music of autumn such as the wailing of gnats among the river shallows, the bleating of lambs from hilly stream, the singing of crickets in the hedge, the whistling of the red breast from a farm and the twittering of swallows in the sky.

Ay	—	An interjection expressive of sadness
Barred	—	In form of stripes
Soft dying	—	Closing softly
Stubble	—	Ends of grain left in the ground after harvest
Hue	—	Colour
Wailful choir	—	Singing together in a cry or sadness or complaint
Gnat	—	Small two winged fly that stings
Mourn	—	Lament
Swallows	—	Trees of willow family
Borne aloft	—	Carried high
Sinking	—	Falling down
Bourn	—	A small stream
Croft	—	Small rented farm in Scotland or northern England
Twitter	—	Chirp
Swallows	—	Small migratory birds.

O CAPTAIN! MY CAPTAIN

Walt Whitman (1819 —1892)

helt of metaphors

Walt Whitman a great American poet, journalist and essayist was born on 31st of May 1819 in Long Island, New York. His literary style was experimental and expressive. Celebration of nature, homosexual love, apt description of democracy, war politics race slavery and patriotism are the common themes generally seen in his works. His famous works include *leaves of grass*, *Democratic Vistas*, *Passage to India*, *Specimen Days and Collect* (1882) *November Boughs* (1888) etc.

O Captain! My Captain is a tribute to the American president Abraham Lincoln. Walt Whitman feels distressed and sad at the death of his courageous Leader. This poem is an elegy, as it was written to honour the death of Lincoln.

O captain! my Captain! our fearful trip is done,
The ship has weathered every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring;
But O heart! heart! heart!
O the bleeding drops of red! *bleeding wound on his forehead*
Where on the deck my captain lies,
Fallen cold and dead. *fallen*

O captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills;
for you bouquets and ribbon'd wreaths—for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning;
Here Captain! dear father!

shares this sad and mournful experience with the masses. The poet refuses to accept that he is dead and still in confusion that it is a dream that Lincoln is lying dead in America – motionless and lifeless.

The poet is absolutely moved with the assassination of Abraham Lincoln since Lincoln was the captain, a father figure to the people of America. He is sad and filled with grief and agony.

My father cold and dead

In the third stanza there comes a twist, the poet finally realizes that the captain is not responding to his constant efforts and requests. He is still lying lifeless without any movement, his lips are looking very weak and motionless the various details and images evoked in these lines serve to reiterate that the captain is deceased – he finally accepts that his captain is dead since he is not responding to his effort, to wake him up as there is a lack of both pulse and will power.

The poet says that now the mission is complete, the ship has reached its destination very safely and successfully. Its struggle is over since the goal or mission is completely achieved. Whitman recalls the dreadful struggle of people of America led by their dear leader – Abraham Lincoln.

In the end poet talks about a call for rejoicing. The speaker himself will not celebrate but will walk 'with lamenting tread' accepting that his captain is indeed fallen cold and dead. He will pay his homage to the captain by silent treading not by noisy celebration.

to pay homage to walk
to put you
regret
disappointment

□□□

WHERE THE MIND IS WITHOUT FEAR

Rabindranath Tagore (1861 — 1941)

Rabindranath Tagore, commonly called Guruji is a Nobel Laureate and is the author of National Anthems of both India and Bangladesh. A world renowned poet, well acclaimed play wright, famous author of short stories, a legendary novelist, noted composer, a wonderful painter and heart touching musician – Tagore was a multi facet scholar who enjoys an honourable position in the field of literature. He wrote mainly in Bengali. *Gitanjali* is a volume of devotional poems which fetched him the nobel prize for literature in 1913. This Bengali polymath reshaped Bengali literature and music in the late 19th and early 20th century.

Rabindranath Tagore was born in Calcutta, India into a wealthy Brahmin family. He did not have formal schooling but when he was seventeen he was sent to England for formal education. In his mature years, he also started an experimental school at Shantiniketan where he tried his upnishadic ideals of education which is now known as reputed Viswa Bharati University. He composed around fifty volumes of poetry, several volumes of short stories and a number of novels, several musical dramas etc. Some of his famous works are *Manasi* (1890) *Sonar Tari* (1894), *Fruit Gathering* 1916, *The Fugitive*, major plays. *The Raja the King of the Dark Chamber*, *Dakghar* 1912 the post office. Some novels like *Ghare baire* (1876) and *Gora* (1910) are also known for their unique themes and presentation.

Where the mind is without fear and the head is held high;

Where knowledge is free;

Where the world has not been broken up into fragments
by narrow domestic walls;

Where words come out from the depth of truth;

Where tireless striving stretches its arms towards perfection;

Where the clear stream of reason has not lost its way

into the dreary desert sand of dead habit

Where the mind is led forward by Thee

into ever-widening thought and action—

Into that heaven of freedom, my Father, let my country awake.

NOTES

Where the mind is without fear is one of the most renowned poems of Shri Rabindranath Tagore and has a universal appeal. It is included in the volume called 'Nairobini' and the original poem bears the title Prarthana i.e., the prayer.

→ The poem is a prayer to the supreme authority of universe presumably, God.

→ The poet wishes to be awakened to a heaven where the mind can work fearlessly and the spirit can hold its head high with enough self-respect.

→ Where one can acquire knowledge in all freedom of choice and interest.

→ Where the big world of man is not divided or restricted to small segments by narrow walls. Here Tagore is insisting on oneness of humanity, 'a global society'.

→ Where everybody speaks her/his heart clearly and honestly and has enough courage to speak and favour the truth.

→ Where actions and efforts flow in the form of several streams moving from success to success i.e., final destination of perfection.

→ Where petty and useless conventions or justifications do not hamper the cause of judgement. He dreams of a progressive society where the outdated and useless old habits and traditions it practice, have no role.

→ Where God himself leads us in all acts, all thoughts, and becomes a source of success.

Tagore is motivating the society to awaken and contribute to achieve a free and peaceful heaven on this earth and is praying for intellectual, and spiritual freedom apart from territorial independence. Emphasis has been laid on the oneness of humanity. He envisions for a society where there is fearlessness and this can only be achieved through over all peace and security in all ways. The nation can only progress, if each and every citizen, fosters self-respect and self esteem, which are the basic psychological foundations for the development of individuality. Progress and development takes place faster, when every citizen converts the knowledge into productive opportunities. Knowledge in all form of education, information and technology stimulates the individual and social progress.

In this materialistic world one should move ahead for progress unitedly. Narrow and superficial physical barriers break our strength and power. Tagore has dreamt of the wider world with full potential in all ways unaffected by petty physical demarcations.

In a nutshell Rabindra Nath Tagore talks about Integrity, honesty and trust worthiness as the essential foundations for a happy united and progressive society. The outdated useless and non-practical customs, traditions and habits should be discouraged. Education, progress and innovation should be the driving forces for a fearless progressive, respectable and trustworthy society.

This arm beneath your head!
It is some dream that on the deck
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,
My father does not feel my arm, he has no pulse nor will;
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip the victor ship comes in with object won;
Exult, O shores! and ring, O bells!
But I, with mournful tread,
Walk the deck my captain lies,
Fallen cold and dead.

