

THE GRAMMARIAN



1981-2

**THE
GRAMMARIAN
(1981-1982)**



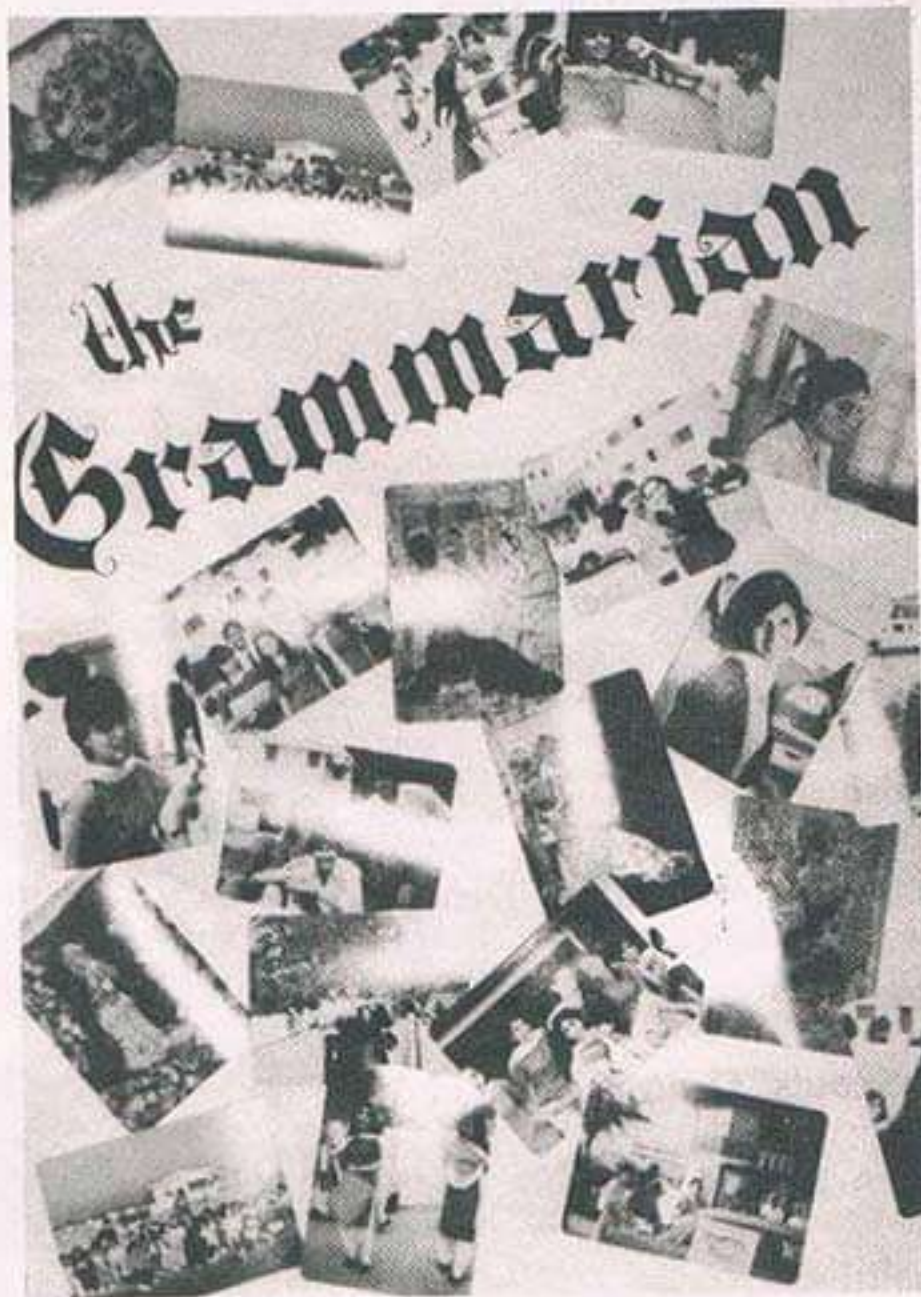
**KARACHI GRAMMAR SCHOOL
VOLUME XLI**



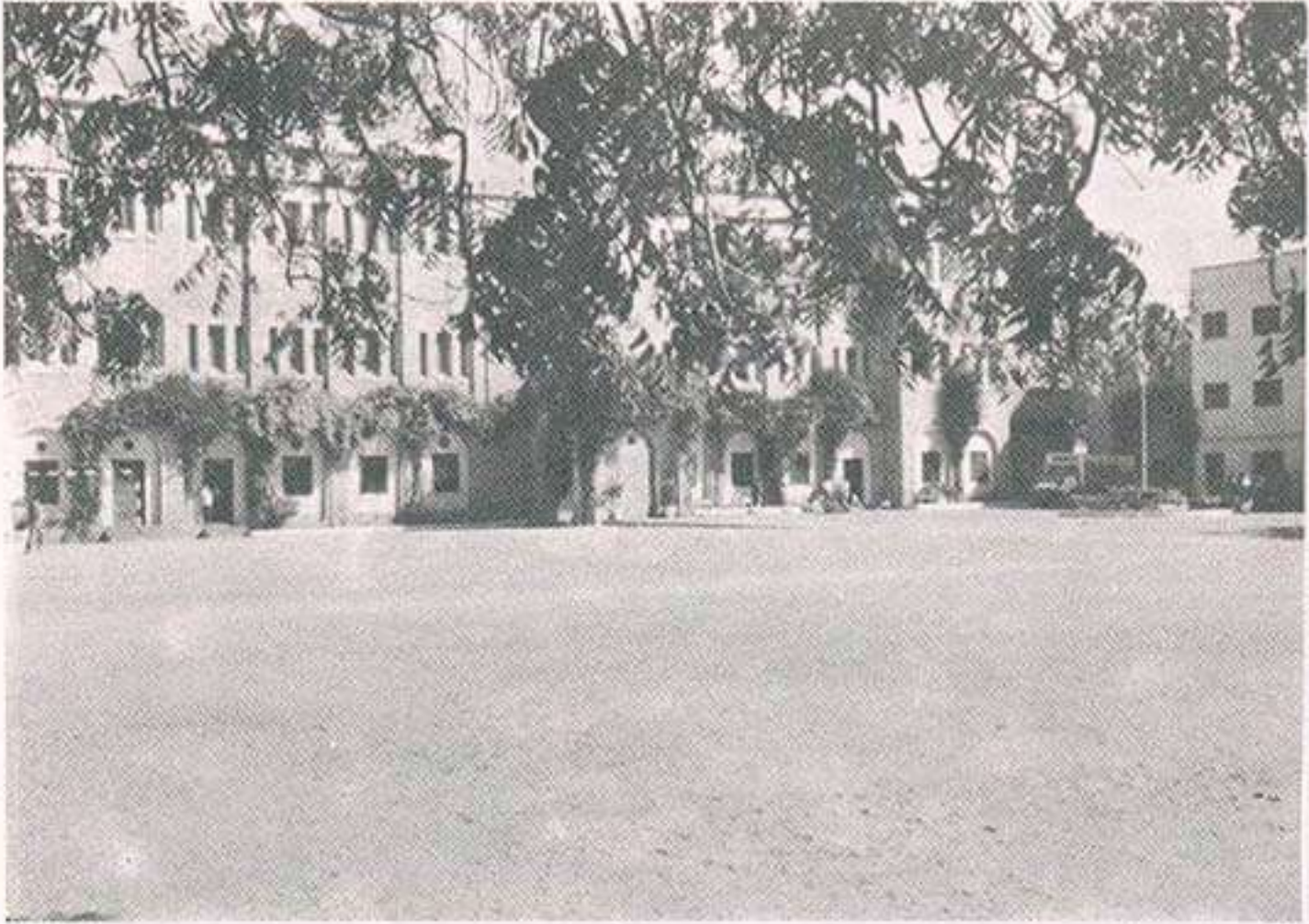
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*Cover design by Mustapha Javeri
(Runner-up in the 1982 Grammarian Cover Design Competition)*



BOARD OF GOVERNORS 1981-82

- | | |
|-----------------------------------|-----------|
| 1. Mr. Justice Abdul Kadir Sheikh | Chairman |
| 2. Mr. R.E. Bankwalla | Treasurer |
| 3. Mr. A. K. Brohi | |
| 4. Begum T. Faridi | |
| 5. The Rt. Rev. Bishop A. Rudvin | |
| 6. Rev. Robin Lankester | |
| 7. Mr. Anthony John Price | Principal |



LIST OF SENIOR SCHOOL STAFF 1981-82

Principal: Mr. Anthony John Price M .A. (CANTAB)

Senior Mistress: Mrs. Durrainow Chisty Mujahid M. A. (CANTAB)

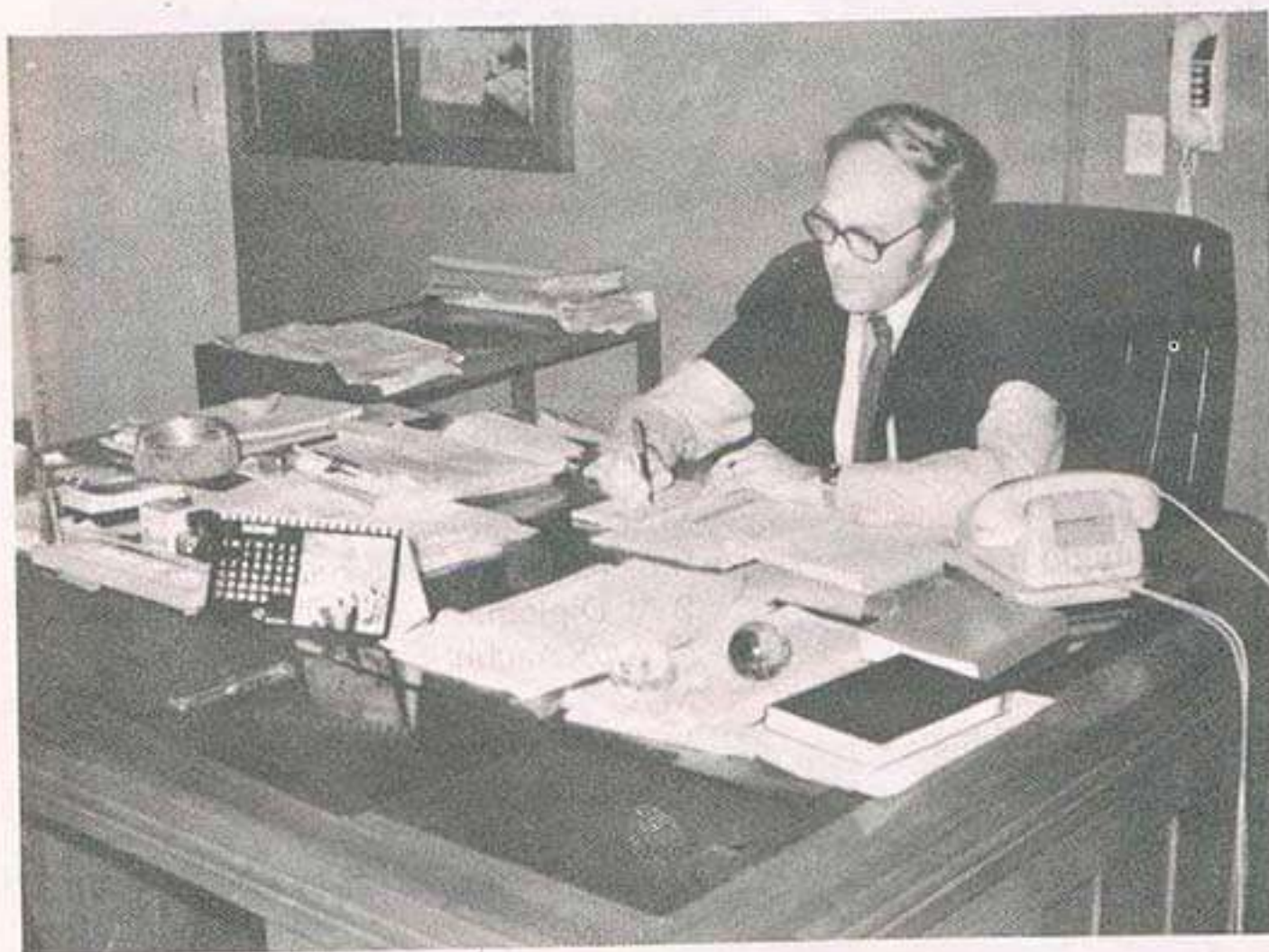
..... STAFF

Mrs. S. Ahsanuddin	..... M.A. (Cantab)
Mr. J. Anstead	..... B.Sc. (Bristol)
Mrs. S. Anstead	..... B.Sc. (Bristol)
Miss I. Alfred	..... I.T.C. (Lucknow)
Mr. Abidi	..... B.Sc., B.Ed., L.Lb (Karachi)
Mrs. M. Belgaumi	..... M.A. (Punjab)
Mr. Bhalloo	..... M.Sc., B.Ed. (Karachi)
Mr. A.H. Bhuiya	..... M.S. (Pahlavi University)
Mr. P. Desouza	..... B.A. (Karachi)
Mrs. Hakim	..... M.A., B.Ed. (Poona)
Mrs. Y. Hassan	..... B.A., B.Ed. (Karachi)
Mr. Jafri	..... M.Sc. (Sind), M.Sc. (Reading)
Mr. Jamil Javed	..... M.A. B.Ed., Adib Kamil (Aligarh)
Miss R. Kamal	..... M.A. (Karachi)
Mr. Jabbar Khan	..... M.Sc. (Punjab)
Mr. Rashid Khan	..... M.Sc. (Agra University)
Mr. Khalilullah	..... B.Sc. Hons M.Sc; B.Ed.
Mrs. M. Lobo	..... M.A. (Punjab), Dip. Ed. (Reading)
Mrs. M. Karim	..... B.A. (Punjab) B.A. Hons., (London)
Mrs. P. Minwalla	..... B.A., S.T.C., L.T.C.L.
Mrs. D.F.C. Mujahid	..... M.A. (Cantab)
Mr. Patel	..... B.Sc. (Ind), B.Ed. (MK)
Mrs. F. Qazi	..... M.Sc. (Punjab)
Mr. Qutubuddin	..... B.A. (Osmania University)
Mrs. Rafiq	..... B.A. Diploma in Fine Arts (Punjab)
Mr. Razi	..... M.A. (Karachi)
Mr. Razzaq	..... M.A., L.T.
Mrs. Margery Rehman	..... M.A (Glasgow) Dip. Ed. (Glasgow)
Mr. Rehman	..... B.A. B.Ed. (Aligarh)
Mrs. P. Rizvi	..... M.A. (Punjab)
Miss. F. Said	..... M.A. (Univeristy of Wisconsin, Madison)
Mr. M. Seresinhe	..... B.Sc. (Ceylon)

Mrs. N. Shirazee	.....	M.A. B.P.Ed. (Karachi)
Mrs. Z. Siddiqui	.....	M.A. (Karachi)
Mrs. R. Uraizee	.....	M.A. (Karachi)
Mr. Omer Yusuf	.....	B.Sc. (London School of Economics)
Mrs. F. Waqar	.....	M.Sc. (Sind University)
Mr. Z. Yaqoob	.....	B.A. (Punjab)
Mr. Zaidi	.....	M.Sc. B.Ed. (Karachi)
Mrs. Zafar	.....	M.A. (Cantab)

The following members of the Staff joined K.G.S. in 1982

Mr. R. Whittaker	.....	B.A. (Cantab) Dip. Ed. (Oxon)
Mr. C Wrigley	.....	B.Sc. (Durham)
Dr. N. Naqvi	.....	Ph.D. (Leeds)
Miss F. George	.....	M.Sc. (Karachi)
Miss R. Ghanshyam	.....	M.B.A. (Purdue)
Miss Lubna Nigar	.....	B.A. (London)



The Principal in his office



The Grammarian

EDITORIAL BOARD

Advisor:

Miss. Farida Said

Editors-in-chief

Ashar Qureshi
Sabah Siddiqui

Sub-editors

Arif Belgaumi
Saleha Gilani
Shahid Mirza
Sehba Sarwar
Sakib Sherani

Cover Design

Mihail Suhail Lari

Photography

Mustapha Javeri

Typing

Mr. Anthony Cardoza

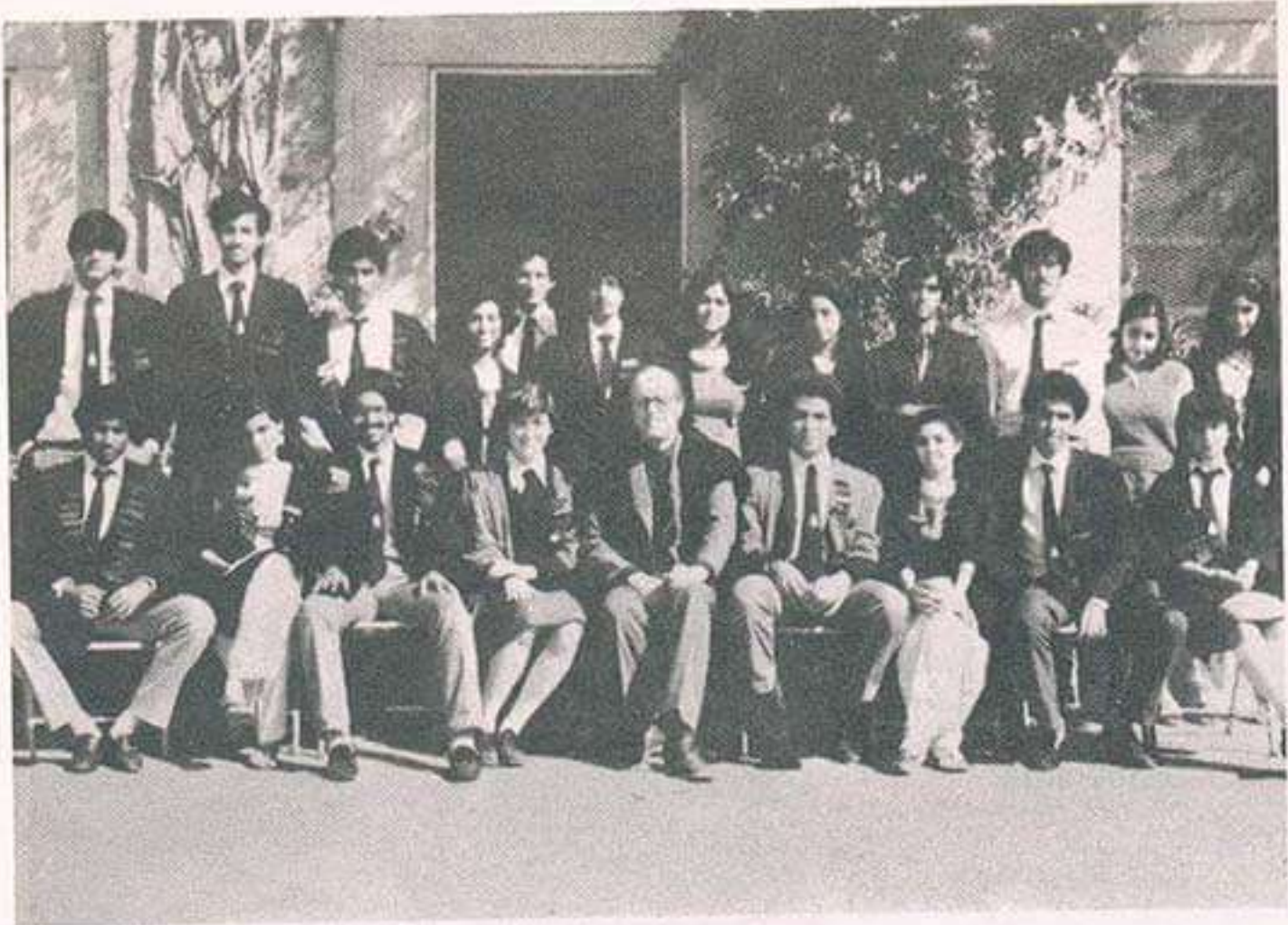
K.G.S. PREFECTS 1981

HEAD BOY	:	Ahsan Jamil
HEAD GIRL	:	Uzma Shah
HOUSE CAPTAINS	:	
NAPIER	:	Farrukh Abbas
	:	*Asia Hussain
FRERE	:	Mariyah C. As'ad (2nd Term)
	:	Tariq Mumtaz
	:	Rosheen Quraishi
STREETEN	:	*Nasir Haji Mundh
	:	Saqib Z. Iqbal (2nd Term)* Left in First Term

PREFECTS

Asad Durrani	S. Adnan Hasan	Pari Ansari	Seema Qureshi
Humayun Hanif	Abdul Kadir Hussain	Mariza Habib	Zeba Sarwar
Omar Hussain	Jamee Khaled Moudud	Aliya Hasan	Zeelaf Butt
Nadeem Lodhi	Ehtisham Rabbani	Shayan Afzal Khan	Shirin Hanafi
Pervaiz Ahmed	S. Asad Salahuddin	Mukkaram Ali	Baig





K.G.S PREFECTS 1982

- HEAD BOY** — Darius Khambatta
HEAD GIRL — Margaret Bavington

HOUSE CAPTAINS

- NAPIER** — Aziz Peer Mohammed
— Shernaz Polad
STREETEN — Salman Azhar
— Fatemeh Qizilbash
FRERE — Arif Belgaumi
— Frieha Altaf

PREFECTS 1982

BOYS

Najeeb Haider
Ashar Qureshi
Zia Ahmed
Nasir Vohra
Alan Sequeira
Zuhair Sayany
Eram Hasan
Sakib Sherani

GIRLS

Khullood Rehman
Sabah Siddiqui
Sehba Sarwar
Ambreen Hai.
Mobina Mohsin
Rovina Khilnani



Speech Day, 1982

VISITS



Mr & Mrs G.A. Dolman

In February, 1982 the School was visited by Mr. & Dolman. Mr. George Dolman was Principal here from 1962 to 1970, while Mrs. Vera Dolman served as Headmistress of the Junior Section. Their association with K.G.S goes back even longer—before leaving to become Headmaster of the Adamjee School in Dacca, Mr. Dolman was K.G.S's Vice Principal. Greatly respected for his contribution to education he was awarded the Order of the British Empire in 1971.

Though it rained incessantly throughout their stay in Karachi (Mr. Price jokingly accused them of bringing the wet English weather to Pakistan), the reception held in their honour was widely attended.

Greatly respected for their work here, the Dolmans are much missed and fondly remembered by Old Grammarians.





A HAT-TRICK OF K.G.S. PRINCIPALS

*Standing: Mr. G. A. Dolman (1963-1970)
(L to R) Mr. A. J. Price (1980-)
Seated: Mr. J. L. Papworth (1970-1974)*

MISS COOPER

Grammarians, past and present, were all very saddened to hear of the death of Miss Cooper at her home in Mussorie in her seventieth year. An exceptionally hardworking, conscientious, reliable and efficient teacher, she had been a tremendous asset to this institution.

Apart from her dedicated activity in the classroom, Miss Cooper was a superb coach (Hockey and Netball) and a vociferous motivator on the playing fields. The high standards on which she insisted in the classroom were equally in evidence on the playing fields and she will particularly be remembered for her contribution to K.G.S.'s sporting activities.

During the years that Nancy Cooper served here she gave such unstinting, loyal and devoted service that her name almost became synonymous with that of the school. As a tribute to her memory we reproduce here a letter received from a former Principal, Mr. George Dolman.

"Miss Cooper taught at K.G.S. for about forty years and served under four Principals. As Senior Mistress she showed a fine sense of duty, organising capacity and strict but kindly discipline withal. She was an excellent teacher and a real friend to so many pupils over so many years; she had tremendous energy and enthusiasm—and courage to match. Her personality was such that many inhabitants of Karachi will always remember her. Not only her pupils owe her permanent gratitude but also the many young teachers from Britain in whom she took the keenest of interest and with whom she maintained contact long after they left Pakistan—she was a great correspondent.

She was a remarkable character and will be held in affectionate memory by countless people not only in Karachi but in many different countries."



NANCY ELLEN COOPER
1914-1983



HARILAL NANJI

Hari served the school for over 35 years. He joined in 1942 as a hammal. He progressed and held various positions till he finally became the supervisor of the school domestic staff. For a while he even ran the school canteen.

Hari was a multi-faceted personality. A talented musician he ran a musical troupe, the Hari-Jhunkar Group. Hari involved himself actively in social work and community affairs. He was the chairman of the All Pakistan Scheduled Caste Federation.

Hari, with his enormous moustaches and impressive figure, was one of the landmarks of the school. His uniformed figure was a familiar feature at every school function. His cheerfulness and efficiency made the school a more pleasant place to be in. His family is still represented by his son, Rattan, but he will be missed.

To his family we extend our deepest sympathy.

GOODBYE, MRS REHMAN



Second year arts is no longer the same—it is Mrs. Rehman-less and being taught by Mrs. Rehman was one of the nicest things of being in the 'A' level history class. A very special teacher, she will live in the hearts of the class of '82, in fact will go down in history, as one of the world's nicest teachers!

Mrs. Margery Rehman joined the K.G.S. Staff in July 1970. She is an M.A. in History from the University of Glasgow and taught British and European Advanced Level History to First Year and Second Year Arts. As she is an exceptionally intelligent lady—well read and well informed and easy to talk to—her classes were always interesting and enjoyable. She has a true love for her subject and is a born communicator. With her one learned not only of events and personalities but studied cultures—developed a picture of a past that has made the present.

One of the warmest, kindest, most sympathetic of persons, Mrs. Rehman genuinely cared for other people. This caring and warmth was evident in everything she did, especially in her counselling. Mrs. Rehman was K.G.S.'s first School Counsellor. As one former College Admissions Officer (Ms Mary Anne Schwalbe of Radcliffe) said: "Margery Rehman is one of the best guidance counsellors in Asia". She would spend hours talking to each student and would painstakingly find the right place for him or her. Undoubtedly she did a tremendous amount of Public Relations work for Grammarians and takes the credit for helping Karachi Grammar School establish its international reputation.

Besides her work as Head, Department of History and School Counsellor, Mrs. Rehman was a dynamic force behind several extracurricular activities. She ran the School's Debating Society and helped with the Oratory Competitions. She donated a Cup and was responsible for the Inter House Debates. Passionately fond of books she chaired the Library Committee and regularly ordered publications to enrich the School's Collection. Seeing the need for a School Newspaper, she founded "The PULSE"

Mrs. Rehman made the twelve years she spent here very special and all those whom she taught cherish fond memories of her. After the sudden death of her husband Mr. Masihur Rehman, she felt she needed a change and in December 1982 she left the School for Lever Brothers Ltd.

We all miss her very much!

Ashar Qureshi
for the Class of 1982

CAMBRIDGE SCHOOL CERTIFICATE RESULTS
1981
FIRST DIVISIONS

S. No.	Name of Pupil	Grade Aggregate	S. No.	Name of Pupil	Grade Aggregate
1.	Syed Nasir Ali	6	20.	Saleem Adil	15
2.	Azam Shafqat	7	21.	Daleara Feroze Dinshaw	15
3.	Asim Fakhruddin Belgaumi	7	22.	Saadia Mahbub	15
4.	Zahid Maker	8	23.	Fouzia Ahmed	17
5.	Zubair Ajmal	9	24.	Abdul Aziz Ghafoor Khan	17
6.	Nasser Hussain	9	25.	Adil Khan Soofi	18
7.	Asim Yar Khan	10	26.	Chaudhry Aslam Khan	19
8.	Saad Iqbal	11	27.	Sana Zakaria	19
9.	Ali Nawab Rizvi	11	28.	Anisa Hatimi	20
10.	Irfan Ahmed Malik	12	29.	Naveed Ahmed	20
11.	Noshir Behli Dubash	12	30.	Nasreen Saleem	20
12.	Amyna Merchant	12	31.	Mahnaz Sheherbano Mirza	21
13.	Farhan Hasan	13	32.	Salman Hasan	22
14.	Asad-ul-Islam	13	33.	Rabeya Hasan	22
15.	Shehryar Ali Khan	13	34.	Kamran Lodhi	23
16.	Ghufam Ahmed	14	35.	Yasmeena Qureshi	23
17.	Shehryar Hasan Burney	14	36.	Saad Qureshi	23
18.	Rashid Zar	14	37.	Seema Zain Mohamedi	24
19.	Saquib Hanif	14	38.	Shehryar Hasnain	24



*Syed Nasir Ali being awarded
the Bilquees Hasnain Cup*

SECOND DIVISIONS

1. Syed Qamar Abbas Hussain	25	11. Nouchine Khan	29
2. Ali Ahmed Khan	25	12. Aliuddin Ahmed	29
3. Rubina M. Khan	25	13. Naveed-ul Haque	29
4. Islam Umar Khan	26	14. Salman Rauf Bawany	29
5. Ameer Riaz	26	15. Khayam Hussain	30
6. Samir Anwar	26	16. Sara Adil Jafri	30
7. Saadia Khan	26	17. Nadia Chundrigar	30
8. Rohit Khilnani	27	18. Moiz Kohari	31
9. Ayesha Saeed	27	19. Yawar Faruqi	31
10. Shariar Asif Tahir	28	20. Adnan Aziz Baqai	33

THIRD DIVISIONS

1. Shalla Irene Junejo	29	7. Sameyha Mirza	35
2. Noor Ahmed Menai	30	8. Kadar Iqbal Shaikh	37
3. Tarik Sheikh	30	9. Mayling Aspi Chinoy	39
4. Catherine Margaret Price	30	10. Ali Talal Khan	39
5. Asma Rasheed Khan	33	11. Nazish Ali Nawaz	41
6. Syed Abu Turab Mehdi	35	12. Khurram Shoro	41

G.C.E. PASSES

1. Moneeba Farrah Hamid	44	6. Md. Junaid B.A. Siddiqui	48
2. Natasha Farheen Mirza	44	7. Iqtidar Hanif	49
3. Syed Ameen Hussain	45	8. Aamir Quettawalla	49
4. Fareeda K. Merchant	45	9. Iram Yaqub	51
5. Nereus Jehangir Dubash	47	10. Syed Abdul Ahad Rizvi	52

H.S.C. RESULTS
1981
FULL CERTIFICATES

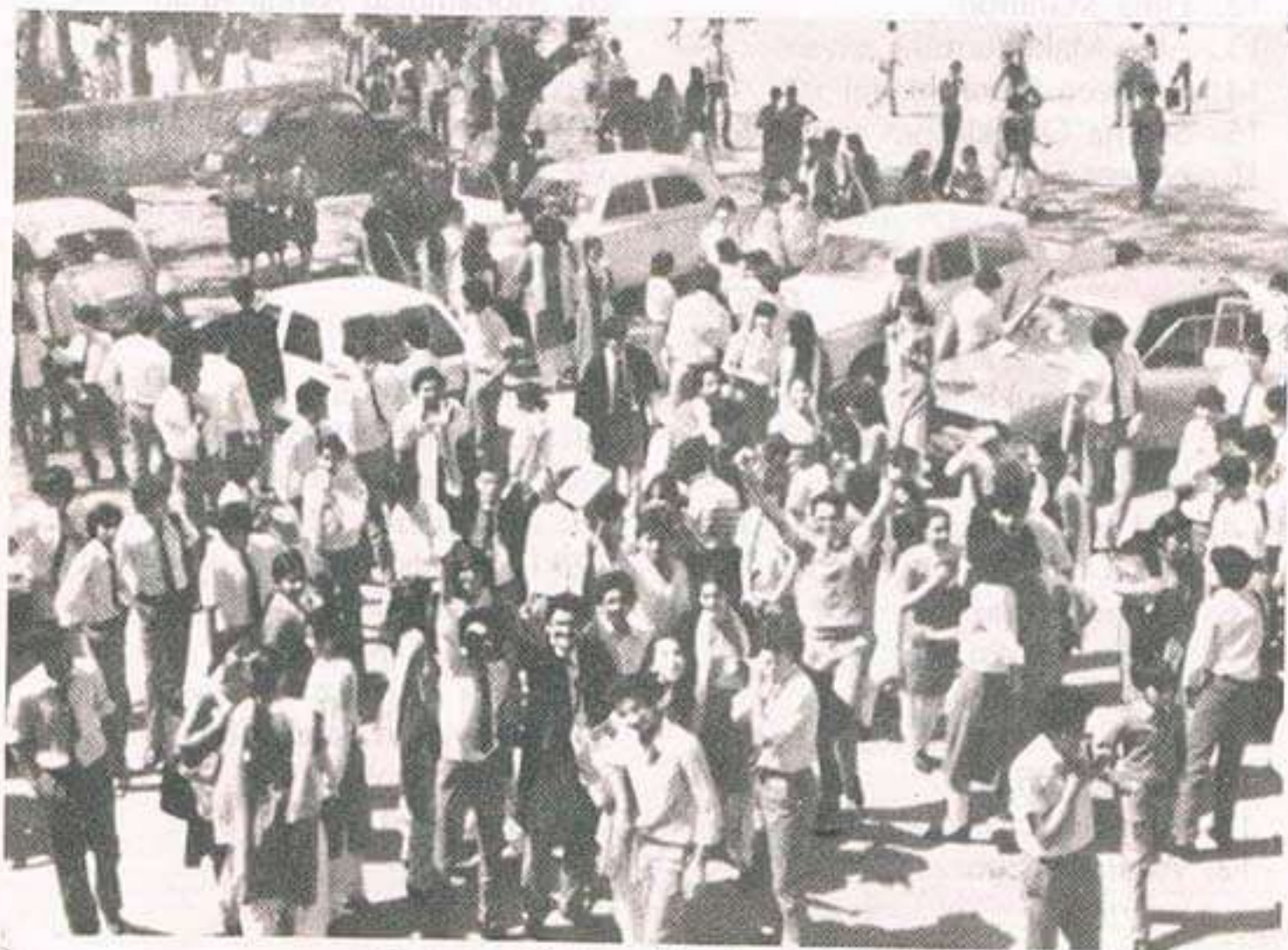
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|--------------------------|------------------------------|
| 1. Kim Akhtar | 17. Zeba Sarwar |
| 2. Pari Ansari | 18. Farrukh Amin Azfar |
| 3. Mariyah Chiragh As'ad | 19. Mukarram Ali Baig |
| 4. Marzia Habib | 20. Zaman Gulzar |
| 5. Ahsan Jamil | 21. Asad Naseem Haroon |
| 6. Shayan Afzal Khan | 22. Syed Umraan Hasan |
| 7. Ayesha Khan | 23. Salman Ali Hyder |
| 8. Mehreen Nadiya Khan | 24. Saqib Zahoor Iqbal |
| 9. Shabbir Lakhani | 25. Yahya Jan |
| 10. Rachel April Lee | 26. Munir Ebrahim Karim |
| 11. Nadeem Lodhi | 27. Aziz Ahmed Khalid |
| 12. Hina Mahmud | 28. Mohammad Ashraf Khan |
| 13. Afza Makhdum | 29. Salim Khan |
| 14. Rosheen Quraishi | 30. Salman Mitha |
| 15. Seema Qureshi | 31. Jamee Khaled Moudud |
| 16. Nafees Shah | 32. Jamal Abdul Karim Razzak |

G.C.E. PASSES

- | | |
|--------------------------|--------------------------|
| 1. Syed Farrukh Abbas | 13. Pervaiz Ahmed |
| 2. Yasmin Causer | 14. Azhar Iqbal Faruqui |
| 3. Asad Durrani | 15. Syed Adnan Hassan |
| 4. Md. Ali Humayun Hanif | 16. Abdul Kadir Hussain |
| 5. Aliya Hasan | 17. Farnaz Islam Jafri |
| 6. Omar Hussain | 18. Farrukh Islam Jafri |
| 7. Rubina Ikram | 19. Nadir A. Mumtaz |
| 8. Mehreen Ilahi | 20. Tariq Mumtaz |
| 9. Mansoor Ahmed Khan | 21. Syed Asad Salahuddin |
| 10. Zainab Khataw | 22. Uzma Shah |
| 11. Ahmad Nasir Mahmud | 23. Irfan Syed |
| 12. Amina Shahbaz | |



*Munir and Shakoor packing and sealing exam scripts
Months later—*



Grammarians celebrating results!

