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Editor

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Language Policy and National Integration.

Prof. Amarendra Sarma
Deptt. of English

One of the major problems before India after attainment of independence has been that of the national language. The Radhakrishnan commission has aptly pointed out that no other problem has caused greater controversy among the educationists of our country than our linguistic problem. "Language forms men more than it is formed by them"—says German philosopher Fichte. Language, it must be remembered, is a great unifying force which binds a diverse population into a homogenous unit.

There can be no two opinion that a national official language is necessary for purposes of the union government and inter-comm-

munication among state governments, and between the union government and state governments. Above all, there must be one language which will bring the masses together and act as a channel between different languages they speak. The national language is one of the fundamental attributes of a free nation state. The national language embodies the national character of a people. It is a symbol of national unity and solidarity.

India being a multi-lingual state, at the time of independence, none of the major Indian languages, each spoken by a vast multitude of people, was in a position to stake a claim for

being recognised as the lingua franca. It was after prolonged controversies that Hindi came to be accepted as the Federal language of the Indian union on the ground of being the language of the majority. At least 43% of the population speak Hindi and allied dialects. As such, Hindi has been the state official language of India, as enshrined in articles 343 and 344 of the Indian constitution with provisions for continuance of English till 1965. But constitutional provisions don't themselves solve problems. There is still an atmosphere of confusion with regard to the place of English. The constitutional provisions have since been amended facilitating continuance of English as associate language till the non-Hindi speaking people are ready and willing to change over to Hindi. It can be said without the slightest hesitation that by definition, a foreign language can not be the official language of a free nation. To argue that it is convenient to have a foreign

language, because it is the largest current international language is against the practice of all independent nation states in existence which have native languages. Undoubtedly, English served to bring together the intellectuals of India under British rule, but the Indian masses were inspired to join the national movement by their intellectual leaders speaking to them in their languages. Intellectuals are important, and more so the masses, and it was not through English that the masses were imbued with the spirit of nationalism.

Realistically speaking, the disadvantages of continuing English are many. From the viewpoint of national cohesion, a language which is totally alien cannot be a bridge-builder among a heterogeneous population steeped in the darkness of illiteracy. The use of English tends to divide the population into two sections—the few who govern, and the many who are governed. The Report of the official Language commission

affirms: "In the light of the democratic basis of Indian policy, it is not possible to envisage English as a mass medium." Evidently the commission was aware of the Percentage of literacy which stood at 16.6 as per 1951 census. Despite a century and a half during which English came to be the sole medium of administration, higher education and law courts, the number of persons who could be considered as adequately literate in English has been a little above four millions. It is logically fallacious to believe that English which is a language of the few can be an important factor in developing national integration. Far from being so, this has created a psychological barrier dividing the Society into classes and masses.

In recent years, there seems to be a good deal of unanimity with regard to the three language formula decided upon by the conference of state chief Ministers, and approved by the National Integration Conference; Hindi and

English have been described as 'link languages' with regional languages acting as media for mass communication. Even then, the formula has not been accepted ungreedingly in the south where the popular slogan is 'Hindi never English ever'.

If democracy is to take a firm footing, the question of national integration must get top priority, and this has to be solved with an eye to emotional integration. Judging from this angle, there should be at least one language which should be known throughout the length and breadth of the country. That no language other than Hindi has the legitimate claim in this regard there can be no dispute, since more than one third of the population speak Hindi as mother tongue, and still larger sections speak and understand it. Moreover, from the numerical point of view, Hindi is the third language of the world next only to Chinese and English. In India to-day, Hindi alone can become the language of the masses.

And Hindi should serve as the medium of expression for all the elements of the composite culture of this vast country.

It is a matter of concern that a sufficiently definite policy has not yet been adopted to facilitate replacement of English by Hindi. During the last several years since the enforcement of the Indian constitution little headway has been made towards making Hindi the federal language of India. The implications of having accepted Hindi as the federal language are many and far-reaching. It has to be the language of our legislatures and courts, our embassies and consulates, our national institutes of art, science and culture. Notwithstanding the unequivocal assurances by the late Pandit Nehru and his successor with regard to the continuance of English, adequate arrangements should be made without any further delay to gear up the process of implementation.