O captain daring

In the opening lines Walt Whitman has used the strong metaphors, where 'captain' represents Abraham Lincoln and the 'ship' is the united states of America. The fearful trip is the civil war, which had ended just prior to Lincoln's assassination. It's the ship (i.e., America) returning home to the celebrating people having won "the prize" of victory just as the union led by Lincoln had returned victorious from the civil war. While the ship moving towards the stability courageously, it is sad and unhappy.

But O heart dead

The repetition of 'heart O heart' emphasizes the impact of unpleasant news that his captain has died. The bleeding drops of red are both the captain's bleeding wound and the poet's wounded heart which expresses the shock of captain death. The horror and sadness have been expressed assuming that the lifeless body of Lincoln has fallen motionless on the floor of United States of America.

O captain cold and dead

In the second stanza Walt Whitman is asking his captain to rise up and hear the bells of celebration of military victory. The poet is lamenting the death of Abraham Lincoln, the captain who had led his crew bravely to victory, is not able to get the 'due celebration'. He is calling him again and again to rise up and to take the salute of people to him, he is saying that the complete military honour is given to the captain and flag is waving in his honour — the bugle (military musical instrument) is blown in his honour which allude, to both military victory and traditionally played at funerals of fallen soldiers. Bouquets and wreaths are also common both to celebrate victory and funerals. Walt whitman wants Abraham to see the throngs of welcoming people, gathered on the shores to celebrate the victory. The gathered crowd reminds the reader that the poet

- The technical aspects of writing skills are comprised of grammar, punctuation, diction and terminology.

Purpose of Writing

- Identify the purpose of writing that why and what you are writing and for whom and how you will get the desired results.

Generally the following common motives play significant roles in drafting any text for written communication:

- (i) To inform
- (ii) To compell
- (iii) To persuade
- (iv) To share
- (v) To investigate
- (vi) To instruct

To Inform

- The document which offers an explanation seeked by the reader is called an informative document where the writing is called informative. It is also called as expository writing because it expounds or expresses ideas and facts. The writer tries to justify the thought with the supporting details of facts, figures survey and reports etc. Informative writing is **OBJECTIVE FACTUAL** and **CLEAR** in nature.

To Compell/Persuade

- The document which is used to convince the readers about any problem, situation, project, object and product is called as persuasive document and the writing involved is persuasive writing. This type of document is generally used to settle any debate questioning or any argument. This language used in persuasive writing is **CONVINCING** and **INFUENTIAL** which is supported by relevant justifications in the form of facts and figures, series of incidents (depending upon the type of matter)
 - It is mainly focused on the point of debate/question.
 - Justified reasons and relevant details are added to make it more persuasive and compelling regarding any action.
 - The logically arranged sentences should be framed for an out flow of natural information
 - Mainly intended to get the expected or desired result.

Share

Writing skills are successfully used to share the information within and outside the department, to the colleagues and clients, peers and friends. The format, choice of words and terminology will vary according to the target reader.

Investigate

- Writing skills are employed tactfully for writing the investigation of any project, issue or problem of case.
- The document is usually very systematic and organized following the proper developments of events **CHRONOLOGICALLY**.
- For this purpose, a research methodology is employed and writing progresses somewhat more towards research techniques where the thought progression, development and conclusion is always supported by the observation, experiments and the appropriate supporting details of facts and figures.

Instruct

When an instruction, command, order rule, or guideline is circulated or passed to the juniors or sometimes to the colleagues, the writing skills solve the purpose to communicate the message in a concrete way. Here the choice of words should be cautiously opted so that the meaning of the desired message is passed properly. The **TONE** and **STYLE** of the document should not hurt anyone and very tactfully and clearly the required message can be passed successfully.

As in business communication writing is goal directed and specially done for a specific purpose, it is mainly comprised of three basic steps.

- (a) Planning
- (b) Sentence generation
- (c) Revision

(a) **Planning.** This step involves the identification of goal that what is the purpose and expected outcome results that whether one has to write to inform, compell, persuade, share, investigate or to instruct the information.

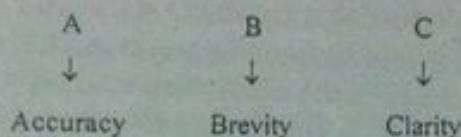
(b) **Sentence generation.** Coherent and meaningful sentences are generated for a meaningful and purposeful text. Well chosen diction and terminology is required to get appropriate results. Well connected, logical, relevant and information packed sentences are used for any powerful writing.

The language should be simple and informative, the text should be brief and concised but complete in all senses. The format should comprise of three basic parts i.e., introduction, main body and conclusion.

(c) **Revision.** Once the required draft is ready, it should be revised re- revised for the final use. Grammar, punctuation-diction and terminology should be checked once more to get a **Power-document**.

- Wordiness, slangs, jargon, abbreviation and vague symbols should be avoided.
- Key statements and key words can be highlighted.

Principles of Effective Writing (A B C rule)



(i) Accuracy

- Accurate facts and figures should be provided
- Accurate tone and style should be maintained
- Accurate words and sentences i.e., appropriate diction and terminology should be used.

(ii) Brevity

- Be brief in your explanation
- Avoid wordiness. Use compact and concrete words in place of too many words.

e.g., she painted a picture which was expressing sadness (wordy)

she painted a sad picture (brief)

Concise the sentences and paragraphs, eliminating the unwanted details, illustrations and examples. In fact controlled sentences with meaning packed words should be used.

(iii) Clarity. Clarity is one of the basic pre-requisite of writing skills employed in business communication.

- Use clear, familiar and concrete words for expression.
- Use simple words and simple construction of sentences
- Vague and wordy text should be avoided.

You Attitude. Always adopt the writing according to the needs and requirements of the reader. Be considerate enough to the feelings, sentiments, age, experience and status of the reader. Make them feel special and complete

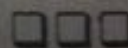
with the information made available to them. Understand the reader's attitude demand and expectations also and then customize it according to your target reader. — You are special to me — is you attitude.

Some tips about writing skills

- (i) Use simple concrete and clear sentences and paragraphs.
- (ii) Follow the you-attitude approach
- (iii) Prepare an outline and give basic structure to the text including all the basic details required.
- (iv) Make a complete text, introduction, middle body and conclusion as the three basic components of any text, fulfill it.
- (v) Avoid slangs, jargons and colloquial expressions, diminutives and abbreviations.
- (vi) Keep a reader-friendly tone, understanding and satisfy all the needs and expectations of your target reader.

"Like stones, words are laborious and unforgiving and the fitting of them together, like the fitting of stones, demands great patience and strength of purpose and particular skill."

Edmund Morrison



...are made a range of poems
...which together form
Book of Psalms in the Bible

Psalm

PSALM OF LIFE

H.W. Longfellow (1807—1882)

Henry Wordsworth Longfellow was born on 27th February 1807 in the city of Portland Maine than part of Massachusetts and studied at Bowdoin college.