CAMBRIDGE SCHOOL CERTIFICATE RESULTS
1982
FIRST DIVISIONS

S. No.	Name	Grade Aggregate	S. No.	Name	Grade Aggregate
1.	Neville Rohinton Dossabhoy	6	26.	Nighat Durdana Farrukh	18
2.	Fahim Haider Jafary	6	27.	Shezad Mevawala	18
3.	Feroze Ahmed Khan	6	28.	Burhannuddin Mahmood	18
4.	Salman Zaidi	6	29.	Fizza Rizvi	18
5.	Adnan Ali Hyder	7	30.	Faress Habibur Rehman	18
6.	Sharmeen Polad	7	31.	Omer Hamid Sohail	18
7.	Mohammed Omar Hakim	8	32.	Faisal Ghani Bengali	19
8.	Abdul Hai	9	33.	Ambareen Gaya	19
9.	Shahzad Ahmed Khan	10	34.	Shakira Nuzhat Khan	19
10.	Imran Kizilbash	11	35.	Omar Ashfaq Ahmed Khan	19
11.	Junaid Marvi	11	36.	Amer Sial	20
12.	Mihail Suhail Lari	12	37.	Farida Balkhi	21
13.	Humair Mirza	12	38.	Saadia Bazl Khan	21
14.	Luqman Ghauri	14	39.	Danesh F. Khambatta	21
15.	Faisal Hassan	14	40.	Ayesha Arshad Masood	21
16.	Imran Maniar	14	41.	Asma Rizvi	21
17.	Noni Hussain	15	42.	Nabila Rebecca Rehman	21
18.	Nuzhat Sultana Majid	15	43.	N.A. Mahmood Bukhari	22
19.	Ameruddin Siddiqui	15	44.	Shahid Umer Mitha	22
20.	Osman Saeed Khan	16	45.	Nazneen Amanda Alavi	23
21.	Mian Mahmood Ali	16	46.	Cyrus Cowasjee	23
22.	Mian Imad Rabbani	16	47.	Nereus Cowasjee	23
23.	Ahmed Arif	17	48.	Roosbeh S. Dadabhoy	23
24.	Yousuf Ramjoo	17	49.	Kamran Khan	23
25.	Aejaz Abbas Basrai	18	50.	Phiroza Minoo Bamjee	24

SECOND DIVISIONS

1. Fuad Hamid Garib	9	11. Shazad Hassan	28
2. Kashif Zahoor	16	12. Irfan Hasan	28
3. Siraj Ahmed Dadabhoy	17	13. Nadir Iman Patel	28
4. Zermiina Dastur	18	14. Dilshad Tejpar	30
5. Faisal Garib	23	15. Sameena Waheed	31
6. Aejaz Ahmed Danishmand	24	16. Nadeem Muqueem	32
7. Zulfequar Poonja	24	17. Tippu Sultan	32
8. Faranak Khursigara	25	18. Yousuf Hassan	33
9. Arif Hussain	26	19. Syed Ahmed Rasool	33
10. Amman Mandiwala	26	20. Syed Rizwan Uraizee	34

THIRD DIVISIONS

1. Moniza Effendi	35	8. Uzair Dawood	39
2. Nadeem Farooq Peracha	35	9. Hajra Kamani	39
3. Farrukh Nadeem Arab	36	10. Humayun Khan	41
4. Azam Adib Ahmed	36	11. Emad Alauddin Kabeer	41
5. Ayesha Mian	36	12. Abbas Raza Talpur	42
6. Anwar Azam	37	13. Danish Hasan	43
7. Aurangzeb Taj Halepota			

G.C.E. PASSES

1. Mitra Raquelle Remy	34	7. Raul Pesigen Gamalinda	45
2. Achmad Sjarief Taufiq	40	8. Bilal Jamil	46
3. Camilla Asmatullah	41	9. Farooq Saeed Jaswal	48
4. Tasneem Parvez	41	10. Obaid Omer Razaq	49
5. Subika Abbas	45	11. Abdul Sami Kehar	52
6. Tariq Saeed Bhombal	45	12. Nader Cowasjee	53

CAMBRIDGE H.S.C. RESULTS
1982
FULL CERTIFICATES

- | | |
|------------------------|---------------------------|
| 1. Falaknaz Ahmed | 16. Salman Ahmed |
| 2. Frieha Altaf | 17. Margaret Bavington |
| 3. Shabnam Dada | 18. Arif Belgaumi |
| 4. Ayesha Anis Dossani | 19. Errol Correa |
| 5. Raazia Habib | 20. Naveed Rauf Durrani |
| 6. Ambreen Hai | 21. Sheikh Imram Hameed |
| 7. Ayesha Jaffer | 22. Eram Hassan |
| 8. Momiza Kapadia | 23. Hina Iqbal |
| 9. Rovina Khilnani | 24. Ronald Lobo |
| 10. Shernaz Sam Polad | 25. Zarah Mirza |
| 11. Ayesha Raja | 26. Ashar Qureshi |
| 12. Fatemeh Qizilbash | 27. Shaveer Rustom Sethna |
| 13. Sehba Sarwar | 28. Alan M. Sequeira |
| 14. Aamra Shazada | 29. Kamal Akhtar Syed |
| 15. Sabah Siddiqui | |

G.C.E. PASSES

- | | |
|--------------------------|-----------------------------|
| 1. Syed Zia Ahmed | 19. Mian Najeeb Haider |
| 2. Afshan Mohammed Ali | 20. Amin-ul-Haq |
| 3. Sarah Ali Khan | 21. Farzana Islam Jafri |
| 4. Farah Haleem | 22. Darius Khambatta |
| 5. Saleha Jilani | 23. Mansoor Ali Khan |
| 6. Imran Maqbool | 24. Azmat Naseer Khan |
| 7. Shahid Mirza | 25. Shahid Hussan Khokar |
| 8. Sonia Mufti | 26. Kamran Kizilbash |
| 9. Aziz Peer Mohammed | 27. Faisal Azam Leghari |
| 10. Enam Bari Samad | 28. Vanessa Elizabeth Lobo |
| 11. Mehreen Sattar | 29. Shariq Mansuri |
| 12. Shehzi Siddiqui | 30. Khullood Rahman |
| 13. Djaleh Akber Soruosh | 31. Omer Sayeed |
| 14. Romana Syed | 32. Hafiz-ur-Rehman Sherali |
| 15. Zia Zakaria | 33. Sakib Sherani |
| 16. Safdar Ali Abidi | 34. Zuhair Sayany |
| 17. Vincent Fernandes | 35. Naila Hassan |



Juniors singing the school song



Seniors with their prizes



SPEECH DAY DECEMBER 12, 1981 PRINCIPAL'S SPEECH

General Abbasi, Mr. Chairman, Members of the Board of Governors, Distinguished Guests, Ladies & Gentlemen, Members of Karachi Grammar School.

I should like to begin my report this year by adding my own words of welcome to our Chief Guest to those already spoken by the Chairman. It is both an honour and a pleasure, Sir, to have with us, one so distinguished and with such demanding responsibility, this evening at this climax of our school year.

Last year I forecast that this year's report would be very different from the one I gave then. Last year I was painting in broad brush strokes a picture of what I thought a school could and should be. This year I wish to paint a different sort of picture, in more detail in some areas, showing what this school has actually been during the course of the year. Last year I forecast that this year's report would be a much more conventional affair. Well, that's just what it is going to be. My forecast has indeed come true, but as it was a forecast which I was capable of fulfilling myself, this need come as no surprise. So what then has Karachi Grammar School been doing in the year 1981? Well, like all schools we have been teaching, we have been learning and we have been taking examinations. The 1980 Cambridge Examinations have tended, I suppose, to recede into history now that the 1981 examinations are complete. But the 1980 examinations are the last ones for which we have the results, and here I am pleased to report that the standard has been maintained and in certain respects even improved. Full Higher School Certificates were gained by 70% of the candidates who entered last year, and the remainder obtained their GCE 'A' Levels. At 'O' Level or what used to be called the Senior Cambridge examination, we saw a continuation of the steady rise in the numbers who obtained First Division pass. In 1980 this was 57% of those entered as opposed to the previous year's 52% who gained this distinction.

For our most senior pupils, applications for places at University continue to meet with the most gratifying degree of success. Our students have gone on to universities not only here in Pakistan but also U.S.A., Britain, Germany

and Australia. Here I must pay tribute to the work done by our Student Counsellors whose expertise has contributed so largely to this success. Mrs. Rehman indeed has been so effective on the job which she herself started, that the work has become very extensive and I therefore divided it up to some extent into different spheres of responsibility. Mrs. Rehman herself remains responsible for those students on the Arts side, who wish to gain admission to American Universities. The scientists wanting to go to America now turn to Mrs. Ahsanuddin for advice and help. Mr. Khalilullah has charge of those wishing to enter the universities in Pakistan, while I look after the interests of those wanting admission into the U.K.

Examination results and university admissions are an important part, but still only a part of the entire picture. Let me briefly outline some other *features*.

Our Urdu Department, for example, has had a busy and successful year. It has held, apart from its usual teaching, a Bait-Baazi contest, a very successful Milad and there have been the usual Urdu Essay and Oratory Competitions, where the standard has been very satisfying.

Then there are the various class activities—expeditions to factories and other places of interest in the city, or work carried out in connection with subjects studied. A sample of this is on view in the rooms which you will pass as you leave. Please, if you have time, go and see what these classes have done. Please also take time to look at the Art Exhibition in the entrance *hall, corridors and Physics Laboratory*. The standard remains as high as ever.

The Debating Competition, an Inter-House contest, was keenly fought and most enjoyable to those of us who heard it. Those who take part gain valuable practice in the art of thinking on their feet as well as in being able to present a well constructed case *for or against a motion*.

Many of you will remember that we held a Drama Festival in the first term, in which every class in the school took part, so that over the course of three evenings nine plays were staged. This must, I think, be something of a record. I know that many of you enjoyed it and last night's Junior School concert, as much as I did.

We have had various visiting speakers during the course of the year. For example, most recently we were visited by Prof. Thomas Bernard of Springfield, Mass., who talked to us entertainingly and instructively on the differences between American English and British English, and sketched a rough plan of the linguistic minefield that will be walked by those of our students who go on to study in America.

Thanks to the generosity of the British Council, we have been able to see two excellent BBC series made originally for television but now on film. The first "The Ascent of Man" and the second "Life on Earth". Series like these are both mind broadening and informative. It is one of the most painless ways of gaining knowledge.

Our Kindergarten Section this year has been paying very special attention to physical activity. They have had some new equipment especially constructed and it has been in continual use. Now, physical activity was not selected for its own sake alone but because it has been found that such activity is related to academic progress. It reinforces a child's ability to listen and to respond to instructions and it adds greatly to the self-confidence of many of the children.

All three sections of the School have heard talks by Dr. Fazelbhoj of the Marie Adelaide Leprosy Centre. These talks were illustrated by slides and the children went home fired with great enthusiasm to help. Indeed so great was their enthusiasm and so great was the generosity of you parents and your relations and friends, that well over Rs. 100,000/- was collected for the Centre. The Junior School and Kindergarten played a major role in this.

Students from the Senior School took part in Sponsored Run on behalf of four other charities of their choice. This again was very successful and over Rs. 10,000/- was collected as a result. On top of this we had our usual annual collection for ex-servicemen on Poppy Day. It is good to collect money for such worthy causes, but it is even better to develop a sense of responsibility among our students for the needs of those less fortunate than themselves.

This year has seen a further development of the parent teacher meetings which began in 1980. These are now held once a term for each class. Now I know from your comments that many of you have found these valuable. So have we on the teaching staff, because at them we learn of many of the problems and difficulties which we ought to know about if we are going to do our best for your children. We must maintain this regular and organised link between the parents and the school.

Journalism is one activity, the results of which you will have had a chance to judge for yourself. You will have seen copies of "The Grammarian", our school magazine, and in a more light-hearted vein, will doubtless have read 'Pulse', the school newspaper. Furthermore, we are grateful to Mr. Hameed Haroon of "Dawn Publications", for arranging for some of our senior students once again to see what real journalism is like in the interval between finishing here at Karachi Grammar School and going on to university or college.

In Sports and Athletics this year, I have been pleasantly surprised at the remarkable variety of activities in which Grammarians have distinguished themselves. In several of these achievements, admittedly, school itself played only a minor part. Indeed success at the top level in sport can only come through the efforts of the individual concerned. You may be interested to know, however, that our athletes have distinguished themselves at local and national athletics meets, one of our cricketers was with the PIA squad for the Quaid-e-Azam Trophy, and members of the school represented Pakistan in sailing and rowing regattas abroad.

Within the school there have been certain changes. I have already mentioned the new student counsellors. Another major change has been the appointment of Mrs. Mujahid as Senior Mistress. In this capacity her combination of experience with good sense and good humour has been of the greatest value to me.

Our two Headmistresses, Mrs. Fernandes and Mrs. Jafri, have continued to rule their respective kingdoms wisely, and to advise me equally wisely in matters concerning the administration of the school.

Sadly we have to say goodbye to some of our teaching staff who will be leaving our ranks at the end of this term. Among these are Mr. & Mrs. Anstead who have completed their two year contract in Karachi and will be returning to the chillier climate of Britain. Not only Maths students will miss them, but also cricketers and chess players, and all their many friends here.

We thank all those who are leaving for their respective contributions to the life of the school.

Remarkably enough this year has seen celebrations to mark the Silver Jubilees of no fewer than three members of our staff. These are three ladies who have been with us for more than a quarter of a century. Many of their earlier pupils must themselves be parents by now. Mrs. Freitas and Mrs. Mallick of the Kindergarten got in first, to be joined later in the year by Miss Alfred, who has taught in both Junior and Senior Schools. I thank them, and all their colleagues, on behalf of Governors, parents and especially their students for all they have done for the School.

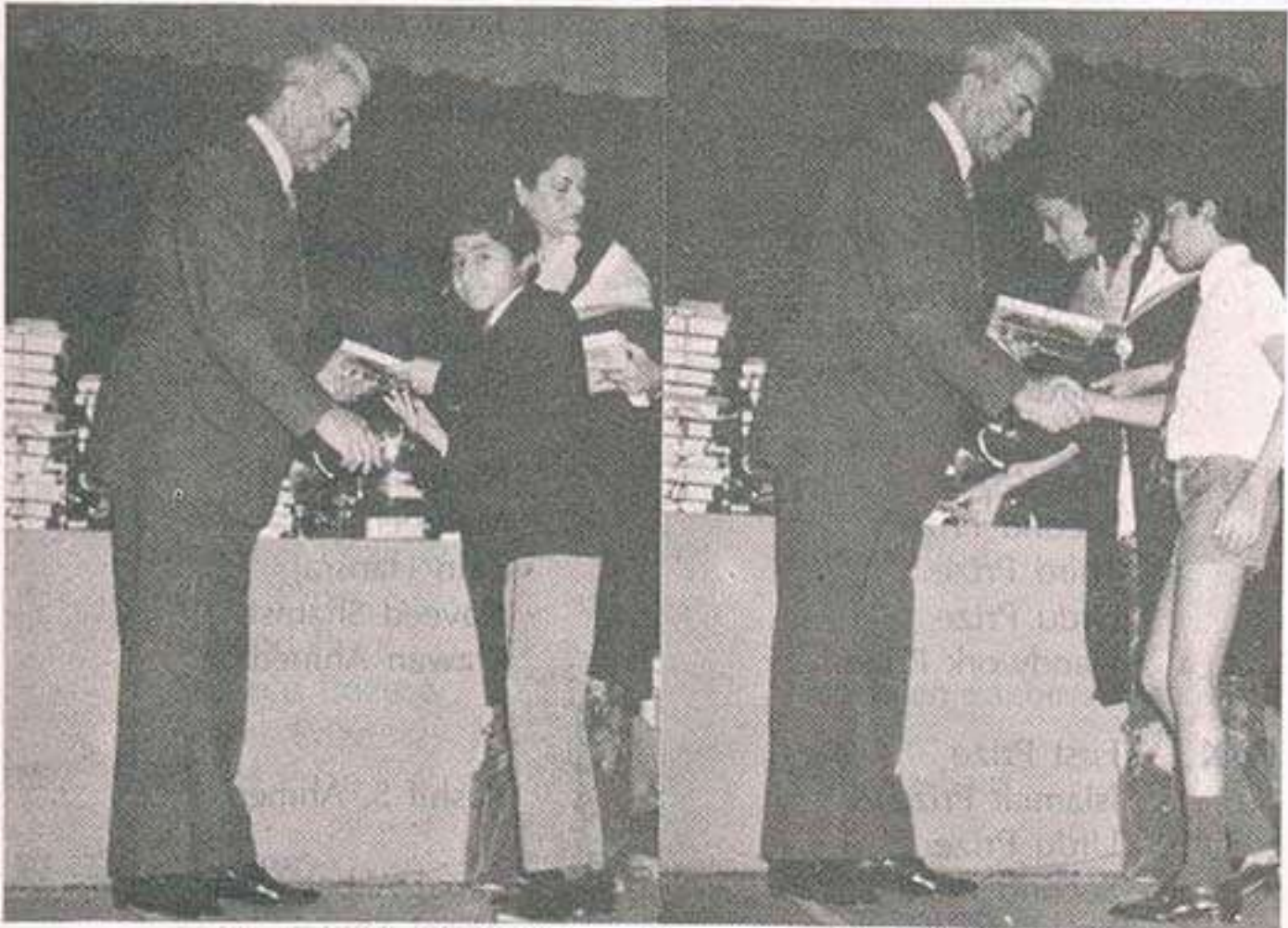
No institution of this size can run smoothly without a devoted team of office and ancillary staff who work away, often out of the limelight, but are nonetheless essential for the smooth operation of all the things that we do. We all owe them a great debt of thanks for their cheerfulness and efficiency.

Our School Prefects under the leadership of the Head Boy and Head Girl, Ahsan Jamil and Uzma Shah, have been a lively, cheerful and effective crew. My thanks to them.

My very special thanks also to Mr. Justice Abdul Kadir Shaikh and to all his colleagues on the Board of Governors. Only those of us who have seen them at work know how much detailed interest they take in all aspects of the School, and how much time they spend on our affairs. How many seemingly intractable problems are solved by their attentions.

And finally, thanks to you, our parents and your children. You are after all our paying customers. It is for you that the School exists and it is your needs and the needs of this city and this country that we must meet if we are to justify our existence in the years to come.

Mr. Chairman, I have the honour to submit my report for 1981.



Two juniors receiving prizes—Speech Day 1981

**KARACHI GRAMMAR SCHOOL
JUNIOR SECTION
PRIZE LIST
1981**

CLASS	POSITION	NAME OF STUDENT
111-K	First Prize	Nadir Rehman
	And Islamiat Prize	
	Second Prize	Fakhruddin Valika
	Third Prize	
111-G	And Urdu Prize	Sadaf Elahi
	Art Prize	Amber Shah
	First Prize	Zerxes Spencer
111-S	And Scripture Prize	
	Second Prize	Asad Haider
	Third Prize	Shehzad Khan
	Urdu Prize	Nadia Rehman
	Handwork Prize	Mehreen Hai
IV-K		Zain Hansraj
	First Prize	Naveed Shamsi
	Islamiat Prize & Urdu Prize	Rizwan Ahmed
	Second Prize	Kashif S. Ahmed
	Third Prize	Jamal Akbar Khan
	Scripture Prize	Abeel Mangi
		Ardesheer Talati

IV-G	First Prize Second Prize Third Prize Handwork Prize Art Prize	Jalal Khan Alefia Diwan Mustafa Mohsin Zahra Chinoy Sabina Khan
IV-S	First Prize Second Prize Third Prize	Jazib Hasan Zain Valika Amyr Tajani
V-K	First Prize Second Prize Third Prize Handwork Prize	Farrukh Jalisi Tanya Haider Naheed Ahmed Nazneen Hussain
V-G	First Prize & Urdu Prize Second Prize Third Prize Scripture	Saadia Iqbal Akbar Moolji Salman Jaffery Aresh Mehta
V-S	First Prize Second Prize & Islamiat Third Prize Art Prize	Mumtaz Qazilbash Farhat Kapadia Sajjad Hussain Farina Alam
VI-K	First Prize Islamiat Prize & Urdu Prize Second Prize Science Prize & Maths Prize Third Prize	Adnan Afridi Nausheen Saghir Ahmed Zain Hasham
VI-G	First Prize Second Prize Third Prize English Prize & Art Prize Handwork Prize	Omar Qureshi Omar Sajjad Nadya Chisty Mujahid Cyra Noshirwani

VI-S First Prize
Second Prize
Third Prize
Carpentry Prize
Scripture Prize

Kaleem Ghanchi
Zain Abdullah
Seema Mohiuddin
Cyrus Irani
Behram Dinshaw

The Greenfield Handwork Cup class VI-K was taken by Fatima Rana.

The Rauf Memorial Trophy for the best house in the Junior School. STREETEN, taken by Ayesha Karim and Imad-ur Rahman.



The Senior School Ladies

The five Old Grammarians here are Marriana Karim, Farida Said, Roshan Muncherji, Tyebeh Shirazi and Durrainow Mujahid.

For this rare photograph (circa 1973) we are indebted to another Old Grammarian, Mukhtar Sumar—The Editors.

SENIOR SCHOOL PRIZE LIST 1981

VII-K	First Prize: Urdu Prize & Islamiat Prize Second Prize Third Prize	Humaira Shams Mariam Khawar Rehan Mansoor Hassan
VII-G	First Prize & Art Prize Second Prize Third Prize Scripture Prize	Sylbiah Shah Saba Nazar Siddiqui Shariq Mehboob Nargis Chinoy
VII-S	First Prize Second Prize Third Prize	Nadya Anwar Ajanee Hasan Zaidi Mohamed Adnan Syed
VIII-K	First Prize Second Prize Third Prize & Urdu Prize Islamiat Prize	Shaheen Mohamedi Rana Omer Saqib Ijaz Hussain Nusrat Ali Khan
VIII-G	First Prize Second Prize Third Prize Art Prize Scripture Prize	Faizullah Yahya Bhora Ayesha Sayany Sobia Rashid Hussain Islam Zafar Khan David Charles Watts
VIII-S	First Prize Second Prize Equal Second Prize	Ayaz-ul-Haque Salman Rashid Chaudhry Sohail Shaikh
IX-K	First Prize Second Prize Third Prize	Huneza Moosa Nadia Khalid Gareeb Yasmin Hyder
IX-G	First Prize Second Prize	Amin Rahimtullah Hina Nazar

	Third Prize & Islamiat Prize Art Prize Equal Scripture Prizes	Aamer Azam Firuza Pastakia 1. Cyrus Boga 2. Rustom Khambatta
IX-S	First Prize Second Prize Third Prize & Urdu Prize	Shazia Ahmed Mir Zia Mahmood Mohamed Bilal Murad
X-G	First Prize & Scripture Prize Second Prize Third Prize Equal Art Prizes	Neville Dossabhoy Feroze Ahmed Khan Adnan Ali Hyder 1. Faisal Hassan 2. Cyrus Cowasjee
X-S	First Prize Second Prize Third Prize	Sharmeen Polad Ayesha Masood Zemina Dastur
XI-K	First Prize Second Prize Third Prize	Mohammed Azam Shafqat Ghufran Ahmed Rashid Zar
XI-G	First Prize & Sabah Ahmed Memorial Gold Medal for the best student of class XI/1981 Second Prize Third Prize Batik Prize Scripture Prize Urdu Prize	Syed Nasir Ali Shehryar Ali Khan Saad Mohamed Ali Iqbal Asim Belgaumi Noshir Dubash Ameed Riaz
XI-S	First Prize & Islamiat Prixze Second Prize Third Prize Scripture Prize Art Prize	Naseer Hussain Saquib Hanif Mahnaz Mirza Daleara Dinshaw Natasha Mirza

F.Y.A.	First Prize & Kensett Medal for English Second Prize & Kensett Medal for English Third Prize Art Prize	Ambreen Hai Mobina Mohsin Sabah Siddqui Raazia Habib
F.Y.SC.	First Prize & Breton medal for Mathematics & Cree medal for Science Second Prize Third Prize	Ashar Qureshi Eram Hasan Syed Amir Najmi
S.Y.A.	First Prize Second Prize & Art Prize Third Prize Batik Prize	Mariyah Chiragh Ab'ad Zeba Sarwar Mehreen Nadiya Khan Kim Fauzia Akhtar
S.Y.SC.	First Prize Second Prize Third Prize	Yahya Jan Jamee Khaled Moudud Salman Ali Hyder



*K.G.S.
illuminated
for
Eid-i-Milad-
un-Nabi
celebrations.*

SPECIAL PRIZES 1981

- | | |
|--|---|
| 1. Kensett Medal for English
(Language & Literature) | Margaret Bavington |
| 2. Cree Medal for Science
(Phy., Chem. & Bio.) | Salman Ahmed |
| 3. Breton Medal for Mathematics | Nadir Ghulam Hussain |
| 4. Bilquees Hasnain Memorial Cup &
Prize for Academic Distinction | 1. Ambreen Hai
2. Ashar Qureshi |
| 5. Symon Cup & Prize for Literary
Merit & Replica (HSC 2nd Years) | Mariyah As'ad |
| 6. Glazebrook Cup & Prize for
Academic Distinction (HSC 1980) | Naomi Rustomjee |
| 7. The King Cup for Oratory
Senior & Senior Oratory Prize | Saqib Zahoor Iqbal |
| 8. The King Cup for Oratory—
Junior & Junior Oratory Prize | Adnan Ali Hyder |
| 9. Margery Rehman Cup for House
Debates (and Replica) | Streeten House |
| Collected By— | 1. Marzia Habib
2. Seema Qureshi
3. Abdul Kadir Hussain |
| Best Debator of the year | Abdul Kadir Hussain |
| 10. Zaidi Mathematics Shield & Replica | Yahya Jan |
| 11. Hamdard Gold Medal (For Urdu) | Ambreen Hai (XI-K/1980) |
| 12. Jamil Javed Urdu Cup & Replica | Adnan Hassan |
| 13. Principal's Cup for Urdu
(For Academic Distinction) | Zuhair Sayany (XI-K/1080) |
| 14. Khalilullah Biology Shield & Replica | Jamee Khaled Moudud |
| 15. Smith Cup & Replica for Dramatics | Ahsan Jamil |
| 16. Trophies for work on the
school newspaper – "The Pulse" | Omar Hussain |
| a) The Pulse Cup | |

- | | |
|--|---|
| b) Cup for Journalism | Adnan Hassan |
| c) Cup for Editing | Mariyah As'ad |
| 17. Einstein Society Cup | Pervaiz Ahmed |
| 18. Major Arif Aseed Memorial Cup
for the Best Batsman
(and Replica) | Farrukh Abbas |
| 19. Major Arif Saeed Memorial Cup
for the Best Bowler
(and Replica) | Darius Khambatta |
| 20. Qasim Mahmood Memorial Trophy
for the Best Cricketer of
the year (and Replica) | Darius Khambatta |
| Special 'Pulse' Awards | Marzia Habib
Seema Qureshi
Zeba Sarwar |
| 21. The Sardar Majidullah Trophy
& Replica (Best All Round
Hockey Player) | Abdul Kadir Hussain |
| 22. The Ashik Hussain Memorial Trophy
& Replica for the Sportsman
of the year | Ahsan Jamil |
| 23. Trophy & Replica for the
Sportswoman of the year | Rosheen Qureshi |
| 24. Super Fernandes "Economics" Medal
(Donated by Mrs. Ikram Siddiqui) | Maliha Chughtai |
| 25. The Super Fernandes Trophy & Replica
for Academic & Athletic Endeavour | Adnan Hasan |
| 26. The Nazafreen Haroon Memorial
Trophy for History of Pakistan
& Replica | Sehba Sarwar |
| 27. Best Decorated Class | VIII-K (ClassTeacher
Mrs F.G. Qazi)
Arif Alam & Faisal Khan |
| 28. Omer Yousuf Shield for Economics
& Replica | Salman Ali Hyder |
| 29. "Oarsman" of the year Cup | Sajjad Quraishi |

30. Principal's Awards for Academic achievement (Cup & Book)

31. Special Islamiat Prize

32. The Lady Symon Cup & Replica

33. The Canon Cup & Replica

34. Cock House Cup

1. Salman Mitha
2. Pervaiz Ahmed
3. Uzma Shah Squal
4. Mariyah AS'AD

Omer Hakim (X-K)

Uzma Shah

Ahsan Jamil

Streeten



Class of '81

VOTE OF THANKS BY THE CAPTAIN OF SCHOOL 1981

General Abbasi, Mr. Chairman, Members of the Board of Governors, Mr. Price, members of staff, ladies and gentlemen – my dear fellow Grammarians.

It is both my pleasure and privilege to propose a vote of thanks, to you sir, for gracing with your presence, what is to us a very important and august occasion. Most of us have been a part of this great institution for a very long time, (I was practically born, bred and nourished here) but as all good things must come to an end, so it is time for us to give our thanks and bid farewell, to what has been a most enriching and eventful phase of our lives.

As school captain, it is my proud privilege to thank the members of the staff on behalf of the second year HSC. Speaking for the Head Girl and for myself, I would like to express my gratitude to the Principal, and add, that it has been an enlightening experience to hold office under his guidance. We are grateful to the members of this Institution and to all those who have participated in making our school life as wonderful and complete as it has been. Let me assure you, Mr. Principal, and members of the staff, that you, this fine building and this day will be to us a very fond part of a very dear memory.

In conclusion, I would like to point out to my colleagues who are leaving with me, and those of you who would be graduating in years to come that we constitute the privileged ones in an underprivileged country; most of our countrymen are denied not just education but even mere literacy. I therefore suggest that in pursuing our studies, whether at home or abroad, our purpose in acquiring advanced knowledge and technique, should not be to simply enhance our individual careers, but to plough back our knowledge and efforts in the uplift and development of our country and our people.

Thank you,

Ahsan Jamil



Winners of the Cock House 1982
Napier



Urdu Cup
Ambreen Hai



Biology Sheild
Hina Iqbal



*Class Prize
Salman Butt*



*Student of the Year
Arif Belgaumi*



*Oratory Cup (Seniors) 1982
Adnan A. Hyder and Ashar Qureshi*

SPEECH DAY—17th December 1982 PRINCIPAL'S REPORT

Dr. Smythe, Mr. Chairman, Members of the Board of Governors. Distinguished Guests, Ladies and Gentlemen, Staff and Students.

May I first add my own words of welcome to you, Dr. Smythe. Getting to know you, Sir, has been for me one of the more stimulating features of 1982 and, on behalf of the School, I welcome you and your wife here today.

Another year draws to its end and the time has come to take stock. A Principal's Report cannot hope to cover every detail of the year that has passed, but I will try to paint a recognisable picture of the year's events.

At 'A' level and at 'O' level, the 1981 results for examinations taken over a year ago are the latest available. They show a similar overall pattern to those of previous years. Slight improvements in some respects but perhaps a little less good in others. Thus the percentage of first division passes at 'O' level had dropped slightly from the record level of 1980, but the number of students obtaining outstanding results had risen. At 'A' level we entered more candidates than previously and achieved a greater number of full Higher School Certificates, than in previous years.

An impressive set of statistics came to my attention recently. This was published by the Cambridge Local Examinations Syndicate and shows that for 1981, in all the overseas countries where their examinations are taken, the best results both at 'O' level and at 'A' level are obtained in Pakistan. A higher percentage passes and achieves higher grades than anywhere else in the world. Indeed in most subjects our results are at least as good and frequently better than those taken by their 'home' candidates in the U.K. No doubt this can be explained in part by the careful selection which takes place here of who should be allowed to sit for the Cambridge examinations. Nonetheless it remains a remarkable set of results and one of which this country can be justly proud.

We have continued to send from this school many of our most senior students on to universities and colleges both here and abroad. Last year several of our best medical students went on to Dow Medical College, and in the year to come I hope to be able to report that some also have passed into the care of Dr. Smythe and his colleagues. A small number of students

went on to universities or polytechnics in the U.K. and other European countries. The largest number once again went to the States. Some 35 students gaining admission to a wide range of distinguished universities in that part of the world. About half of them obtained admission to the very select group of 32 most competitive establishments. Between them they have won more than \$86,000 per year of scholarship money, which speaks well both for the ability of our students and the generosity of the American educational system.

What else has happened in Karachi Grammar School in 1982? No two members of the School, no two members of the teaching staff will give you the same answer to this question. It all depends on one's point of view. Here, however are some of the highlights as seen by me during the past year.

Firstly, we have had several welcome visitors. Mr. & Mrs. George Dolman came to see us several times during February. Many of you will remember that Mr. Dolman was Principal here about 20 years ago. Many of his former pupils were present at the reception we gave for them one rainy day in February. A little later we welcomed Professor Oswyn Murray of Oxford University, whose visit to Pakistan was sponsored by Mr. Kamal Azfar. He gave us a fascinating lecture on the Greek discovery of the Indian sub-continent. Then again there was a magnificent evening's entertainment provided by the actor Brian Barnes. He came here under the aegis of the British Council and his presentation of Dickens' *Pickwick Papers* brought that work to life before our eyes.

We have also been on visits elsewhere. There have been class outings from all sections of the school to PIA, to the beach to see the turtles, the harbour and to a submarine, and many other places of interest in and around Karachi. Parties of senior pupils were invited by Dr. Shahid Hak to see the Computer Centre of which he is in charge, and by Dr. Ata-ur-Rehman to the Advanced Chemistry Research Centre at the Karachi University. Both of these visits were valuable and illuminating.

Among the variety of extra-curricular activities, we have seen the introduction of karate classes for our younger martial arts enthusiasts. The school stage has been in use for the Senior School Play, "The Man Who Came to Dinner", where the acting standard as a whole was high and thanks to the quick thinking of our students we even survived a total power cut, by illuminating the stage with the headlights of a jeep for the final 20 minutes of the play.

Many of you will have enjoyed as much as I did, the Junior School Concert produced by Mrs. Laura Lobo last week. The especially noteworthy feature of this was that it was the first time when we had the satisfaction of having every single child in the Junior School taking part in one way or another.

We have had a series of detailed conversations with Dr. Smythe and Dr. Vellani of The Aga Khan Medical College, during which we gave them such help as we were able in their difficult task of framing their admissions policy.

Also just starting is a project concerning what are known as "museum boxes". These are aimed at the educational interface between museums and schools and are the outcome of links being forged by our Chairman with UNESCO.

Sports and games have continued throughout the year. For the first time for some years we sent a team of boys accompanied by members of staff to Lawrence College, Ghora Gali. Their performance was limited by almost continuous rain, but the idea was a good one which we hope to follow up.

A major cause for rejoicing was the news that two former Grammarians, Byram and Goshpi Avari, had brought glory on their country and themselves by winning the Enterprise sailing dinghy class at the recent Asian Games.

Finally, let me mention some of the big days of our School year, our Open Days which we held in September and October. The Kindergarten bravely put themselves on show for two days and all their classes had some activity or other to show to the parents who visited. The Senior and Junior Schools combined to hold an "Open Day" on the 16 September, where classroom exhibitions were combined with exhibitions and demonstrations in art and the sciences. These might be considered as the two ends of the spectrum of formal education, and yet they are alike in that, both in art and the sciences, the minds, the eyes and the hands of the students are fully engaged. We consider art important both as a discipline and as an area of experience to which our students should be exposed. At the senior level of course art is vital for anyone intending to go into the world of design, whether it be textiles, fashion, advertising or whatever, but artistic skill is also of great value for those studying Biology or Medicine, who need to be able to use their eyes and draw accurately what they see through magnifying glass or microscope. We are now planning to extend our range of artistic activity to

include pottery, so that the three-dimensional and tactile aspects of art will be added to our repertoire. If you have not done so already, please have a look at our Art Exhibition and also at the area near the entrance where there are some items for sale. The proceeds from any sales will be shared between the Art Department and the Trust for the Preservation of Moenjodaro.

Those of you who saw our Science Exhibition will have noted a wide variety of experiments and demonstrations in Biology, Physics and Chemistry. These demonstrations included the use of the new Physics apparatus which has arrived during this last year and which has already proved its value in bringing the theoretical ideas of this subject to life as real events taking place before the students' eyes. I was pleased to hear repeatedly from visiting parents and friends that the students who were demonstrating the experiments gave good and intelligent answers to questions concerning their particular demonstration. "Open Day" was thus a valuable educational experience for us too. We have made progress this year but must not rest on our laurels. This is only a stage in a process which should continue.

Our Apple Computer is now in operation. It was officially handed over to us by Business Computing International on "Open Day" and an increasing number of senior students have been able to get their hands on it. We have been thinking hard about our aims and objectives in introducing computing. We have had no shortage of advice—do this, do that, take this course in computer science, buy 20 of those computers. What eventually we do must depend on why we wish to run computing courses here at all. Do we wish to teach computer programming? Do we wish to use ready prepared software to teach other disciplines? Perhaps in the end the main reason for teaching computing is the same as the one given by Leigh Mallory in the 1920s as the only reason for trying to climb Mt. Everest—"because it is there". Computing and computers are here and they will not go away. Not many of our students will become computer programmers. More of them will find themselves using computers with programmes ready prepared. Others again will be called on to assess the significance of results and statistics prepared by computers. We owe it to all these students to introduce the basic concepts while they are of an age where they can grasp them quickly.

Karachi Grammar School is an institution made up of human beings. No such institution is perfect and nor are we. We have our problems to cope with day by day and year by year. Some problems are inherent in the system and we have to learn to live with them as best we can. One of these, strange

as it may seem in a crowded city, is our isolation. For good or ill, there is no other school quite like us in Pakistan. There are other first-rate schools in Karachi, some with long history and distinguished records, but their aims are in certain ways different from ours, and they set themselves different parameters. We thus find it difficult in several important areas to compare notes with our contemporaries. However, at the Kindergarten end a start has been made. In February and March a series of workshops was held involving 80 teachers from 35 schools and these were found to be most useful and stimulating by all who took part.

Another problem of which I have long been aware of was highlighted by a member of our Board of Governors recently. How can we help to ease the problems of that ever-growing number of Pakistanis who wish to return to Karachi from abroad? Their children started their education somewhere in the English speaking world and need to continue in an English-medium school if they are not to be set back severely. How depressingly often I find myself saying "we have no room, please ask again in November", when I know in my heart that even in November there will probably be no vacancies in the right age group. When I said this to one parent recently—he was a well qualified specialist doctor—he replied "All right, then I will go to the Gulf". He did not want to do this but his children's education came first. How many such losses are there to Karachi and to Pakistan?

Some problems, however, we can and should cope with, and these are among my targets for the year to come.

There is much more I could tell you but perhaps I have now said enough to give you a reasonably detailed picture of what life has been for us in this last year. But what of the future? Well now there are two topics which I would very much like to bring to your attention. Two areas in which I hope we shall see movement in the year 1982. You may detect in my choice of these items for special comment, that I myself am by training a scientist. I hope that the arts side will not think that I am biased against them. It is simply that there are certain advances in the teaching of Science of which I am aware and of which I want Karachi Grammar School to have the benefit. The first of these topics concerns the re-equipping of the Physics Laboratories. It is my firm conviction that the best way for a student to understand science is by doing it. One may read all about the existence of electrons or radioactivity in a text book, but this is as nothing when compared with watching a beam of electrons bend obediently when one applies the

appropriate magnetic field, or seeing the tracks being formed, as one watches them, by alpha particles from a radioactive source. There are the moments when science comes alive and grips the imagination as well as the intellect. To this end we have, with the permission and encouragement of the Board of Governors, purchased a very carefully selected variety of pieces of Physics equipment which we hope to bring into use steadily during the course of the coming year.

The second topic that I want to mention is the Computer, that delight of cartoonists and bane of those of us who have bills prepared by it. Now there is no doubt in my mind that the young people of today will live in a world in which the computer becomes an ever more important tool of human activity. I well remember, in my undergraduate days at Cambridge University, being taken to see what was then one of the very first computers in existence. This computer occupied a very sizeable room. All around me were racks and racks of electronic equipment and it needed special fans and ducts to prevent it from over-heating. Today the remarkable thing about this very large and bulky piece of equipment is that it was noticeably less powerful than some of the more sophisticated pocket calculators now on the market.

Learning to use a computer is in some ways like learning a foreign language. It is certainly easier to learn when you are young. What I wish to do is to instal in the school one of the new generation of micro-computers, and let our more able mathematicians have the chance of becoming familiar with it. I want them to learn the rudiments of computer programming and to become accustomed to inter-action with an intelligent machine. I have seen this done in other schools very successfully, and I can see no reason why it should not be equally successful here in Karachi.

It would not be right for me to conclude my report without talking about people, both collectively and individually. Above all, a school is a community, and one of the most important aspects of education is learning to live constructively in a community which contains all sorts of people.