With the switch-over to regional languages as media of high

er education by majority of the universities, the language issue at large has acquired a new dimension. Although there has been scepticism in certain quarters about regional languages being the media of instruction, it is a step forward in conformity with the modern pedagogical thought commending the idea of educating the pupils in their own languages. Many an eyebrow is raised over the switch-over, and there has been lurking doubts about the future of education. It is argued, because of such a change-over, education has been reduced to reading only some text books. Doubts have also been expressed as to the feasibility of maintaining the standard in text books translated from English. Another serious criticism levelled against the change-over is the gradual fall in the standard of English. But the cynics should bear in mind that the transition period is bound to create some difficulties, and after we get assimilated to the

situation everything will go right. About the falling standard of English, it can be made clear that the regional language medium does not aim at eradication of English. It is a step to assign it to its proper place. English, as a compulsory subject, has not, in any way been disturbed by the switch-over, and those who have taken for granted that English has gone with the coming of regional languages are living in a fool's paradise. The entire issue should be viewed dispassionately. Let us look at the H.S.L.C. and H.S.S.L.C. performances, and we will get a horrifying picture of colossal wastage. So, the malady lies elsewhere. Unless a little bit of heart-searching is done by those who are in-charge of the secondary level of education, the situation is sure to worsen further precipitating a darkening degeneration.

Introduction of regional languages and media of higher education cannot be a step against the concept of National Integration.

We in India have 179 languages and 544 dialects. The constitution, however, has specified only 14 principal languages. In spite of this diversity, India has remained one. Love for one's regional language does not mean hatred towards others, nor does the demand for its introduction mean regionalism and linguistic chauvinism.

Language is a sensitive subject, and calls for judicious thinking. All the constituents of our combined culture should feel a sense of security in an atmosphere free from all sorts of vendetta. Therefore, the need of the hour is efforts rapidly directed in developing all the regional languages including Hindi. Regional languages should serve as all the medium of instruction at all stages of education, and Hindi and English should be treated as second and third language. Then only can we hope for a sound solution to this ticklish problem keeping in view the object of national solidarity. This would ensure development of mass education

through regional languages and promotion of a nation wide feeling of oneness through Hindi on one hand, and on the other, maintenance of the international intercourse through English. India is a free nation state, and also an inseperable part of the world

(Broadcast in the Yuvavani Programme of All-India Radio at 7 P.m. on 10. 3. 78)

BERTOLT BRECHT was an outstanding artist who made some of the most significant contributions socialist verse of drama. He was born in Augsburg on 10th February 1818. As his activities proved extremely discomforting to the facists, he was compelled to leave Germany in 1933 when Hitler came to power. He reached USA in 1939 and stayed there still 1947. It was during this period that he wrote such masterpieces as Galileo, Mother Courage and Caucassian Chalk Circle. Brecht wrote some of his finest poems during the crisis year of 1929-33. This poem is one of them.

CARPETWEAVERS OF KUYAN-BULAK HONOUR LENIN

Collection : Hiren Kalita.

P. U. II Year.

1. Often and copiously honour has been done
To Comrade Lenin. There are busts and statues.
Cities are called after him, and children.
Speeches are made in many languages

There are meetings and demonstrations
From Shanghai to Chicago in Lenin's honour.
But this is how he was honoured by
The carpet weavers of Kuyau-Bulak
A little township in Sauthern Turkistan,
Every evening there twenty carpet weavers
Shaking with fever rise from their primitive looms.
Fever is rife : the railway station
Is full of hum of mosquitoes, a thick cloud
That rises from the swamp behind the old camels' graveyard.
But the railway train which
Every two weeks bring water and smoke, brings
The news also one day
That the day approaches for honouring Comrade Lenin.
And the people of Kuyan-Bulak
Carpet weavers, poor people
Decide that in their township to comrade Lenin's
Plaster bust shall be put up.
Then as the couected is made for the bust
They all stand
Shaking with fever and offer
Their hard earned kopeks with trembling hands.
And the Red Army man Stepa Gamalev, who
Carefully counts and minutely watches
Sees how ready they are to honour Lenin,
and he is glad.
But he also sees their unsteady hands
and he suddenly proposes
That the money for the bust be used to buy petroleum,
To be poured on the swamp behind rhe camel's graveyard

Were the mosquitoes breed that carry
The fever germ.
And so to fight the fever at Kuyan-Bulak, thus
Honouring the dead but
Never to be forgotten
Comrade Lenin
They resolved to do this.
On the day of the ceremony they carried
Their dented buckets filled with black petroleum
one after the other
And poured it over the swamp.
So they helped themselves by honouring Lenin, and
Honoured him by helping themselves and thus
Had understood him well.