Longfellow wrote lyric poems which are known for their musicality and often presented stories of mythology and legend. He became one of the most prominent American poet of his day and also has success overseas. His poetry shows great versatility using blank verse, heroic couplets, ballads and sonnets. He also used didacticism in his poetry and imparted cultural and moral values. He particularly focused on promoting life as being more than just a material pursuit. His major works include, *The song of Hiawatha*, *The Courtship of Miles Standish and Other Poems*, *Evangeline*, *Tales of a Wayside Inn*, *the New England Tragedies* and several collections of other poems.

This poem was first published in the knickerbocker magazine in october 1838.

TELL me not, in mournful numbers,
Life is but an empty dream!—
For the soul is dead that slumbers,
And things are not what they seem.

Life is real! Life is earnest!
And the grave is not its goal:
Dust thou art, to dust returnest,
Was not spoken of the soul

Not enjoyment, and not sorrow,
Is our destined end or way,
But to act, that each tomorrow
Finds us farther than today.

Art is long, and Time is fleeting,
And our hearts, though stout and brave,
Still, like muffled drums, are beating
Funeral marches to the grave.

In the world's broad field of battle,
In the bivouac of Life
Be not like dumb, driven cattle!
Be a hero in the strife!

Trust no Future, howe'er pleasant!
Let the dead Past bury its dead!
Act,—act in the living Present!
Heart within, and God o'erhead!

Lives of great men all remind us,
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time;

Footprints, that perhaps another,
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother,
Seeing, shall take heart again.

Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.

A PSALM OF LIFE

In this meaningful poem Longfellow has given a very strong message to the world that one should not live one's life in the pursuit of death but in the pursuit of happiness and the bright times. He says that one may face problems in doing so but life should be lived at its fullest.

Tell me they seem
In the first stanza, Longfellow has directly addressed the psalmist. He rejects the psalmist's sad poetry and dismisses the thought that human life is a meaningless illusion. If one accepts the logic that life is just a dream, he cautions, one's soul will not merely sleep, but die. Superficially human life may seem to be futile, but it is a mere illusion. life is great and sincere — it has a meaning.

Life is real soul
In the second stanza Longfellow gives his logic that since the soul lives eternally, life is also real and crucial and the grave (death) is not its final goal *Dust thou art to dust thou returnest*. This life is an allusion to the Bible's book of Genesis, where God says to the fallen Adam, "dust thou shall thou return" this reference is only to the body of flesh not to the soul.

Not enjoyment today
In the third stanza the central theme of the poem is expressed that the purpose of life is not to experience pleasure or sorrow but to act – to perform the actions that will improve the condition of mankind. He is inspiring us to do something extraordinary which can lift our status somewhat higher.

Art is long grave
The message here is that although our life passes relatively quickly, it actually takes a very long time to learn how to live properly. We should live a productive and goal oriented life as the time is passing quickly and though our hearts are courageous enough but feels the steps of approaching death. Here the heartbeat is said to listen the sound of 'muffled drums' (which means drums covered with cloth so that the sound becomes softer to suit the funeral occasion's solemnity) each beat of our hearts takes us closer to death.

In the world strife
Here the scene shifts from marching to grave, to the battlefield.
He has compared life to the bivouac (bivouac – is temporary campsite of the soldiers in open with or without tents)
He emphasizes again at the transient nature of human existence. He motivates the reader to be a hero in the battle of life, instead of behaving like the poor cattle forced to slaughterhouse.

Trust God overhead
In this stanza the poet is preaching the secret of becoming a hero, he says that one should not be too hopeful for the future He means to say that, one should not harbour expectations from the future nor to worry about the past also. He advises us to bury or forget the lifeless and useless part also and has asked the readers to act – in the living present. He is asking us to make our present meaningful and full of life going along the heartbeats and believing the power and blessings of God.

Lines of line
A very strong message of inspiration is felt in the following lines where the poet has asked the readers to believe and consider the past heroes as an inspiration, by imitating them one can make its life sublime or lofty. Living our life with a mission and zeal just like the past heroes, we can also leave a record of greatness by using a metaphor

"footprints on the sands of time". Footprints are considered as heroic and productive deeds which can make the coming generation remember you in this transient time.

Footprints again

The 'footprints' is the concept here or the main idea in these lines. Here the poet envisions a ship wrecked sailor who is lost at sea but observes the footprints in the sand. He represents a lovely individual on a discouraged figure who derives the motivation from the memory of good deeds of others.

Let us wait

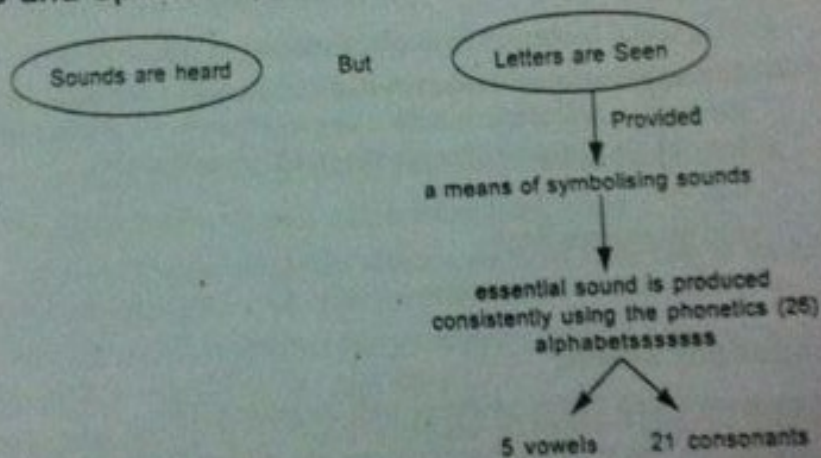
In these concluding lines the poet motivates his readers to lead a goal-oriented, meaningful, active and courageous life. He urges the reader to strive continuously to accomplish extra-ordinary and meaningful actions, contributive and productive actions to give meaning and purpose to life. We should not be afraid of what lies ahead, let us work and function. He concludes saying further that one should work, diligently and always be ready to grab good opportunities keeping a watchful eye on the unexpected dangers or events. Thus the poem ends up giving us a lesson of working hard and to wait patiently for the actions done by us in our lives. This poem has a deep meaning. The drive of the poem is like a marching song, which motivates the readers to march further with full strength, enthusiasm with a goal in mind.

PHONETICS: STRESS AND INTONATION

The study of the physical sounds of human speech, concerned with the physical properties of speech sounds (phone) production, auditory reception, neuro physiological perception and their representation by written symbols. Phonetics also tells us about

- (a) The nature of production and transcription of speech sounds
- (b) About the basic pronunciation

Phonetics and Spoken English



sound

|s|

|sx|

|z|

|k|

|ee|

example

see, censol, miss

shoe, chef, mention, precious, tension, passion

zoos

kill, chemistry, call sick

meet, key, deal, size, recast

There is duality of spelling and pronunciation English

Here some letter represent different sounds

[s]	sell, busy, pleasure, pension
[t]	tell, mention, culture
[ch]	chef, chemical, rich
[e]	pet, decent, decay

Phonetic Transcription

- can be defined as a kind of alphabetical writing in which each letter represents one sound.
- It has separate symbol for every sound.
- Each English sound is represented by a phonemic symbol as pronunciation symbol.
- Every good dictionary contains a lot a list of these pronunciation symbols vowel sound.
- It is a very authentic device of illustrating sound order graphically.