Like all communities we have our times of sadness, and we were all saddened in July by the death of Hari Lal, our Supervisor of the domestic staff, who had served the school for nearly forty years. His father had worked at the school before him, and his sons have followed in his footsteps. We have missed him, and we appreciate all he did in his many years with us.

On a happier note, many of you will have seen as I did in a recent newspaper that one of our Old Grammarians, Javed Ahmed, was elected to the prestigious Phi Beta Kappa Society in the USA. Membership of this society goes only to those judged academically outstanding at college level.

Tuitions are a feature of education in Karachi and they operate on a scale quite unlike anything I have met elsewhere. This, I think, is a measure of the anxiety of parents that their sons and daughters should perform academically right up to the limits of their abilities. Our object at this school, however, should be to teach in such a way that we reduce to a basic minimum the real need for tuition outside the school. There will always be certain students, who in certain subjects, need some extra help but a good school should be able to provide all the teaching required by a normal intelligent student who has no special handicap.

Then again there is another attitude which in my view, needs to be modified. This is an unhealthy obsession with marks and positions. These have their undoubted uses but they need to be kept in proportion. Over-emphasis on them leads to many undesirable results and arguments. Two steps have been taken already to place these in their proper perspective. Parents of boys and girls in the First Years will see a re-designed report form where more space is given to the teachers' comments in each of the specialist subjects, thus expressing the greater importance of these comments in our eyes. We have also introduced a rather rough and ready rule which seems to penalise indiscriminately everyone who misses a test for whatever reason. We have felt it necessary to do this because the unhealthy obsession with marks was leading some of our students, by rather doubtful means, to take selected tests only in order to improve their averages. The new rule is, I admit, something of a blunt instrument. If in its operation it, to some extent, lowers the value attached to marks and makes us look instead at the actual progress being made by a student, then I shall consider that a move in the right direction.

And now we have a sadder duty to perform—to bid farewell to several people who have served the school well in their different ways. From the Senior School we are losing Dr. Nasim Naqvi who has taught Chemistry here for a term in the absence of Mrs. Waqar.

Also going is Mr. Zafar Ibne Yacoob, who has run the boys sports and games since September 1976. I know that many of our students will greatly miss his unmistakable presence here.

Very sadly also we must say goodbye to Mrs. Margery Rehman who has taught British and European History here for over 12 years. Mrs. Rehman is

in the great tradition of Scottish school teachers and her presence will be sadly missed not only in the History Department and the Ladies Common Room, but also in the counselling, the debating, the oratory and so many other areas of senior school life.

Lastly, we shall shortly say farewell to Prebendary Robin Lankester, who has served on the Board of Governors for three years and was Acting Principal for some months before I arrived, and on whose long experience and wise counsel we have so frequently relied. We thank all these for their various notable contributions to the School.

I must thank also those who are not leaving, from the School servants, the Supervisor, the Lab technicians, the Office and Bursarial staff to the School Prefects and above all to the teaching staff in all three sections of the School. Here, for a brief moment, I speak as a parent as much as a Principal. Our sincere thanks to everyone for all that they do for our children.

My personal thanks go to the two headmistresses and, of course, to you, Mr. Chairman, and the Board of Governors. Your interest in and care for the School need no further words of commendation from me.

And, so it is to you Sir, that I have the honour to present my report.



Prize winners 1982

**KARACHI GRAMMAR SCHOOL
JUNIOR SECTION
PRIZE LIST
1982**

Classes	Position	Name of Child	
III-K	First Prize	Uzma Makhdumi	
	Second Prize	Celina Charania	
	Third Prize	Mahira Afridi	
	Handwork Prize	Irfan Ahmed	
III-G	First Prize & Scripture Prize	Nali Spencer	
	Second Prize & Islamiat Prize	Faisal Iqbal	
	Third Prize	Aziz Moolji	
III-S	First Prize	Zain Fancy	
	Second Prize & Urdu Prize	Scharukh Jalisi	
	Third Prize & Art Prize	Imran Mohd. Saeed	
IV-K	First Prize & Scripture Prize	Zerxes Spencer	
	Second Prize	Syed Asad Haider	
	Third Prize	Kamila N. Shamsi.	
	Handwork Prize & Art Prize	Shehzad Khan	

IV-G	First Prize & Islamiat Prize Second Prize Third Prize Urdu Prize	Nadir Rahman Fakhruddin Valika Khuram Arif Sadaf Maqsood Elahi.
IV-S	First Prize Second Prize Third Prize	Nadia Rehman Zain Hansraj Mustafa Akhund
V-K	First Prize & Islamiat Prize Second Prize & Art Prize Third Prize	Jazib Hasan Adnan Obaidullah Zain-ul-Abedin Valika
V-G	First Prize & Urdu Prize Second Prize Third Prize & Scripture Prize Handwork Prize	Kashif Saqeer Ahmed Afshan Masood Ardesheer Talati Salma Moin
V-S	First Prize Second Prize Third Prize	Jalal Khan Shireen Ali Alefia Diwan
VI-K	First Prize Second Prize Third Prize Handwork Prize & Art Prize	Mumtaz Qazilbash Farhat Kapadia Sajad Hussain Farina Alam
VI-G	First Prize & Urdu Prize	Saadia Iqbal

Second Prize
&
Islamaiat
Third Prize
Scripture Prize

Akbar Moolji

Salmaan Jafferi
Shiavax Cowasjee

VI-S First Prize
Second Prize
Third Prize

Farrukh Jalisi
Taniya Haider
Nazneen Hussein

Greenfield Handwork Cup Class VI-S to be taken by Hina Hassan.

The Rauf Memorial Trophy for the Best House in the Junior School.
Frere. To be taken by Aresh Mehta.

Certificate awarded to the best decorated class IV-G. Class Teacher
Miss. F. Ahmed, collected by Nadir Rehman, Form Captain.



IX-K	First Prize Second Prize Third Prize Urdu Prize Islamiat Prize Art Prize	Shaheen Mohamedi Noor-ul-Islam Omar Najmuddin Azfar Saqib Ijaz Hussain Nusrat Ali Khan Arif Alam
IX-G	First Prize Second Prize Third Prize Scripture Prize	Faizullah Bhora Ayesha Sayany Faisal Rafiq Ansari Meherwan Polad
IX—S	First Prize Second Prize <i>Third Prize</i>	Marium Moin Adnan Raza Khan Sohail Shaikh
X-K	First Prize Second Prize Third Prize Islamiat Prize & <i>Urdu Prize</i>	Huneza Moosa Yasmin Hyder Jalil-ur-Rahman A'Aila Ashfaque
X-G	<i>First Prize</i> Second Prize Third Prize Scripture Prize	<i>Mir Zia Mahmood</i> Aamer Azam Shazia Ahmed Cyrus Boga
X-S	First Prize Second Prize Third Prize Art Prize	Adil Matcheswalla Firoza Pastakia Salman Butt Gohar Kirmani
XI-K	First Prize Second Prize Third Prize & Urdu Prize Islamiat Prize Batik Prize	Fahim Jafri Imran Kizilbash Humair Mirza Arif Hussain Fizza Rizvi

XI-G First Prize
Second Prize
Third Prize
Art Prize
&
Batik Prize

Salman Zaidi
Feroze Ahmed Khan
Neville Dossabhoy

Faisal Hassan

XI-S First Prize
Second Prize
Third Prize
Scripture Prize

Sharmeen Polad
Ayesha Masood
Faranak Khursigara
Zemina Dastur

FIRST YEARS

English General Prize & Chemistry Prize

Syed Nasir Ali

English Literature Prize

Faiza Patel

British History Prize

Sara Ansari

Indian History Prize & Economics &
Public Affairs Prize

Naseer Hussain

Physics Prize & Mathematics Prize

Khurram Rahman

Biology Prize

Amyna Merchant

Economics Prize

Malcolm Mascarenhas

Geography Prize

Seema Taufiq

Art Prize

Uzma Haider

S.Y.A. First Prize
Second Prize
Third Prize
Art Prize
Batik Prize

Ashar Qureshi
Sabah Siddiqui
Ambreen Hai
Raazia Habib
Frieha Altaf

S.Y.SC. First Prize
Second Prize
Third Prize

Eram Hasan
Margaret Bavington
Hina Iqbal.

**KARACHI GRAMMAR SCHOOL
SPECIAL PRIZES
1982**

- | | |
|--|--|
| 1. Kensett Medal for English
(Language & Literature) | 1. M. Azam Shafqat
2. Syed Nasir Ali
3. Zahid Maker |
| 2. Cree Medal for Science
(Phy. Chem. & Bio.) | 1. Syed Nasir Ali
2. Asim F. Belgaumi |
| 3. Breton Medal for Mathematics | 1. Chaudhry Aslam Khan
2. Syed Nasir Ali |
| 4. Bilquees Hasnain Memorial Cup
& Prize for Academic Distinction | Syed Nasir Ali |
| 5. Symon Cup & Prize for Literary
Merit & Replica (HSC 2nd years) | Ambreen Hai |
| 6. Glazebrook Cup & Prize for
Academic Distinction (HSC 1981) | Yahya Jan |
| 7. The King Cup for Oratory —
Senior & Senior Oratory Prize | 1. Adnan Ali Hyder
2. Ashar Qureshi |
| 8. The King Cup for Oratory —
Junior & Junior Oratory Prize | Ameen Jan |
| 9. Margery Rehman Cup for House
Debates (and Replicas) | Napier House
collected by
1. Ambreen Hai
2. Nasser Hussain
3. Saqib Hanif
4. Salim Adil |
| 10. Best Debator of the year (Cup) | Ashar Qureshi |
| 11. Best Speaker Award (Cup)
From the Floor | Zuhair Sayany |
| 12. Zaidi Mathematics Shield (and Replica) | Eram Hasan |
| 13. Hamdard Gold Medal (For Urdu) | M. Shafqat Azam
(XI-K/1981) |

- | | |
|--|-------------------------------|
| 14. Jamil Javed Urdu Cup & Replica | Ambreen Hai |
| 15. Principal's Cup for Urdu
(For Academic Distinction) | Saad Iqbal |
| 16. Khalilullah Biology Shield & Replica | Hina Iqbal |
| 17. Smith Cup & Replica for Dramatics | Mansoor Ali Khan |
| 18. Trophies for work on the School
Newspaper — "The Pulse" | Ashar Qureshi |
| a) The Pluse Cup | Sehba Sarwar |
| b) Cup for Journalism | Sakib Sherani |
| c) Cup for Editing | 1. Zuhair Sayany |
| d) Prizes for work on "The Pulse" | 2. Shahid Mirza |
| 19. Pulse Poetry Cups | Seniors: 1. Asma Rasheed Khan |
| | 2. Fatemeh Qizilbash |
| | Juniors: Nadya Chisty Mujahid |
| | Sakib Sherani |
| 20. Einstein Society Cup | |
| 21. Major Arif Saeed Memorial Cup
for the Best Batsman (and Replica) | Aziz Peermohammed |
| 22. Major Arif Saeed Memorial Cup
for the Best Bowler (and Replica) | Naveed Ahmed |
| | Zia Ahmed |
| 23. Qasim Mahmood Memorial Trophy for
the Best Cricketer of the year
(and Replica) | Darius Khambatta |
| 24. The Sardar Majidullah Trophy & Replica
(Best all round Hockey Player) | Najeeb Haider |
| 25. The Ashik Hussain Memorial Trophy
& Replica for the Sportsman
of the year | Aziz Peermohammed |
| 26. Trophy & Replica for the Sportswoman
of the year | Shernaz Polad |
| 27. Super Fernandes "Economics" Medal
(Donated by Mrs. Ikram Siddiqui) | Yahya Jan |
| 28. The Super Fernandes Trophy & Replica
For Academic & Athletic Endeavour | Arif Belgaumi |
| 29. The Sabah Ahmed Memorial Medal for the
Best Student of class XI/1982 | Syed Nasir Ali |
| 30. The Nazafreen Haroon Memorial Trophy for
History of Pakistan and Replica | 1. Nasser Hussain |
| | 2. Saquib Hanif |

31. The Anthony Price Award for Excellence in Cricket
Shahid Mirza
32. Best Decorated Class
First Year Arts
(Class Teacher: Mrs. Karim)
collected by)
1. Saleem Adil &
2. Sana Zakaria
Margaret Bavington
Darius Khambatta
33. The Lady Symon Cup & Replica
34. The Canon Cup and Replica
35. Omer Yusuf Shield for Economics and Replica
Saleha Jilani
36. Principal's Award for Academic Achievement (Economics & Geography) (Cup and Book)
Saleha Jilani
37. Principals Award for Academic Achievement (Maths)
Naat Prizes
a) Prize for Best Naat
b) Best Speech in Milad
c) Naat Prize for First Years
Erum Hasan
Humair Mirza
Adnan Ali Hyder
Collected by Rabeya Hassan
38. Honors Shield & Prize
Ambreen Hai
39. Cock House Cup
Napier



*Mathematics Sheild
Eram Hassan*



*Economics Sheild
Saleha Jilani*



Class of 1982



VOTE OF THANKS BY THE SCHOOL CAPTAIN 1982

Dr. Smythe, Mr. Chairman, Members of the Board of Governors, Mr. Price, Members of the Staff, Parents and fellow Grmmarians.

Firstly, I must thank Dr. Symthe on behalf of my colleagues and the School for so kindly coming here this evening as the Chief Guest and gracing this important event of our school. It is noteworthy, indeed, that Dr. Smythe, who is the Dean of the youngest educational institution of this metropolis should honour by his presence, one of the oldest schools of Karachi.

Most of us entered the portals of this renowned school as toddlers in the K.G.S. Section and have spent many happy years on our voyage of dicovery and enlightenment through the Junior and Senior School. It is difficult to believe that we have reached the end of this period of carefree existence. We are now at the crossroads and are prepared to face the future with faith, hope and confidence armed with an excellent education.

An occasion such as this, prompts not only reflection, but also sincere thanksgiving.

We are thankful to God Almighty for granting us healthy minds and bodies and the chance to study in this school; we are thankful to our successive Principals and all our teachers from the K.G. to the High School for their dedicated guidance in teaching; we are thankful to all the non-teaching staff members for their help in many ways. We are thankful to our parents, whose devotion and sacrifices enabled us to receive this excellent schooling. Lastly I would personally like to thank my fellow prefects and all you, my fellow students for your kind cooperaion.

Education is a reciprocal process of giving and receiving. All these years we have been at the receiving end and are deeply conscious of enjoying this privilege. Now, we feel obliged to work towards the day when we can give of ourselves, in return to the community and our nation. These feelings are best expressed in these lines from the Gospel of St. Luke: "Unto whomsoever much is given, of him shall be much required".

Thank you,
Darius Khambatta



Shernaz Polad
SYA

Victrix Ludorum
1982
and winner of the
Glazebrook Cup for
Academic Distinction,
1983
(Three 'A's and a 'One' in General)



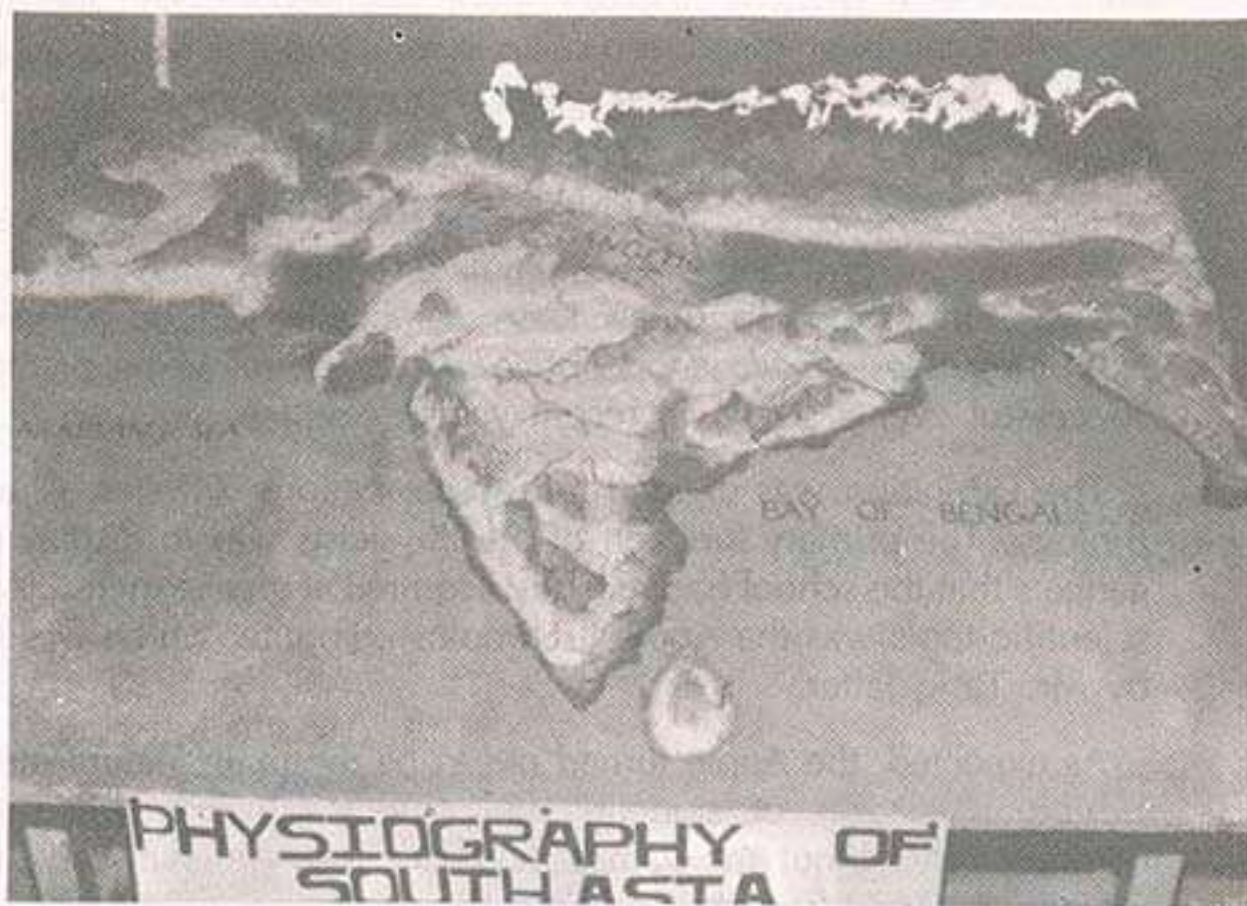
K.G.S'S Own "Apple" (Computer)



IMRAN Hameed demonstrates the Cathode Ray

FYA: Relief Map of the Sub-continent

First Year
Arts. Theme:
"A variety of
people,
A variety of
interests".



XS-Classics
Theme:
Classical Civilization
"The Glory
That was Greece,
The Grandeur
That was Rome".

Clay model in an Ancient Greek Open Air Theatre—XS Classics

OPEN DAY 1982 SCIENCE EXHIBITION

The Senior School's Open Day was highlighted by a 'Mini' Science Exhibition. Despite the short notice, it turned out to be one of the most successful events staged in recent years.

The Exhibition was divided into three sections: Physics, Chemistry, and Biology. The primary function of the Physicists was to display all the new gadgets that the school had recently acquired at great expense. Among these scientific tools was the Apple II Europlus computer which was inaugurated by Mr. Tariq Jaffer.

As expected, the Apple turned out to be the main feature of the Science Exhibition. Scores of students and parents alike crowded around the computer trying out the games that had been programmed on it for the Open Day. Apart from the computer the other items of interest in the Physics Lab. were the Van de Graaf generator and the Cathode Oscilloscope.

Moving on from the Physics Lab. to the Biology Lab. brought great peril to the weak hearted. As soon as they entered they were confronted by a skeleton with glowing feet (which had previously been kept in the Art Room!) Certain guests were extremely amazed by this phenomenon though any physicist could have told them that it was only light which had been diffracted through the water in the aquarium.

The Biology Lab. was especially notable for the ingenuity of its displays. Rabbits were dissected on the spot (which made quite a few people feel nauseous). The blood grouping tests turned out to be a great success as almost everyone wanted to know their blood groups. Biology specimens also generated great interest and Mona Nana's appendix proved to be quite a hit.

The Chemistry Section with its volcano would have been a great success but for a practical joke played by a certain budding young chemist. Iodine crackers were strewn about the floor and these exploded when stepped upon. Although entirely harmless these deterred a few parents from entering the labs.

The main attraction in the Chemistry Lab. was the model of the Blast Furnace that has recently been opened in Pakistan. Many parents took more than a cursory glance at it and a lot of questions regarding its functions were asked. The preparation of various organic compounds (especially alcohol) aroused a great deal of interest.

The mini science exhibition turned out to be an absorbing experience for both parents and participants. The students were well prepared enough to answer the more than occasional query from their parents and friends. The success of this venture proves that the world of science fascinates every one regardless of their profession.

Sakib Sherani
S.Y. Science



Eram Hassan with the Blast Furnace model.

OPEN DAY: CLASSROOM DECORATION CONTEST

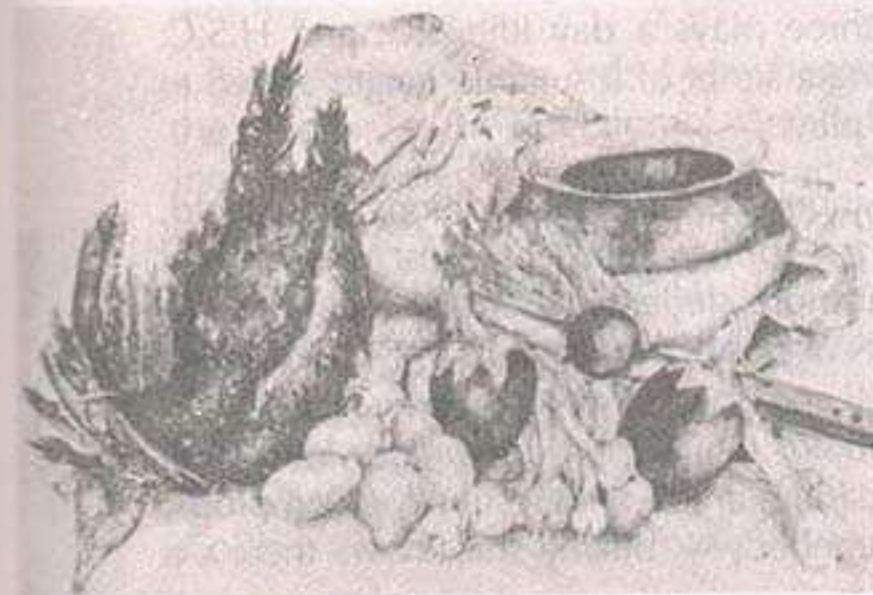
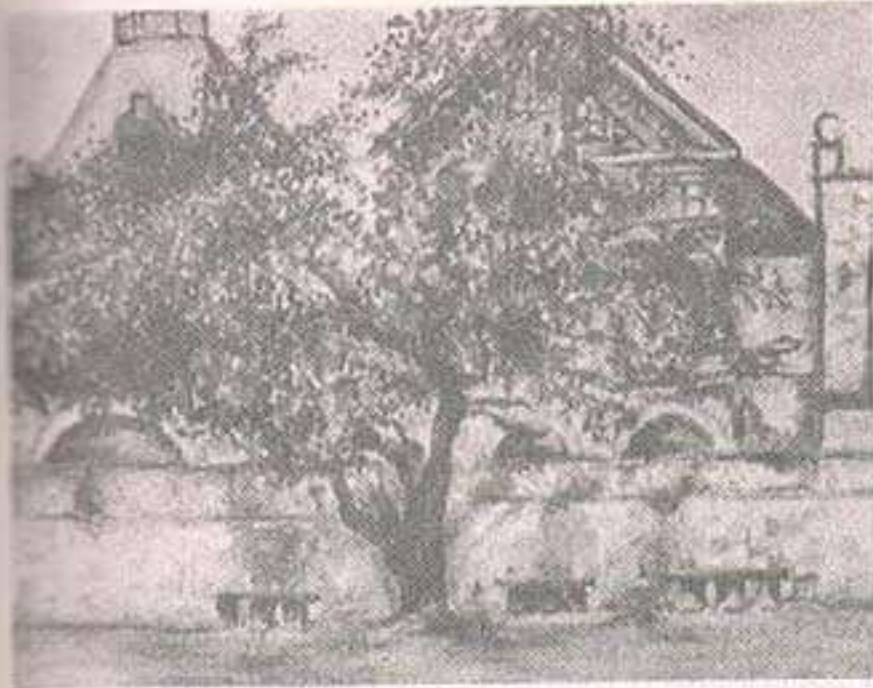
Open Day, held on Thursday 17th September was on the whole a great success. It was preceded by a sudden burst of activity towards class decoration, which affected nearly all—teachers and students alike. For a week people were seen frantically rushing about looking for paints, markers, paper, anything with which to decorate their classrooms. If only the same amount of enthusiasm could exist throughout the year!

Nearly every class participated and competed for the decoration prizes—which were deservedly won by F.Y.A. and X-S and VII-S, who got first, second and third prizes respectively. The most attractive feature of VII-S was the volcano outside their classroom, which was ignited several times to the delight of onlookers who were not discouraged by the smell of burning sulphur. F.Y.A. looked very festive, decorated with plants and posters. The theme here was "A variety of people, a variety of subjects". The relief map of the sub-continent (made of plaster of paris) made by the F.Y. students was very effective. Mrs. Marriana Karim organised these efforts.

X-S was unique in that it had two separate rooms and exhibits. Upstairs was a Geography-oriented display while in the Islamiat room was a classical civilisation exhibition. The theme of this effort by the Classics students of X-S was "The Glory that was Greece—the Grandeur that was Rome". Besides making excellent use of the striking red and gold "Julius Caesar" pennants, the Classics class, under the direction of their Classics teacher, Miss Farida Said, produced a model in clay of a Greek open air theatre like the one at Epidaurus. There was also a very good wooden recreation of the Elizabethan apron stage, made by Khurram Hanif and Omar Hussain.

The judges, led by Rev. Lankester were very impressed by the displays. Obviously a tremendous amount of time and effort had been put in by all concerned.

Sehba Sarwar (S.Y.A.)



Paintings by Raazia Habib



*Embroidery
by Ayesha Mumtaz*



*Open day
Art display*

DRAMA '81

The English Drama Festival, asleep like the legendary Sleeping Beauty, was finally given the kiss of life this year and revived in a burst of enthusiasm and activity.

The whole of the senior school was to participate, from the sevens to the Second Years. Each class (all sections combined) was to put up a play, and because there are so many classes, it was decided to spread the Festival over three days. Since there would be three plays a day (the S.C. and H.S.C. classes were doing two plays), finding a script of a suitable length added to the initial headache of choosing a play.

An air of excitement and anticipation prevailed as auditions were held, hidden talents discovered and the performers chosen. Most classes had chosen plays with large casts so that more students would be able to participate. In the art room huge amounts of poster paints were (mis) used in set designing and mysterious costumes and masks were prepared. Between classes (and during them) one would be startled by voices declaring dramatically, people could be seen carting around interesting looking props, or rushing about trying to locate somebody—"but he/she knows there's a rehearsal today"

Previously any plays staged by the school had been held at auditoriums, like the P.A.C.C.—a futile expense. This year the school shed and stage were used. Students handled the lighting, props, make-up, sound effects and seating arrangements; a lot of people who would not have been involved otherwise were now in the thick of things, and it is to the students' credit that they managed so well.

Since all the classes wanted to rehearse on the stage itself, a rehearsal schedule was made, dividing the time equally.

After a month of hectic preparation, the final dress rehearsals were held, attended by students and some of the parents. The final nights decided upon were May 2nd, 3rd and 4th.

The Drama Festival opened with 'Abu Hasan Pays His Debts', story from the Arabian Nights, produced by the sevens and directed by Mrs. Uraizee. Using exotic costumes (loads of synthetic silk and costume jewellery) and a simple set they presented a humorous story. Though very nervous at first

the actors soon began to enjoy themselves and Saba Nazar Siddiqui (VII-G) who played the part of Abu Hassan's wife won the best actor award.

The second play on May 2nd was that of the eight's, 'Enchanted Christmas Tree' directed by Mrs. Lobo. The first thing that the audience noticed about this play was a highly decorated Christmas tree. Though the play had a massive cast the acting was very good. Especially impressive was Saad Zia, grouchy and with pipe in hand, who won an award for this performance.

The third play on the first night was presented by the nines and called "Androcles and the Lion". Under the direction of Mrs. Siddiqui they presented a very absorbing production. The spell was broken by the Lion's walking onto the stage on his hind legs instead of all fours and the ensuing hilarity.

The evening of the 3rd of May began with 'Dear Departed', performed by the tens under the direction of Mrs. Belgaumi. Though the play was perhaps too sophisticated for the young actors they nevertheless gave a good account of themselves. The best actress award went to Mitra Remy.

The other two plays on the 3rd were produced by the elevens under the direction of Miss Said and Mrs. Anstead. The first of these two was 'Elizabeth Refuses' a dramatised excerpt from Jane Austen's 'Pride and Prejudice'. The play was quite well acted. Asma R. Khan was superb as the common, vulgar Mrs. Bennett and won a prize for her performance. Nasser Hussain as Mr. Collins too, was quite memorable in yellow stockings!



XI KG & S—*"Julius Caesar"*

The second play, worthy of Cecil B. DeMille, was a condensed version of "Julius Caesar." The cast was huge, total number of 45, which is for the Drama Festival, a record. The costumes—togas for the Patricians, Chitons and cloaks for the Plebeians, dazzling red and gold armour for the Roman soldiers—were magnificent. (Well done, Mrs. Zarina Faruqi). For the difficult task of abridging a five act Shakespearean play effectively into one act and for disciplining and organising such large numbers on the stage, the warmest congratulations are due to Miss Farida Said.

The set, all red and gold with Latin posters "Veni Vidi, Vici", "SPQR", Roman eagles and the she wolf suckling Romulus and Remus, was very effective. Pompei's statue was a live person—Tariq Shaikh (XI-G) deserves special mention for standing absolutely still through the performance. Saad Iqbal was excellent as Brutus while Saquib Hanif played Mark Anthony with much vigour and conviction. It is impossible to compliment everybody, one by one, in this review, but XI-KG & S and the ladies helping them (Miss Said, Mrs. Anstead, Mrs. Faruqi) obviously put in an enormous effort into this memorable production.

May 4th was the last day of the Drama Festival. Mr. A.K. Brohi was present and at the end of the show he surprised everyone, including the Principal, by giving prizes of Rs. 500/- each to the actor in each of the three plays that had impressed him most.

The First Years did a parody of "Macbeth". This play was not very well written and was a trifle overlong. Furthermore there were a few casting problems. Nevertheless the play did have its hilarious moments. Frieha Altaf as the fourth witch won Mr. Brohi's and the school's prize.

'The Stunt' was presented by S.Y.A. helped by Mrs. Karim and Mr. Omer Yusuf. The script was by no means brilliant but very well treated. The characters were well developed. The acting was excellent though it sometimes descended into farce. Mr. Brohi's prize went to Rachel April Lee while the school's went to Mariyah C. As'ad. Kim Akhtar was sensational as the seductive flirt.

The play presented by S.Y.Sc. under the direction of Mrs. Rehman and Mrs. Ahsanuddin was also a parody of Shakespeare—"Two Gentlemen from Soho". This parody was written by noted humourist A.P. Herbert and the dialogues were very witty. Actually it was not, however, language, but the simple device of dressing boys as girls that raised the laughs. The contortions of these "feminine" figures, deep male voices emerging from supposedly

female figures roused a great deal of hilarity. Rashid Rab, (in red wig and purple and pink gown) as the Duchess was hilarious and won both Mr. Brohi's and the School's prize.

Something worth noting is that all classes chose comedies, or semi-comedies except for the nines. The degree of cooperation was remarkable. Teachers and students worked together to produce something really worthwhile.

On the whole, the sets, costumes and acting were of a very high standard. A great deal of credit must go to all the backstage helpers, prompters, sets people, make-up staff and to all those students who did not actually participate, but who helped in a thousand little ways, gave moral support and laughed in the right (?) places.

Zeba Sarwar
S.Y. Arts.





VII K & S present
 "Abu Hassan pays his debts".

CAST

Abu Hassan	Raza Ali Mirza	VII-G
Mouzhatoul	Saba Nazar Siddiqui	VII-G
Zobeide	Soraya Ahmed	VII-G
Caliph	Shariq Mahbub	VII-G
Vizier	Tariq Chaudhary	VII-G
Jeweller	John Coelho	VII-G
Servant to the Queen	Anusha Hasan	VII-K
Tradesmen	Mubashir Qazi	VII-G
	Zeryab Setna	VII-G
Attendant to the Caliph	Omar Lodhi	VII-K
Attendant to the Queen	Hajra Jaffer	VII-G
Guard	Anita Dawood	VII-S
Co-producer	Shahzad Ashfaq	VII-G
Directed by	Asim Ifitkhar Ahmed	VII-G
	Mrs R. Uraizee	





Scenes from
"The Enchanted
Christmas Tree"

VIII KG & S



THE ENCHANTED CHRISTMAS TREE
Presented by : VIII-K.G.S.

Cast:

Josiah Benton
 Ella Benton
 Fredericka
 A Van Man
 His Helpers

The Judge
 The Prosecutor
 Sergeant-at-Arms
 Foreman of the Jury
 Jurors

First Witness
 Second Witness
 Third Witness
 Spectators

Announcer
 Guitarist
 Directed by

Saad Zia
 Shaheen Mohamedi
 Marium Moin
 Ali Rawjee
 (i) Nadeem Ghani
 (ii) Aryn Merchant
 Faisal Gaya
 Masood Khan
 Faisal Rafiq Ansiar
 Asad Zain
 Fiona Sukhia
 Sohail Shaikh
 Nadir Salar

Ayesha Sayany
 Imran Butt
 Nusrat Ali Khan

John Bavington
 Kalim-ur-Rehman
 Ayaz-ul-Haque
 Sukaina Alibhai
 Saba Ahmed
 Rabia Mirza
 Rooham Rehman
 Toranj Khursigara
 Salman Qureshi
 Asim Ifitkhar Yaqub
 Ahmed Azam
 Zia Quraishi
 Zarak Rizvi
 Mrs Myrtle Lobo

Seema Hayat
 Azmaira Maker
 Sobia Husain
 Sana Munir
 Ramiq Akhund
 Zia Agha
 Naeem Zamindar
 Faizullah Bhora

Class IX KGS
"Androcles and the Lion
(Act Two)
By George Bernard Shaw

Call boy	Bilal Murad
Ritarius	Michael Lobo
Secutor	Noreen Durrani
Lavinia	Natasha Jafri
Spintho	Ardeshir Marker
The Editor	Mir Zia Mahmood
Androcles	Cyrus Boga
Ferrovius	Ali Haider Khan
Menagerie Keeper	Munis Faruqi
Caesar	Salman Butt
Metellus	Khurram Hanif
Captain	Zain Adam
Lion	Nadir Shah
Whip	Khalil Omer
Christian Men	Ghouse Khan; Salman Sarwar; Azhar Salahuddin.
Christian Women	Ambreen Qureshi; Kamlila Marvi; Shireen Gul Agha; Mahvash Hassan; Firuza Pastakia; Camilla Rab.
Gladiators	Ameen Jan; Amir Hai; Ahmad Kamal Rana; Rustom Khambatta.
Slaves	Shehryar Salim; Adil Matcheswala; Naseer Aziz Ahmed
Directed by	Mrs. Zohra Siddiqui.

IX KGS's production
of Shaw's
"Androcles & the Lion"



"THE DEAR DEPARTED"
presented
by
Class X KG & S



Characters
Mrs. Slater
Mrs. Jordan
Henry Slater
Ben Jordan
Victoria
Abel Merry Weather
Directed by

Amna Mahmud Ali
Mitra Remy
Faisal Hassan
Ahmed Arif
Phiroza Bamjee
Imad Rabbani
Mrs M. Belgaumi



Scenes from "Julius Caesar"



CLASS XI — K.G.S.
"JULIUS CAESAR"

Presented by

by
William Shakespeare

CAST

Pompey's Statue	Tariq Sheikh	XI-G
Flavius	Salman Hassan	XI-K
Marullus	Irfan Ahmed Malik	XI-K
Carpenter	Nasser Hussain	XI-S
Cobbler	Saad Qureshi	XI-G
Julius Caesar	Asim Belgaumi	XI-G
Mark Anthony	Saqui Hanif	XI-S
Brutus	Saad Iqbal	XI-G
Cassius	Salim Adil	XI-S
Cinna	Naveed Ahmed	XI-G
Metellus Cimber	Samir Anwar	XI-S
Decius Brutus	Farhan Hassan	XI-G
Casca	Zahid Maker	XI-G
Calphurnia	Shalla Junejo	XI-S
Ladies in Waiting	Mahnaz Mirza, XI-S; Daleara Dinshaw XI-S; Mayling Chinoy, XI-S; Asma Rashid, XI-S; Meg Price, XI-S; Rubina Khan, XI-G; Nasreen Saleem Khan, XI-G; Seema Mohammedi, XI-G;	
Roman Soliders	Mustapha Javeri, XI-G; Umer Khan, XI-G; Al'uddin Ahmed, XI-G; Ameer Riaz, XI-G Yawar Faruqui, XI-G; Asad Khan, XI-S;	
Soothsayer	Naveed-ul Haque	XI-G
Artemidorus	Asim Yar Khan	XI-K
Plebian	Shahryar Khan, XI-G; Asad Islam, XI-G; Qamar Abbas, XI-G; Ali Nawab Rizvi, XI-G; Nazish Nawaz Ali, XI-K; Salman Bawany, XI-S; Rohit Khilnani, XI-S; Noshir Dubash, XI-G; Shehryar Hasnain, XI-S	
Prompters:	(1) Mayling Chinoy, XI-S; (2) Dalera Dinshaw, XI-S; (3) Fareeda Merchant, XI-C; (4) Sana Zakaria, XI-S; (5) Saadia Mehbub, XI-S; (6) Rabeya Hassan, XI-S	
Produced by	Saqui Hanif	
Directed by	Miss Farida Said	

XI-K.G, & S
"ELIZABETH REFUSES"
from Pride and Prejudice
by Jane Austen

CAST (In order of appearance)

Elizabeth Bennet	Mahnaz Mirza	XI-S
Jane Bennet	Meg Price	XI-S
Mrs. Bennet	Asma Rashid Khan	XI-S
Mr. Collins	Nasser Hussain	XI-S
Lady Catherine de Burgh	Sara Jafri	XI-G

CREDITS

Producer	Nadia Chundrigar	XI-S
Directed by	Mrs Sheila Anstead & Miss Farida Said	

**F.Y.A & F.Y.Sc Production: MACBETH—
As you have never seen it before!
(A parody of Shakespears's play)**

Cast:

Commentator	Mansoor Ali Khan
First Witch	Zarah Mirza
Second Witch	Rovina Khilnani
Third Witch	Fatemeh Qizilbash
Fourth Witch	Frieha Altaf
Duncan	Erum Hassan
Malcolm	Ashar Qureshi
Sergeant	Arif Belgaumi
Macbeth	Salman Azhar
Banquo	Zuhair Sayany
Lennon	Amin-ul-Haq
Macduff	Saqib Sherani
Lady Macbeth	Ayesha Raja
Messenger	Aziz Peer Mohammad
Porter	Imran Hamid
Donalbain	Shahbaz Asif Tahir
First Hard Case	Farukh Ahmed
Second Hard Case	Salman Ahmed
Edward the Conqueror	Farhan Hassan
Lady Doctor	Amna Javeri
Maid	Shernaz Polad
Ross	Haseeb Pirzada

Prompters: Khullood Rehman, Asma Saeed
Directed by Pascal Desouza
&
Mrs. Muncherji



Scenes from 'Macbeth'

SECOND YEAR SCIENCE's PLAY
A.P. Herbert's

Two Gentlemen of Soho

The Dutchess of Canterbury
Lady Laetitia
Hubert
Lord Withers
Topsy
Sneak
Plum
A waiter
Directed by

Rashid Rab
Umran Hussain
Adnan Hassan
Saquib Zahoor Iqbal
Yahya Jan
Farrukh Amin Azfar
Ehtesham Rabbani

Mrs Margery Rehman &
Mrs S. Ahsanuddin

SECOND YEAR ARTS PRESENTATION: "The Stunt"

Mopsy
The Vicar
The Mayor
The Mayoress
Mrs. Pratt
The Maid
Directed by Mrs. Marriana Karim

Kim Akhtar
Omar Hussain
Ahsan Jamil
Zeba Sarwar
Mariyah A'sad
Rachel Lee



"The Stunt"—Cast

DRAMA '82 THE SCHOOL PLAY

After the highly successful Drama Festival of 1981 it was decided that a school play would be held in 1982. This was produced by the 'A' level classes and directed by Mrs. Karim and Miss Said.