2.

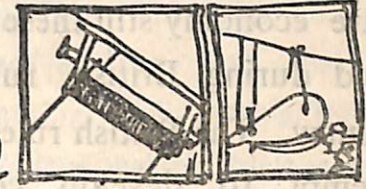
We have heard how the people of Kuyan-Bulak
Honoured Lenin. When in the evening
The petroleum had been brought and poured on the swamp
A man rose at the meeting, demanding
That a plaque be affixed on the railway station
Recording this event and containing
Precise details too of their altered plan, the exchange of
The bust for Lenin for a barrel of fever destroying oil.
And all this in honour of Lenin.
And they did this as well
and put up the plaque.

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02

Prof. A. Rezzaque

problems of small industries in assam



It is a well-known fact that Assam had a good reputation for her flourished cottage industries since time immemorial. Cottage and small industries did play an important and crucial role in the economic development of the state. But at present all these industries are in decaying condition. The Planning Commission of India also admits that Assam is most backward in her industrial development with in the country;

Cottage and small scale industries can give maximum employment opportunities to the rural people of Assam. More than ninety percent of the total population live in villages. Most of them earn their livelihood from agriculture.

But only agriculture can not provide them whole time work throughout the year due to uncertain rainfall of nature. Due to the lack of subsidiary occupations the village people create excessive pressure on land for cultivation. The magnitude of disguised and seasonal unemployment in agriculture can be reduced to a great extent by the development of cottage and small scale industries. These industries also provide ample opportunities for self-employment to the village people. Small families of peasants and artisans can be maintained easily by earning a part of their income in leisure time through cottage industries. So, to gear up the rural economy, cottage and small scale

industries should be assigned a very important place.

Although cottage and small industries played a vital role in the state economy still these were neglected during British rule in our country. The British rulers did not attempt to develop cottage industries because of the fact that mill-made goods of England entered into our local markets. Since then goods manufactured in cottage industries had to face keen competition of the goods made in large industries. The British rulers began to destroy our rural industries for the establishment of large industries in certain cities of India. As a result industries were concentrated in some areas like Calcutta, Bombay, Ahmedabad etc. The rest of India were deprived of any benefit. Assam in particular was not given any share of industrial development in large scale. Only a few cottage industries are in existence at present.

Assam has great potentialities for the development of cottage and

small-scale industries. Important cottage industries of Assam are weaving and sericulture, Bell-metallic work, Brass work, Ivory work, Silver and Gold smithy, pottery, Black smithy, Carpentry, Bamboo and cane work etc. Handloom is the most important cottage industry of Assam. At present more than five lakhs of handlooms are engaged in production. About 13 lakhs of people are absorbed in the industry directly or indirectly. Handloom weaving and Sericulture are the traditional cottage industries of Assam. Sericulture has a reputation as producing silk of good quality. Different kinds of silk produced in Assam are muga, eri and pat. The main centre of silk industry is Sowalkuchi in Kamrup district. This industry has a vital role in the economy of the state. Because it gives income not only to the artisans but also contributes to the state fund. Every year government earns foreign exchange by exporting silk yarn to other countries.

Another important cottage industry of Assam is the Bell-metal industry. The main centre of this industry is Sarthebari in Kamrup district. This industry gives a good source of income to the families of artisans. But at present the industry has to suffer from many problems. Due to the serious competition from aluminium and enamel wares the demand for indigeneous out put is falling in the market. Non availability of raw materials at reasonable prices creates another difficulty in the way of production.