Vowel Sound

- This sound is obstructed in articulation by tongue teeth or lips.
- During the articulation of a vowel sound, the active articulation is raised towards the passive articulator in such a way that there is a sufficient gap between the two for air to escape through the mouth court friction.
e.g., Art
Ah! air escapes freely
- There are 20 vowel sounds

Consonant sound

It is a speech sound that is produced with stoppage of air.

e.g., paper: our lips try to stop air from passing through while producing the sound *p* thus the voice or breath in consonants is partially hindered by the tongue, teeth lips and other organs of articulation.

There are 24 consonant sounds in English.

STRESS

Stress is the force or pressure with which a syllable or a word is uttered.

Robert Lado, a great linguist defines stress as, the greater prominence of some syllables or word in the stream of speech. This prominence is produced in english by greater length or slightly higher pitch, and some increase in energy.

Indefinite Article

(a) A

(b) An

A/An → represents the numerical 'one' or single and can be used before countables in the singular number.

(a) Used before countable noun beginning with constant sound a pen, a lecture, building

a-one-legged man

a European

uniform policy



(w-sound)

(uoo sound)

(uoo sound)

(b) In place of value sense of 'certain' – Yesterday a plumber came to me.

(c) I represent 'any' – or common notion

A student should respect his teacher.

A dog is a loyal animal

Give me a pencil (any general)

An

Before the word beginning with vowel or vowel sounding words

An apple keeps a doctor away

An umbrella

An uncle

"The use of a and an is decided by the sound."

(a) Before a word beginning with a consonant a is used

as:- a boy, a man, a man, a useful article and even the sound of vowel is missing from a vowel beginning word

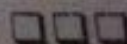
like → a European, a one - rupee note → a is used

But An is used before a countable in the singular number beginning with vowel sound (even if the word begins with a consonant letter)

like an M.L.A.

an historical building (h is silent)

an hotel (h is silent)



Stress is a grammatical device in spoken English, in fact it is the degree of force with which a word or syllable is spoken.

Stress involves combination of

- pitch
- vowel length
- loudness

A part of the meaning of a word depends on its stress (pressure). It stress or emphasize mark the function of the word in spoken English **word stress is mainly of two types.**

(1) Primary stress

(2) Secondary stress

When the force is used to speak the first syllable more of a word by a vertical stroke then it is called as **primary stress** but when the force is used to speak the second syllable more of a word by a vertical stroke, then it is called as **secondary stress**

as Im'part

Here stress is on the second syllable but in **delicate** -the stress is on the first syllable because the first syllable is pronounced with greater breath force.

In poly syllabic words one of the syllables stand out from the rest while pronouncing the syllable which is more prominent than the others is said to receive the stress/ accent pressure it is very significant to understand the meaning and importance of stress or pressure which is used to emphasize a particular syllable as the degree of stress used while **SPEAKING** it can alter the meaning of that word. Stressing a word incorrectly can make it difficult to understand and the entire meaning can be corrupted.

Rhythm. Word derived from Greek language which means flow. Rhythm is the sense of movement in speech marked by the stress, and the quantity of syllables.

Rhythm of speech is partially dependent on varying anatomical facts such as the amount and pressure of air passing through the vocal tract.

Rhythm is affected by stress, therefore, proper stress on proper word is very important for bringing the required desired impact in our speech. We **MUST** have a clear idea of word, which is to be stressed in a sentence to get the expected result.

Intonation

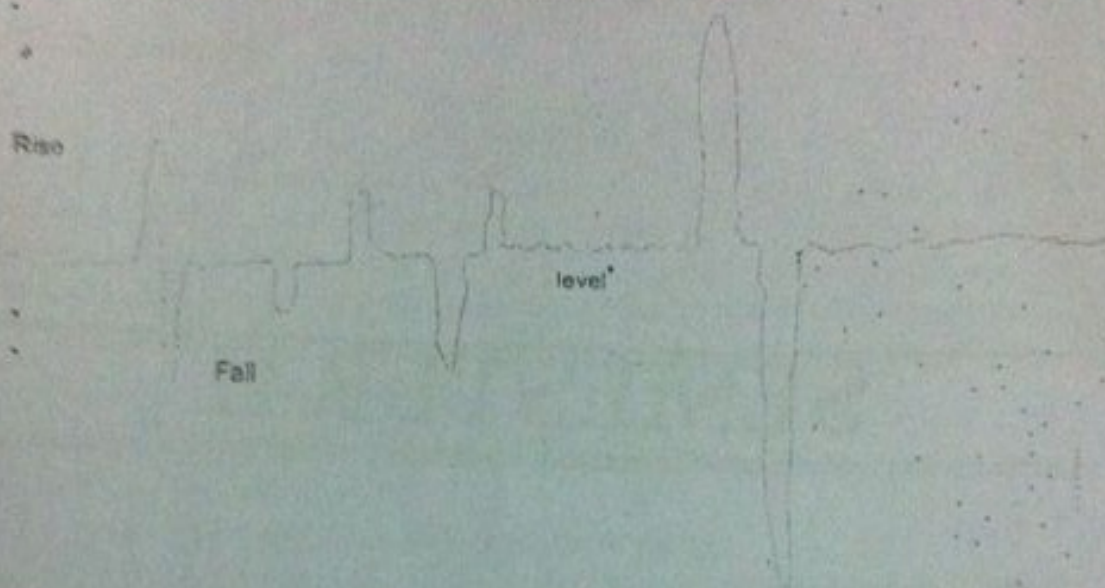
In + tone

Variation in the tone of speech is called Intonation or it may be specifically defined as variation which take place in the pitch of the voice in connected speech i.e., the variation in the pitch of the musical note produced by the variation of the vocal chords.

I recommend the 'e.g. graph' to understand the intonation in speech.

Here the fluctuation shown in a speech depicts the intonation.

Sometimes we speak at a stable pitch but we keep changing our tone by rising the voice and dropping the intensity in between our conversation. This is called intonation. The fall and rise in the pitch lends charm and strength to our speech. Intonation attracts attention of the listeners. The message can be conveyed better if proper intonation is used in the conversation.



E.C.G GRAPH OF INTONATION

This term can also be used to judge the melody in spoken language sometimes a musical effect is also produced through rhythm variation : according to Robert Lado, Intonation is the system of sentence or phrase melody or pitch of a language. The same word or sentence may be said with different intonation to express various shades of meaning or different attitude.

Intonation and stress are considered as different concepts but still there is a close relation between the two and these can combine together to produce the prominence.

As per effect there are three kinds of intonation.

- (a) Rising intonation : when pitch of sound rises
- (b) falling intonation : when pitch of sound falls
- (c) level intonation : when pitch remains static for some time

There are certain syllables in a sentence which mark the change in sound pattern, resulting in three kinds of tone

- (a) static tone : an accentuated syllable voiced on level pitch has a static tone
- (b) kinetic tone : an accentuated syllable on which a pitch change takes

(c) nucleus

place is said to have a kinetic tone.

the syllable which initiates a kinetic tone is called the nucleus. The nucleus has primary accent.