The School play ran into problems in the beginning. At first it was decided that Oscar Wilde's masterpiece 'The Importance of Being Earnest' should be produced. After the play was cast a number of people protested that it had too small a cast and did not give enough people a fair chance. Therefore it was decided that two plays should be produced. A number of suggestions were put forward—"Arms and the Man", "Arsenic and Old Lace", 'The Fatal Gazogene'. Finally Mrs Karim and Miss Said chose to produce 'The Man Who Came to Dinner' by Moss Hart and George Kaufmann— one play with a large cast.

'The Man Who Came to Dinner' also presented certain problems. Firstly a great deal of the script had to be censored. Furthermore in the script a number of the characters were pen portraits of real celebrities: Beverley Carlton was based on Noel Coward, Harriet Stanley on Lizzie Borden, Sheridan Whiteside on Alexander Wollcott, Banjo on Harpo Marx and so on. The casting problems were obvious. Only after a week of auditions was the play finally cast.

Rehearsals began immediately and were held every day. People could be seen trying frantically to learn lines, remembering lines and show emotion at the same time. Soon one could see the play taking shape.

As the day for the final performance approached students could be seen painting sets, frantically looking for props and trying to get the cast together. The Dress Rehearsal on the 3rd of May was attended largely by students of the Junior School and the cast was quite disheartened when the laughter was not quite as loud as they thought it would be.

However the response of the audiences on the days of the actual performances, 4th, 5th and 6th May was more than gratifying. On the 5th the cast had to overcome a further obstacle, the electricity failed! The headlights of Saleem Adil's jeep were used to light up the stage.

The production of the play was slick, sophisticated and very, very smooth. It was well rehearsed and well acted. There were a number of excellent performances from, among others, Ashar Qureshi, Fatemeh Qizilbash, Asma Khan, Nasser Hussain, Amna Javeri, Mansoor Ali Khan, Frieha Altaf and Saquib Hanif. For his hilarious performance as Banjo, Mansoor Ali Khan was awarded the Smith Cup for Dramatics (1982).

Credit goes to Raazia Habib for an excellent set design while Mrs. Rehman was responsible for the costumes and makeup. Numerous people helped to produce the props—Raazia painted an Egyptian Mummy for the coffin cover, while the Science Labs produced a cockroach farm. Incharge of all this was our excellent Stage Manager, Nadia Chundrigar. The Principal sang "Bad times are round the corner" in his impressive bass.

All these and many more contributed to an excellent production.

Ashar Qureshi

*"Beverley Carlton"
singing
"Bad times are
round the Corner"
(in the Principal's
deep voice!)*





The School play—
"The Man who
Came to Dinner"



*"Behold—
Roach City!"*



*"Mr Whiteside,
this is my house!"*

*The cast of
"The Man who
came to dinner"*



"THE MAN WHO CAME TO DINNER"

Cast in order of appearance

Mrs. Stanley
Miss Preen, the Nurse
Richard Stanley
John, the Butler
June Stanley
Sarah, the Cook
Mrs. Dexter
Mrs. McCutcheon
Mr. Ernest Stanley
Maggie Culter
Dr. Bradley
Sheridan Whiteside
Harriet Stanley
Bert Jefferson
Prof. Metz
Mr. Baker
The Convicts

The Expressmen

Sandy
Lorraine Sheldon
Beverley Carlton
Mr. Wescott
The Radio Technician
The Choir

Amna Javeri
Asma R. Khan
Farhan Hasan
Asim Belgaumi
Shernaz Polad
Ayesha Jaffer
Faiza Patel
Djaleh Akbar
Salman Azhar
Fatemeh Qizibash
Nasser Husain
Saquib Hanif
Mahnaz Mirza
Saad Iqbal
Malcolm Mascarenhas
Naveed Ahmed
Aliudin Ahmed
Saleem Adil
Rohit Khilnani
Zahid Maker
Yawar Faruqui
Samir Anwar
Aziz Peer Mohammed
Frieha Altaf
Ashar Qureshi
Irfan A. Malik
Qamar Abbas
Mariam Rawjee
Daleara Dinshaw
Rabeya Hassan
Aliya Azam Khan
Shalla Junejo
Ayesha Mumtaz
Ismet Nadia Hassan

Banjo
The Plainclothesman
The Deputies

Mansoor Ali Khan
Eram Hasan
Ahmeed Riaz
Salman Bawany

Beverley Carlton's song "Bad times are round the corner" was dubbed by
the Principal Mr. A.J. Price

CREDITS

Stage Manager
Assisted by

Nadia Chundrigar
Karima Saleh
Aamra Shahzada
Momiza Kapadia
Arif Belgaumi

Set Designer
Art work

Raazia A. Habib.
Raazia A. Habib
Ayesha Raja
Mustafa Javeri
Afshan Ali
Naila Hasan

Directed by

Mrs. Marriana Karim &
Miss Farida Said



*"Maggie" and "Sheridan Whiteside"
(Fatemeh Qizilbash & Saquib Hanif)*

THE SCHOOL COUNSELLOR'S REPORT UNIVERSITY ADMISSIONS 1981

This year the number of applicants applying to the U.S.A. was over 40. Overall, the admissions have been very good with all students gaining a place in the College which was their first choice. Moreover the students who asked for aid were all granted scholarship, loans, grants etc.

A detailed list of applicants and the colleges to which they are enrolling in September is attached at the end of the report, but the general pattern is as follows:-

Apart from Harvard, a Grammarian has gained admission into each one of the top American colleges. Yale admitted two with scholarships—Yahya Jan (full scholarship) and Mobina Mohsin.

Princeton admitted Yahya Jan with scholarship.

Caltech awarded a scholarship to Salman Mitha (the third Grammarian to go to Caltech in the last five years. **N.B.** Last year no one applied there).

M.I.T. awarded a scholarship to Salman Ali Hyder.

Cornell awarded 3 scholarships—Salman Mitha, Mobina Mohsin and Jamee Moudud (highest yet awarded).

Brown awarded a full scholarship to Zeba Sarwar.

The top colleges also responded well with Bryn Mawr, Vassar & Swarthmore offering large scholarships to Kim Akhtar, Smith & Wellesley offering $\frac{1}{2}$ scholarships to Mariya C. As'ad and Zeba Sarwar.

And so the story goes on right down the list.

Certain general trends are emerging. Most of the aid awards (not all) are less than they have been in previous years. What many colleges have done is split the amount of money they have available between two or more candidates and thus tried to help more but with less funds. I expect that next year adequate aid will be even more difficult to find and that a great deal of planning, organisation and a certain amount of extra coercion applied to over-eager students *not* to apply everywhere. So far this has been working out quite nicely, with amicable arrangements between the Counsellor and students and among the students themselves.

The second trend is that clever girls are hot favourites in most universities since there are very few undergraduate foreign women students—our girls, like last year, have done very well indeed. However, sex does not make up for brains.

Many smaller colleges were explored this year in an effort to widen our scope and make available more good places to our students. We have done very well and have had fine scholarships from i) places that did not previously grant them to foreign students and ii) discovered more who are happy to have good foreign students.

Naturally this has involved quite a lot of extra work—P.R. stuff and bombarding many, many places with applications. Since there is also an increasing interest in Canadian Universities, some work is also being done on the possibilities there. So far the response has been encouraging. Another encouraging aspect is the granting of scholarships to students who did not apply for aid at all.

e.g. Notre Dame granted scholar status and a scholarship to Aziz Khalid.
Rensselaer Polytechnic Inst. (N.Y.) granted a scholarship to Asad Haroon.

Georgetown D.C. to Omer Hussein—

very gratifying as they have never been forthcoming before. Moreover the top Californian colleges—the Claremont Colleges—granted many of our applicants admission:-

Asad Haroon

Saqib Iqbal

Zeba Sarwar

Yasmeen Causer

Nabeel Garib

While I, myself, looked after the Second Year applicants, Mrs. Ahsanuddin did First Year Science admission forms and that of Mobina Mohsin. Most of these applicants did not apply for aid so there was little problem. However, I really feel, that, unless there is some terribly pressing reason, we should continue to talk First Years out of applying and particularly if they plan on scholarships. The reasons for this are

- i) Dealing with one lot at a time is easier.
- ii) First Years should wait their turn—everyone deserves an equal chance.
- v) They are morally obliged to complete their education in K.G.S
- iv) They save a whole year if they do complete A-levels by getting advanced placement.

- v) They do not get much opportunity to develop their leadership ability and other talents until Second Year.
- vi) We do not want a tendency to develop of using the Grammar School as a mere stepping stone—sort of transit lounge en route to 'greater' things. So far it has not been....but always a possibility.
- vii) American colleges all keep records of even rejected candidates for at least 3 years. Some students do develop but I don't like to think that a previous application might go against them.
- viii) They do not really have the time to go through all the tests, forms, essays etc. at this stage.
- ix) Our students, however mature and sophisticated they may be, are very, very protected. I really believe they need that year after Second Year before going to learn more about themselves. Moreover, to exist in a U.S. College you have to know typing. They all learn it after leaving school, and it does them the world of good to take up a job in that time.

(N.B. The list above is not in any order of importance).

Finally, as can be seen from the admissions we have had a very good year. The Science students have done exceptionally well and far better than last years'—ofcourse, they were overall, a much brighter bunch—more like the 1979 batch. Our girls and the Arts students continue to gain coveted places, not only in the women's colleges but wherever they apply. Some credit for this must be given to our former students who are doing so well in American colleges and "living up" to recommendations their teachers have given them. Praise is also due the teachers for their patience in writing so many recommendations.

Needless to say, the open-minded attitude, the generosity, interest and friendliness of the American admissions deans and their staffs are things which arouse my admiration. Our students should be very grateful to them.



*(Mrs) Margery Rehman
School Counsellor
and
Head, Department of History*

DIRECTORY OF ADMISSIONS 1981

Kim Fauzia Akhtar	Scholarship, Bryn Mawr College.
Adnan Hassan	Scholarship, Reed College
Yahya Jan	Scholarship, Princeton University
Salman Mitha	Scholarship, Caltech
Jamee Moudud	Scholarship, Cornell University
Aziz Ahmed Khalid	Admission, University of Pennsylvania
Mariyah C. As'ad	Admission, Sidney Sussex College, Cambridge
Salman Ali Hyder	Scholarship, Massachusetts Institute of Technology
Shayan Afzal Khan	Admission, Girton College, Cambridge
Seema Qureshi	Scholarship, Mount Holyoke (Deferred)
Zeba Beena Sarwar	Scholarship, Brown University
Asad Durrani	Scholarship, Macalester College
Pari Ansari	Scholarship, Colby College
Ayesha M. Khan	Scholarship, Knox College
Ahsan Jamil	Scholarship, Reed College
Marzia Habib	Admission, Williams College
Omar Hussain	Scholarship, Wooster College
Asad Salahuddin	Scholarship, Wooster College
Asad Haroon	Admission, Harvey-Mudd College
Abdul Kadir Hussain	Scholarship, Whittier College
Nadeem Lodhi	Scholarship, Muhlenberg College
Ashraf Khan	Admission, University of Oklahoma
Azhar Faruqui	Admission, Boston University
Farrukh Azfar	Admission, Johns Hopkins University
Tariq Mumtaz	Scholarship, Gettysburg College
Munir Karim	Admission, Johns Hopkins University
Shabbir Lakhani	Admission, Rollins College
Nasir Vohra	Admission, London Polytechnic
Mobina F. Mohsin	Scholarship, Yale University
Nabeel Gareeb	Admission, Harvey-Mudd College
Amir Najmi	Scholarship, Stanford University
Nadir Hussain	Admission, University of California, Santa Barbara
Amjad Khan	Admission, Tulane University
Rosheen Qureshi	Admission, Mannhiem University

Syed Umraan Hassan
 Shirin Hanafi
 Mehreen Elahi
 Jamel. A.K. Razzack
 Pervez Ahmed
 Zeelaf Butt
 Uzma Shah
 Mukarram Ali Baig
 Humayun Hanif
 Zainab Khataw
 Mehreen Nadva Khan
 Kassim Panjwani

Admission, Texas Technical University
 Admission, Davidson College
 Scholarship, Stephens College
 Admission, Dow Medical College
 Admission, Dow Medical College
 Admission, Dow Medical College
 Admission, Dow Medical College
 Admission, Dow Medical College.
 Admission, Institute of Business Administration
 Admission, Institute of Business Administration
 Admission, Institute of Business Administration
 Admission, Newyork University at Stony-Brook

DIRECTORY OF ADMISSIONS 1982

Eram Hasan

Scholarship, Massachusetts Institute of
 Technology

Margaret Bavington

Admission, Loughborough Institute of
 Technology

Hafeez-ur-Rehman

Admission, University of Virginia

Raazia Habib

Admission, Rhode Island School of Design

Salman Ahmed

Scholarship, Massachusetts Institute of
 Technology

Zahid Maker

Scholarship, Swarthmore College

Kishwar Rizvi

Admission, Wesleyan University

Salman Azhar

Admission, Johns Hopkins University

Imran Hameed

Admission, Reed College

Ashar Qureshi

Scholarship, Harvard University

Arif Belgaumi

Scholarship, University of Pennsylvania

Mansoor Ali Khan

Scholarship, University of Pennsylvania

Sabah Siddiqui

Scholarship, Bryn Mawr College

Shernaz S. Polad

Admission, Christ College Cambridge

Frieha Altaf

Scholarship, William-Smith College

Ambreen Hai

Scholarship, Wellesly College

Saleha Jilani

Scholarship, Swarthmore College

Zia Ahmed

Admission, University of Texas, Houston

Sehba Sarwar

Scholarship, Mount Holyoke College

Sonia Mufti

Admission, American College, Switzerland

Sara Ali Khan

Admission, American College, London

Ayesha Jaffer	Scholarship, Hampshire College
Zia Zakaria	Admission, Syracuse University
Omar Sayeed	Scholarship, Lawrence University
Syed Qamar Abbas	Scholarship, Denison University
Philip Tham	Scholarship, Columbia University
Shahid Mirza	Admission, Rollins College
Enam Bari Samad	Admission, Rollins College
Fatimeh Qizilbash	Scholarship, Bates College
Saad Qureshi	Admission, Tulane University
Mariam Rawjee	Admission, Bryn Mawr College
Shazia Khwaja	Scholarship, Mount Holyoke College
Shariq Mansuri	Scholarship, Washington University
Khullood Rehman	Scholarship, Coe College
Zara Mirza	Admission, Durham University
Naveed Durrani	Admission, Claremont-Mckenna College
Shaveer Sethna	Admission, University of Texas, Houston
Karima Saleh	Admission, Wheaton College
Shamsa Qurbanali	Admission, Institute of Business Administration Karachi
Sakib Sherani	Admission, Institute of Business Administration Karachi
Momiza Kapadia	Admission, Institute of Business Administration Karachi
Ali Ahmed Khan	Admission, Institute of Business Administration, Karachi
Imran Maqbool	Admission, Menlo School of Business
Ayesha Dossani	Admission, St. Joseph's College
Shehzi Siddiqui	Admission, St. Joseph's College
Tazeen Tayebi	Admission, Leicester University
Silal Ahmed	Admission, Notre Dame University
Safdar Ali Abidi	Admission, Allegheny College
Ashfaque Bengali	Admission, Skidmore College
Nabeel Gareeb	Admission, Harvey-Mudd College
Nadir Ghulam Husain	Admission, University of California at Santa Barbara
Faisal Leghari	Admission, King Edward Medical College
Kamal Akhtar Syed	Admission, Aga Khan Medical College
Mukarram Ali Baig	Admission, Aga Khan Medical College
Rubina Sial	Admission, Aga Khan Medical College
Jubin Mama	Admission, Aga Khan Medical College
Hina Iqbal	Admission, Aga Khan Medical College
Asad Abbas	Admission, Aga Khan Medical College
Irfan Hassan	Scholarship, Arnold Hammer United World College.

**Pulsating On—
'THE PULSE' (The K.G.S. Newspaper)
'We Throb With You'**

Moderator Mrs Margery Rehman

Editors

1982 Omer Hussain

 Mariyah C. As'ad

 Adnan Hassan

1982 Ashar Qureshi

 Sakib Sherani

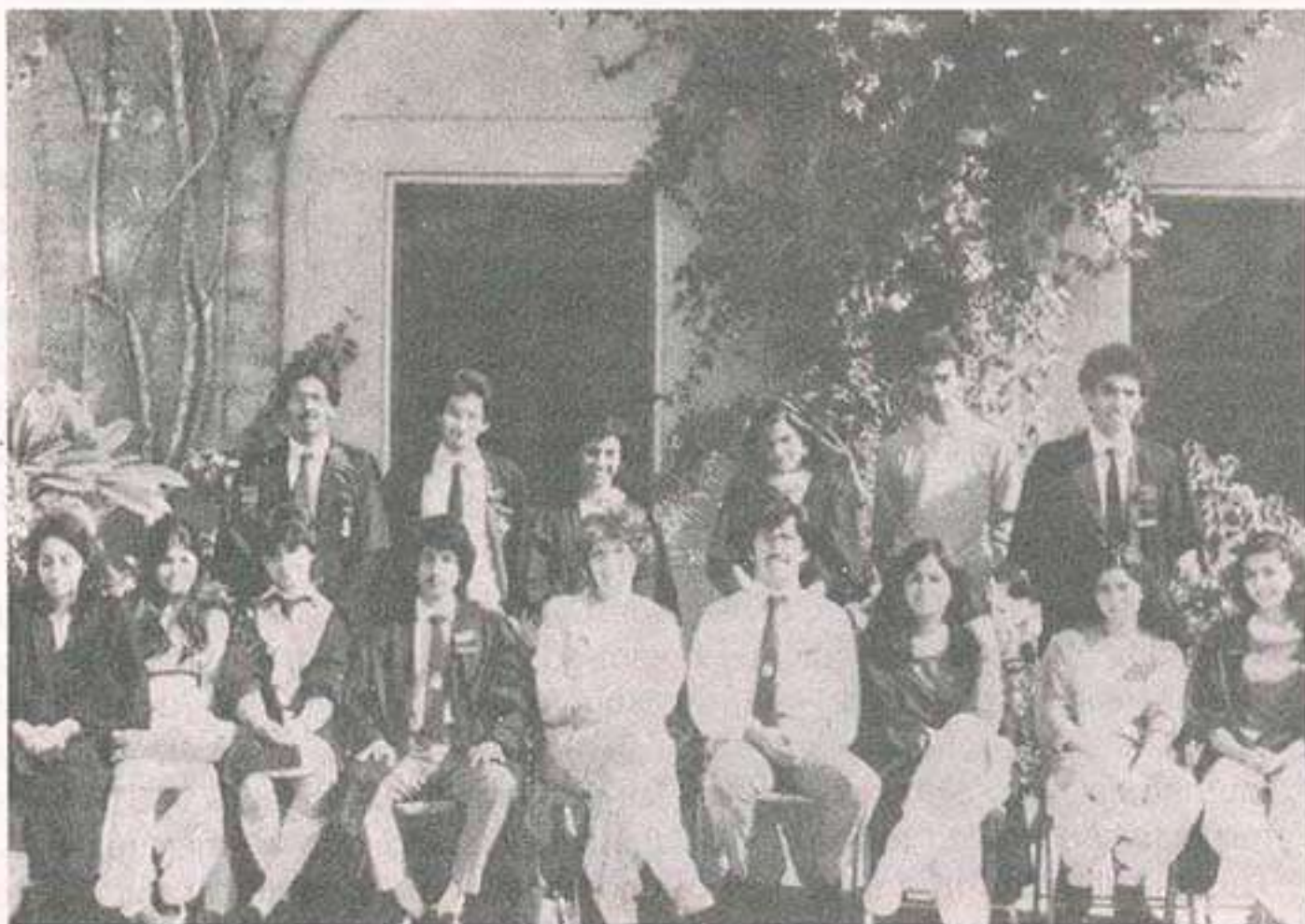
 Sehba Sarwar

A school without a newspaper does not seem like a proper school. Without 'The Pulse' K.G.S too would be incomplete.

'The Pulse' is an attempt to portray the day to day life of Karachi Grammar School. It is filled with news items pertaining to the school and the interests of the students. It also contains their literary confections.

*'The Pulse' Staff
1981*





*'The Pulse' Staff
1982*

In 1980 it was decided that 'The Pulse' should return to its original cyclo-styled format. This presents certain perpetual problems. Having stencils typed is expensive. The cyclostyling machine is old, erratic, breaks down easily and consumes far too much ink and paper. Proof reading is difficult. Moreover typing and stapling take an inordinate amount of time.

Nevertheless 'The Pulse' has gone from strength to strength. The 1981 staff brought out a record six while the 1982 staff beat this with seven.

The 1981-1982 staff brought about a number of changes and innovations. They adopted a new, more stylish cover while the 1982 illustrated all their issues. Word power features, psychological quizzes, wider coverage of outside affairs, crosswords and many new features were introduced. Poetry and essay writing competitions were held.

The 1982 Pulse staff was an especially active one. They fought for (and acquired) an office for the Pulse. They agitated for a number of reforms like more freedom for the 'A' level students, better labs, a prefects' room, greater school support for extracurricular activities and were successful in having a number of their demands met. Let 'The Pulse' throb on!

K.G.S. Chess

The year 1981 saw the revival of Chess in the school. During the first term, the School Chess Championship was held which drew a very enthusiastic response from a wide range of classes. The championship was held on a pool basis and approximately 40 students took part. Because of the large number, the tournament lasted over two weeks with Alan Siquiera standing first and Salim Khan second. Other players who put up impressive performances were Humayun Hanif, Yahya Jan, Nadir Ghulam Hussain and Farhan Hassan. The major upset of the tournament occurred when Humayun Hanif lost to Farhan Hassan in the quarter-finals.

The six best players were chosen for the School Chess Team and a School Vs. Staff match was quickly organised. The staff team consisted of Mr. Anstead (Captain), Mr. Jafri, Mr. Bhuiya, Mr. Seresinhe, Mr. Bhalloo and Mr. Razi. The school team was captained by Salim Khan. During the tournament, Mr. Anstead and Mr. Jafri (teaching Mathematics and Physics respectively) proved too strong for the students and won all their matches. This put the staff in a superior position early in the tournament but due to the lack of interest and punctuality of some of the other participants, the School Team gained valuable points. Finally, these points proved decisive and the students scored a victory against their teachers.



Chess Team with Mr. J. Anstead



The Tournament winners

The tournament was organised by Mr. Anstead with some help from the Russian Consulate (they were generous enough to lend us some chess clocks). We hope that Chess lovers will get a chance to prove their intellectual abilities again in the future.

Finally, many thanks to Mr. Anstead for his stamina and resilience in putting up with the many problems that he faced during the matches.

Yahya Jan
S.Y. Science

DEBATING SOCIETY 1981

Staff Incharge	Mrs. Margery Rehman
President	Abdul Kadir Hussain
Vice President	Mariyah C. As'ad
Secretary	Farrukh Azfar
Treasurer	Yahya Jan

The Inter-house debating competition, brought into forefront a number of potential debators who produced a high standard of debating.

The first debate held between Streeten and Napier "Man is born free and is every where in chains" was an assertion proposed by Streeten. The Streeten team was captained by Abdul Kadir Hussain and included Marzia Habib and Seema Qureshi. The Napier team was led by Mariyah C. As'ad with Farrukh Azfar and Omar Hussain. The Streeten team excelled with their strong and convincing arguments and won the debate by a wide margin. Abdul Kadir was outstanding in his short but effective speech and his sum-up literally brought the house down in their acclaim. His speech won him the prize for the best speaker. Mariyah C. As'ad was not far behind in her staunch and defiant stand and was adjudged second best speaker. Marzia Habib followed as third. The best speaker from the floor was Ambreen Hai.

The second debate held between Frere and Streeten was of a lighter vein. The topic proposed by the cynical Frerites being "When poverty knocks at the door, but flies out of the window". The Frere team led by Ahsan Jamil included Rosheen Qureshi and Ashar Qureshi while the Streeten team remained unchanged. The Frerites bent on proving love's fragility could not dislodge the faith in love so staunchly defended by the Streetenites. Streeten once again won the debate and Abdul Kadir and Marzia Habib, both Streetenites tied for the position of best speaker with their convincing speeches of exceptionally high calibre. Mariyah C. As'ad came second. Yahya Jan was best speaker from the floor. Ahsan Jamil was the most impressive of the Frerites and his powerful speech won him third position.

The debates were followed by the awarding of cups to the victors,

Streeten, which had won this competition after an incredible gap of 9 years. The best speaker 1981 was deservedly Abdul Kadir for his effective and polished performance. Marzia Habib was chosen as 2nd best speaker of the year for her convincing and captivating speeches. The participation from the floor was eager and enthusiastic and Yahya Jan was awarded the best speaker from the floor award for his logic and lucidity.

The Inter-house debates laid open the strength as well as the weaknesses of the participants in the art of Oratory. There is a great deal of enthusiasm and potential present among the students which can be exploited by debates held at class level. Moreover this would definitely improve the standard of debating which lapsed on occasions when far too much emphasis was laid on directly reading the material. The importance of good oratory skills cannot be undermined and hopefully the school will continue to churn out debaters of a high and exceptional standard as it has done in the past.

Thus before the third debate even took place, Streeten emerged as the victors of the Inter-house debating competition with a formidable overall total of 291.

The final debate was thus a tussle between Napier and Frere for second position. The topic proposed by Napier was "Scientists far from being man's enemies are his friends". The Napier team remained unchanged while the Frere team saw one change when Rosheen Qurehsi was replaced by Yahya Jan. The scientific Napierites won the debate and thus secured the second overall position. Farrukh Azfar spoke with gusto and determination and was Best Speaker.

Mariyah C. As'ad came second. Yahya Jan was the best speaker from the floor.

The debates were followed by the awarding of cups to the victors, Streeten, who had won this competition after an incredible gap of 9 years. The best speaker 1981 was deservedly Abdul Kadir for his effective and polished performance. Marzia Habib was chosen as 2nd best speaker of the year for her convincing and captivating speeches. The participation from the floor was eager and enthusiastic and Yahya Jan was awarded the best speaker from the floor award for his logical and lucid arguments.

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Mariyah Chiragh A'sad
Second Year Arts



Sakib Sherani



Mrs Margery Rehman



Asma Rasheed Khan



Ashar Qureshi



*Debating Society Committee with Mrs. Rehman
1982*

DEBATING SOCIETY 1982

Patron
President
Vice President
Joint Secretary

Treasurer
Board

Mrs Rehman
Ashar Qureshi
Sakib Sherani
Ambreen Hai
Salman Ahmed
Amna Javeri
Shernaz Polad
Sabah Siddiqui
Djaleh Akbar

We, the new office bearers of the Debating Society, approached 1982 with a great deal of enthusiasm. We chalked out an impressive schedule, had cards printed—were ready for a perfect year. However this was not to be. There are a number of reasons for this. The students are generally too lazy to participate. Furthermore there is no proper place to hold debates.

The first series of debates held by the Society were two Balloon Debates (Junior and Senior) held in March. These Balloon Debates normally are, very colourful events, a number of people using costumes, props (and tears) to enhance their plea. After each debate refreshments made by Djaleh Akbar, Shernaz Polad and Amna Javeri were served. The winner of the Junior Debate was Sa'ad Zia while the winner of the Senior Debate was Adnan Ali Hyder.

The most important event in the Debating Society's Calendar are of course the Inter-House debates.

The teams were:-

- Frere:** Ashar Qureshi (Capt.), Saquib Sherani, Asma Rasheed Khan and Mahnaz Mirza.
- Napier:** Ambreen Hai (Capt.), Nasser Hussain, Saquib Hanif, and Salim Adil.
- Streeten:** Salman Ahmed (Capt.), Salman Azhar, Zahid Maker, and Faiza Patel.

The first debate was between Napier and Streeten. Napier, the stronger team, was proposing the topic "A Lifetime of Happiness" no man could bear it". Streeten's cries of cynicism and discourses on 'True happiness'

failed to convince the judges and they lost to Napier 127 points to 139. Nasser Hussain was declared best speaker while Faiza Patel came second and Saquib Hanif third.

The second debate was between Streeten and Frere. Streeten proposed the topic 'Society prepares the crime, the criminal commits it'. The opposition Frere demolished Streeten and emerged victorious 157 points to 126. Ashar Qureshi was declared best speaker, Saquib Sherani came second and Asma Rasheed Khan third.

The last debate was between the two giants, Napier and Frere. It was closely fought and Napier won the debate and the tournament. Ambreen Hai was considered best speaker of the debate while Saquib Hanif and Ashar Qureshi came second and third respectively.

Napier won the Inter-House Debates while Ashar Qureshi of Frere was declared Debator of the Year.

The last event organised by the Debating Society was the Oratory Competition. Held after the final examinations, the preparation was haphazard, and the participation poor. Ameen Jan won the Junior Oratory Cup while Ashar Qureshi and Adnan Ali Hyder shared the King Cup for Oratory.

We hope that in 1983 the Society will be really active. Good Luck!
Ashar Qureshi



In the Computer Room

EID-I-MILAD-UN-NABI CELEBRATIONS 1981, 1982.

Two extremely successful Milads were held at the Karachi Grammar School in March 1981 and on 28 January, 1982. On the first occasion the Chief Guest was Begum S.M. Abbasi, while Prof. Manzoor Ahmad was invited as the Guest of Honour for the annual School Milad in 1982. Both guests were surprisingly punctual and gave very thought provoking, interesting speeches.

As always the organisation and management for both evenings was undertaken by Mr. Qutubuddin, Mr. Razi, Mr. Razzaq and Mr. J. Javed. Once again the training of the children and the selection of the Hamds and Naats was in the expert hands of Mrs. Belgaumi and Mrs. Mujahid. Enthusiasm for participating in the Milad ran high, with a major portion of each class wishing to join in the class recitations. Nor was there a absence of avid individuals for the solos and the speeches.

For the Junior School right up to the H.S.C. classes every single class recited either Hamds or Naats, and the standard was as high as ever and one the organisers were justly proud of. On both occasions Rabeya Hassan's solo was spell-binding. Other equally impressive solos were by Ahsan Jamil, Faisal Hasan, Subika Abbas, Humair Mirza, Anisa Ashraf. English and Urdu speeches on a range of relevant topics were given by Adnan A. Hyder, Asma R. Khan, Mahvash Hasan and Humair Mirza and were of a superb standard.

The 1982 annual Milad saw two very welcome innovations. A great incentive to the participants was the fact that prizes were going to be awarded for the best class recitation, best speaker and the best soloist. These prize were won by the First Years (1982), Adnan A. Hyder (with Mahvash Hasan as runner-up) and Rabeya Hassan. The judges were Mrs. Ahsanuddin and Mrs. Siddiqui. The second introduction was the idea of making the girls from each class wear different coloured dupattas. This idea met with great success, adding an air of festivity to the evening; / Mrs, Muncherji deserves credit for all her trouble and for the choice of beautiful colours.

The stage and the school building were tastefully illuminated and the shed was packed with parents and guests. Tea was served by the school for the guests in the tennis court and was excellent as usual. Everything went off wonderfully on the evenings which everyone had been anticipating eagerly.

Sabah Siddiqui,
S.Y. Arts.

Adjacent page: L to R. Humair Mirza,
Rabeya Hassan,
Huma Vohra
and Faisal Hassan





Naats at the School Milad



K.G.S. SCOUT TROOP 1981-82

Scout Master: Mr. Masood Khan

Troop Leader: Emad Kabeer

The first camp of 1981 was held at Dumlotee, a comfortable camping site with all the necessities including a large swimming pool, excellent hiking grounds and, of course, plumbing. The swimming pool posed a slight problem. We had it filled with clean water but a large reptilian creature found it a convenient bathing site. The scouts were desperate to use the pool and there was a quick capture and clean-up operation. Regular quizzes and campfires were held. The campfires gave the scouts an opportunity to give vent to their dramatic aspirations. (in true theatre open-air conditions).

The second term brought with it a camp at Hawke's Bay. As this was the first camp to be held at this site the turnout was tremendous. Seventy five scouts, the largest number for any camp in the past two years, participated in this camp. Scheming scouts raided the kitchens and absconded with three dozen eggs. This was in preparation for Golden Night, a free for all in which any one found asleep is smeared with wierd concoctions of toothpaste, shoe polish, hair oil and, of course, raw eggs. Hot on the trail the camp officials located the hidden eggs and prevented any misuse of what was to be the next day's breakfast.

Pakistan was invited in 1981 to participate in the CIS village, an international gathering of cubs, in Sweden. The Pakistani team was to comprise of two cubs and a scout official. The team was chosen on a competitive basis and we were very proud when one of our cubs, Adnan Afridi of VI-K was chosen.

At the end of the year Junaid Marvi was decared Best Scout of K.G.S. for 1981.

Christ the King's Seminary was the venue of the first camp in 1982. Again the camping grounds included a swimming pool which provided a much needed respite from the heat.

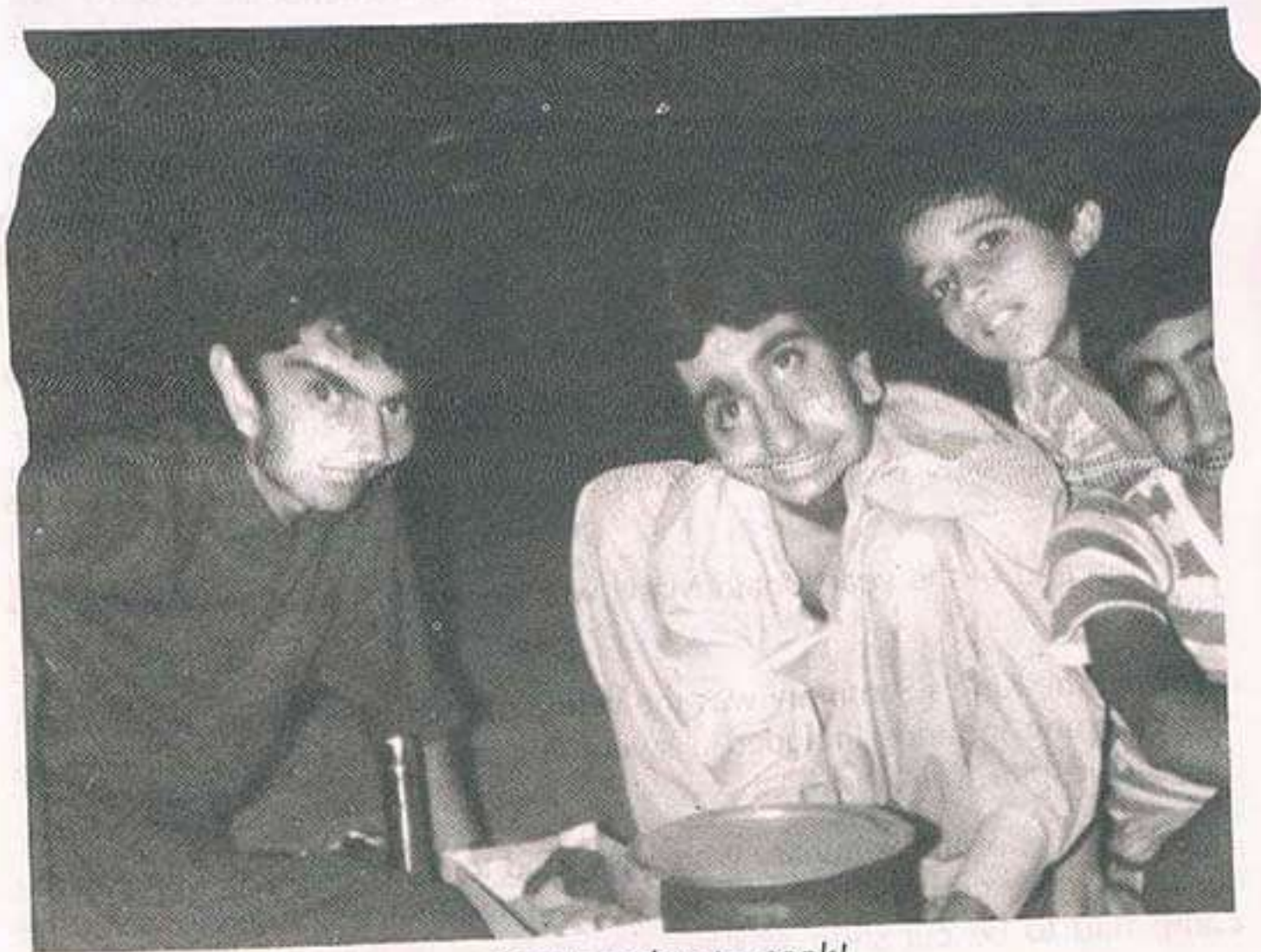
The fathers of the Seminary were very kind to us, not only did they allow us to use their grounds but also agreed to judge the campfire. However the camp had to be cut short as there was a strike in the city.