Assam has a limited number of medium and small scale industries. Certain small industries are established at the initiative of State Government. Tea industry has occupied an important place in Assam. About 700 tea estates are located in upper Assam division. Assam produces more than 50% of the total tea production of India. By exporting tea every year government earns maximum foreign exchange. Spun silk mill Jagiroad produces spun silk yarn to the tune of 75,000 ibs every year. For the first time in 1972, the spun silk yarn of Jagiroad mill was exported to Japan. Other notable small industries of Assam are plywood industries, match factories, saw mills, shoap factories, rice mills, oil ghanies, medicine industries etc. Among medium scale

industries of Assam oil refineries, sugar mills, Jute mills, fertilizer industry, cement factory, paper mills, hard board industries are important. The other cottage industries such as Iron work, Bee keeping, Boat making, Doll making, Bidi making, Husking, Japi making, Slate making have a great role to play in the rural economic development of Assam.

Cottage and small scale industries have a central place in our programme of industrial development. But our cottage and small industries are facing some basic difficulties and problems at present. The main problems and difficulties of the industries are that our local youths are not interested in establishing industries. They generally prefer to work in agriculture and government services. Their outlook is limited to business and allied works. Secondly, due to the paucity of requisite finance the poor artisans can not establish industries. There is no good source of financial help to them. Usually they take loans from the village money lenders at high rate of interest. Thirdly, shortage of suitable raw materials prevents the industries from continuous flow of production. Sometimes necessary raw materials are purchased from outside of the state at high prices. More over, the poor artisans cannot purchase raw

materials in time locally due to lack of money. They depend upon middlemen and indigeneous money lenders for the purchase and the supply of raw materials. The result is the small producers fall into clever trap of the middlemen and unscrupulous money lenders who exploit them by charging high prices for raw-materials and paying low prices for their products.

Fourthly, there is a problem of proper marketing facility of the out puts. Due to the lack of controlling markets, goods produced in cottage industries cannot be sold at reasonable prices. Generally their hard produced goods are snatched away by the money lenders and they are deprived of getting fair prices. Fifthly, our artisans are still adopting out dated method of production. In these days of scientific development, machine made goods are available at cheap rate in the market. The consumers generally prefer to purchase up to date goods due to the change of their taste, habit, customs, fashion etc. New tech-

nique of production is necessary at present to solve this problem. In order to improve the technique of production there should be improved facilities for training and research. Sixthly, there is lack of adequate number of trained labourers in our industries. Generally cottage industries are maintained by family members. The workers are not well trained in the methods of production. Technical know-how is necessary to increase the standard of products. Lastly products of cottage industries are facing keen competition from imported articles and large-scale units with in the country. Our traditional goods bear high prices and so they cannot compete with the low priced plastic made goods in the market.

Cottage and small-scale industries are the basis in our programme of industrial development. These industries need careful treatment by the government. In order to give financial help to the industries the Assam State Financial Corporation was established in 1951.

The Assam small Industries Development Corporation was set up by the state Government with the purpose of promoting, establishing and setting up of small-scale industries in the State. These two institutions ushered in a new era in the development of small industries in Assam.

In conclusion, it is worth mentioning that large-scale industries are capital intensive, whereas cottage and small scale industries are labour intensive cottage industries generally do not require skilled and technically qualified labourers. With

small capital in han these industries can be established. Unskilled labourers are available in our State. The idle manpower of Assam can be better utilised in cottage and small industries. Assam is rich in natural resources. Local raw-matetials can be used in our rural based industries. The development of cottage and small-sca'e industries will create enormous opportunities of employment and reduce poverty of the village people.

Need for Reform of Education in India.

Deb Kumar Datta.
B A. 2nd year.

It is a matter of common knowledge that education in India is too literary. It does not therefore, fit young persons for any particular job in life. This truth has been discovered from real life. For the modernisation of socio economic structures and acceleration and diversification of industrial production,

a dynamic manpower policy should govern an educational policy which would aim at the generation of the required skills quickly and economically.

During 1978-79, the Govt. of India spent Rs. 2500 crores on education. It is shocking to think that about 70 percent of such expenditure is wasted in

the form of 45 percent failures, and 25 percent third divisioners. Such a gigantic wastage of human and financial resources should not be allowed to continue. So it is necessary to improve the quality and standards of education so that the products of education can be employed usefully.