SOME DEFINITIONS

(1) Syllable is a unit of organization for a sequence of speech sounds.

(i) A syllable is made up of two parts syllable nucleus (vowel)

(ii) Syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, and forming all or part of a word.

A syllable is the sound of a vowel (a, e, i, o, u) created while pronouncing a word. The number of times that you hear the, is equal to the number of syllables the word has.

For example,

- cake – has 1 syllable
- eat – has 1 syllable
- cheese – has 1 syllable
- eating – has 2 syllables (eat-ing)
- chicken – has 3 syllable (chick-en)
- worrying – has 3 syllable (wor-ry-ing)

Accentuation. The used or application of an accent; the relative prominence of syllables in phrase or utterance.

Pitch accent. Emphasis or pressure that results from pitch rather than loudness.

Word accent. The distribution of stresses with a polysyllabic word.

Sentence stress. The distribution of stresses within a sentence according to the rule/requirement function emphasis is called sentence stress.

Compound words. The words which are made up of two words have their almost set rule usually. The primary accent is on the first word.

But sometimes both the words are accented where the primary or tonic accent is marked before the second word.

E.g.

Middle-aged

North-south

After-noon

Stress can be changed according to function also, which means that the accentual

Following approach can be adopted

- Emphasize YOU instead of "I" and "We"
- Truthful message
- Offer a service of value and care to the readers and professionals
- Emphasize positive and pleasant aspects of facts

6. Conciseness

TIME IS VALUABLE

Always frame your message in the fewest and most effective words. Keep the content concise to give a 'compact feel'. People have no time to read or listen lengthy reports letters or excuses. Say what is most important. Avoid wordy and over used expressions, redundancies and repetitions. Give few and relevant examples.

Concise expression means straight forward, relevant, clear and brief.

Following approach can be used

- Avoid long phrases, expressions and sentences
- Focus on 'main message'
- Adopt plain and simple diction and terminology
- Illustrate but don't explain the figures pictures and graphs again in detail.
- Active voice should be adopted.

7. Concreteness

Always avoid double meaning, vague or abstract abstractions. Concreteness is a skill used to project even a weaker document to a SOLID one. The business writing should be specific, definite and vivid.

Concrete expressions create visual image that are easy to register

Vague	Concrete
<ul style="list-style-type: none"> • I shall be despatching the order soon • Your savings earn a low rate of interest 	<ul style="list-style-type: none"> • The order will be despatched on 6 July • Your savings earn 5% interest

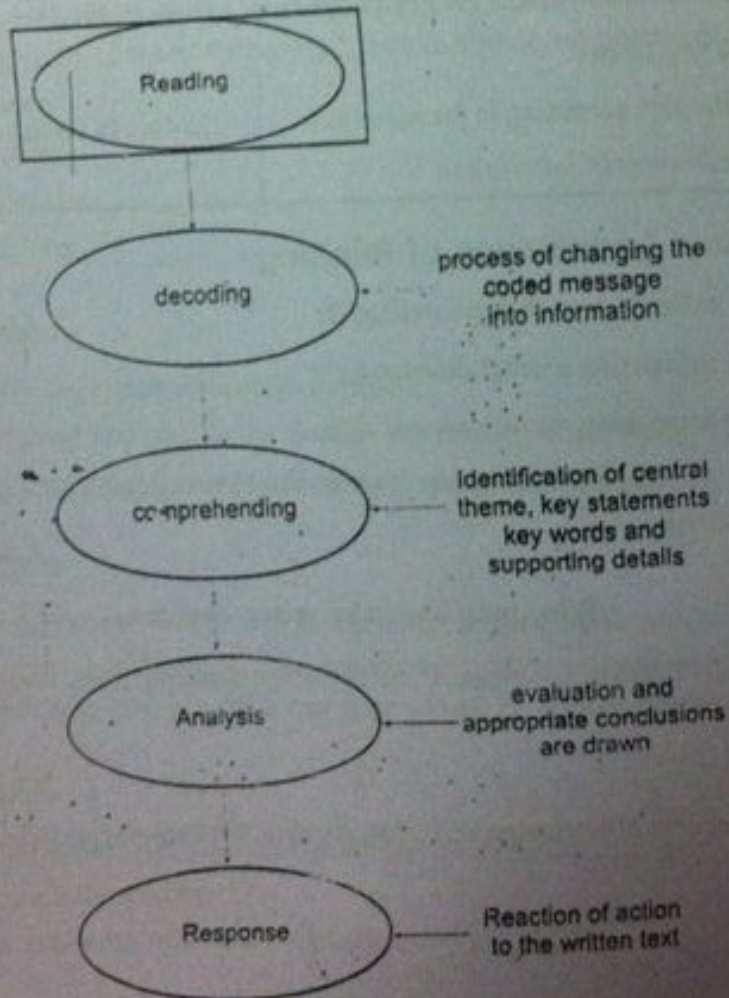
Available information is one of the most vital tool in communication which is used for planning, controlling implementing various policies and decisions in any organization. So one should sharpen the reading skills too, for better results.

READING SKILLS

Reading Skills

Reading is a process of retrieving and understanding the meaning of stored information or ideas. It is a way of deriving meaning from WRITTEN or PRINTED text by observation.

Reading is concerned with four factors:



In today's high technology world, where the electronic medium have started grabbing the world through advanced gadgets, there is a flood of information every where and in order to grasp the maximum of information in the minimum of time, given reading styles are recommended which are used to enhance the speed of reading and absorption of data.

Reading Process

Efficient reader	Poor Reader
(i) Reads meaning	Read words
(ii) Visualizes the idea	Vocalizes word
(iii) Have a goal	Objectiveless
(iv) Switch and adapt the reading speed	Monotonous or slow speed
(v) Develops diction and grasp constantly	Does not upgrade the diction and lacks grasping
(vi) Underlines and marks the key statement and key words	Fails to do so
(vii) Prioritize according to the needs and requirement of information	Unable to do so.

Purpose and Importance of Reading

- (i) To enhance knowledge/intelligence
- (ii) For enhancing mental development
- (iii) For improving conversational skills.
- (iv) For developing vocabulary, diction and terminology which lead to a better language.