In 1982 another of our scouts, Asghar Hussain of VI-G, along with our scout master, Mr. Masood Khan, was chosen to be part of the team chosen to go to the CIS village.

During the second term an Eid Milan Party was held. Various items were presented and the two cubs, who had represented Pakistan, gave speeches and shared their experiences with us. They also introduced some new games. As seen in the photograph, cubs had to finish a roll of toilet paper by embalming another cub with it. (If the roll broke they had to tie a knot and continue.)

Unfortunately the best Scout Trophy was not given in 1982 as the leadership of scouts had broken down. However, now the scouts seem to be taking off once again.

Imad Rabbani
Irfan Hassan &
Emad Kabeer



Scouts trying to cook!

K.G.S. URDU SOCIETY 1981-82

President (1981): Ahsan Jamil

President (1982): Ashar Qureshi

The School Urdu Society once again proved to be the most active and the most efficient group functioning in K.G.S. Despite having the largest committee of 22 members (too many cooks spoil the broth), the Urdu Society managed to fulfil all its commitments. Its members worked as a unit and were instrumental in organizing a large number of successful functions.

The year 1982 brought a great many "Firsts" for the Society. For the first time a nominal membership fee was charged. The money collected was used to procure bigger cups for the winners of various competitions, far better than the measly specimens provided by the other societies. Another "First" was the completion of a comprehensive journal, recording and describing all activities of the Urdu Society. Also, for the first time all functions indicated on the school calendar were held on schedule.

Besides the very successful Eid-e-Milad-un-Nabi, other functions held by the Society were the Oratory competition, the ever popular Bait Baazi and the Urdu Essay writing competition.

Finally, the Urdu Society owes much of its success to Mr. Jamil Javed.

Zuhair Sayany



1981 Urdu Society Committee

THE SPONSORED RUN 1981-82

It all began in March 1981 in the First Year Science General class. The class had been discussing social welfare projects when three bright sparks, Ashar Qureshi, Arif Belgaumi and Saquib Sherani, suggested that a sponsored run be held to raise money for social welfare projects. (Whether this was motivated by a true sense of charity or a desire to bunk classes is hard to ascertain!)

Receiving enthusiastic support from Mrs. Muncherji, their General teacher, and the go ahead from Mr. Price, First Year Science began to canvas for sponsors. As it was the first run it was decided to restrict the runners to First Year Science.

At 6.00 a.m. of the last Saturday of March the members of First Year Science and various teachers who had volunteered to act as officials collected at the National Coaching Centre for the Run. To their surprise students from all over the school had turned up to lend their support, such was the enthusiasm that some people actually ran extra miles. In all over Rs. 12,000/- was collected. This money was given to the School for Retarded Children and St. Vincent's Old People's Home.

The 1982 Sponsored Run organised by Mrs. Muncherji was a far more ambitious affair. It involved the whole school. The venue was changed to the Boat Basin to make the run interesting. Officials were placed at checkpoints at every mile, watering spots and first aid centres were set up. The route was patrolled by police and students. Over 120 students and teachers (including Mr. Price) ran to raise a sum of over Rs. 32,000/- which benefited charities ranging from the Marie Adelaide Leprosy Centre to ABSA.

Ashar Qureshi

EINSTEIN SCIENTIFIC SOCIETY 1981

Patron	Mr. Khalilullah
President	Pervaiz Ahmed
Vice President	Salman Mitha
General Secretary	Yahya Jan
Joint Secretary	Adnan Hassan
Treasurer	Uzma Shah
Committee	Mukarram Ali Baig

Ashraf Khan

This Society was conceived for the purpose of broadening the appreciation of science beyond the limits of the text book. This does not imply that its membership should be limited exclusively to the science students, nor does this mean that all science students are automatically included. A generous sprinkling of people from Arts classes (we did have a few from F.Y.A.) would widen the perspective of the society and add a more sophisticated note to the technical atmosphere. After all science is not just the laboratory.

A great deal of zeal and enthusiasm was shown by the students this year, and we broke all previous records by having over a hundred members. More than Rs. 1,500/- was collected. The activities started off with the showing of three movies, one of which was on lasers. Drinks were provided free of cost to members after each movie. The attendance was good in spite of the movies being shown after school hours, due to some unavoidable circumstances. Towards the end of the year a trip to Gul Ahmed's Textile Mills and the Pakistan Refinery was arranged. The programme was highlighted by a fantastic lunch provided after the trip.

The cooperation of the British Council is perhaps one of the most encouraging aspects of these activities. Prompt and accommodating, they provide the material with the least bureaucratic complications.

A trip was planned to the Steel Mills and a Chemical factory but this failed to materialize.

An interesting point is that no financial aid was taken from the school, all the work was done from money obtained from the students in the form of nominal membership fees.

It is hoped that future activities will be devoted to pure science, and that the next office bearers will continue with the same zeal and enthusiasm shown by this years' office bearers.

Pervaiz Ahmed



EINSTEIN SCIENTIFIC SOCIETY 1982

Patron	Mr. Rashid Khan
President	Saquib Sherani
Vice President	Salman Azhar
General Secretary	Salman Ahmed
	Zuhair Sayany
Treasurer	Eram Hassan
Board	Ashar Qureshi
	Amin-ul- Haq
	Arif Belgaumi
	Nadir Ghulam Hussain

The Einstein Society began work in early February and one of its earliest activities was to enlist members. Students from all classes were allowed to join and some two hundred and fifty became members. A great deal of zeal and enthusiasm was shown by the students and some Rs. 1300/- was collected.

The aim of the society is to make science more palatable. To popularise science amongst non-majors, explain to them the basic principles and expose them to the practical applications of science in daily life and industry.

A number of lectures were organized. These were on Astronomy and were given by Mr. Price. With the help of the British Council a number of film shows were organized. These included films on lasers, the birth of stars, etc. After these shows refreshments were served. A number of trips were organized to Sind Laboratories, the Steel Mills, Peak Freans and a number of other factories.

The Einstein Society has been extremely successful in propagating and popularising Science in the school. One can only hope that this continues.

Zuhair Sayany

ART ROOM ACTIVITIES 1981-1982

As most Grammarians have found out, the Art Room is one of the most relaxing and enjoyable classrooms in the entire school. Here, many have gathered, whether students of Art or otherwise and all find it equally absorbing. What is really enjoyable for most students is that, during a study period, (since Art is considered that) they can converse with each other and yet the atmosphere is such that even the most down-to-earth students get inspired by the artistic fervour prevalent in these two rooms!!

All the KGS artists are taught and encouraged by Mrs. Rafiq and Mrs. Rizvi. Mrs. Rizvi generally starts the lower classes onto the creative work of soap carving, papier mache, clay modelling etc., and this along with life-modelling, (thank God for the ever patient Nanji—who can perhaps claim the world record for being made the most distorted model ever!!). Still Life, posters etc., provide an excellent foundation for the students in water colours and pencil shading for O and A Art. The results over the past years have been excellent and all the credit goes to Mrs. Rafiq and Mrs. Rizvi. Mrs. Rafiq is responsible for the seniors.





Mrs. Rafiq and Nanji—K.G.S. ever obliging model



Mrs. Parveen Rizvi and her budding artists

The most exciting "artroom affair" of the year takes place when Mrs. Rafiq manages to organise an outdoor sketching trip for the FY's and the SY's—the art students of these classes are indeed object of jealousy, when they load into cars with picnic food and are able to miss classes for the entire day! In 1981 we managed to go to the fish harbour and then to the beach and in 1982, we went to the Zoo and Empress Market. The results of such trips are really excellent—fresh new oil or water colours are turned out by the students. These expeditions certainly provide a great deal of subject matter for the students.



The highlight of the entire year is ofcourse Speech Day. It gives all the students an opportunity to display their best works. The entire music hall, the area under the stairs, and the porch is taken up by this exhibition of the works of all art students, between classes VII and SY. Along with the numerous pencil sketches, water colours, pastels, oil etc., are hung colourful batiks. The works are generally displayed very well and this is a time when all art students can feel proud of their achievements during the year.

The artroom is indeed a wonderful place to work in and I hope it always retains the same wonderful, warm atmosphere!!

Sehba Sarwar
S.Y.A. /82



*Still Life studies (above)
by Asim Belgaumi
(1) & (2) by Raazia Habib*

THE KGS ATELIER—ART AND GRAMMARIANS

When someone asked the painter Orben 'How do you mix your colours?' He answered, "With brains".

KGS artists seem to mix their colours with brains, zest, enthusiasm and an inspired madness making the art room the most colourful place in KGS (despite the fact that a number of classrooms are painted bright orange!). Gem hued batiks hanging out to dry, the walls covered with paintings, designs and posters. The art room is a riotous mass of colour. Chockfull cupboards, materials lying scattered and the myriads of props collected over the years for still lifes gives the impression of an actual studio. The feverish activity, the chatter and snatches of music go to make a stimulating, exciting atmosphere.

Gone are the days of heartless, rigid, formed training in drawing and painting. Now the children are encouraged to experiment, express themselves and dabble in various media. As early as class VII students are made aware of three dimensional effects, the elements of composition, design and colour. Students try elementary forms of sculpture from soap carving to clay modelling.

The art course comprises of a number of courses—Still Life, Life, Imaginative Composition, Nature Craft A (Graphics etc.), Craft B (Batik) and the Historical and Critical Appreciation Art. These are taught by Mrs. Rizvi and Mrs. Rafiq.

Still Life encourages the study of colour, composition texture. Using a variety of media—ink, pencil, charcoal, oil pastels, water colour, and oil paints (or even a combination)—the students try to represent objects ranging from bones and bottles to vegetables.

Life drawing encourages the accurate observation of line, form and light. Nanji has by now become the perfect model and perhaps no man has ever been drawn so many times before. A knowledge of anatomy is a great aid to the artist here and the skeleton and various books on anatomy are of great use.

Another field in which accurate observation is necessary is that of Imaginative Composition. Here elements of design, colour, shape, composition and movement are unified to create a comprehensive whole. To help

develop the necessary skills the art students were taken on a number of sketching trips—to the docks, Empress Market, Hawke's Bay and Bohri Bazar.

Craft 'A' is extremely important due to its stress on design. Using a minimum of lines and colours an attractive eye-catching effect is achieved. Craft 'A' requires creativity, precision and neat, painstaking work. The objects designed cover a wide range from posters to textiles.

Batik is the only craft that is taught. After periods of agonised waxing, drying, rewaxing, dying, ad nauseum a beautiful multihued batik is produced. In the process one's clothes and hands changes numerous colours and one's nerves are shattered. Though the school does provide all the equipment necessary, a separate room for batiks is desperately required. The present corridor is far too cramped; one is liable to be splattered with hot wax and suffocated by the fumes.

The art room is also a centre for other extra-curricular activities. The art students are very generous with their talent. They are forever making posters for various school activities. Often they have helped design the costumes and sets for school plays.

Ashar Qureshi

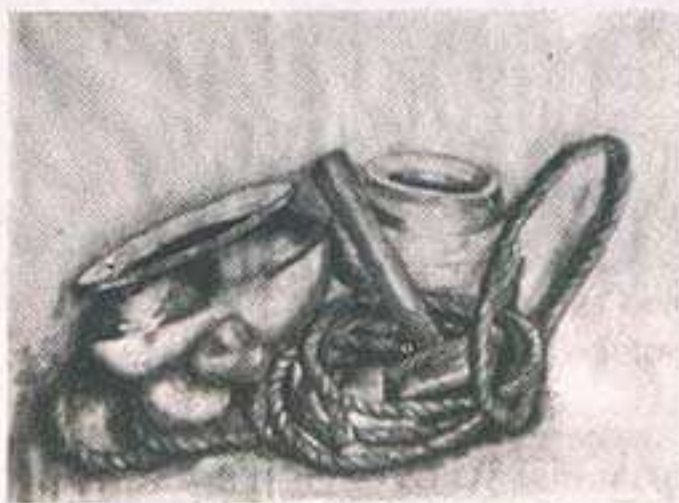


Watercolours
by
Zeba Sarwar
Second Year Arts

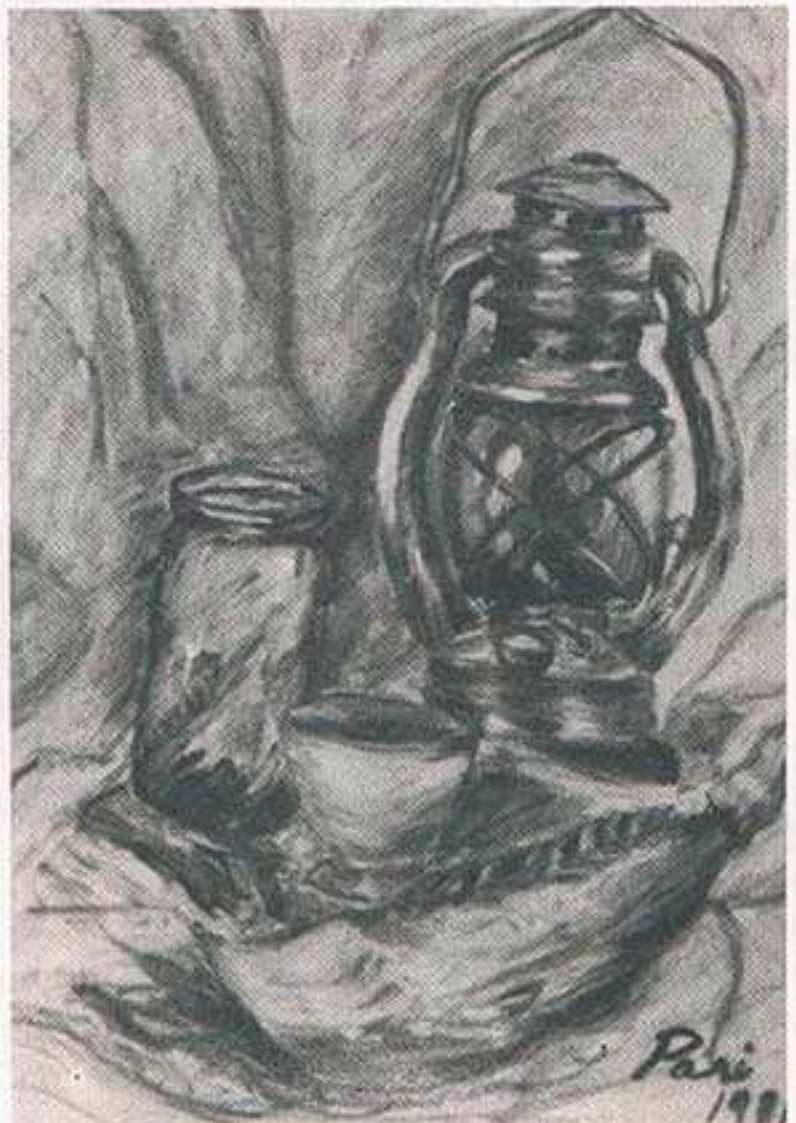


Village scene
by
Zeba Sarwar S.Y.A

Still Life
by
Pari Ansari S.Y.A.



Still Lifes
by
Sayeeda Sait F.Y.A



Award winning Batiks



(1) & (2) by
Asim Belgaumi FYSC
(3) by
Shalla Junejo FYA

WONDERS IN WAX

"Bubble bubble toil and trouble". These famous lines from Shakespeare's play "Macbeth" sound more to me like a description of the process of making a batik in the art room at the Karachi Grammar School. Though making a batik may entail a great deal of hard work and perspiration (from the heat rising from the bubbling saucepan full of wax), as far as I am concerned, the end results are well worth the effort put in by the individual.

The technique of the art of Batik originated in Indonesia, and has become more and more popular over the years, spreading all over the world (including its infiltration into our school art room). Batik, is the dying of cloth after creating a design or picture on it with wax, which prevents the dye from taking to that particular part of the cloth. Thus the cloth may be dyed a multitude of vibrant colours, without the colours running into one another. One of the most beautiful parts of a Batik is its cracks. When the waxed cloth is crumpled in order to dip the cloth into the tub of dye.

Batik is usually decorative, but this form of art is also used to creatively brighten up almost everything from clothing to household items such as table cloths, napkins, bed sheets and even eye glass cases. The batiks that are created in our art room however are usually in the form of wall hangings of all shapes and dimensions. Though most of the batiks done here are done by the "A" and "O" level students in a terrible rush (because of almost predictable procrastination) to meet the dreaded deadline for the submission of their batiks for the exams, the standard and quality is generally quite high.

The long time consuming (too time consuming on my part as far as Mrs. Rafiq is concerned) process of the creation of a batik begins with the conception of a design. A series of sketches are made, and after a lot of time spent on worrying about which one to choose for the tricky project, one is singled out and developed into a proper drawing. This design is enlarged, and is then traced onto the cloth. Some of the more confident "artists" among us draw their design directly onto the cloth. It should be seen to that the design is transferred on to the cloth clearly in dark lead pencil. This is so that the design does not fade away in the process of waxing (the cloth we use is white cotton, because the dyes we use take well to it).

Now begins the most unpleasant part of the project. This is the waxing of the cloth. Wax is melted down in a saucepan, and applied to the cloth with a paint brush (preferably long handled because of the heat). The parts that we

don't want dyed, are thoroughly coated with wax, and the rest is left unwaxed. Because of this process it is more economical (both timewise as well as waxwise) to start off with the lighter colours, and move on gradually to the darker ones. This way, you go through less trouble when waxing. For example, if you want a certain portion to be dark brown, the area can be left unwaxed when you are dipping the batik in a lighter colour like yellow, since the brown will cover up the yellow without much (if any) change in colour. Our parents, teachers and friends main complaint about our undertaking such a messy project, is that invariably (despite the use of rubber gloves and aprons), our hands and uniforms are splattered with bright dyes and wax that are very difficult (at times impossible) to wash out.

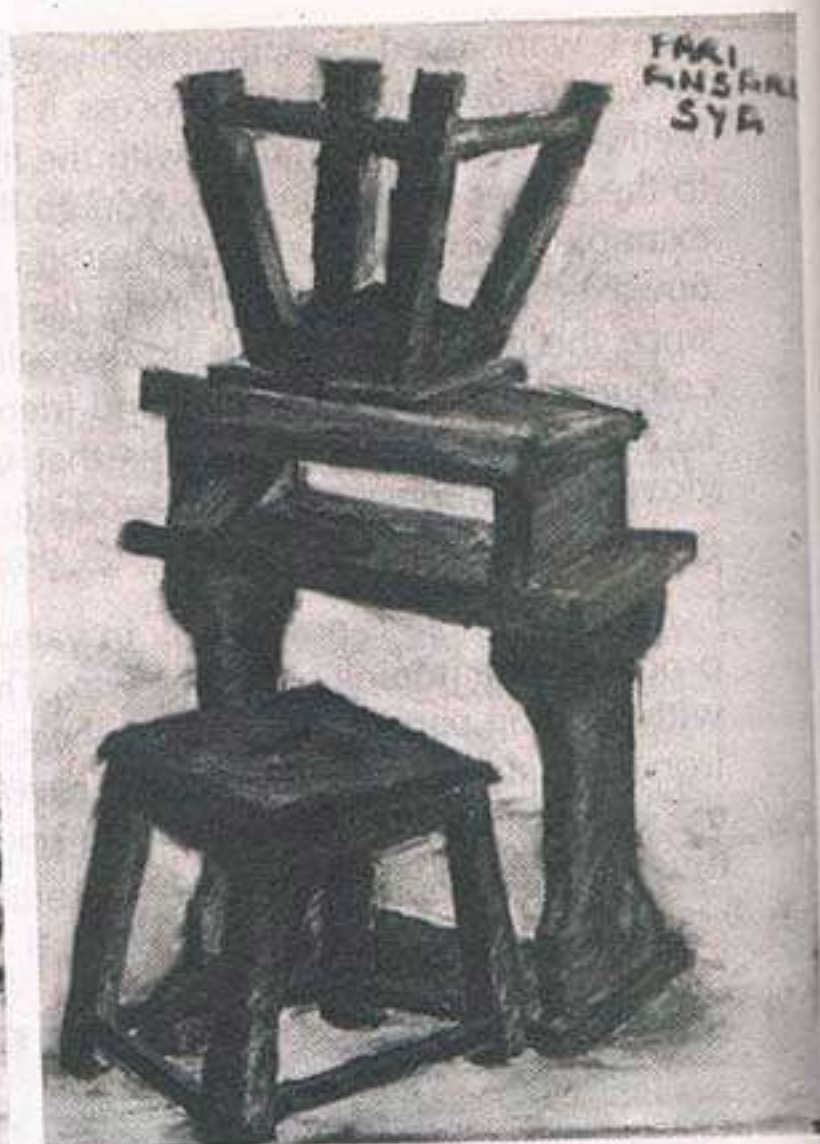
All this trouble is not usually in vain. The most exciting part of the whole process is the ironing out of the wax. The batik is placed on a board covered with blotting paper, and another sheet is placed on top. As we pass the hot iron with slight pressure over the sheet, it absorbs all the wax, and slowly the colours emerge vibrantly from under those layers of murky wax, and thus emerges a wonder in wax.



Batiks by Mustapha Javeri & Asim Belgaumi

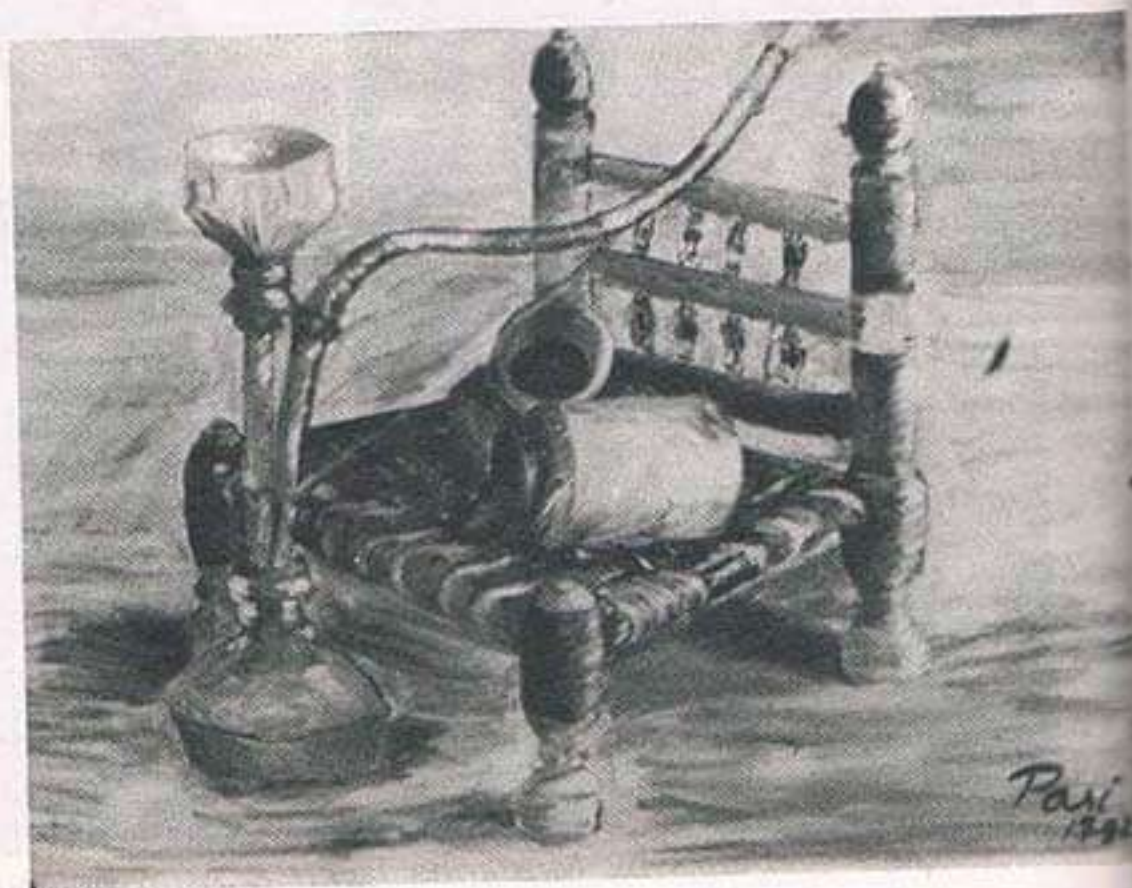


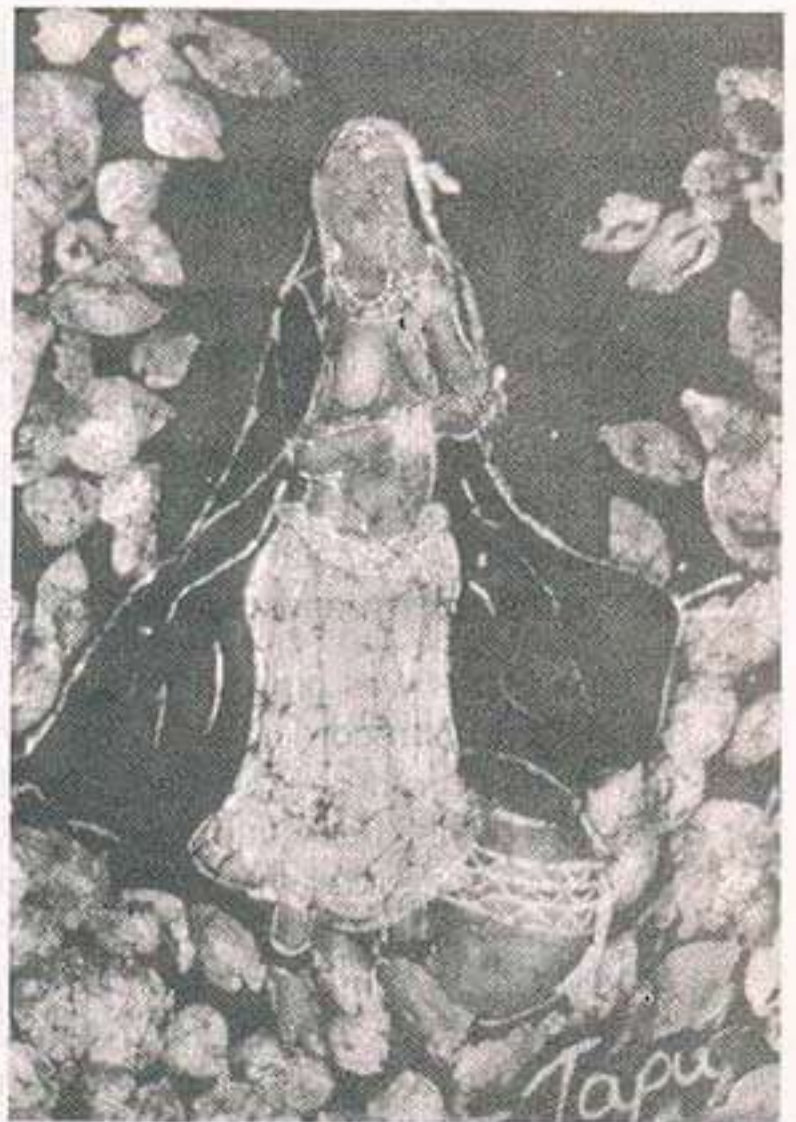
Nanji—Zeba Sarwar



Still Life—Pari Ansari

Still Life—Pari Ansari





Prize winning Batiks by Mustapha "Tapu" Javeri, F.Y. Arts



Prize winning Batiks
by
Mustapha
"Tapu"
Javeri
F.Y. Arts

ORIGINALITIES:

"IN SEARCH OF....U. LYONS."

Whenever a girl optimistically decides to try for a new athletics record, she is foiled by the 'impossible' height, distance and times of records set more than forty years ago by one U. Lyons. For many years U. Lyons has aroused our respect, admiration and curiosity: Who was she? and so on. One rumour has it that she was six foot tall, while another widespread belief is that she is Mr.Zafar's aunt! I therefore decided to do some research into the matter to try and clear up some of these mysteries.

Una Lyons was born in January 1923. Her father was a lieutenant G.M. Lyons who is recorded as giving away tennis prizes at the K.G.S. in 1938. She had a brother, Desmond, about three years younger than herself who was once the 'Best Junior Boxer'. She joined the school in 1932 (having previously attended the Presentation Convent in Quetta) and left in 1939 when her parents were transferred to Ambala. While in Karachi, she lived at Manora for a while and then at what is now the coastguard headquarters (near the APWA offices) from where she used to walk to school, crossing Bunder Road on the way (then considerably less hazardous than nowadays!). Before leaving Karachi, her family stayed temporarily at the Union Jack Club which is now the Services Club.

Naturally, most written mention of Una Lyons is concerned with her athletic successes, especially in high jump. She was *Victrix Ludorum* in 1937 (jointly with J. Grantham), 1938 and 1939. In 1938 she jumped five foot and half an inch (within two and a half inches of the then world record!!) to become the All India High Jump Champion, breaking her own record of four foot nine and a half inches which she had established the previous year. In recognition of this feat, the whole school was given a day's holiday! The same year she also set new school records in the hundred yards, two hundred and twenty yards, and long jump but improved her performance in the latter two again the next year. Despite the high hopes of her supporters, she did not succeed in bettering her high jump record and 'only' got up to four foot eleven and a quarter inches the following year. These four remain unbroken and are the school's longest standing records. Una was the first person in Karachi to do the 'American Roll' style of jump (it was then the 'latest thing', but has since become obsolete) which appears from pictures to have been similar to the scissors. The fact that she had only a sandpit to land in makes her achievements all the more remarkable and makes us realise how spoilt we are today.

Although her most outstanding performances were in athletics, she did participate in other sports, representing Napier in the interhouse tennis in 1938 and winning both her matches. She also played centre in both the Napier and the school netball teams. The only other mention of her is as one of seven participants in a Keep Fit demonstration at a garden party. Also, in 1942, Rose Greenfield was described as 'another Una Lyons in the making' and there is a well-written and interesting article by her in *The Grammarian* entitled 'A visit to an island of the West Indies'.

Although Una was slightly old for her class and not an outstanding student, she was very good-natured and is remembered as a very tall (though not six foot), attractive blonde girl who got on well with others and was very modest about her sporting abilities. She was rather a tomboy, playing more with boys than girls and wearing shorts most of the time.

Well, that's about all I've found out so far. Mr. Zafar's claim appears to be unfounded and no-one in Karachi seems to know Una's present whereabouts. However, an old boy who passed through here recently met her about ten years ago in Kenya. He informed us that she is married but could remember no further details. I do have one more 'lead' to follow up, which may provide me with a means of getting in touch with U. Lyons herself, so.... don't miss the next exciting instalment!

Margaret Bavington
S.Y.Sc.



*School Netball Team
1982*

EXPERIENCE IS THE ONLY ROAD TO KNOWLEDGE.

“What we have to learn to do, we learn by doing”. These words of Aristotle relate precisely how knowledge is obtained. The source of all knowledge is conscious observation. Observation which stimulates a train of thoughts, some of which result in a theory. This theory through experimentation is transformed into a fact. The whole process of observing, testing and knowing is in fact experience.

Visualise the young Newton besides an apple tree. He experienced the fall of one, small apple Or Galileo Galilei in a Cathedral in Pisa, where he observed a swinging pendulum Two seemingly insignificant experiences which, however, led to the formation of Universal Laws”—Laws which exposed forces previously unknown. Without these experiences, the forces though so close, would have been beyond the grasp of humanity.

But what is knowledge? It is strict demonstration, and the establishment of connection between what appears to be, and what it actually is. If Newton had observed the fall of the apple, as a fruit falling from a tree, knowledge would not have been gained. Instead it led him to investigate the cause of such a fall, to ponder over why all falling bodies took such a course and to experimentation. Experimentation which led him to discover the force of gravity, to explain what he had observed and eventually to establish himself as one of the greatest scientists the world has ever seen!

In the early seventeenth century Johannes Keppler laid down the foundations of “New Astronomy” based upon not only his own findings but also those of Copernicus. Thus knowledge need not stem only from one’s own experiences but also from that of others. As william Candan said, “ he is happy that can beware by others harms”. To meditate upon what another went through, in full consciousness, is nearly to experience it. Thus any realisation after this is, in fact, an indirect result of that experience itself. And this realisation is knowledge!

We must never answer that which is incapable of proof, for material without proof is not knowledge. To experience a phenomena or its effects is the most correct proof one can have about its existence. Take the atomic Bomb for instance, one of the Terrfying inventions of this century. This bomb was believed to have the ability to cause complete and figures based on speculation were put forward to approximate its destructiveness. But it was not

until the first bomb was exploded on Hiroshima that we actually had "knowledge" of its powers. Powers that turned out to be quarter of what expected. "Experience had changed intelligent speculation into absolute knowledge!"

Henry Thoreau pointed out that "it is only when we forget all our learning, that we begin to know. Hence knowledge cannot be obtained from blindly memorising books. What the mind registers is a man of alphabets and symbols, indicating only a good memory. The significance of the words registered constitute knowledge. And until this is realised knowledge has not been gained.

Let us assume that all of us learnt the formula, "Force is equal Mass into Acceleration". Have we actually gained knowledge? No! we have only memorised a line from a book without any idea of its meaning or application. We are no better than parrots who can rattle off, what has been taught by their master. It is only when we realise the meaning and significance of the words registered, that we actually gain knowledge.

Thus, we see that to conceive a theory we need experience, and to transform this theory into a fact we also need experience. So it is only experience which leads us towards knowledge and "Knowledge is Power" power that can be used to serve or destroy humanity, to improve or degrade the quality of our lives to change this world into a better or worse place to live in.

Adnan Ali Hyder
(X1-G)



Say Cheese!

SOCIAL IMPLICATIONS OF RAPID INDUSTRIALIZATION

Every morning students of K.G.S. breathe in fresh polluted air—fresh from the exhaust pipes of hundreds of trucks and buses and dozens of factories. We will probably all be dead of lung cancer by the time we're thirty and if that doesn't get us then the lead or mercury poisoning probably will.

Pollution is just one of a host of problems associated with industrialization ever since the beginning of the Industrial Revolution in England in the mid-eighteenth century, which has caused a gradual and marked change in the country's society and its social behaviour. The same has been true of all other countries where industrialization has taken place.

Pakistan and other so-called "third world" countries, like to call themselves "developing nations" meaning to say that the rapid industrialization which was seen in Europe during the nineteenth century is in progress in these nations today. In Pakistan, which is mainly a rural country, industrial development began only a few decades ago and is now gradually accelerating. The effects of this rapid industrial growth are varied and many and one of the main ones is the change in social behaviour and society's values.

Industrialization usually takes place in a few urban centres and then spreads gradually to surrounding areas. In Pakistan, Karachi and Lahore are such centres and both are increasing in population at an alarming rate. The reason for this is that as more industries are opened in the city, more people from the rural areas come to find jobs and provide the labour to run the factories. They are lured from their pastoral existence by the promise of wealth and for them a city is an exciting and mysterious place, far removed from their simple farms. It is this phenomenal influx of cheap labour which powers the industrial revolution. Eventually the shape of the countryside becomes altered and there is a gradual transformation from an agrarian society to a mechanized one though, however, in Pakistan this is by means complete.

As the people change from farm labourers to factory workers, there is a corresponding change in their behaviour and their social demands. People in general become more materialistic and greed is an important driving force in keeping the people working? Rural dwellers do not have these moral values and are not as money conscious as urban dwellers. There is a gradual alienation from natural surroundings as cities become larger and larger and turn into what are known as "concrete jungles".

The authorities concerned cannot usually cope with such a large influx of people and thus there is a lot of over-crowding due to poor housing and slum areas and shanty towns are quick to develop. These are the bone of the urban centres as slums are usually breeding grounds of crime, discontent and unemployment. Not all the people who come to the city for their golden opportunity find work, and thus the rate of unemployment is high. Unemployment leads to social dissatisfaction and this, together with poor living conditions, and overcrowding, contribute to an increase in the crime rate. There is usually a poor distribution of public amenities such as water and electricity and all these factors lead to social unrest, which, if it is not dealt with sooner or later, can explode violently in the form of riots (witness what happened in Brixton in 1982). Fortunately this has not happened in Pakistan as yet.

The vast gulf between the rich employers and the poor workers leads to a breakdown of communication between them, which is accentuated by trade unions. All this leads to the dehumanization of the individual and everyone becomes involved in what is known as 'the rat-race' where everyone is competing fiercely with each other for better jobs and better pay, and no quarter is either given or taken.

Saad Iqbal
F.Y.Sc.



In the Biology Lab

THE PURPOSE OF EDUCATION

What is the purpose of education? The basic aim of education is the full development of an individual, of a fine citizen of the world. Education is the process of developing and perfecting human beings. It tries to cultivate the humanity of man by developing his specifically human excellences—both intellectual and moral. The ultimate goals of education are human happiness and the welfare of society. Its products are good men and good citizens.

Education draws out our potential capabilities. It stirs our imagination. It teaches us how to think.

For the ancient Greeks education had three functions:

1. the development of bodily grace and skill.
2. the formation of moral character and
3. the cultivation of intellectual understanding.

Plato and Aristotle put the intellectual at the top. They also believed in moral virtues and in the training of the will. Physical education, that is, gymnastics, and games, are extremely important. There is an old Latin saying that says 'a healthy mind in a healthy body'.

The formation of character is essential in education. Learning to be good and to do right is far more difficult than learning how to read and write and think correctly. Moral training and moral virtues is what the great educationist and philosopher Socrates tried to teach. "The fear of the Lord is the beginning of wisdom," says the Bible. Wisdom is the ultimate aim of learning. In Islam too a high value is placed on wisdom. Infact, the holy Prophet Mohammad declared "Seek knowledge even unto China."