As the primary objective of education in a developing country like India is its economic and social progress, education should have relevance to the existing and emerging needs of the society. Greater attention should be paid to the curricular re-orientation which should not merely be an exercise in selection of subjects but restructuring of the educational content. vocational content should be built in to the course of study and as far as possible, applied aspects of various subjects should be emphasised. Attempts should be made to encourage in the students managerial and entrepreneurial skill so that after completing their stu-

dies they are able to be employed rather than look for jobs. Educational institutions should be encouraged to provide extension services for the improvement and modernisation of neighbouring localities which also help to develop among students a practical outlook and a sense of service to the society.

In this context we can say that the British rulers left India in a state of unemployment, and this was the result of their educational system. Today majority of the students suffer from frustration, because they are aware of the fact that they will have to remain unemployed after the completion of their education. Hence they neglect their studies and indulge in extracurricular academic affairs. Gradually, they lose their sense of values and become full of despair and disappointment. They become formidable critics of society which fails to find out any provision for them. They are able and willing to undertake any work but

they do not bear any fruits. Hence it is necessary to reform the present too-literary system of education and give it a vocational and work oriented bias. Further, educational facilities should be more diversified. A sustained programme of training is necessary to develop skills and knowledge for existing and emerging technologies. Long term planning for technical education and training is intended to do so.

Efforts should be made to develop and extend training programmes and facilities based on modules of employable skills and for gradation and combination of skills in relation to the man power needs. Universities and colleges should be encouraged to shift their emphasis to non-formal system, providing a variety of oriented curricula with greater flexibility in respect of completion of time, age of admission and multiple entry. This would reduce the load on the formal day time education, enable youth and adults improve their knowledge

as and when they can avail themselves of it and, at the same time reduce the cost of education.

There should be courses in arts, humanities, commerce, social, natural and engineering science for service holders to improve their professional competence and promotion prospects.

Further, examination system should be rectified. In our country final examinations are held at the interval of one or two years. There is little value of half yearly or terminal examinations. As a result, majority of students remain uninterested for such examinations. They prepare themselves for final examinations—just before one or two months of the final examination. Merit of a student in our country is justified upon what he writes on his answer script in three hours of examination, which are held after one or two years. This is a wrong process. In western countries importance has been given to even the daily class work. Tests and examinations are held after completion of very

chapter. That is why, the students remain conscious about their studies throughout the year. Many educationists like Mr. Kothari have suggested that India should also adopt the examination system of western countries.

Another defect which is to be reformed is the type of question. Since very, long, our country is following the system of essay type questions. But at present a nominal percentage of short and very short questions are set in the question papers in the examination with a view to testing the thorough knowledge of the student. But one of the defects of examination system, one and all students become able to answer all the short and very short questions without going through the

text book. In consequence the aim of introducing short and very short questions have become meaningless. To make the student get through knowledge of their own subject, modification of the examination system has become inevitable.

Another defect of our education system is that students are required to read a variety of subjects which are not suitable and necessary for our practical life. Students should be made free to read subjects of their choice so that they can concentrate their mind on those particular subjects.

On the whole the education system of India should be reformed in such a way, so that it can help us to make every Indian a true citizen of the soil.

Bana Bhatta as a Prose Writer.

Prof. Bimal Krishna Bhattacharyya

Bana Bhatta is one of the brightest stars in the galaxy of Sanskrit prose writers. He had excelled all the prose writers in Sanskrit literature. There are, however, some critics who, on formal grounds deny him a high rank as a prose writer. To them the shower of praise bestowed on the poet by his posteriors are mere exaggerations. But if we judge him from the stand points of style, diction and vocabulary, we must admit that Bana is the foremost of all prose writers in Sanskrit. Being a poet by temperament, he chooses a peculiar form of prose for his works which exhibit all the essential features of good poetry. In this sense his two prose works viz. The Kadambari and Harshacharitra are mile stones in the realm of Sanskrit literature. And it is in this light that the rest Govardhana Charyya describes

his excellences thus—

“जाता शिखण्डि प्राक् यथा शिखण्डी
तथावगच्छामि ।
प्रगल्भ्यमधिकमाप्तुं वाणी वाणी वभूवेति ।”
“हृदयवसतिः पञ्चवाणस्तु वाणः”
वाणोच्छ्रष्टं जगत्सर्वम् ।”

Now we see that the poet really describes this tribute or not.

The latter denoting “the whole world is touched by Bana stresses emphasis on the world embracing knowledge, vast experience and minute observation that Bana has displayed in his two epoch-making works viz—The Kadambari and the Harsacharitra.