Wise man can take wiser decisions

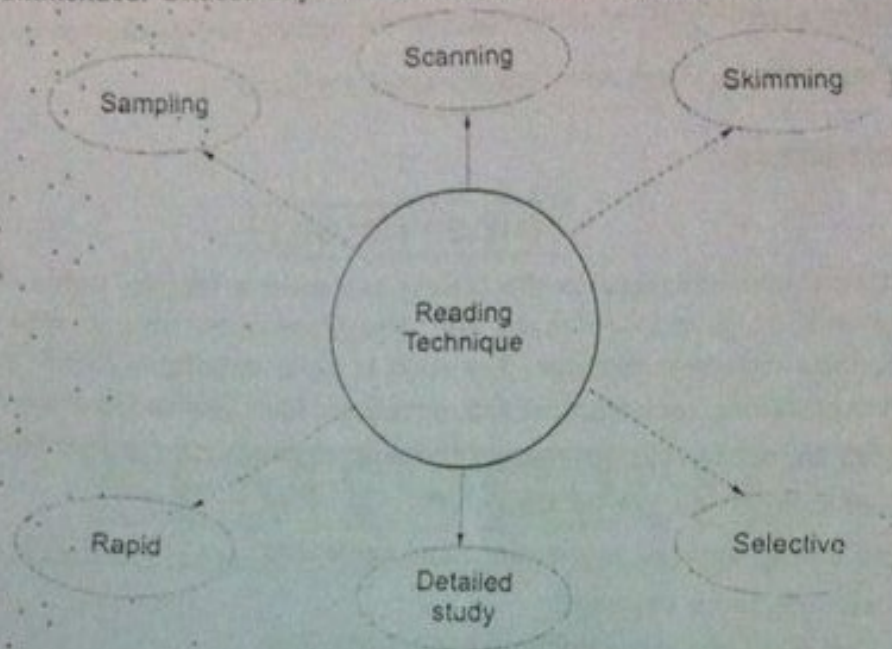
Reading is the 'knowledge process' of deriving meaning from written or printed text.

Or

Reading is a process of retrieving and understanding the meaning of stored information or ideas.

SIX TYPES OF READING TECHNIQUES

In order to grasp maximum of information in minimum of time, certain techniques are recommended. Choose any of them as per your requirement.



SCANNING

- It is the technique to locate specific information or message as quickly as possible.
- It is a very fast technique generally used to locate a *formula in a text* a *meaning in a dictionary*, a *telephone number*, *examination result* or a name in bibliography.
- The reader should be very clear of the 'searched material' which helps in faster location.
- The term can be related to a medical scanner which locates the 'problem area' within seconds, scanning the whole body, similarly scanning works quickly in grasping and locating the **REQUIRED INFORMATION**

SKIMMING

'Skimmed' milk;

Have you heard the term some where?

Yes' this technique is exactly the same, which extracts the entire gist in a rapid survey of the subject. An **OVERVIEW** can be had with such skimming technique. The main subject is glanced quickly, picking up the *main points*. Here the meaning is derived from the key statements, key words, images, pictures, facts figures and the meaning packed-printed words or images.

- Very useful technique, saves time
 - Maximum output with minimum input.
 - Regular practice is required
- e.g., (1) Daily Newspaper reading, which is quickly finished in 10 minutes
(2) Business brochures and travel brochures.

SELECTIVE

- Just select the specific segment out of the whole body of the text.
- Focus your attention on the required part or parts of the text.
- Read the selected segment, extract the essence and leave the unrequired part as it is.
- Just browse the relevant part, selecting the 'required segment'.
- Don't get tempted with the 'huge' information, understand your requirement and priority.

Detailed Study Reading

- Most common approach to study any subject/text.
- Concentration and discipline is required in order to grasp the *exact* meaning of the subject.
- YOU have to understand, what the 'writer' wants to say.
- This type of reading is to understand the content.
- For any detailed study, just one reading is not sufficient — ONE needs to read and re-read and re-read.
- Underline the important sentence.
- Key statements or key words are underlined and understood properly.
- Survey, Question and Read, Revise Recall (SQ 3R) are the important steps to study any thing in detail. This type of reading is used for course book, to research for a project, case studies and in the preparation for any exam or test etc.

RAPID READING

Quick reading, turning out pages, skipping sentence on pages even to find out *what happens next?* This type of reading can be seen for pleasure or entertainment where you can afford to miss certain *unwanted* words on sentences or even pages.

- Fiction books are generally read in this manner. Rapid reading is different with that of rapid survey which is usually a meaningful and productive approach generally done for any project and purpose.

SAMPLING

If you are looking for a good book on a particular topic then go to a library or a good book shop and just *explore* the contents in a little more detail.

- Understand the chapter introduction, headings and sub-headings etc. i.e., the main divisions.
- Skim read a page or two in various chapters.
- Ask yourself-Is this book suitable for me?
- If the answer is yes-*Grab* it but...
- If the answer is No-move on to another book/source.

Points To Remember For Effective Reading

Efficient readers do not read blindly, but purposely as they have an objective or goal to study. Their purpose, together with the nature of what they are reading, determine how they read. They read in different ways in different situations for different purpose; to understand what the writer has to say on a given subject.

In order to have a better reading, grasping more information and a good understanding of the content following 5 points should be pondered.

- (1) Purpose
- (2) Selection
- (3) Awareness
- (4) Switching

(1) Purpose

- Identify your purpose and requirement
- Understand and *decide* the *Reason* for reading the selected book
- Concentrate and get ready forming/drafting the notes one by one.

(2) Selection

Keeping the purpose and objective in the mind, select a book which will satisfy your 'academic urges' According to your requirement, level of understanding and extent of information required, opt for a beginner's book or a little refined or detailed one.

BE AWARE

- Just be aware and alert that what you are reading and why.
- Calculate the output.
- Scan and skim read if not satisfied - **SWITCH**

pattern depends on whether the word is used as a noun, an adjective or a verb.

import (n)	record (n)
import (v)	record (v)

Intonation. The distinctive patterns of pitch that contributes to the meaning of spoken phrases and sentences, as between commands and questions such as, please don't do this.

According to Robert Lads, intonation is the system of sentence and phrase melody and pitch of a language

Diphthong

Diphthong is a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves towards another. It can also be called as smooth glide from one vowel to another and often does not sound as a double sound and appears to be one vowel (as in cloud).

Frictives

In phonetics, a sound of consonant (e.g., (f and th) is produced by bringing the mouth into position, to partially block the passage of the airstream, both not making complete closure, this air moving through the mouth generates audible friction.

Thus the consonant sound produced by the friction of break in a narrow opening. This a partial closure of air passage is required such as v, f, f.s etc.

Plosives

Plosives denote consonants that are produced by stopping the airflow using the lips, teeth or palate, followed by a sudden release of air e.g., explosive.

Nasal Sounds

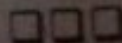
A nasal sound is a sound when pronunciation is made by the breath (voice) resonating in the nose for eg m, n, ng.

Lateral

When the tongue closes the air passage partially, allowing the breath to flow on one or both sides of the points of contact - laterals are produced.

The passage to the nasal cavity is kept closed to produce this sound, example = d and t.

The above given words are examples of the different types of consonants.