Universal literacy is one of the basic goals of education. Everybody should be able to read and write. In our country, unfortunately over 90% of the population never attend school, are illiterate, can neither read nor write. A minimum general education is a must for all citizens. As the English economist Adam Smith pointed out "A man who is incapable of using his intellectual faculties properly is not human. He is stupid and ignorant. To educate him is to make him capable of rational conversation, of generous, noble and tender sentiments, of moral judgement."

There is a continual argument about which is the best of type of education—a "general" education in cultural subjects or a "specialized" edu-

cation in one particular field or occupation. Are both types of education necessary? Or is a general education good for some people, and a vocational education for other people? Today most people tend to forget the humanities—literature, philosophy, poetry, history and prefer that their children get technological and scientific knowledge. Some people think that education is just a passport to the Good Life. Unless you have a degree, you cannot get a job. The more qualified you are the better the job you'll get. Ofcourse, education enables one to get employment, but even if one was not looking for a job education is very important. Studies enrich all human beings. Education is not just material knowledge, facts and figures. It is the whole moral and cultural inheritance of mankind.

Sir Frances Bacon was a great advocate of education. A firm believer in studies, he declared "Studies serve for delight, for ornament, and for ability."

In his famous words
"Reading maketh a full man,
Conference a ready man,
And writing an exact man."

Wisdom is the ultimate aim of all learning.

Huma Vohra
VIII-G



Science Exhibition

INDUS VALLEY (HARAPPAN) CIVILIZATION

With special reference to Moenjodaro

Indus Valley Civilization, which is 4 to 5 millenia old, is spread over an area of about half a million square miles. It contains over one thousand different sites. The majority of these sites lie on the plains of the Indus and its tributaries or on the dry course of the Hakra or Ghaggar river which flowed south of Sutlej and southwards to the east of Indus with the Thar desert on its left bank. A few sites occur on the Makran coast, the farthest being Sutkagen Dor at the Pakistan-Iran border. This site may have been a port or a trading post. To the east of the Indus a few sites occur on or near the coast beyond the marshes of Cutch. The most impressive trading post in this area was Lothal, on the gulf of Canbay.

The Indus Valley civilization was faced with annual inundation which made it necessary for the inhabitants to construct buildings which could effectively withstand the floods.

Since mud brick would have been washed away by rain and floods, the people of this civilization were forced to use burnt bricks as stone was not readily available near most of the settlements.

Burnt bricks could be easily manufactured as sufficient amount of timber, needed for their manufacture, grew along the riverine tracts.

The two main cities of this civilization were Moenjodaro and Harappa.

The two cities, although far apart, were very similar in character. From the excavations carried out in these two cities, there appear to be many parallels. From conformity in weights and measures and a common script to uniformity of the seals and common elements of art and religion. It is also apparent that there was widespread trade in almost every commodity between the two cities.

Historians have hypothesised that these cities were twin capitals which governed the whole of the Indus Valley Civilization. Although there appears to be political and economic unity, it is not clear how they functioned, considering the distance between them.

The smaller sites like Kalibangan, Kot Diji, Sandhanawala and Jundeir-

jodaro, that have been discovered, probably functioned as provincial centres of the government.

Harappa, one of the twin cities, lies on the left bank of the now dry course of the river Ravi. The site of Harappa was first noticed and reported by Masson in 1826. Although Cunningham visited the site in 1853 and 1873, no excavation was carried out on the site. Many years later, the archaeologist Vats carried out the first excavations between 1920 and 1934. In 1946, Sir Mortimer Wheeler, the British archaeologist, while excavating, reached the natural soil and found evidence of a Pre-Harappa civilization.

The city of Moenjodaro, is situated on the right bank of the Indus near the present city of Larkana.

It was first excavated by the Indian Archaeological Survey under the supervisions of the British archaeologists Marshall and later Mackay between 1922 and 1931. Further excavations were carried out by Sir Mortimer Wheeler after the independence of Pakistan. The last series of excavations were conducted, for a short while, by the American archaeologist, Dales, in the mid sixties. Dales had been excavating the site in search of the harbour, but he was unable to discover it. Since then no further excavations have been carried out.

The excavations in Moenjodaro, as well as other towns, have revealed a regular orientation and grid pattern in the planning of the cities.

Two distinct urban elements occur in the main cities; on the west a "citadel mound" constructed on a high built up base of mud bricks with a long axis which runs in the north-south direction, and a "lower" city, situated in the east, spreading over more or less a square area, consisting of the residential area.

Although at Harappa there is ample evidence to show that there must have been a massive brick wall surrounding the "citadel" area, there is no concrete proof of such a wall at Moenjodaro. Certain remains have been found which are suspected of being parts of the defensive wall.

There is a distinct hierarchy of street widths. The widest streets run from North to South and are twice the width of smaller streets and three or four times that of the side lanes.

The most impressive structures at Moenjodaro are found on the "citadel" mound. Their importance is evident from the fact that they have been elevated on a man-made base of mud brick and earth filling, to save them from the floods which inundated the area and destroyed the lower city a number of times.

A 13 metre high brick embankment, which ran around the "citadel" mound must have served the same protective purpose.

The "citadel" mound contained buildings of religious and civic importance e.g. the Assembly building, the Collegium, the Great Bath and the structures thought to be the Granaries.

The Assembly Building lies to the south of the "citadel" mound. It is an oblong shaped structure containing four rows of five brick plinths each, upon which wooden columns may have been erected.

The Great Bath is a finely built brick structure measuring 12 x 7 x 3 metres. It is approached by a flight of steps located on its two ends. These steps seem to have been originally covered with timber treads set in bitumen. The floor is constructed in sawn bricks set on their edges in gypsum mortar. A layer of bitumen serves as a seal between the inner and outer brick layers. Water is thought to have been supplied by a large oval shape well in an adjacent room and the outlet was on the western side of the Bath through a high corbelled drain. The Great Bath was surrounded by a number of rooms which may have served as dressing rooms. Stairways led to the upper storey.

To the west lie twenty-seven blocks of brick structures criss-crossed by narrow ventilation channels. According to Sir Mortimer Wheeler's interpretation these structures may have served as the base for the Great Granaries.

The residential area in the lower part of the city contained thousands of brick structures. From the remains it can be seen that the houses varied in size considerably, from one room houses to palatial structures.

The construction of houses appears to be simple in character. The structures are undecorated and give a uniform appearance. Burnt bricks are used throughout for construction while mud bricks are used only for filling for plinths. This fact points towards the prosperous condition of the community, since sometimes at Harappa and commonly at Kalibangan, mud bricks were alternated with burnt bricks in the construction of walls.

Almost every house had a bathroom, sometimes even on the first floor, while nearly all of the larger dwellings had private wells. Bathrooms are indicated by a sawn brick platform surrounded by a kerb and by its connection to the street sewerage system.

Entrance to the houses was from narrow lanes which were set at right angles to the main street. Each house is defined by the narrow space which separates it from the next house.

The sophistication of this civilization is apparent from many factors found in the remains, e.g. the organised planning of the cities, the sewerage system and the standardisation of bricks sizes. The predominant brick size was 28 cm x 14 cm x 7 cm which was in the ratio of 4:2:1.

Wells were constructed by specially moulded wedge shaped bricks. Flooring was made of beaten earth or sun dried brick or burnt brick. Hearths have been commonly found in the houses.

The semi circular arch was unknown to the Harappan Civilization, however the corbelled arch has been found in some places.

No remains of any kinds of roofs have been found. It is however thought that timber may have been used. There is some evidence in the form of sockets in the walls which indicate that square cut beams, of spans of upto four metres, were used.

All the houses were connected to a sophisticated sewerage system. The drainage chutes from the houses either discharged into soakpits or into the main drains located in the streets. In some places pottery drain pipes have been found embedded in the outer walls of the houses. The drains in the streets were covered by bricks or hammer dressed limestone slabs and had a number of manholes for inspection. It appears that these drains sometimes discharged into soakage pits but nothing is conclusively known about their final discharge. The "lower" city also contained many shops and craft workshops. Potters' kilns, dyers' vats, metal workers', shell-ornament makers' and bead-makers' shops have been recognized.

The complex social structure and the high standard of living must have been maintained by a highly developed system of communication and trade.

The use of writing must have been an essential part of this highly developed society. It is beyond doubt that the seals of the Indus Valley Civilization played an active and necessary part in the carrying out of trade transactions. The seals so far discovered appear to carry two principal kinds of information. The first kind depicts an animal, often placed before an object which looks like a standard. The second kind depicts only an inscription which varies in length from one to many dozens of ideograms.

It has been proven that the inscriptions on these seals have been written from right to left. Many of these seals appear to carry numerals as part of the information. Seals, it seems, were also used to apply clay sealings to bales of merchandise. This is evident from the many impressions of matting and cords found on the backs of such sealings.

Another salient feature of this civilization was the system of weights and measures. The weights, which were studied and analysed by Hemme, are

seen to proceed in a certain series. they first double from 1 to 2 to 4, till 64, then 160, and then proceed in multiples of 16 : 320, 640, 1600, 3200, 6400, 8000 and 128000.

The measure of length was based upon a "foot" of a length of about 37.6 cm. and upon a "cubit" of approximately 51.8 to 53.6 cm.

Excavations at Moenjodaro have revealed the presence of a number of specialized groups of craftsmen like potters, brick-makers, stone-workers, builders, copper and bronze workers, bead-makers, faience workers and seal-cutters.

Finished chert blades and nodules of flint were obtained from the limestone hills at Rohri and Sukkur and were worked at large factory sites nearby. The centres for the manufacture of carnelian beads were at Lothal and Chanhudaro. Chanhudaro, alongwith Balakot, which lies on the coast of Baluchistan was also a centre for shell-working and bangle-making.

The people of the Indus Valley Civilization imported raw materials from a large number of places: gold from the Neolithic settlements around the goldfields of Karnataka; silver from either Afghanistan or Iran; copper from Khetri in Rajasthan. South India, Baluchistan and Arabia; lapis lazuli from Badakshan in North-East Afghanistan; turquoise from Central Asia and Iran; fuchsite from North Karnataka; amethyst from Maharashtra; agates, chalcedonies and carnelians from Saurashtra and Western India, and jade from Central Asia.

It appears that the people of the Indus Valley Civilization traded with the people of many other civilizations. They established many trading posts in distant areas to fulfil the needs of their widespread trading activities. The tiny settlements discovered at Shortughai in North-East Afghanistan and in the Badakshan area, near lapis lazuli mines, have yielded large quantities of lapis lazuli from the site. This gives us enough evidence to presume that this Harappan colony was established as a trading post and for the mining of lapis.

There are two kinds of evidence, archeological and literary, that show that there was some trade activity between the Harappan and Mesopotamian Civilizations. The most solid evidence of the presence of the Indus merchants in Mesopotamia is the discovery of twenty-four seals, similar in character to the Harappan type, at Sasa and other cities of Mesopotamia.

The discovery in Mesopotamia of the objects which are typical of the Indus Valley Civilization, like carnelian and etched carnelian beads, shell and bone inlays, including some of the Indian kidney shaped ones dispell any doubts concerning the question about the existence of trade between the Harappan and Mesopotamian Civilizations.

There is an even lesser amount of evidence discovered in the Indus Valley concerning this activity. Only three cylindrical seals of the Mesopotamian type, but of Indian origin, have been discovered at Moenjodaro. A few metal objects suspected to be of Mesopotamian origin have also been discovered there. This dearth of evidence may be explainable due to the possibility that trade activity was concentrated on objects of the less durable nature like spices, cotton and timber.

The gaps in the archaeological record can be filled to an extent by the literary evidence available from Mesopotamia. This evidence shows that during the rule of Sargon of Adgade and during the years after, merchants, particularly from Ur, carried on trade activities with foreign countries. Among the countries mentioned are Tilmun, Magan and Meluka. The coast of Bahrain is identified with Tilmun and Magan is probably what is now Oman. The third, Meluka, is generally identified with India, the region around the Indus river, Moenjodaro or Saurashtra.

Ships have been depicted in many places, either on seals or as graffiti at Moenjodaro and Harappa. At Lothal, a terracotta model of a ship with a stick-impregnated socket and holes for fixing rigging, has been discovered.

The evidence of sea-trade and contact with other civilizations during the Harappan period is largely circumstantial or inferred from the Mesopotamian texts.

By making comparisons with the population of a city of comparable area in Sind, Lambrick has come to the conclusion that approximately thirty-five thousand people must have inhabited Moenjodaro, when this great city was at its zenith.

The question that arises about the degradation and desertation of this city is still unanswered. The theory that Moenjodaro was invaded cannot be correct as very few weapons of war and skeletons were found during the excavations. There is also no evidence of a hurried departure by its populace.

The absurd theory of a nuclear explosion taking place at Moenjodaro is obviously baseless. The burnt debris found in some places are either parts of kilns or remnants of a fire, and not due to a nuclear bomb.

Flooding is also an improbable reason for the desertation of this city. The inhabitants of Moenjodaro were used to the annual inundations by the Indus. This was a vital phase for their agriculture. There is ample evidence that Moenjodaro was rebuilt many times after the houses collapsed during the inundation, and layers of silt are still visible between the different phases of construction.

The most probable reason for the downfall of this prosperous city seems to be the change in the course of the river Indus and the resulting loss of fertility of the lands. After reaching great heights of civilization, it seems that the city of Moenjodaro started going downhill. There seems to have been a gradual decline in the prosperity of its people. Degradation set in and its populace slowly deserted the city.

The level of neglect and the loss of control over public facilities is evident from the fact that kilns, which are normally located outside the city because of their polluting effect, were, in the later stages, found to be located between the houses.

Moenjodaro will continue to puzzle the archaeologists and historians until the mystery surrounding the history of Moenjodaro is solved and its script deciphered.

Mihail Lari
XI-G

(Discussions held with other members of German Research Project, Moenjodaro, and on site observations while working at Moenjodaro have helped in writing this article).



Grammarians at Moenjodaro



*The Buddhist Stupa at Moenjodaro
Photographs by Mihail Lari*



ODE TO THE LILIES

While wandering o'er the luscious fields
As if possessed by a strength unknown
I drank in the lilies serene beauty
And captivatingly sweet perfume
Drifting from the masses of bloom
On the fragrant cooling breeze.
Fair maids! what is there to bother
Your peace, as you sway in the wind
And bow your graceful heads
What worries are there to disturb your minds
What sorrowful tears to shed?
For as grief you neither sense nor see
You never weep nor cause to weep
And rejoice eternally free

Nadya Chishty Mujahid
VII-G

AUTUMN THOUGHTS

I often think when wandering
Through the peaceful autumn forests
That the golden sun's rays showering
On the caramel leaves in clusters
Turn to glittering-brown the foliage
Fallen from the trees above
Like a rusty orange carpet
Caressed by warm and gentle love
And thoughts, of the hazy brilliance
Mingling with the shadowy ground
Calm with ease and put at rest
My confused and worried mind
While the sparrows' merry twitter
Sounds through the autumn stillness
As if Nature's own orchestra
Was heralding Autumn's visit.

Nadya Chisty Mujahid
VII-G

THEORETICAL PHYSICS MADE SIMPLE

Almost all of us have heard of the Nobel Prize awarded to Dr. Abdus Salam. Few of us, however, know about the work he did. Some of us know that his work has united what we vaguely know as the weak force and the better known electromagnetic force. All this effort and mention of forces of all kinds have to do with the field of Theoretical Physics. As for the forces there are four basic types of forces in nature and these are responsible for all what we can observe. Every effect that we see is a manifestation of one or more of these forces. The first and best known of these is Gravitation. Sir Isaac Newton showed through his intricate mathematics that celestial gravity is the same as terrestrial gravity i.e. the force that keeps the planets in orbit is the same as the one that keeps our feet on the ground. Obviously such a theory was really thought provoking as it had shown that there is a basic unity in the motion of the heavenly bodies and of ourselves here on earth. This was a remarkable revelation and as Alexander Pope put it, "Nature and nature's laws lay hid in the night. God said let Newton be and there was light."

The other force is that of electromagnetism. In the nineteenth century Professor Maxwell theorized that electricity and magnetism are the two different faces of a common force—electromagnetism. He also stated that light waves are an effect of such electromagnetism. The other two forces are those that are not so well known to the layman; the weak nuclear force and the strong nuclear force. The strong force is the one that keeps the nucleus of an atom together. The weak nuclear force keeps together certain fundamental particles. Research into these previously uncharted areas of science have brought before us rich variegated topics for theory and conjecture. For example, scientists now say that the building blocks of matter are a kind of particles called "quarks" and what a variety of quarks! There are "up quarks", "down quarks", "charmed quarks" and many others. These particles and pot pourri of forces are the results of the deep and profound philosophical insight of the special breed of scientists called theoretical physicists whose laboratories are the mind.

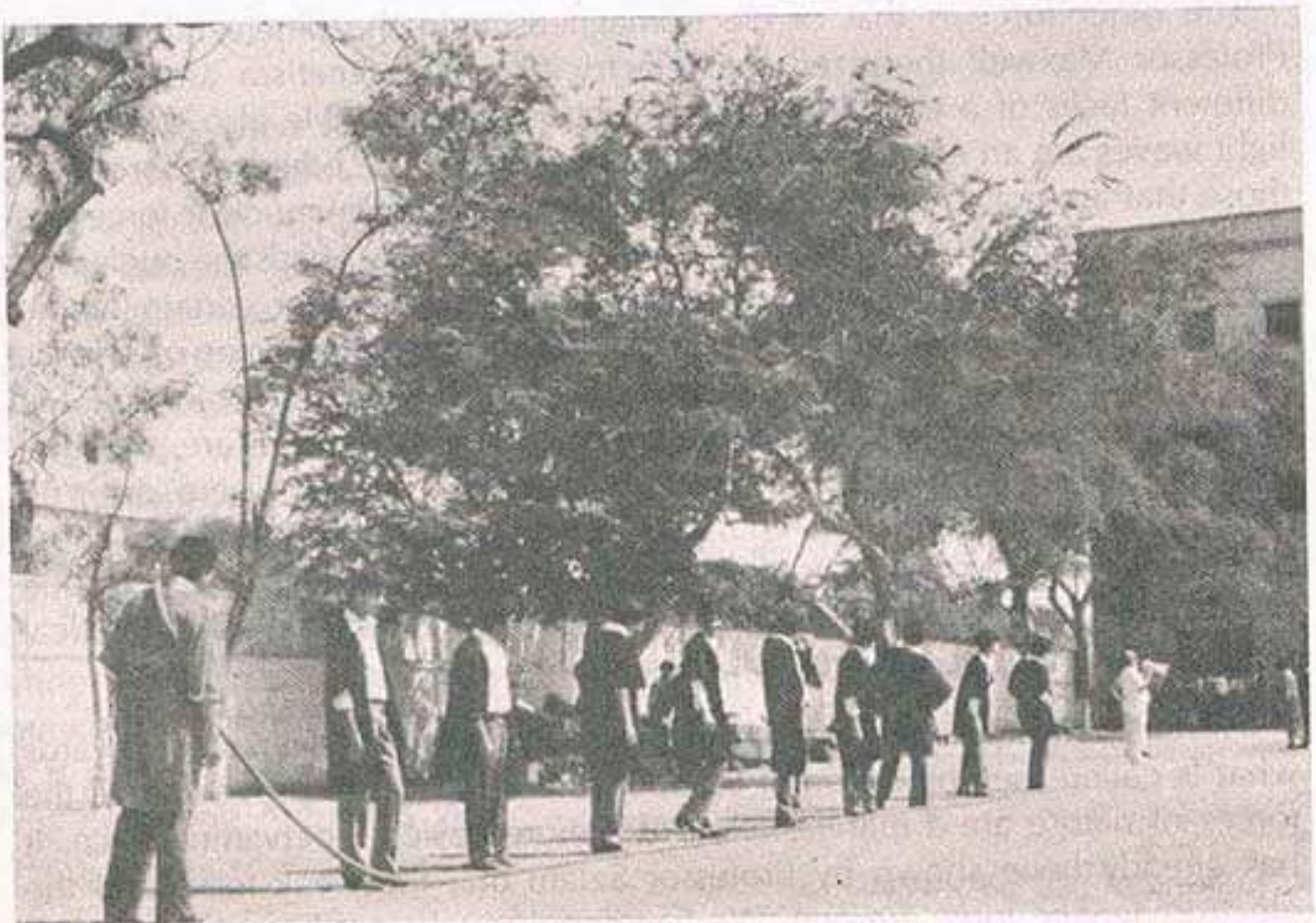
Currently most of the research in theoretical physics is directed towards what is called the unification of the four forces. That is to prove that all the forces of nature are a manifestation of a more basic all-pervading force. It has already been shown by Professor Salam that the weak force and the electromagnetic force are one. We have now to take on the prodigious task

of uniting these and the other two. The most basic difficulty that is being encountered in this attempt is the existence of two major theories in the world of physics. The first is Einstein's General Theory of Relativity which describes the behaviour of the universe as a whole, and then there is the Quantum Theory which describes the behaviour of the tiny sub-atomic universe. The quantum theory predicts a certain uncertainty of events in nature i.e. with this theory you can't be sure of what will happen next.

Einstein was irked by this randomness and lack of order and he said "God does not play at dice with the universe!" Other scientists don't agree, they feel that we must somehow relate the seemingly incompatible General Relativity and Quantum theory before we can fully understand the universe. As scientist Stephen Hawking of Cambridge University says "God not only plays at dice (with the universe) but also sometimes throws them where they cannot be seen".

Gluons, quarks, super-gravity, the four forces, black holes, worm holes, white holes, parallel universes and what not: theoretical physics is really a riddle lovers delight.

Farrukh Amin Azfar
S.Y.Sc.



SPORTS ARE THE OPIUM OF THE MASSES

Huizinga showed in his treatise *Homo Ludens* that sports appears to have permeated all society from very near the year dot. For example:

Bowling in Egypt in 5200 B.C.

Skis; were is use in northern Europe in 3000 B.C., and

Coursing with greyhounds was practical in 2500 B.C.

So intoxicated were the Greeks with sports, that they considered them at an intellectual and aesthetic as well as a physical level. Protagoras wrote a handbook on wrestling. Xenophon, an accomplished hunter, wrote a treatise on beagling. Pindar, among others, wrote odes celebrating the prowess and achievement of athletes. Moreover, the Olympic Games were also a sort of cultural festival at which poets and orators recited their works. So important were the great Olympiads that a truce came into being which guaranteed the safety of visitors to Olympia at the time of the festival. Here, the main stadium could hold 40,000 spectators.

The love of sport was common among other people as well, who so cherished it, that they dedicated gods to it's sanctity.

The Chinese god of gambling was Tu Chieng Kui.

The Hawain god of sport was Lous-i-Ka-Makahiki.

The Scandanavians had two deities for skiing: the god Ull, and the goddess Unduruddis.

In this century the sway sports hold over the masses is unquestionable and because of this it was not long before they were used as another format for staging political and racial propaganda. Two examples excel:

The Berlin Olympics of 1936 was used to propagate the Nazi political philosophy as well as the superiority of the Aryan race. The Olympic torch was carried across Europe by no fewer than 3,075 runners. The last, a fair and symbolic Aryan youth, entered a stadium lined with Swastikas.

Secondly, the Munich Olympics of 1972. On the 5th and 6th of September, Arab terrorists penetrated the Olympic Village, killed 2 members of the Israeli Olympic team, held the others hostage and later killed them too.

In ancient times women were allowed to take part in athletic competitions. In A.D. 100 they were meetings at Delphi, Athens, Corinth and Naples. Later, they took part in the Olympic Games at Antioch.

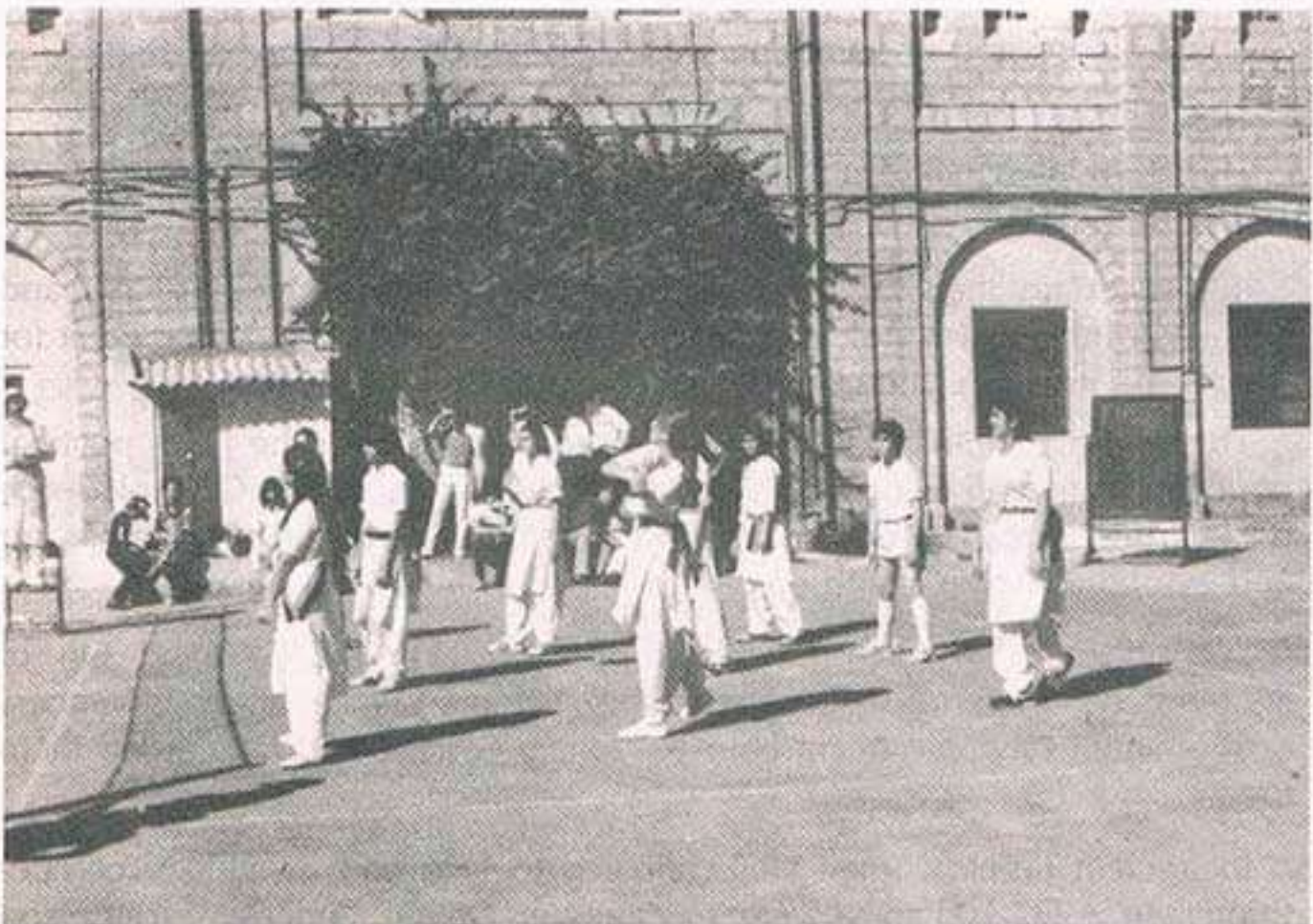
In Victorian times, the prevalent fashions were restricting to women, and men found it unbecoming for ladies to participate in sports. However, they too have been seduced by the compelling magnetism of sports and in the last 25 years their participation is almost unrestricted. Infact, woman have formed exclusive sports like rounders and American hockey.

Sports have been so absorbing to man, that rulers have felt it necessary to issue edicts prohibiting certain sports. For example chariot racing was banned in Constantionople in A.D. 532. For the most part these edicts were ineffectual as demonstrated by a Royal edict against football in 1349, again in 1389 and again in 1401.

Football like other sports, has survived the centuries. The sway it holds over its captive populace has increased with their number. This is the only explanation for an actual war between El Salvador and Honduras in 1969 being sparked by a preliminary match in the World Cup.

To summarise then, sports have held the masses under their magic since ancient times and continue to do so today—they are truly the opium of the masses.

Imad Rabbani
XI-G



THE VIDEO GAME SYNDROME

The video-game craze in Karachi seems to have eased up a little, but it is by no means over. The hottest thing to hit town since chillichips, video-games open up a whole new concept of entertainment. In a society where opportunities for cheap entertainment are few and far apart, it does not come as a surprise that video-games caught on the way they did. But as people found going to arcades more and more time consuming and financially disastrous, there was a boom in the demand for home video-games. Names like Atan, Intellivision, Coleco Vision, etc., have now become household and one can find kids comparing and exchanging game-cassettes. Instead of taking pride in a good stamp or toy car collection, they are more interested in swapping an old Space Invader for a Donkey Kong or Rally-X.

The die-hard arcade goer, however, is still a force that cannot be overlooked. These are the people whose every spare minute, every spare rupee goes into a machine slot with a voracious appetite. Mention the word "Pac-Man", or "Phoenix" to a member of this ever-increasing community and you can see the gleam of approval in his or her eyes. These addicts, among their circle of acquaintances, only have one topic of discussion—video-games and related banal inanities concerning, perhaps, the best way to escape an onslaught by enemy space ships. They even have their own heroes—an academically brilliant person, or one who is captain of school cricket team is no longer admired. Instead, a scrawny runt whose whole claim to fame is chalking up the high-score in Pac-Man is elevated to the status of a demi-god.

Excessive indulgence in the habit has left physically, as well as emotionally, disturbing effects on 'arcade-addicts'. There have been cases of some zealots developing arthritis of the elbow and wrist joints, thanks to jerky movements of the joy-stick. There have also been cases of addicts going through the motions of a game while sleeping all the while muttering something about having two turns left, or complaining about marauding enemy tanks.

To play a few games occasionally is one thing, becoming totally obsessed with the idea is another. Perhaps the only cure is the closure of all video-game centres. Another suggestion which has been put forward advocates the idea of setting up rehabilitation centres where hopelessly addicted players can be enrolled.

P.S. Please excuse me for ending so abruptly, but a friend is waiting for me at Star Wars!

Irfan Ahmed Malik
F.Y.A

SETI—THE SEARCH FOR EXTRATERRESTIAL INTELLIGENCE

Man has only now begun to stare out on the threshold of the vast expanse that is called space. We are a tiny speck in this vast expanse. We are one planet among nine, our sun one star among one hundred thousand million that we have been able to observe so far. It is possible that life on earth is a freak occurrence that has not been duplicated elsewhere in the universe. On the other hand most scientists believe that the occurrence of life on earth was a necessary consequence of conditions prevailing here on earth at that time. Yet another school of thought has been born, Sir Fredrick Hoyle and Chandra Wickramasinghe believe that life originated in interstellar gas clouds and was transported to earth by meteorites where it flourished. If any of the latter two theories are true then life in the cosmos should be fairly common. It has been calculated that there could be thousands of intelligent civilizations, let alone life bearing planets, in our galaxy alone.

If such intelligent civilizations do exist then it should be possible to contact them. Direct face to face contact is ofcourse the best means but the fact that we still have not discovered a means to travel faster than light impedes us severely. People do talk about UFOs as being alien visitors but as yet there is no scientific evidence to validate this claim. The only scientifically plausible method is to try and detect signals that may be reaching us from such other civilizations. These signals would most likely be of the radio type. These could be of the intentional "Hello out there!" type or unintentional stray signals like those that move from the earth everyday i.e. radio and TV signals. Stars give off radio waves too and these are of course natural, and are due to the high temperatures on the surface of the star. What this means is that every band of radio waves correspond to a certain temperature. We can produce these very radio waves electronically without having to duplicate those temperatures. Suppose an alien civilization watching us detects the radio signals produced by the American Early Warning System (the military radar system which track ICBMs), they would note that these signals if natural would have to be emanating from a star whose surface temperature would have to be 30 million degrees centigrade, a temperature far in excess of even the hottest stars. Thus this signal would be classified as artificial. An even more obvious (though not intentional) group of signals would be those of TV and radio broadcasts here on earth?

We have on a few previous occasions sought to detect such signals from outer space. Project "OZMA" was one such serious attempt. It was carried out in 1960 by a number of astronomers who aimed their radio telescopes upward in an attempt to receive radio signals from outer space that other intelligent civilizations may have transmitted. Alas, these efforts were in vain, there were lots of false alarms when researchers mistook military aircraft and sattelites for aliens sending signals. Frank Drake at Green Bank,

West Virginia was fooled by a plane, the Russians by an American spy satellite. The most famous false alarm came from a Cambridge graduate student in England. Jocelyn Bell and her professors thought that they had picked up signals from an artificial source. These signals turned out to be coming from a "pulsar"—a stellar object whose existence had been forecast by physicists. Nowadays the search still goes on, though its tempo has somewhat slackened. Frank Drake of Cornell University has just transmitted a coded signal which shows among other things the atomic numbers of a few key elements. Bob Dixon, a volunteer astronomer for SETI at the Ohio State University thinks that his research group has picked up a distinctly artificial signal from the constellation Sagittarius. Unfortunately, the signal never reappeared. It is disheartening to hear that the US government is announcing financial cut-downs for SETI, as a result of which an important SETI project "Cyclops" has had to be shut down. The Soviet government apparently takes this search very seriously. Speaking at a worldwide SETI conference in Tallinn, USSR an important Soviet scientist Professor Nikolai Kardasher said: "There are no constraints on the activities of an advanced civilization, they could prevent their star from exploding or they could cause a supernova explosion. They could alter the orbit of their star in their galaxy." Later this year the Russians will aim a 230-foot radio telescope stationed in Samarkand, skyward, and Soviet scientist Professor Vsevolod Troitsky will aim his chain of a hundred miniature 3-foot radio telescopes to scan the northern skies. Also Japanese scientists at the Tokyo University will put into operation their 170-foot radio telescope for the same purpose.

The greatest recent American innovation is a signal analyser that will accurately process the thousands of signals received and separate them for analysis. In spite of government cutdowns independent initiative in this field continues. Paul Horwitz, an astronomer will this year travel to the radio telescope in Arecibo, Puerto Rico and try his luck with the signal analyser.

Lastly a word for those who question the practical necessity for such a quest "What have aliens ever done for us?" Well nothing but just our knowing that they are out there may help us a great deal. As Carl Sagan says: "I believe that the discovery of a formidable non-human society up there in the sky would make the difference that divide us down here on earth increasingly trivial." On the other hand if by some unhappy mischance (God forbid!) we are the only ones in the universe it would impress upon ourselves the need for the preservation and long life of so unique a phenomenon such as our civilization.

Salman Mitha

&

Farrukh Amin Azfar

S.Y.Sc.

OF THE STARS

Ever since my father presented me with a telescope for my eleventh birthday, I have been an ardent astronomy enthusiast (not to be confused with the pseudo-science astrology). True, the interest was there from before but I was a passive admirer of the night sky, seeing but not comprehending. The telescope it was which jogged my interest from a state of dormancy to that of activity.

There are few people who have not looked up at the night sky and found it interesting. There are patterns there. Without even trying one can imagine pictures and perceive images. Many people can recognize the group of stars, called a constellation, known variously as the Great Bear or the Big Dipper. Other than that the rest of the sky is, to most people, a chaotic jumble of a myriad twinkling lights. However there is order in that jumble for it always remains the same. Being able to recognize that order is satisfying in itself—knowing exactly what the object is the object that one is looking at provides an added zest to the exercise! It is also the first step towards seeing for oneself the wonders of the universe.

Early on, I acquired for myself a star map which identified all the constellations and named the more prominent stars. I had heard of the constellations names, (Pegasus, Hercules, Perseus etc.), being a lover of Greek mythology, but I had never seen them with my own eyes. I still remember crawling out of bed after my parents were asleep, chilled to the bone in winter, flashlight and map in hand, and pursuing the painstaking process of identifying a constellation star by indistinct star. It is very much like making a picture by joining the dots, though on a much larger scale. The only difference being that the dots aren't numbered.

Throughout all this, I had been aiming my telescope at the more prominent objects in the sky, beginning with the moon. I had a lunar atlas and it was a real thrill to be able to match the lunar features that I saw for myself with those given in the map: plains and craters and mountain ranges like the Carpathians and the Appenines. Spotting prominent craters like Copernicus and Kepler was easy, but being able to discern the more insignificant features was more difficult and far more satisfying. Soon I had come to know the main features of the lunar landscape almost as well as I do an atlas of the earth. I got most excited one night when I spotted this extremely prominent crater towards the southern end of the moon, with long rays streaming away

from it being its distinguishing mark. Since no such rays were shown quite so prominently in my lunar atlas, I was sure I had discovered a new crater, or had at any rate witnessed the birth of one. It was only later that I discovered that the crater I had seen was called Tycho and was, indeed, famous for the rays leading away from it. The error was in my atlas for not depicting them properly.

The moon is a perennial favourite of the amateur astronomer, as too is Jupiter. In my uninitiated days I had often mistaken Jupiter for Venus, since both are very bright and are the same colour (white). I couldn't understand why it was visible hours after sunset when Venus is long since supposed to have set. Upon looking at it through the telescope, I saw a small disc surrounded on either side by four points of light. It was only then that I realized that the object which I was looking at was Jupiter, surrounded by four of its largest moons: Io, Europa, Ganymede and Callisto. It is quite fascinating to follow their everchanging positions over the course of a few days as they circle the giant planet. Venus itself, though the brightest object in the heavens (barring the Sun and the Moon), is quite a boring thing to see. It has no moon and because of its permanent cloud cover, no discernable surface features. When it is brightest, it appears in the telescope as a crescent so there is not much to see of it. Mars is more or less the same since in my telescope, its disc can be seen but no surface features or moons. Then of course we have Saturn and its rings about which it is impossible to say anything original. The remaining four planets I have never seen, either through a telescope or with the naked eye.

Besides the planets, there are several stellar attractions that I can see with my trusty 2½" refractor (the length refers to the diameter of the objective lens). The Great Nebula in Orion may rightfully be described as the largest, brightest, loveliest and best object of observation for the amateur astronomer. It is visible even to the unaided eye and with a telescope it is possible to distinguish many details. One can see the process of stars being born and it is in a sense, an action replay of the birth of the solar system. Besides this, double stars (like the beautiful blue-green and yellow-gold Albireo), variable stars (Like Algol and Delta Cephei), densities of star clusters in the Milky Way and several galaxies other than our own can be distinguished with even a moderate telescope. Of the latter, the Andromeda galaxy, though so far away that its light takes two-and-a-half million years to reach us, is just about visible to the naked eye.