Bana belongs to the period when prose was regarded as “the touch stone of a poet.”

(गद्यं कविनां निकषं वदन्ति ।)

and a writer of prose was to necessarily exhibit his pedantry by the most recondite allusions to the legends, mythology and

literature. In addition to this traditional impact, Bana had a penetrating intellect and an inquisitive mind of a free poet, which must have impelled him to gather valuable experience and wisdom from all phases of human life and nature-world. It was, therefore, quite natural on his part to include very item of his experience from the sublimest mountain to the tiniest flowers that blows. And describe them in the most vivid and attractive manner. The different scenes in the Kadambari are nothing more than the outpouring of the fullness of a rich and varied experience. Bana can describe the palaces and the city of Ujjayini as finely and details as depict the sublime scenery of the Himalaya, the forest of Vindhya, the hermitage of Agastya. The descriptions of different rivers, cities, mountains, hermitages that he presents in Kadambari and Harsacharitra prove that he had a correct geographical knowledge of his time.

A man of varied experience

Bana was not only familiar with different varieties of animals and birds but with their behaviours also. The description of the horse Indrayudha in Kadambari shows the author's close power of observation. The Various moods feelings and sentiments found in the descriptions, dialogues and lamentations of his characters prove that the author had an accurate knowledge of human psychology.

Not only with practical experience Bana was as well conversant with all the different branches of knowledge also. He appears to have had penetrating knowledge of all the three Vedas with their 'angas' (c. f. त्रयीव प्रतिष्ठित चरणया ।) That he was well versed in the Ramayana, the Mahabharata and the Harivamsa is clear from several allusions made to them (c. f. लक्ष्मणेनेव रामाराधननिपुणेन, हस्ति, शकथेवानेकवालक्रीडा रमणीया, जरासंध इव घटि तसन्धि विग्रह etc. ।)

Bana's reference to the Varaha incarnation of Lord Vishnu, the details of the प्रलयकाल the divisions

of the nether region, the divine mothers, reference to Rati, Kartikeya etc. found in Kadambari and Harsacharitra bear testimony to the fact that he was acquainted with each and every mythological legend of Purana's, epics and other scriptures. How vast our poets' knowledge was is indicated to some extent in the education of Chandrapida where it is stated that Chandrapida acquired proficiency not only in the Vedas, Puranas and epics but also in all religious works, different philosophical systems, grammar, political science, use of different weapons,

music, painting, dramas, romance, different dialect and so forth. Bana was familiar with the folk lores like बृहत् कथा and akhya yikas available in his time. His style is generally ornate and full of poetic fancies. He revels in the jingling assonance of sounds. उपमा, रूपक, उत्प्रेक्षा are met with at every step. Beside's this some other figures of speech may be mentioned. दीपक, स होत्कि, विरोध, निदर्शना and विषम् । Bana really possessed all possible aspects of various practical and theoretical knowledge. With this end in view it is justified to speak of him by the critics—“ बाणो छिद्रं जगतसर्वम् ।”

Vladimir Mayakovsky, born in 1893 was a true follower of Marx and Lenin. Though he contributed to the all sides of Soviet literature, he was famous as a revolutionary poet mainly. Here we introduce the great poet with his one of best poems.

Vladimir Mayakovsky's Poem

Collected by -- Nava Sarma,
Ex-Student.

Beat the squares with the tramp of rebels !
Higher, ranges of haughty heads !
We'll wash the world with a second deluge,
Now's the hour who's coming it dreads.

To slow, the wagon of years,
The oxen of days--too gloom.
Our god is the god of speed,
our heart ---our battle-drum.

Is there gold diviner than ours ?
What wasp of a bullet us can sting ?
Songs are our weapons, our power of powers,
Our gold---our voices ; just hear us sing !

Meadow, lie green on the earth !
With silk our days for us line !
Rainbow, give colour and girth
To the fleet-fool steeds of time.

The heavens grudge us their starry glamour.
Bah ! With out it our songs can thrive.
Hey there, Ursus Major, clamour
For us to be taken to heaven alive !

Sing, of delight drink deep,
Drain spring by cups, not by thimbles.
Heart, step up your beat !
Our breasts be the brass of cymbals !