SWITCH

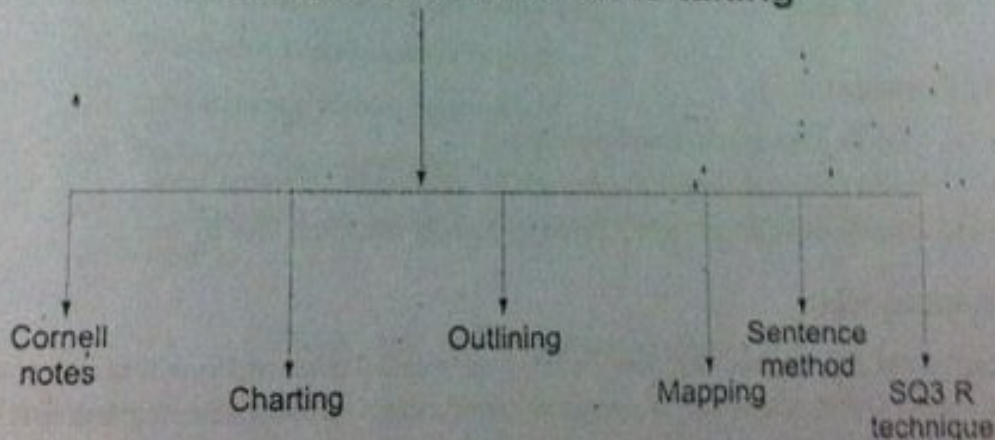
- Depending on the type of book and the purpose for it is reading the book just switch or change from one way to another when it is necessary.
- This is again very crucial for the maximum absorption of the information.
- Switching technique, allows you to concentrate more on the target segment of the book or chapter.
- Adapt yourself according to your needs and requirements.

NOTE TAKING STRATEGIES

Note taking is the practice of writing segments of information generally in an unstructured and informal manner. Certain official and unofficial symbols, Sign, abbreviation, Diminutives etc. are used to convert a larger information into a 'Nutshell' very quickly

- Shorthand is an example of note-taking technique.
- Note taking is an important technique for the students and professionals both, as it saves your time and also helps in storing the mega information into micro form which can later be reconstructed to its required form and type whenever required.

6 Techniques used for note taking



Cornell Note • A very popular technique, while using this system, a strip of white space is left, to the left side of the notes, which are written as they come on (in short) And in the white space, Questions, Key words and key statements can be written. In this way this technique is a complete system absorbing the crucial points and *does not require Rewriting* and thus can be used as systematic notes.

CHARTING

- As the term is suggesting, the Mega data is converted in the form of a chart.
- Generally rows and columns are used to jot down the point.
- Best suitable for facts and figures
- Charting is a very systematic and organized way of taking notes.

OUTLINING

- Generally the notes are taken without following any system or technique i.e., *free flowing* way but there are some people who create a format prior to take notes.
- Common system consists of headings that use Roman numerals, letters of the alphabet, and the common arabic numeral system at different levels.

Example of this structure is

1. MAIN TOPIC

(A) Sub topic = 1

(i) Detail

(ii) Detail

(B) Sub topic = 2

(i) Detail

(ii) Detail

(C) Conclusion

- Though it helps in organizing the information *on the spot*,

It is difficult to go back and insert more information. It is possible to simply leave large spaces in between, So that the required information can be inserted again.

MAPPING

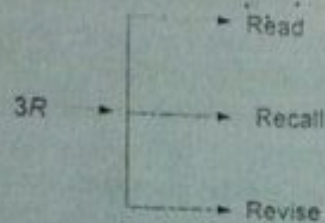
- A tree like structure is drawn using all the ideas, written together with connecting lines.
- The map starts with a purpose or goal and then identifies all the ideas which contribute to the goal.
- Also used for planning and writing essay.
- Many colours, little graphics and any thing creative that helps to visualize the information in nutshell.

Sentence Method

- Every thought is written as a new sentence.
- A complete sentence for an idea is written avoiding wordiness.
- SPEED is the most desirable attribute of this method.
- The more the speed more the absorption and 'Record' of the information.

SQ3R

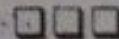
- (i) Method for taking notes from WRITTEN MATERIAL, though, may be considered as one of the Method of reading and gaining information
- (ii) S → Skimming/Survey
Q → Question



- (iii) Well tried method
- (iv) widely used
- (v) High degree of remembrance and understanding

USES OF NOTE TAKING

- (i) Note taking makes learning as "active learning", as compared to passive learning.
- (ii) Note taking allows the audience/reader to grasp the information in a BETTER way.
- (iii) Note taking helps in maintaining the record of the data
- (iv) Note can be revised and reconstructed to full details whenever required
- (v) It saves time energy and resources.



LISTENING SKILLS

LISTENING SKILLS

"We are given two ears but only one mouth this is because God knows that listening was twice hard as talking."

Listening is a process of receiving, interpreting and reacting to an oral message. Listening is a crucial part of the linguistic communication process because our reaction depends on the listening of some verbal information. Thus listening comprehension is the act of understanding a verbal message. In today's world effective listening is very important as it helps in the absorption of the said message properly. Generally we get confused between listening and hearing and we consider both as some. These two terms are absolutely different as all hearing is not listening. Hearing is a simple process of receiving any verbal message, while listening is hearing + understanding, which means listening involves brain to understand the said message while in hearing, the brain may or may not register the message properly. Hearing is just a physical act, we all can hear without conscious efforts of interpretation of sounds of the verbal words. While listening is conscious hearing – intentional efforts are required to interpret the sounds, grasp the meanings of the words and reacting to the message. Hearing is a passive process while listening is an active process.

When you are in Pragati Maidan enjoying the Trade Fair, you hear so many sounds or noise from all nook and corners but suddenly if there is any announcement about the Lucky draw result – you get attentive – this is Listening.

Hearing is a physiological process in which the sound waves make our eardrums vibrate and these vibrations are transferred to the brain automatically in a very faster speed and requires no effort at all. We cannot stop hearing the sounds around us unless we plug our ears. Listening involves the conscious analysis of speech sounds, into recognizable patterns and then interpreting the patterns so as to understand the meaning. Thus listening is a voluntary process while hearing is involuntary.

Listening and Hearing: Difference

Listening	Hearing
(1) Active process	(1) Passive process
(2) Intentional efforts and pains are taken to understand	(2) Not necessary
(3) Conscious analysis of speech sounds and paralanguage	(3) Just a physiological process
(4) Voluntary process	(4) Involuntary process
(5) Effective listening makes you mature and intelligent	(5) Not possible in simple hearing

Importance of Effective Listening

It is the province of knowledge to speak, and it is the privilege of wisdom to listen. Effective listening improves the information outputs of the managers and professional. It helps in understanding the verbal message more properly and thus better decision can be given, appropriate policies can be drawn and problems will be solved more effectively and quickly. The professionals have to listen to their clients, peers, seniors and other fellow professionals while working officially. They spend good deal of time listening each other. Effective listening to the speech of an encouraged speaker is extremely important for promoting, understanding and co-ordination among various departments in the organisation.

Harmony and mutual respect increases with effective listening. Thus effective listening is one of the integral features of a successful and sharp professional.

TEN THUMB Rules of Effective Listening

1. **Maintain eye contact:** Maintain eye contact with the speaker so that you can be more focused on the speech and the message is absorbed properly.
2. **Stop Talking:** For better understanding of the message a listener should stop talking in between and should focus on content and its delivery.
3. **Avoid Distractions:** Concentrate your mind to the speech and speaker and don't be disturbed due to the noise of the old A.C or by the shuffling of papers by your neighbour. Try to adjust and adapt according to the situation and surrounding of the venue.