There is an order, a predictability, a permanence about the stars. In a way they are almost comforting in this transient existence of ours. Like the Sun and the Moon, stars always rise in the east and set in the west, taking the whole night to cross the sky if they pass overhead. There are different cons-

tellations visible in different seasons. For instance the same constellations always rise in the beginning of summer. It never happens that a new constellation suddenly rises out of the east.

One learns through astronomy where exactly one is in the scheme of things. The anthropocentric opinion man has of himself is soon dispelled when he realizes that the sun, the centre of his existence, is just one average star among several hundred billion in our galaxy; a number which is in all likelihood insignificant compared to the number of galaxies in the universe. The mind boggles. Nothing makes me feel smaller and more insignificant than looking up at the sky at night, our little window to the universe, and seeing so many other worlds out there. If the earth, or the sun, or even our galaxy, were to suddenly vanish from the universe it wouldn't really make a jot of difference. What's one galaxy more or less when there are so many million more? Unknown aliens would live out their lives uninterrupted, their stars would continue burning and the universe would continue expanding like it has done so since time immemorial.

However, looking at it with a more positive outlook, this insignificant little clod of matter which we call Earth, is home. And, as they say, there's no place like it.

Saad Iqbal
F.Y. Science



TO THE STARS?

Recently National Aeronautics and Space Administration (NASA) officials announced that the probe "Pioneer" 10 had crossed the orbit of the farthest known planet of the solar system. Man's emissary to the stars was on its way.

Since its launch on March 2, 1972 Pioneer is now approximately 3 billion miles away from the sun and it left the Solar system at a speed 30,558 m.p.h.

Originally expected to have a lifetime of 21 months, the probe has functioned flawlessly for over 11 years now. Signals sent to the probe take approximately 4 hours 20 minutes to reach it. Although it may seem that the probe has outlived its usefulness, now that it is in deep space, this is not so. The probe is still expected to accomplish other objectives of enormous scientific interest.

Among the tasks which have been set for it are, the search for gravitational radiation (the existence of which was predicted by the theory of relativity), a possible tenth planet, the extent of the sun's magnetic field and the region where the solar wind fades.

The presence of a tenth planet or "dark star" is suggested by irregularities in the orbits of Uranus and Neptune.

Pioneer 10 continued to expand the distance at which the solar wind is known to exist. Prior to this mission, the proposed limit was Jupiter, but the probe detected the presence of the wind, about 2.8 billion miles from the sun and measurements show that the wind speed was about 1 million m.p.h. The solar wind detected on June 13 had left the sun on Feb. 16.

Besides carrying scientific measuring instruments and cameras, the Pioneer probe also carries, attached to its side, an engraved plate with the figures of a man and a woman, a diagram of the solar system, showing which planet the probe originated from, the hydrogen molecule, and a stellar map which showed the position of the solar system relative to various extremely powerful radio sources (called quasars) which act as beacons in the sea of space.

It is expected that the spacecraft will continue to function for another 10 or 11 years, when its generators will no longer be able to generate sufficient

power to operate even the minimum equipment. By then the spacecraft will be about 5 billion miles from earth.

Around 1990, however, the signal may become so weak that we will no longer be able to pick it up. At present the spacecraft's 8 watts transmitter is sending a signal that expands in a 3.2 degree cone so that by the time it reaches the earth, it covers an area of about a quarter trillion miles in diameter. The antenna receiving this data is a mere 64 metres in diameter.

Since its launch, the spacecraft has given 100,000 hours of continuous operation, about 100,000 commands have been sent to the spacecraft and with the exception of a few at the time of the Jupiter flyby, all have been received and executed.

The spacecraft has sent 126 billion bits of information, which if put in the form of text books, would require about 800 ft. of shelves. All this information on just 8 watts of power.

The durability and reliability of the craft is worthy of praise and so are the people whose technical expertise made the probe such a success.

Syed Nasir Ali
F.Y.Sc.

*Begum Tazeen Faridi
&
Mrs. D.E. Mujahid*



BEAUTY IS TRUTH: TRUTH IS MATHS!

Maths has always seemed to be a bugbear of early school life for most people. A dry, horrible subject in which one always seems to go wrong! Yet it is ironically true that Maths is the only subject that always has a definite answer. People who drop Maths early not only miss out on a vital part of education, but also on a great deal of fun. I claim that Maths is beautiful. Let us see how that is so.

The Classical or early Greek idea of beauty was based on balance and proportion. They believed that the most beautiful was that which had perfect symmetry, each part of the whole supplementing and complementing the other, nothing obtruding; everything in order. For example, a handsome Greek God or Goddess always had exquisitely balanced features, the nose could not be too long or short, and everything in proportion.

This is the idea of beauty that is still present. (I do not refer to the 'wild unrestrained beauty' we often hear of, for that cannot be universally admired). In this light let us consider Mathematics.

Geometry is what comes first to mind. The ideal example is the circle; the symbol of eternity, perfection and beauty. There is no flaw in its shape; smooth, rounded and true. Then there is the cone, symmetrical from all angles; the square; the rectangle; the parallelogram—all are shapes that have an accuracy and perfection unequalled in real life.

But this beauty is born of simplicity. What about the crystalline structures of a snowflake, it is complex and beautiful—and yet geometrical.

However this refers to only an aspect of mathematical beauty—physical beauty. There is a beauty peculiar to maths as a whole.

Man yearns for perfection; he looks for the answers to innumerable questions, but the only answer life and literature provides is that there are no answers—only Maths has an answer, and a definite one to.

What can be more satisfying than working out a complicated problem and coming to one simple answer? What can be more beautiful a reward for endeavour than to find that thousands have got the same answer—this is never possible in history or literature. The sense of achievement is heightened by knowing the fact that this is perfection—there is no room for improvement.

Maths is significant of man's ability to reason and organise, it is a great tribute to his intelligence. Proving a theorem is not just a wonderful training of the mind, it is beautiful in its logic. Maths is the foundation stone of all man's achievements. Upon it are based all the principles of engineering, architecture, science, even art has its roots in Mathematics.

Abstract art uses geometrical forms and patterns, music and maths go hand in hand, sculptures and even choreographers use symmetry to create their patterns.

Intelligence is beauty of the mind, and maths connotes intelligence. Going to higher mathematics, what can be more beautiful than the fact that an irrational number $E=2.8182818\dots$ can be expressed as

$$E=1-x+\frac{x^2}{2!}+\frac{x^3}{3!}+\frac{x^4}{4!}+\dots$$

'Beauty is truth, truth beauty', said Keats. I say that mathematics is truth, therefore maths is beautiful.

Ambreen Hai
S.Y.A. 1982



THE PROPHECIES OF NOSTRADAMAS 1503-1566

In his days Nostradamus was acknowledged as the greatest seer alive and many of his predictions made public in 1550s appear to have come true. But what really sets Nostradamus apart is the specificity of his forecasts. He named names. Pasteur, Napoleon, Hitler, Franco all were mentioned in his writings centuries before.

Born Dec. 13, 1503 at St. Remy, France, Michel de Nostradamus was the son of a well to do notary public. He learned astrology from his grandfathers both of whom claimed to see visions. He studied medicine and in 1529 set up practice in Agen, France.

It was due to the death of his family that Nostradamus, heart broken drifted around aimlessly for 10 years, often experiencing visions.

While in Italy he spotted a young Franciscan friar named Felice Peretti and abruptly knelt before him saying,
"I must kneel before his Holiness"

In 1585, 19 years after Nostradamus's death Peretti was elected Pope. In 1544 Nostradamus settled in Salon, France where he is said to have caught glimpses of the future while staring at a brass bowl filled with water. He recorded his visions in a book called "Centuries". He wrote about the rise and fall of Napoleon. For instance Nostradamus wrote.

"An emperor shall be born near Italy/who shall cast the Empire dear/
when it is seen with whom he allies/He shall be found less a prince than a
butcher."

Elsewhere he named him "Pau-nay-lorom" an anagram for Napoleon Roy. Nostradamus further predicted Napoleon's exile escape, ultimate defeat and lonely death at St. Helena.

Nostradamus's reference to Pasteur the famous chemist was brief but to the point.

"Pasteur will be celebrated as a god-like figure".

The first of Nostradamus's great predictions to come true was the death of Henry II of France. He declared:

"The young lion shall overcome the old one/in martial field by a single
duel/in a golden cage he shall put out his eye". In 1559 Henry II was

mortally wounded in the eye during a friendly joust when a lance accidentally penetrated the King's golden helmet.

The next century bore out Nostradamus's prediction that London was to be burnt by fire in 1666. Several of his forecasts came true in the 20th Century.

"In the mountains of Austria near the Rhine there will be born of simple parents/a man who will claim to defend Poland and Hungary etc." He called him "Hister." He was obviously talking about Hitler. He also predicted Hitler's ultimate defeat.

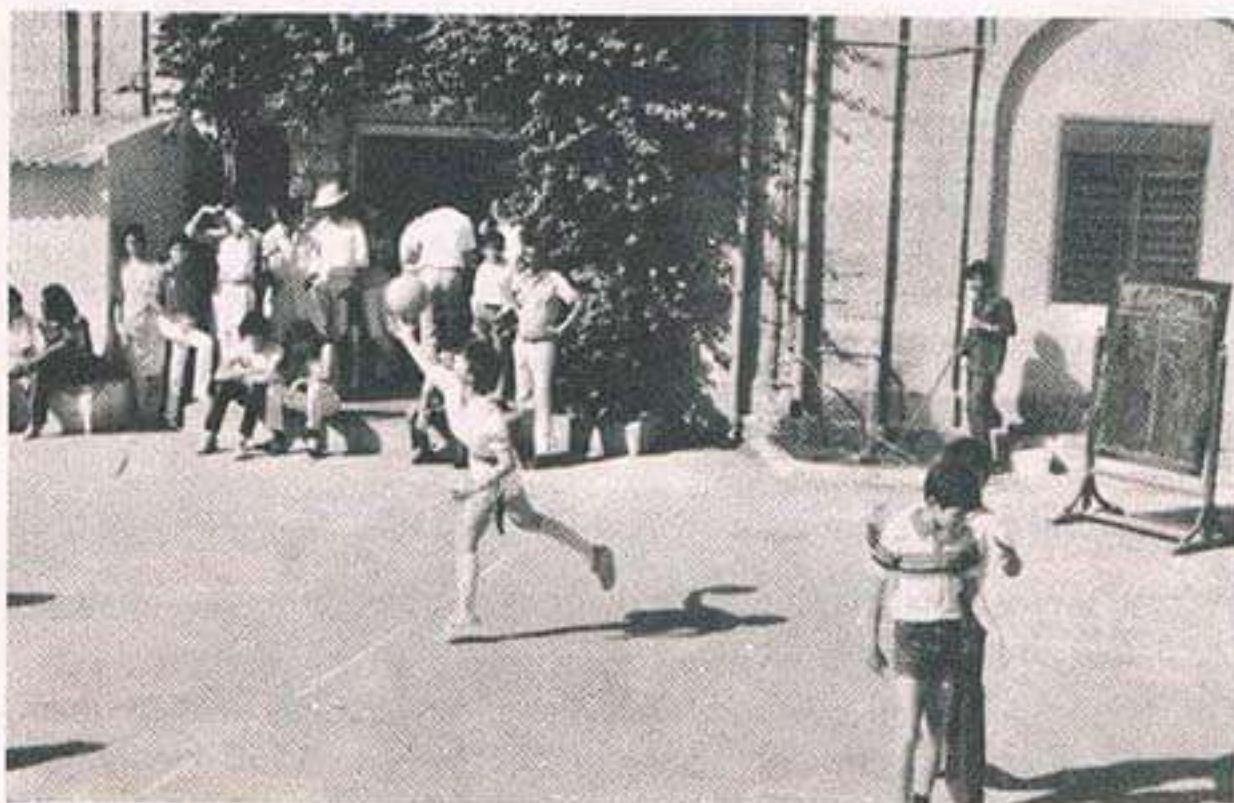
Although he died decades before the Pilgrims landed at Plymouth Rock Nostradamus referred specifically to an American government and linked it to Great Britain.

Nostradamus finally predicted that "Good ultimately is to triumph over evil, and the world is to enter a tranquil 21st century."

He died in July 2, 1566. On the night before his death he told his student, "tomorrow at sunrise I shall not be here".

Nostradamus secretly had a metal plaque buried with him. In 1700 when his tomb was opened the metal plaque was discovered. On it was inscribed "1700".

Adil Matcheswalla
X-S



PEOPLE-WATCHING

If by any chance you find yourself faced with the opportunity of being able to scrutinise people without attracting attention to yourself cultivate the habit. The 'habit' can be of vital use in most situations in which you find yourself in imminent danger of evaporating into boredom—doctor waiting-rooms, bus and cinema queues, and all Government departments—all these places are a playground with abundance of games for those with the 'habit'. One achieves proficiency in people-watching very fast; looks, gestures, seemingly insignificant traits can all be stored in one's private lexicon of the 'habit', for future reference.

These behavioural traits can be seen by the experienced eye, again and again almost everywhere. Jealousy—an emotion where facial expressions and gestures are not easily controlled. The most frequently witnessed situation being the girl to girl "assessing look", closely followed by a cold, distant and aloof look. Or a condescending, patronising look if the subject is appreciably worse-looking than the assessor. Next time you see a stunningly beautiful lady enter a gathering of women, revel in the occasion for the lull in the conversation, the volatility of expressions are a people-watcher's dream.

Antagonism is another equally interesting emotion to observe. There are two distinct types—open hostility, which is rather crude, and the cold, cordial antagonism. The latter is a very complex affair (I love it); it is basically a battle of snide remarks and sarcastic appraisals. A facade of friendship is always maintained—"Hi, X. Whatever other people say, I quite like your new haircut."

These are only two instances of a myriad of situations and emotions waiting to be analysed and observed—flirtation, sycophancy, craving sympathy, creating discord and friction are all equally entertaining to watch. People-watching is a pastime every one should try. But remember people-watchers are born, not made.

Amer Siddiqui
XI. G

WORLD CITIZENSHIP

The citizen of today is the inhabitant of a country with defined boundaries and owes exclusive loyalty to the government of that particular country. He looks upon the nationals of other countries as aliens and although he may live peacefully with them, he will not hesitate to engage in warfare with them, if called upon to do so. However, this concept of nationalism is a fairly new one. In the Middle Ages a Christian owed supreme loyalty to the universal Church, rather than to his race, tribe or kingdom. Similarly, the good Muslim belonged to a world of Islam, and as the Holy Quran preaches, considered himself as part of one body.

The concept of world citizenship did not evolve very long ago. Its acceptance and appreciation would mean a departure from prevailing conditions and of thinking. It involves the acceptance of a thesis that loyalty to a national state is not enough and must be subordinated to the higher loyalty, to the world. This implies that national states are incapable of living in harmony and peace can only be secured through a universal state.

World Citizenship would ensure peace and security within the world. This would be easily achieved as the prime loyalty of citizens would lie with the world, and they would consider all other citizens as their fellow nationals. Hence antagonism and suppression of weaker nations would be prevented.

The creation of a universal state entails freedom of movement without the problems concerning visas, passports or permits. There would be unrestricted international trade; no tariffs, no custom duties; instead a single economy with a single currency. The universal state would ensure equal opportunity for everyone and there would be no such things as the 'Third World' and 'developed' countries.

The ultimate objective of a universal state would be to instill the conviction of brotherhood of man in all its citizens and obliterate any racial and colour discrimination.

The adoption of the concept of world citizenship would require a complete revolution in one's thought and outlook. The effort is, however, worthwhile and not beyond the capacity of Man.

Shazia Khawaja
F.Y. Arts

THE ART OF MUGHAL INDIA

Rippling streams, dancing peacocks, roaring thunderclaps all seem to respond to the exquisite rhythm of nature. Why then should man be an exception?

He too has tried to capture the beauty of nature by expressing it in various art forms. This appreciation of nature by mankind has taken the form of art, may it be through the medium of painting, music, drama or dance.

A great lover of all art forms, I am particularly awe-struck by the art of painting. While I enjoy admiring the paintings of various countries and periods of history, the Moghul art of painting has never ceased to fascinate me.

It would be interesting to point out that India, inspite of its rich cultural heritage, had initially ignored the art of painting. We do have examples of murals in the Ajanta and Ellora Caves but the art of painting on canvas, parchment or paper was, surprisingly, ignored.

The Moghul painters worked on the floor. As children, they were taught to make finger-fitting brushes from squirrel hair. The use of metallic pigments such as copper, silver and gold is also known. When corrosive pigments such as copper-oxide was used in paintings, a special coating was first applied on the paper in order to safeguard that particular work of art. Semi-precious stones such as lapis-lazuli and jade were ground and used in paintings.

Though no work of art can be attributed to the reign of Babar, the first Moghul emperor, his extraordinarily lively autobiography is so beautifully expressed that we can almost envision the explicit environmental details the emperor so often alludes to. This beautiful fusion of artistic and scientific ideas present in Babar's autobiography served as a perfect setting for future Moghul art.

Babar's son, Humayun, can be attributed with the title of the first documented patron of Moghul art. He brought from Tabriz two famous painters, Mir Syed Ali and Abdus Samad. Mir Syed Ali's father, Mir Mussar was to follow later. The talent of these great masters proved to be the basis for future Moghul paintings. Many artists were trained under their masterful eye. Mir Syed Ali is said to have been an acute observer and in his paintings we

find that minute details such as the bumps of a nose or the hair on the figures was given close attention. Though less talented than Mir Syed, Abdus Samad proved to be the more productive of the two artists. He soon adjusted his original Saffavi style to the growing desire for anecdotal reportage and manuscript illustration.

The first task set for these artists was the illustration of the "Dastan-e-Ameer Hamza", the famous literary classic of the Islamic world. This project consisted of a thousand tent-hangings which had illustrations on one side and the text of the story on the other. These illustrations were to be seen and appreciated against the light while someone would simultaneously read the commentary from the back. Such a massive project was unable to be completed within the reign of Humayun. Had it not been for Akbar's patronage this project would never have reached its final form.

Under Akbar, there developed a distinct style of Moghul painting. The personal influence which Akbar had over his court can be easily found in the paintings of his reign. The art of Moghul painting was not confined only to manuscript illustrations. We have many examples of private studies such as Bassawan's "Cow and Calf" which were meant to be kept in albums. One of the most well known collections of paintings of Akbar's reign was the illustration of Abul Fazl's "Akbarnama". Akbar introduced in his circle of artists many Hindu masters which accounts for the strong Indian character of the works of art painted during his reign.

Jahangir was yet another great patron of art. His taste in paintings was exquisite and he personally supervised the work carried on in his studios. Many Moghul painters were dismissed and the emperor concentrated on a coterie of selected and heavily patronised artists. This accounts for the spread of Moghul art throughout the length and breadth of India. The ambassador of James I of England, Sir Thomas Roe was very impressed by Jahangir's taste. Gifts of European paintings given to the Emperor led the Moghul artists to pay attention to depth and perspective. These aspects had been completely ignored in earlier Moghul paintings.

Very few Moghul paintings can be attributed to a sole painter. Artists were made to specialize in one particular aspect of the art of painting, thus one painting would actually be the fruit of the labour of five or six artists. However, painters such as Gowardhan who was so famous for his paintings of saints and holy figures, and Mansur who is best known for his animal studies were exceptional. It is however, very surprising that this art form which was extensively patronised by the Great Moghuls did not manage to retain its charm during the reigns of Shahjahan and Aurangzeb. Shahjahan

was probably too busy in the construction of his monuments such as the Taj Mahal and the Jamia Masjid but Aurangzeb's lack of interest in painting, or for that matter for all art forms in general can be attributed to his austere and fanatically religious character.

Anyhow, the Moghul period witnessed a great upsurge in the interest given to the art of painting. These cultured gentlemen with their great love for nature, pomp and show contributed a great deal to the development of art and painting in India, for this was a period when it was not considered shameful for a prince to hold a brush and interpret nature as it presented itself to him in all its glory, beauty and charm.

Saquib Hanif
F.Y.Arts



IN OPEN COMPETITION.....

Grammarians have distinguished themselves in sports outside school also. They have repeatedly competed with the best and proved themselves able.

Athletics is one of fields where our girls have distinguished themselves. Seven of our girls are members of the Sind team—Margaret Bavington, Farah Butt, Uzma Hussain, Sabina Siddiqui, Asma Rizvi, Fauzia Asmatuallah and Sara Akhtar. Margaret Bavington established a new record in high jump which has been broken recently by Asma Rizvi. Our boys have also done well. Naveed Durrani is the Sind Team long Distance specialist. High Jump seems to be a Grammarian preserve the men's National Champ is ex-Grammarian Ashfaq Tawawalla (O'level class of 1980).

Tennis is a field in which Grammarians have always excelled. In 1982 we had three national level players in school, Raza Ali Mirza is the boy's National Champ, Shahid Khokhar is Pakistan's second seed and Farah Khursheed is the National Girl's Champ. A team that can demolish any team of opponents!

Rowing and Yachting are also Grammarian preserves of old. Nereus Cowasjee, Zia Qureshi and Rosheen Qureshi are all National Yatching Champions in their respective classes. Nereus and Junaid Marvi also represented Pakistan in the Wills Mini-Asian games. Sajjad Qureshi is our rowing super-star and represented Pakistan in the Asian Games. The Yachting Gold medal in the Asian Games was also won by two distinguished ex-Grammarians Byram and Goshpi Avari.

Grammarians have made their mark in golf. Saad Qureshi has now gained quite a reputation as has his younger brother Zain. Both are golfers of National standing.

Talent abounds and with a little more coaching—Olympics here we come!!

Saleha Jilani
S.Y. Arts



Nasir Mundh Haji—Victor Ludorum 1981

INDIVIDUAL CHAMPIONSHIPS

WINNERS:

- | | |
|---------------------------|----------------------------------|
| | (N) |
| 1. Junior Champion (Girl) | : Asma Rizvi & Ismet Suteria (F) |
| 2. Junior Champion (Boys) | : Adil Rizvi (5) |
| 3. Victrix Ludorum | : Rosheen Quraishi (F) |
| 4. Victor Ludorum | : Nasir Mundh Haji (S) |



SPORTS DAY 1981

As usual, there was fervent activity in preparation for the main event of the first term, Sports Day. It was no unusual sight to see Grammarians stretching and straining their muscles daily at the Coaching Centre throughout February and March. All the usual procedures ran through very smoothly; preliminary eliminations, heats and finals—some of which were held before Sports Day itself.

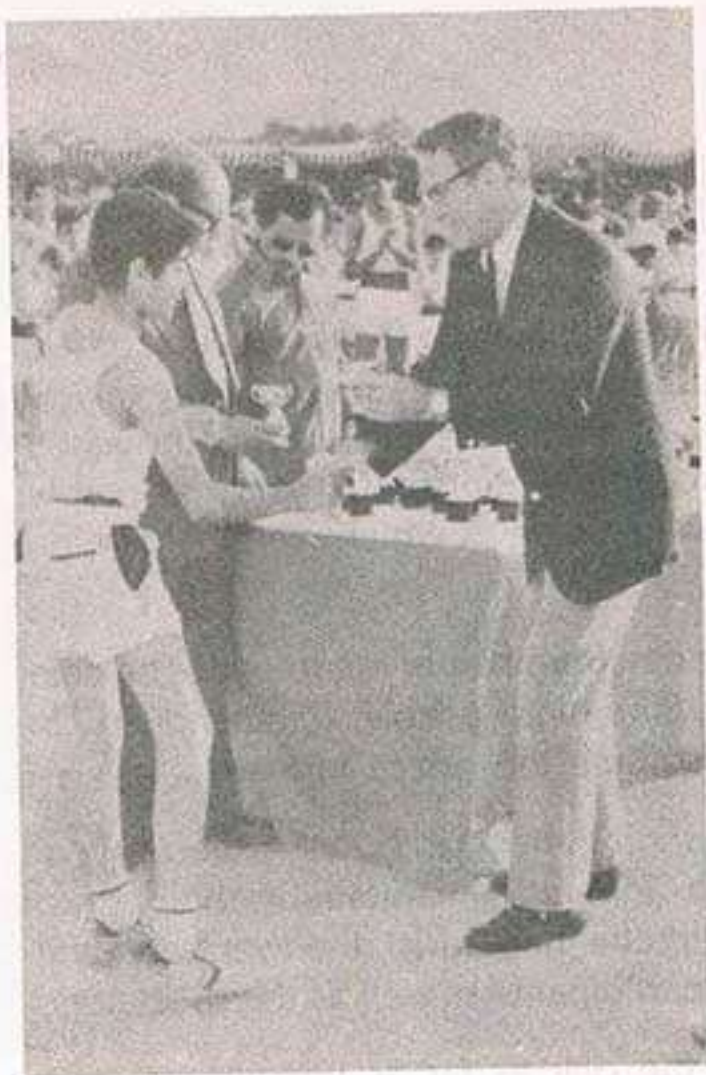
March 19th proved to be an exciting day from beginning to end. The chief guest Lt. Gen. Abbasi, Governor of Sind was unable to attend so the D.M.L.A. very kindly consented to distribute the prizes instead

Streeten got off to a good start by winning the March Past—their precise and well time performance was much admired—maintaining their run of victories by winning all the relays (except the junior girls), the events generating the greatest thrill amongst both the participants as well as the spectators.

Prize giving time (the best part of the day as far as winners are concerned!) arrived at last. The ceremony was run through rather quickly as darkness was already approaching, much to the consternation of the officials!

Frere emerged victorious with Rosheen Quraishi as *Victrix Ludorum*, despite Streeten's impressive victories in the March Past; Nasir Haji Mundh winning the Victor's shield and Adil Rizvi the junior championship. The girls junior championship cup was shared by Sama Rizvi of Napier and Ismet Suteria of Frere. Credit must also be given to other prominent athletes of the day such as Asad Salahuddin, Ahsan Jamil, Arif Belgaumi, Margaret Bavington and Sabina Siddiqui.

Farrukh Abbas

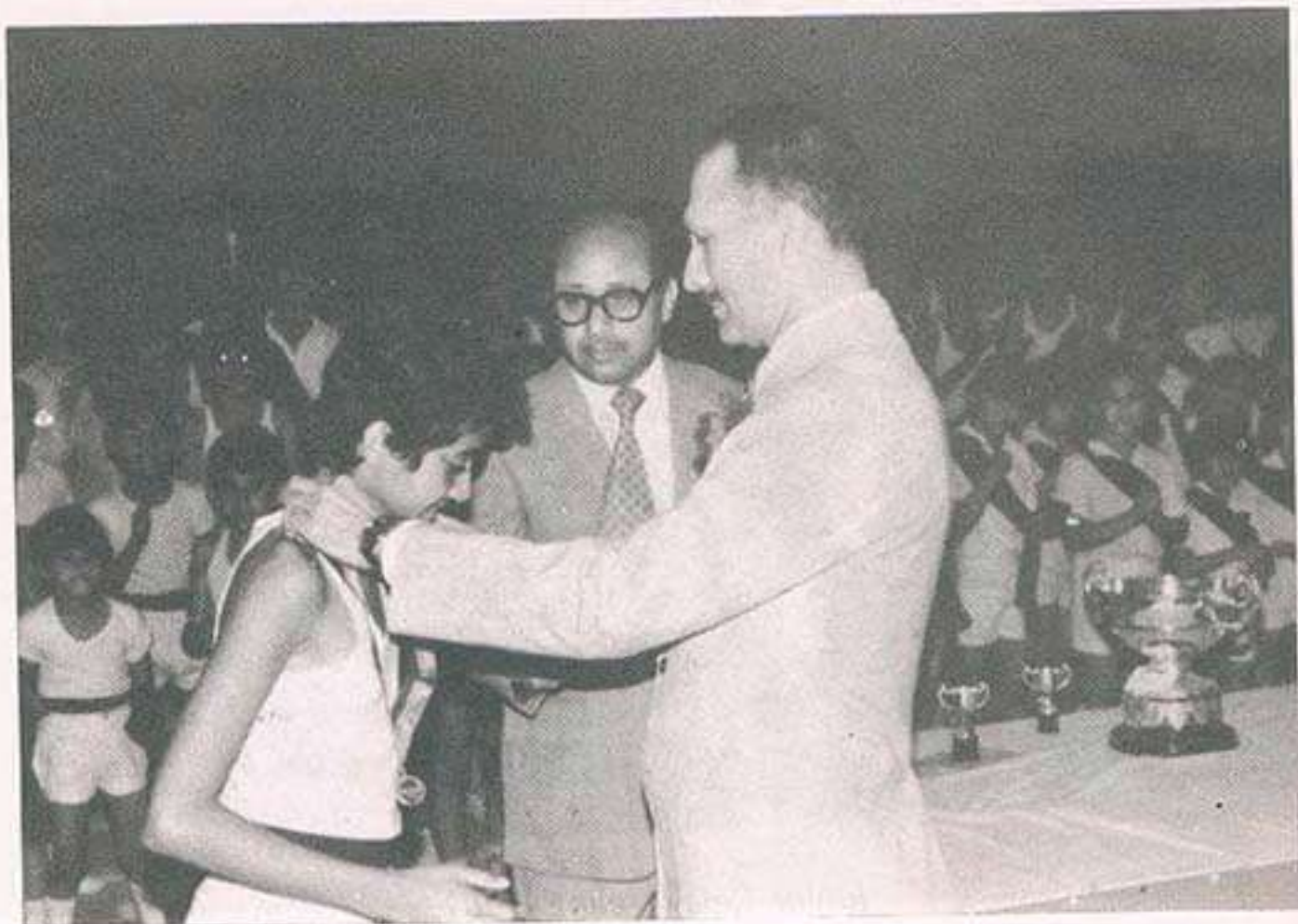


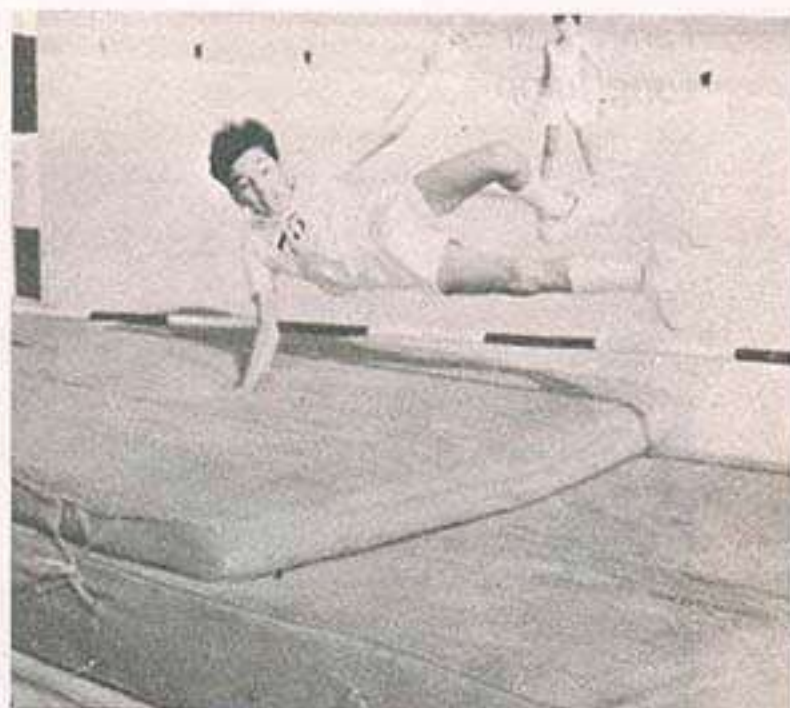
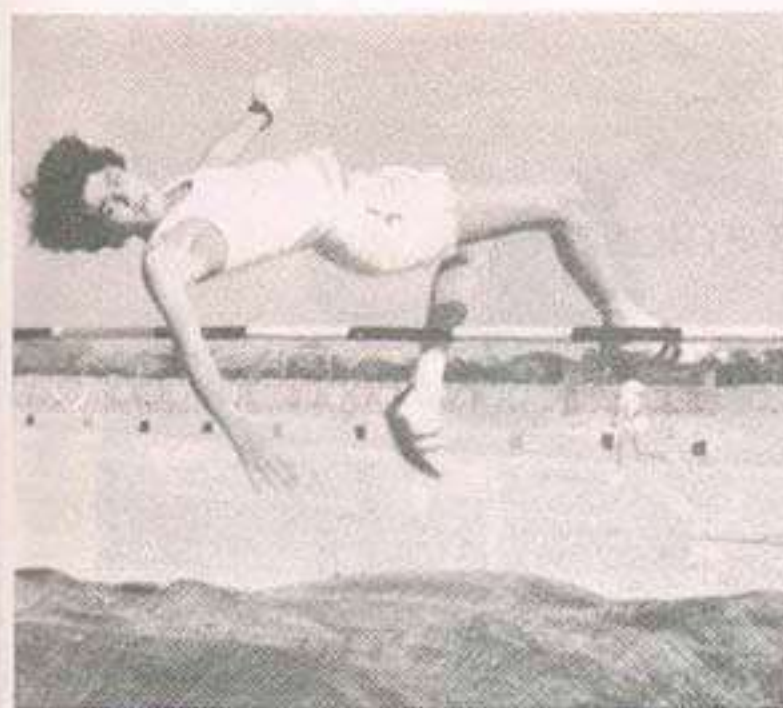


Junior Relay Teams 1981

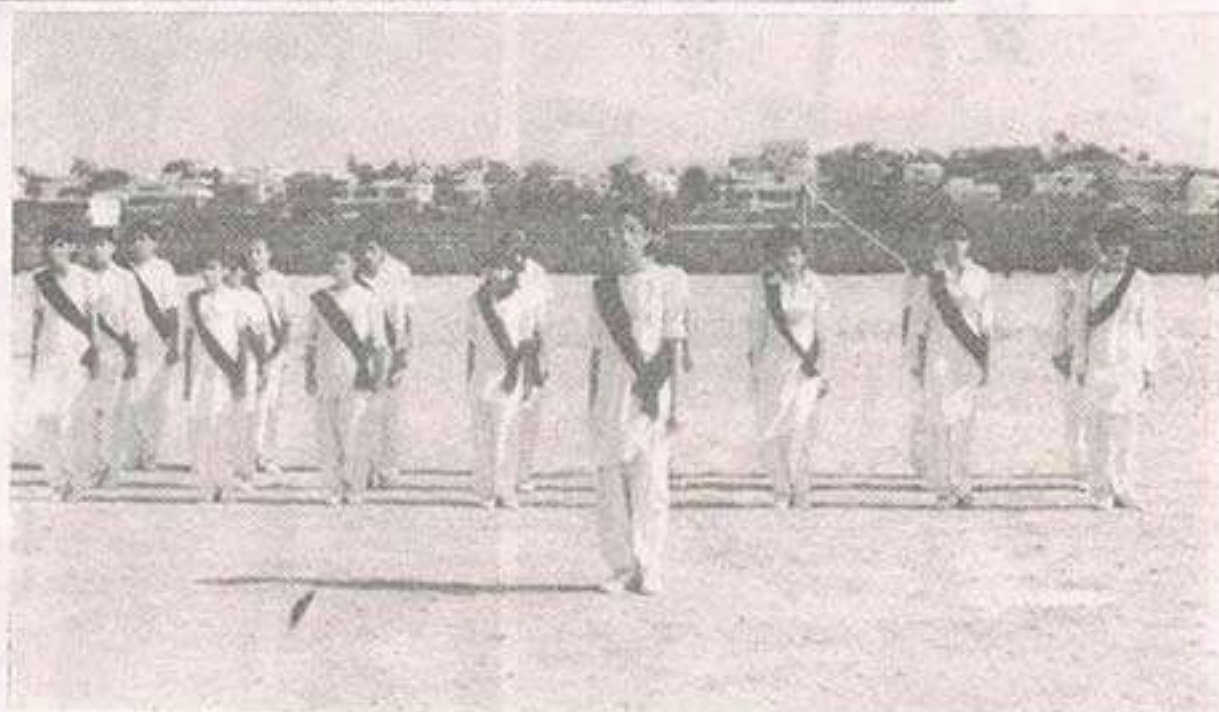


*Best Athlete—Junior School 1981
Fuad Kehar*





Sports Day 1981



Farah Butt -
Long Jump



SPORTS DAY-1982

The 52nd Annual Athletics Meet of the Karachi Grammar School was held on the 27th of March, 1982 at the National Coaching Centre. Mr. Richard St. F. Post, Consul General of the United States of America very kindly consented to be the Chief Guest.

The proceedings began with the National Anthem and a recitation from the Holy Quran, followed by the March Past of the Houses. The many weeks of hoarse shouting and back breaking practises produced a splendid display of precision and timing. For the first time the Olympic Oath was included in the opening ceremonies and was taken on behalf of the school by the Head Boy.

As usual both track and field events were conducted simultaneously. Spectators had to divide their attention between the track and jumping pits. Great fun was had by everyone as Grammarians wildly cheered for their Houses.

The crowning event of the Athletics were, of course, the four Senior School 4 x 100 metre relays. Streeten won both Junior relays in good time. The Senior Girls relay was won by Napier whose girls had already dominated the sprints with runners like Shernaz Polad Asma Rizvi and Margaret Bavington. The Senior Boys relay—by far the best—was won by Frere who also broke the previous school record in this event by 1.2 seconds. The Frerites showed excellent baton changing combined with superb sprinting to easily overwhelm their opponents.

Mr. Richard St. F. Post gave away the prizes. The Tug-of-War and March Past trophies went to Streeten. Arif Belgaumi of Frere was Victor Ludorum and Shernaz Poland of Napier was Victrix Ludorum. The Junior champions for Boys and Girls were Feroze Ahmed Khan, Streeten and Asma Rizvi, Napier respectively. All the individual championships were well deserved particularly the Girls's which were very closely contested. The Ikram Siddiqui Medal for best athlete from the Junior School was won by Asiya Moin of Frere. And finally the all important Champion House Trophy was won by Streeten with Napier second and Frere third.

It is only fitting now to look back at the week that led up to grand Sports Day, because a large number of events were decided before the final day. Athletics fever hit Karachi Grammar School about a month earlier when



budding sportsmen began to appear everywhere and could be seen running, jumping and throwing all over the Front Yard. The National Coaching Centre soon became the centre of furious activity as athletic practise progressed from preliminary elimination and heats to the finals. Credit for the smooth organization and implementation of the daily programme goes mainly to Mr. Zafar Yaqoob and Mrs. Shirazi. But one cannot ignore the efforts of the House Masters and the many other staff members who came every afternoon to help run the heats.