4. **Keep your mind Focused:** We listen faster than the speaker can speak and we think faster than listening too. Now this long time may make the listener's mind wander here and there so keep your mind Focused in order to listen the information given by the speaker. Our mind does have the capacity to listen, think, write and ponder at the same time, but it does take practice.
5. **Put the speaker at ease:** Co-operate to the speaker and give your non-verbal feedback time to time and make him understand that you are supporting his views and absorbing the information properly. This makes the environment conducive and healthy and a better exchange of information may take place.
6. **Keep the prejudices at bay:** Prejudices and pre-judgment act as a big barrier for the absorption of the message given by the speaker. These mental blocks hamper in the proper exchange of information between a sender and a receiver.
7. **Empathise with the speaker:** Slip into the shoes of the speaker and understand his situation completely. Empathetic attitude is essential for a healthy work environment.
8. **Stay active by asking mental questions:** Active and effective listening keeps you active. Asking question on the given matter helps in understanding and memorizing the information in a better way.
9. **Keep patience:** Let the speaker complete his or her topic. Keep patience and then question him afterwards. Co-operation is solicited from the listeners, so that the speaker can finish his or her delivery of speech properly.
10. **Take Notes:** ALWAYS take notes while listening, this will involve your brain and other sense organs constantly and a very clear and prominent understanding of the message can result through note taking.

Types of Listening

After a general study of listening and its significance, now its turn to know the types of listening as different situation requires different types of listening. Effective listening helps us in obtaining information, evaluation, in improving a relationship, in appreciating someone, criticizing or discriminating at the same time. In a classroom a specific listening is required while the same is not applied for listening music. Based on the situations and requirements, various types of listenings are categorised as:

- | | |
|-----------------|----------------|
| 1. Appreciative | 2. Superficial |
| 3. Attentive | 4. Critical |
| 5. Focused | 6. Empathetic |
| 7. Informative | |

Appreciative Listening

Appreciative listening includes music for enjoyment and pleasure. Here the listeners enjoy the particular style or interest of the speaker in the form of songs, stories or jokes. It is the response of the listener, not the source of the message, that defines appreciative listening. Now this type may vary person to person as one may appreciate soft music but other find rock music more interesting, the quality of appreciative listening depends on three main factors – presentation, perception and previous experience.

Superficial Listening

As the term also suggests, when you pose that you are listening while actually you are not – it is superficial listening. The reason may be lack of awareness, lack of interest, time or sometime people sit to show the participation. In such listening the absorption of information is less as for example, 'Tony likes soft gazals and songs but his wife took him to the show of rock music band' – He sat and listened superficially posing as if he was enjoying it.

Attentive Listening

Full attention is given at the time of listening something as per your requirements, choice and interest. It is a very active and participative kind of listening, generally happens at the time of interviews, group discussion, meetings, seminars or conferences.

This attentive listening helps in the productive absorption of information, proper interaction and in building conducive environment at the desired place. A listener is usually very alert and conscious, when involved in such type of listenings. Deep patience, tolerance and co-operation and mutual respect gets reflected when listeners are involved in the attentive listening.

Critical Listening

Also called as evaluative listening when the listener analyzes or interprets the 'said message' of the speakers in order to understand the actual and implied meaning of the content. It is critical listening. Politicians, Media, advocates of policies and procedures generally apply critical listening. It requires much more concentration and attention to detect and reduce the new dimensions to the 'information' Ethos (speaker's credibility), logos (logical arguments) and pathos (psychological aspects) are the three main components involved for critical listening. Such listening happens in workshops, seminars and lecture rooms also.

Focused

Listening for some specific information with lot of concentration is called focused listening. Generally it is helpful in deducing certain decisions, examples – listening to commentary on radio or railway and airport announcement.

Empathetic Listening

Empathy is feeling and thinking *with* another person. Empathetic listening involves to understand the speaker's feeling, mindset, emotions and status. Empathic listener is able to go into the world of another – to see as the other sees, hear as the other hears and feel as the other feels.

Abraham Lincoln is reported to have said, "I feel sorry for the man who cannot feel the stripes upon the back of another."

The listener has to be alert and active all the time, to understand the statements and decisions taken by speaker and absorb the message accordingly. "One has to slip into the shoes of another to understand where does it bite." So one should conclude, understanding the information keeping in mind about the other person's problem, situation, emotion or feelings etc.

Informative listening

Information is extracted in this type of listening. Here the primary concern is to understand the message of the speaker. This is the most crucial of all types of listening. Here we listen to understand – we learn through informative listening. We listen to understand the real status; new policies, rules procedures guidelines etc. We listen to instructions, briefings reports and speeches.

There are three basic components of this type of listening – vocabulary, concentration and memory.

- (a) *Vocabulary*: should be appropriate to have better understanding. A sincere effort is required to understand the unfamiliar words and language, so interest and conscious effort are involved in breaking the components of new diction and terminology which further enhances the appropriate understanding of the message.
- (b) *Concentration*: Concentrate more to understand more – this golden rule applies everywhere. The listeners should not be too involved or self-involved. One should discipline oneself to understand and grasp the complete message from the verbal delivery. Concentration requires discipline, motivation and acceptance of responsibility.

- (c) *Memory*: Memory helps us to recall and remember the experiences and information, necessary to function in a better way. Memory also aids us to learn the concepts and ideas properly. So good memory is too essential for better understanding and absorption of message.

Some barriers to effective listening

Effective listening is one of the key requirements for the business professional. The communicators have to learn and equip themselves with this basic need. Identification of the obstacles or the weak areas helps in the proper development of effective listening.

Some general barriers are:

1. **Closed mindset**: (Psychological barrier) Sometimes the rigid or closed mindset of the listeners hamper in receiving the exact message delivered by the speaker as the listener is already conditioned to think that the speaker will speak in a particular mode or message. This type of attitude will lead to mis-understanding of message or the meanings can be wrongly inferred. One should be open to absorb the message delivered by the speaker. More accommodative flexible and an honest attitude should be adopted.
2. **Physical barriers**: Distance and noise are the two most common physical barriers which make the listening difficult. When a teacher is giving a lecture in your class and the 'crusher' is crushing the stones outside in a building or the sound of a drill machine in a near-by room will definitely hamper the quality of listening.
3. **Casual listening**: Fidgeting with the mobile phones, book, pen or with paper shows. Careless or casual attitude of the listeners. This is a very common sight and such type of actions and activities again make the effective listening impossible. This can be very embarrassing to the speakers and will definitely affect the interpersonal communication, such type of casual or careless listening will become a barrier in absorbing the exact message delivered by the speaker.
4. **Age and arrogance**: In this fast developing age when the kids are acquiring knowledge and all sources much faster than their parents, there comes 'the age gap' in between while understanding the mutual message. Both sides should unleash themselves for the better understanding of the message. Also the impatient or restless and carefree behaviour of teenagers can hinder in the absorption of the instructions laid by the experienced, patient and conservative parents.
5. **Linguistic barrier**: This is one of the major barriers in effective listening. Language is the vehicle of expression and when this mismatches with the listeners – hurdle arises. The mother-tongue interference plays a major role and prevents the listener from listening correctly. Pronunciation, tone, pitch stress and articulation etc. are again major factors of effective listening.