It was evident from the start that these were going to be no ordinary athletics, nor were they. An extremely high standard of athletics was presented by both Juniors and Seniors. In every age group there was a clear domination by a few individuals or by a certain House. The Boys Over 16 events were dominated by three Frerites, Najeeb Haider, Naveed Durrani and House Captain Arif Belgaumi. Between them they shared eleven first positions out of the twelve, Over 16 events, and several second and third positions. The most outstanding performance of the entire Sports was from Arif Belgaumi whose eight first positions and one second settled the issue of the Victor Ludorum well before the Sports Day.

Naveed Durrani maintained his supremacy in the long distance events. Also worth mentioning is Eram Hasan who proved to be a strong middle-distance runner and Humair Mirza who has the making of a fine sprinter.

Similarly the Over 16 Girls were dominated by the Napier stars Amna Javeri, House Captain Shernaz Polad, Margaret Bavington and Afshan Ali. The latter three were soon in contention for the Victrix Ludorum trophy; so keen was the competition that the issue was undecided till Sports Day where Shernaz clinched it by winning both her events.

The Junior Championships were also strongly contested and mostly dominated by Napierites and Streetenites. Amongst the Boys, Feroze Ahmed Khan was the clear winner despite stiff competition from Nereus Cowasjee and Aejaz Danishmand. Feroze's accomplishment also included two new school records—in the 100m and the 800m.



Senior Boys Relay

The Girls Junior Champion was neck to neck contest between Asma Rizvi and Sabina Siddiqui in which Asma edged a victory.

Throughout the proceedings it was evident that Streeten had one obvious advantage over the other Houses. From the start they had the most athletes qualify in to the heats and finals. Napier's hopes rested mainly on their amazingly athletic girls who were instrumental in their coming second. Frere had its athletes too but they were too few to counter the qualifying points gained by Streeten and Napier. It almost looked as if the majority of Frerites just did not try hard enough. With the exception of Farah Butt no other Frere girl really excelled. Well done Streeten!

Everyone enjoyed a superb athletic season. Each participant left with something; the winners with their cups and trophies and the losers with the determination to try harder next year.

Shahid Mirza
& Arif Belgaumi



Sportsman of the year



The victorious Napier Senior Team



Aziz Peer Mohammad



Arif Belgaumi leading the Frere House March Past

Tug-of-War

STREETEN 2. Frere 3. Napier

March Past Trophy

STREETEN 2. Napier 3. Frere

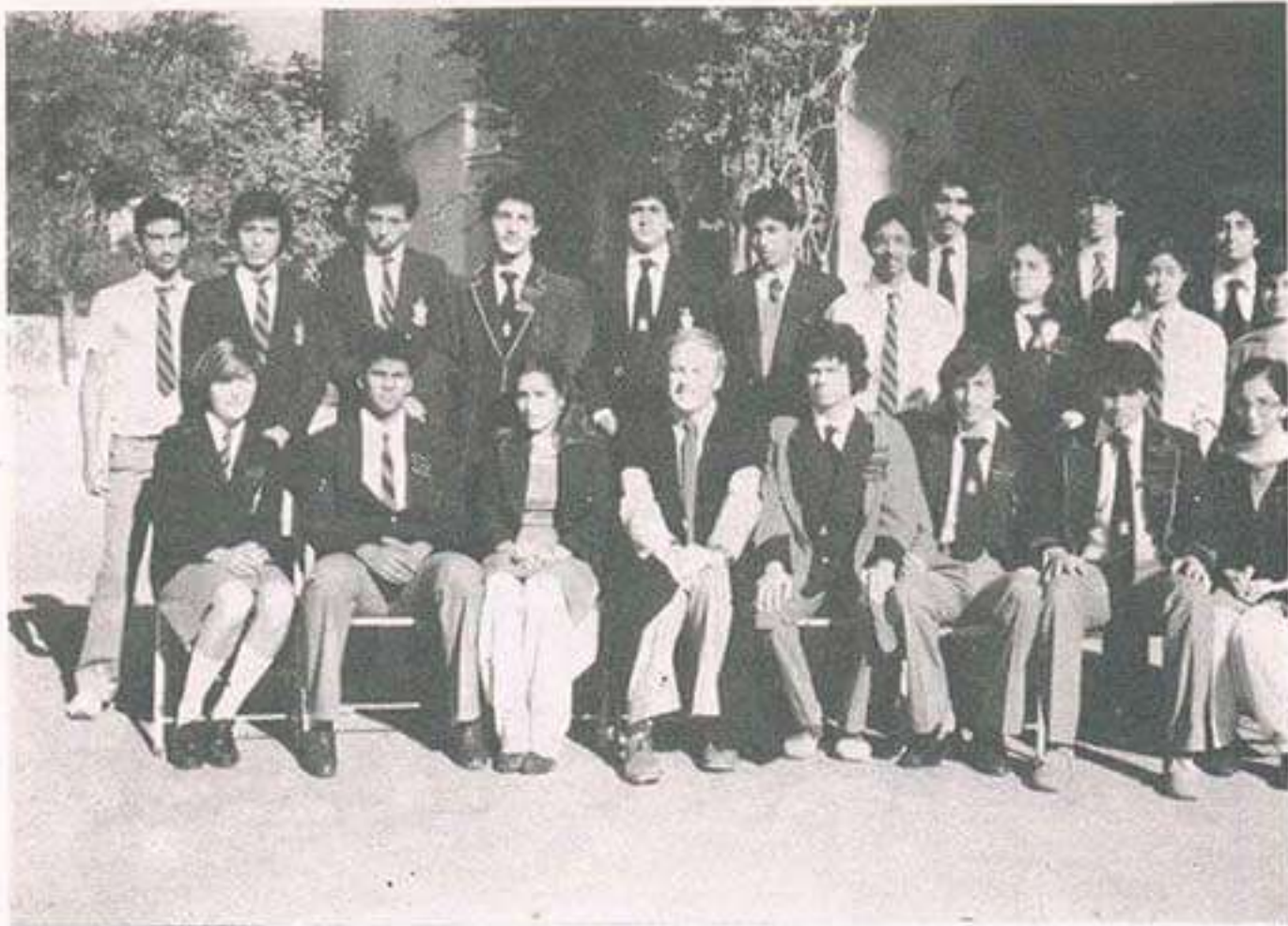
INDIVIDUAL CHAMPIONSHIP

- | | |
|---------------------------|--------------------------------|
| 1. Junior Champion (Girl) | : Asma Rizvi (Napier) |
| 2. Junior Champion (Boys) | : Feroze Ahmed Khan (Streeten) |
| 3. Victrix Ludorum | : Shernaz Polad (Napier) |
| 4. Victor Ludorum | : Arif Belgaumi (Frere) |

HOUSE POINTS

1st	Streeten	with	405	Points
2nd	Napier	with	369	Points
3rd	Frere	with	341	Points





K.G.S Athletics Team 1981



School Throwball Team 1981

190



School Hockey Team 1981



School Netball Team 1981



School Football Team 1981



School Badminton Team 1981



School Basketball Team 1981



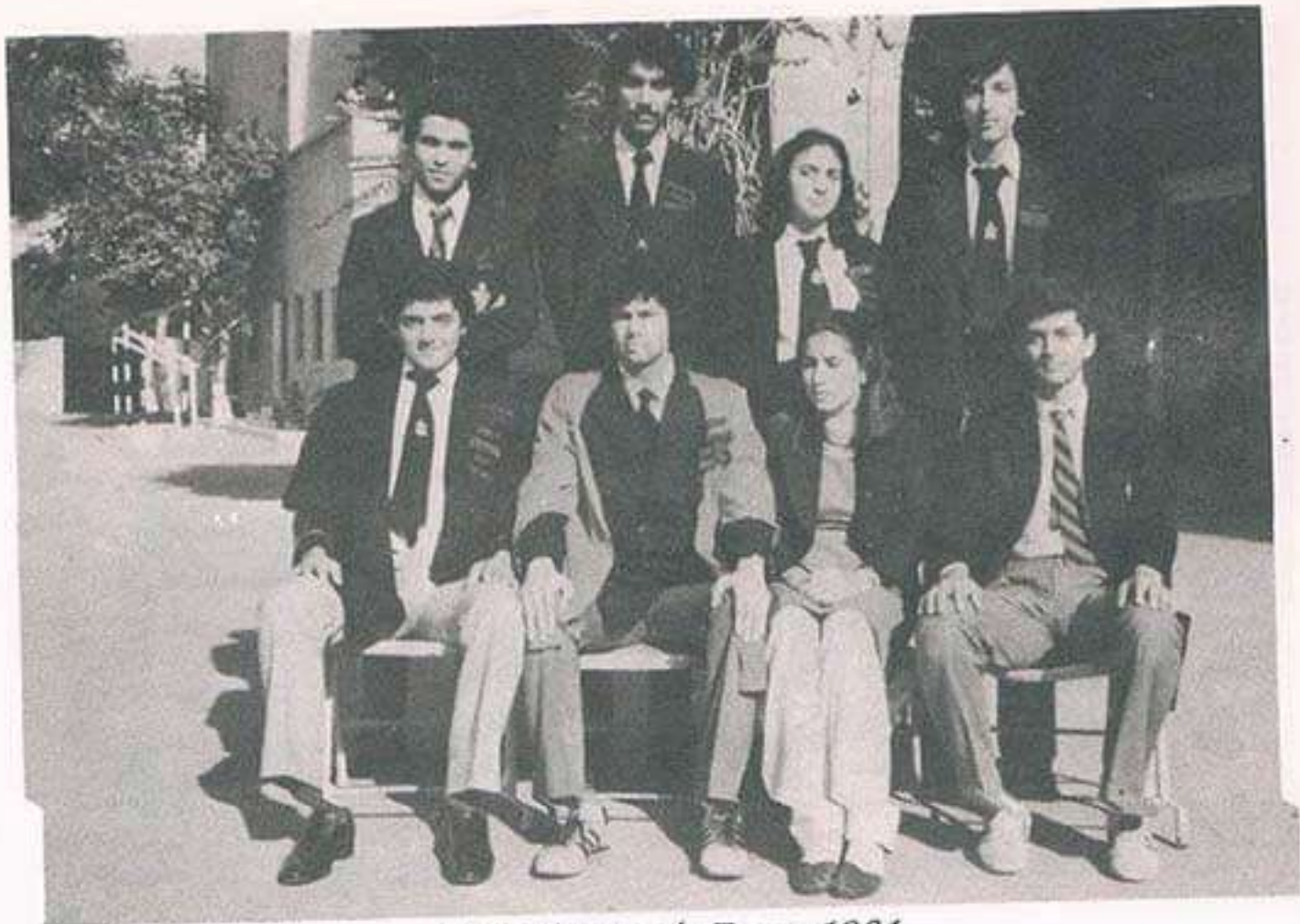
School Cricket Team 1981



School Rowing Team 1981



School Tabletennis Team 1981



School Squash Team 1981



School Netball Team 1982



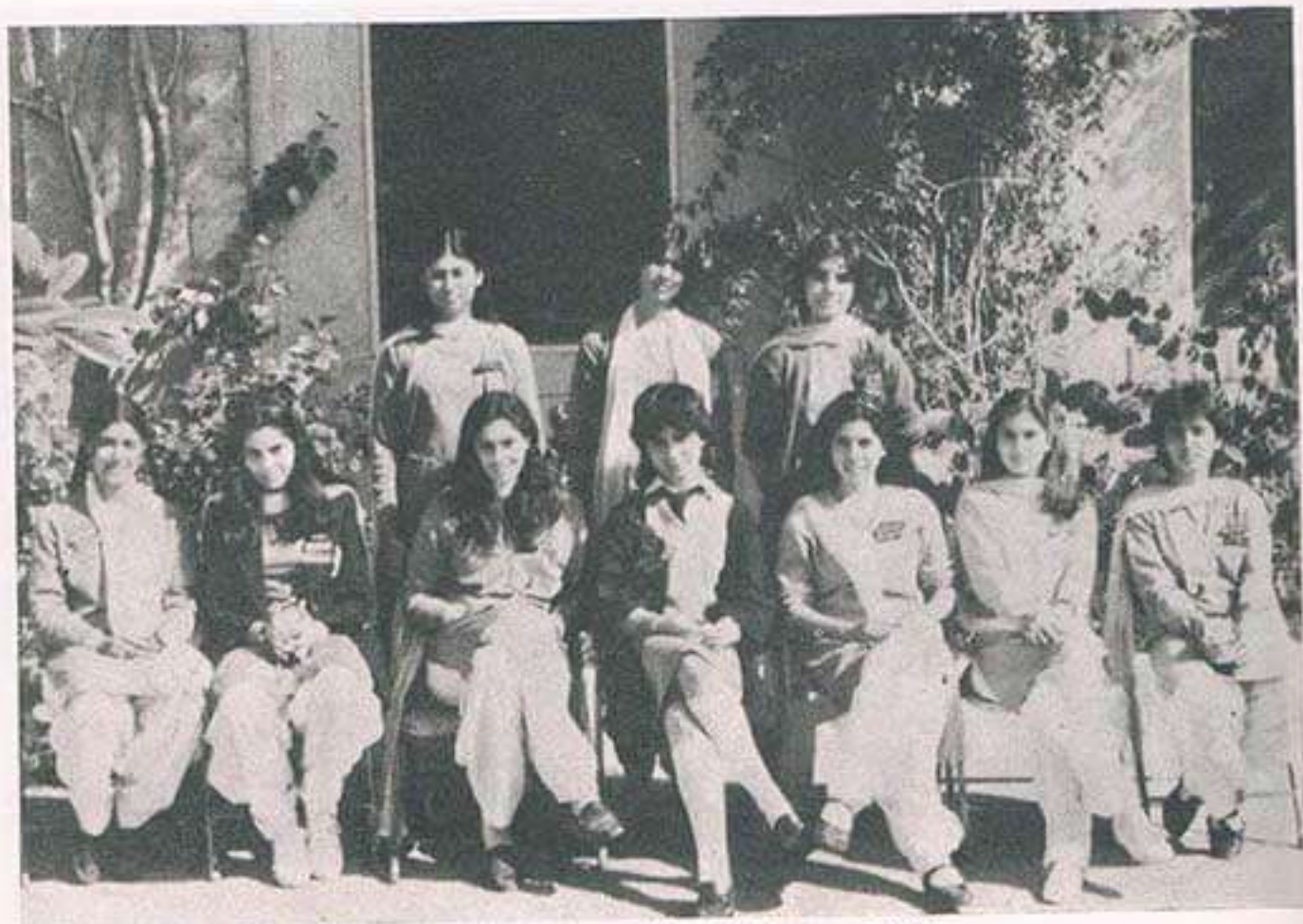
School Swimming Team 1982



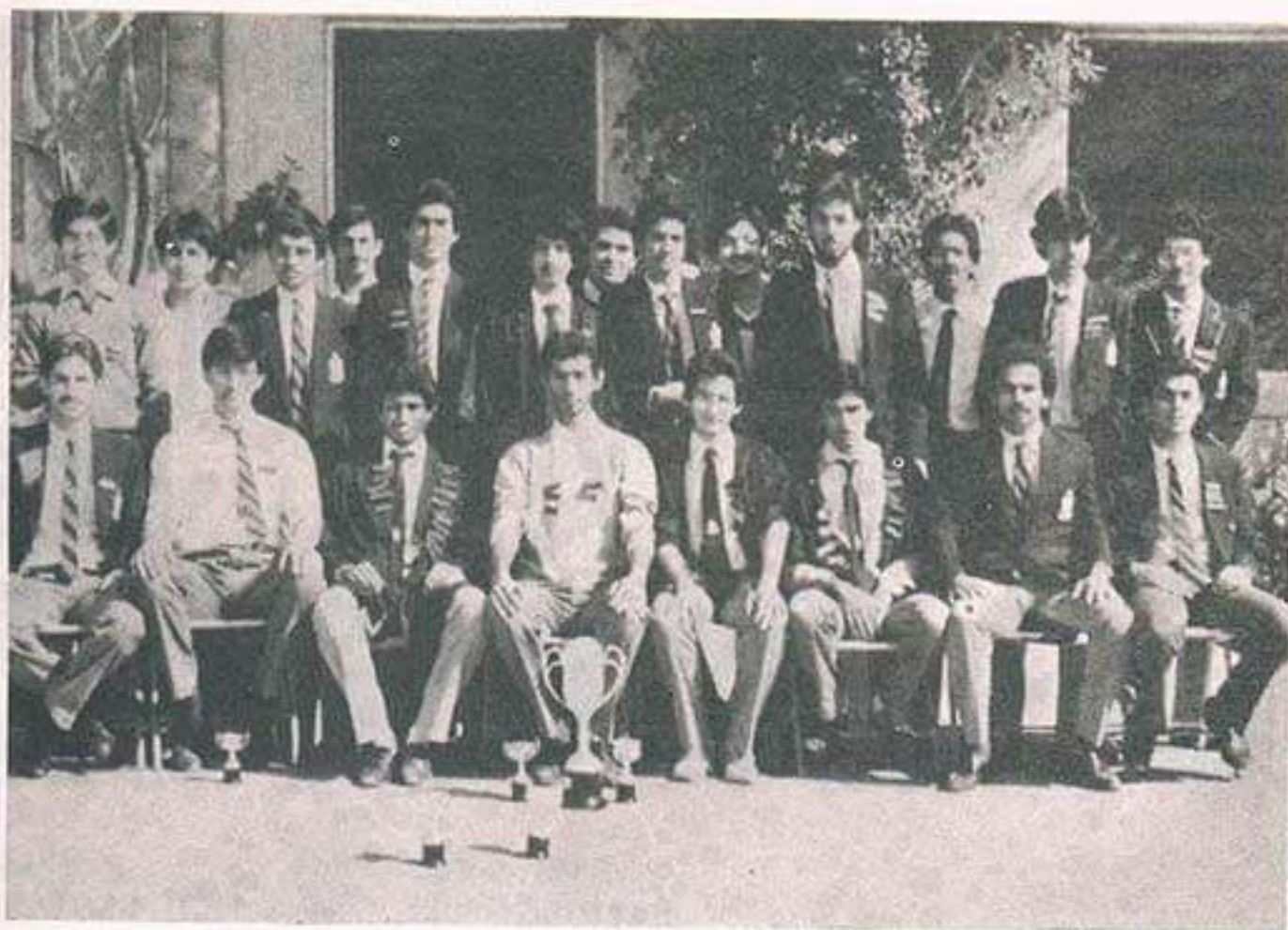
School Table Tennis Team 1982



School Tennis Team 1982

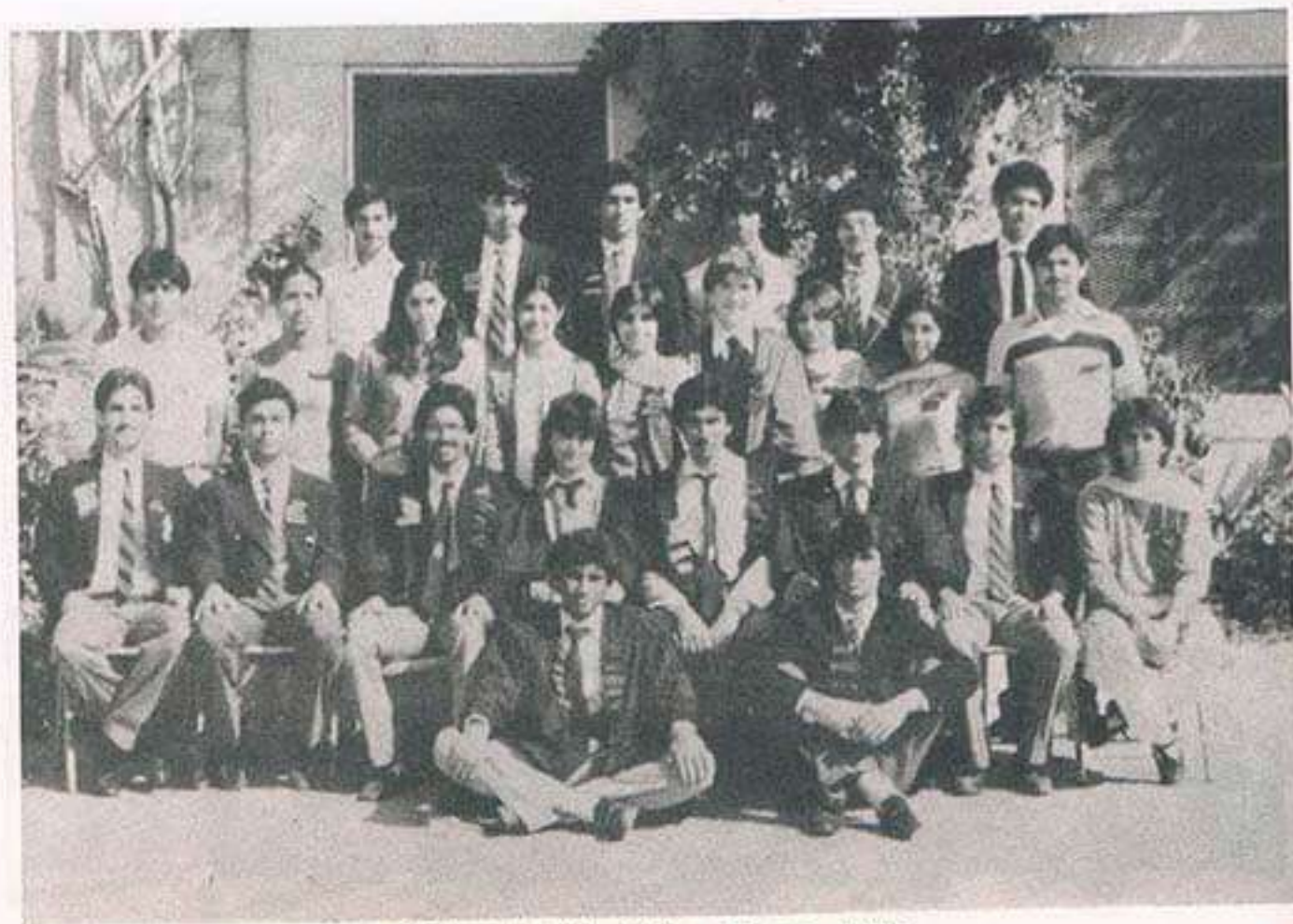


School Girls Softball Team 1982



K.G.S. Cricketers 1982





KARACHI GRAMMAR SCHOOL

SCHOOL COLOURS—1981

- ATHLETICS:** Asad Salahuddin, Ahsan Jamil, Farrukh Abbas, Azhar Farooqui, Pari Ansari, Rosheen Qureshi, Nafees Shah, Margaret Bavington.
- CRICKET:** Farrukh Abbas, Tariq Mumtaz, Asad Naseem Haroon, Darius Khambatta, Aziz Peer Mohammed.
- FOOTBALL:** Asad Durrani, Asan Jamil, Abdul Kadir Hussain, S. Adnan Hasan, Tariq Mumtaz.
- HOCKEY:** Omar Hussain, Abdul Kadir Hussain, Nadir Mumtaz, Asad Durrani, Asad Salahuddin.
- TENNIS:** Nadir Mumtaz, Tariq Mumtaz, Shahid Khokhar.
- TABLE TENNIS:** Nadir Mumtaz, Tariq Mumtaz, Rosheen Qureshi.
- BASKET BALL:** Faruukh 'Abbas, Ahsan Jamil, Azhar Farooqui, Adnan Hussain.
- CHESS:** Salim Khan, Alan Sequeira.
- BADMINTON:** M.A. Humayun Hanif
- NET BALL:** Aliya Hasan, Rubina Ikram, Rosheen Qureshi, Seema Qureshi, Nafees Shah, Pari Ansari.
- THROW BALL:** Pari Ansari, Rosheen Qureshi, Seema Qureshi, Nafees Shah.



KARACHI GRAMMAR SCHOOL SCHOOL COLOURS—1982

- ATHLETICS:** Shernaz Polad, Afiya Zia, Margaret Bavington, Aziz Peer Mohamed, Eram Hassan, Arif Belgaumi, Naveed Durrani, Feroze Khan.
- BASKET BALL:** Mansoor Ali Khan, Aziz Peer Mohamed, Ali Ghani Siddiqui, Samir Anwar.
- CRICKET:** Daruius Khambatta, Shahid Mirza, Aziz Peer Mohammed.
- DEBATERS:** Saleha Jilani, Sakib Sherani, Ashar Qureshi
- FOOTBALL:** Errol Correa, Shaid Mirza, Aziz Peer Mohammed, Arif Belgaumi, Najeeb Haider, Alan Sequeria, Nereus Cowasjee.
- HOCKEY:** Zuhair Sayani, Nadeem Muqueem, Kamal Akhar, Najeeb Haider, Shahid Mirza, Naveed Ahmed.
- TENNIS:** Shahid Khokhar.
- NET BALL:** Shernaz Polad, Afiya Zia, Freha Altaf, Margaret Bavington.
- SWIMMING:** Feroze Khan, Salman Azhar.



KARACHI GRAMMAR SCHOOL—HOUSE NOTES

FRERE HOUSE

“Fortifier, Fideliter, Feliciter”

House Master		Mr. Jamil Javed
House Captains	1981	Tariq Mumtaz, Rosheen Qureshi.
House Captains	1982	Arif Belgaumi, Frieha Altaf

NAPIER HOUSE

“Universi Stamus”

House Master		Mr. Khalilullah
House Captains	1981	Farrukh Abbas Aasia Hussain & Mariyah C.A.'sad.

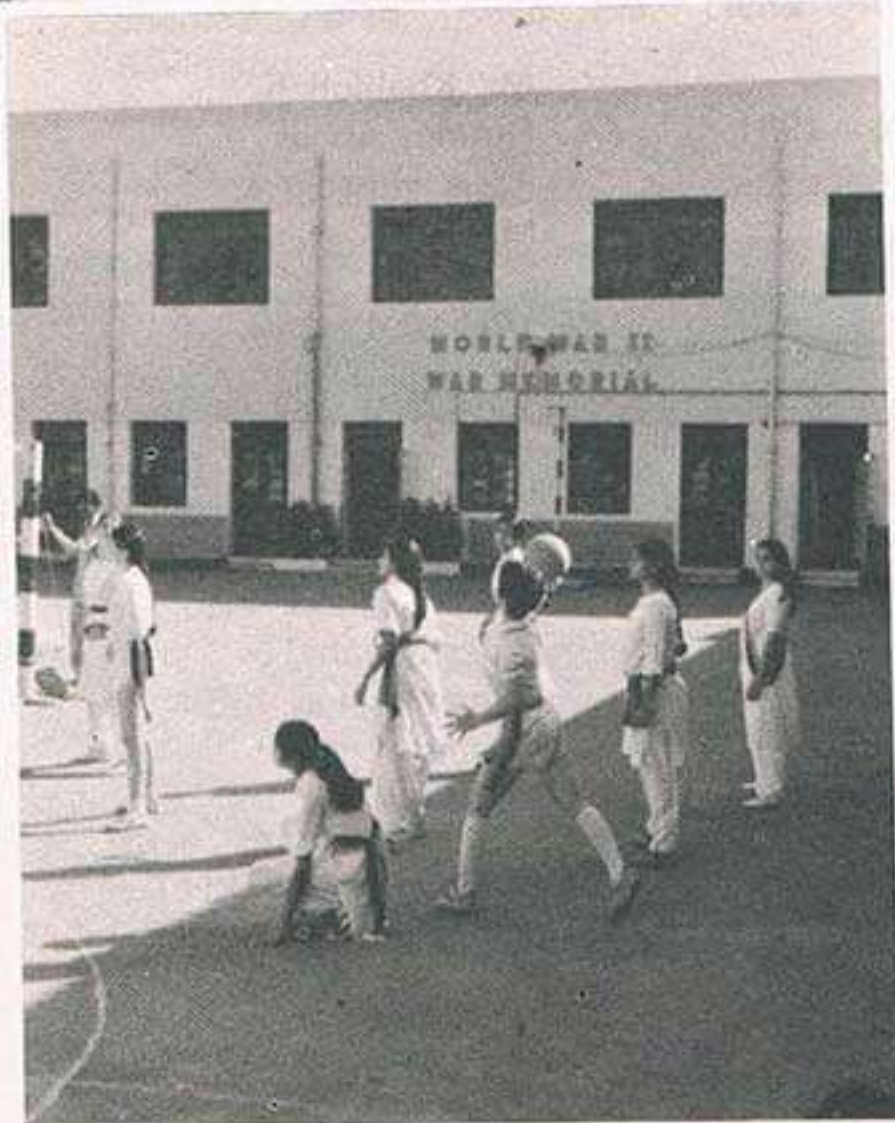
STREETEN HOUSE

“Excelsior”

House Master:		Mr K.H. Zaidi
House Captains	1981	Nasir Mundh Haji Saquib Zahoor Iqbal Nafees Shah
House Captains	1982	Salman Azhar Fatimeh Qizilbash

COCK HOUSE 1981
COCK HOUSE 1982

STREETEN
NAPIER



**JUNIOR SCHOOL
SECTION**



LIST OF JUNIOR SCHOOL STAFF

Mrs. N. Fernandes (Headmistress)	B.A. B.Ed. (Karachi).
Mrs. A. David	B.A. (Lucknow) B.T. (Punjab)
Mrs. M. Hussain	B.A. B.Ed. (Karachi)
Mrs. Mohamedi	B.A. (Bombay), B.Ed. (Karachi)
Miss D. David	P.T.C. (Karachi)
	K.G. & J.S. Teacher's Certificate.
Mrs. D. Stevens	Inter-Arts P.T.C. (Karachi)
Miss F. Ahmed	B.A,C.T. (Karachi)
Mrs. Q. Khan	B.A. (Lucknow) B.T. (Aligarh)
	Dip. Ed. (London)
Mrs. N. Ghani	B.A. B.Ed. (Karachi)
Mrs. K. Isani	M.A. (Eng.) (Karachi)
	M.A. (Education) (American Univ. Beirut)
Mrs. L. Lobo	Music Teacher
Mrs. M. Khalil	M.A. (Karachi)
Mrs. Y. Veerjee	B.Sc. (H.Ec.) B.E. (Karachi)
Mrs. Z. Kheraj	C.T.
Mrs. N. Rahman	B.A. (Karachi)
Mrs. N. Khan	B.A. Montessori (India)
Mr. Y. Qureshi	P.T. Instructor
Mrs. F. Shergill	KG & J.S. Teacher's Certificate
Mrs. M. Pervez	M.Sc. (H.Ec.)
Miss S. Moosa	B.A. Hons
Mrs. Z. Faruqui	'A' Level Arts.
Miss N. Sultana	Dip. in Education



THE AMATEUR ASTROLOGER

This is an amusing play about a humble cobbler who is not born an astrologer; but had greatness, as an astrologer, thrust upon him!.

Ahmed was indeed a humble cobbler who was forced overnight to read the stars on the insistence of his ambitious and avaricious wife Dainra. Aided by fortuitous circumstances, which worked out very fortunately for him, and much to his own consternation, he rapidly acquired fame as an astrologer with an uncanny gift for seeing through the heart of mysteries.

His early successes propelled him to the ultimate test of solving the theft of the Sultan's gold and jewels, with results he himself was unable to predict! In all his trials and tribulations, he was goaded on by his relentless wife Dainra and admirably supported by his faithful servant Yusuf.

The play was an entertainment both for the young and the young-at-heart, but perhaps may have discouraged the less determined from a career in astrology!

A MOTHER'S DREAM

Is it only the living who suffer the pains of parting from a loved one? Not so, says the poet. No parting is final as long as memories remain, and with memories hope that will not allow the bond of love to be severed.

Is death another form of life? Yes, and so we must accept. For how else can we attain calm of mind unless all passion is spent?

THE MAGIC BASKET

This was the story of the Great Adventure of some children who spend a night in the magic country of the Moon? The Sandman, who lived in the moon, had lost his bag of dream-dust, and so the children on earth could not be put to sleep.

The King and Queen of the Moon promised to help the Sandman find his bag, and in the meantime to keep the children out of mischief, they had sent Mrs. Mustard, (the Old Woman who sweeps the sky) down to the earth to bring all the children back in her Magic Basket.

When the children arrived and found their friend the Sandman in such a fix, they were determined to help him. Learning that the wicked Face-ache



A FIGHTER'S DREAM



and his band of Goblins had stolen the bag of magic dust, they all set off to the Goblins' Lair, headed by the old wizard, Mr. Moonshine.

It was dark when they came to the place, and eerie noises were heard. Then the Goblin band came marching along, singing their wicked song. The children hid and watched them undoing the Sandman's bag of dust. All the greedy Goblins scrambled to get their share of whatever was in the bag, and ofcourse the magic dust flew out, and made them sneeze dreadfully, and then nearly put them to sleep. While they were all yawning and sighing, the children rushed out and captured them, and led them back in triumph to the King and Queen of the Moon.

The Goblins were given into the charge of Mrs. Mustard, who promised to keep them in order, and the Sandman's bag was returned to him.



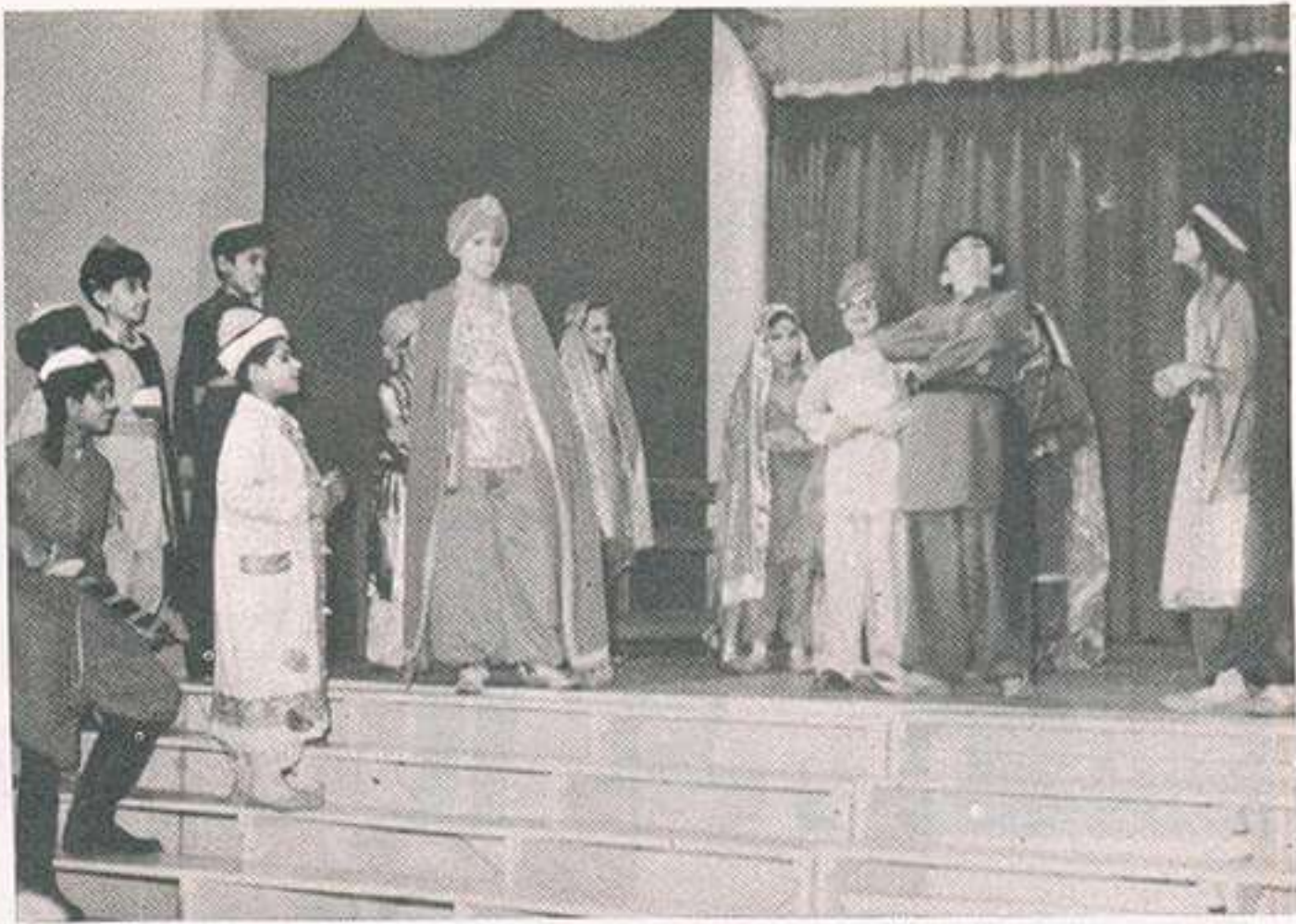
At the Milad

THE JUNIOR SCHOOL CONCERT 1981

Last years' concert was very enjoyable. Everyone who came to watch it enjoyed it. The Chief Guest was a Judge who was accompanied by a lady. Our Head Mistress, Mrs. Fernandes had invited other guests including Mr. Price.

The Concert started with the Junior School Choir. I was in it. We sang a few songs. Meanwhile the actors in the play "Magic Basket" got ready. This play is about some children who don't go to sleep. At the same time the Sandman loses his bag of Magic Dust. First of all the Queen of the Moon, where the play is held tells Mrs. Mustard a sweeper to bring the children who would not go to sleep up to the Moon. Meanwhile they thought they would help the Sandman. When the Sandman came he was surprised to see the children on the Moon. When the King asked where did he lose his bag of Magic Dust, Mr. Sandman said that he knew the Goblins had stolen it. The children told the Sandman that they would help him to find his bag. So the King ordered Mr. Moonshine to take the children to the Goblins place where they lived. When the Goblins opened the Sandman's bag they felt sleepy. At this time the children went and took hold of every Goblin. Then the children took them to the King's Court, where the King gave the Goblins a punishment that was to help Mrs. Mustard clean the Moon. So that ends the first play.





The second play was "Ahmed the Astrologer". This story is about a man called Ahmed who was a humble cobbler, but his wife tells him to become a fake Astrologer. She gives him a book. This play was written in Ispahan. First his wife tells him to go and stand near the shop of Hassan the Jeweller. His assistant was very funny. On his first day he stood there saying "I am Ahmed the Astrologer" like his wife told him. On the first day Hassan called Ahmed and asked him to tell him about a ruby he had lost. Hassan promised that he would give him 200 gold pieces. His assistant tells Hassan that they take 50 pieces in advance or else they do nothing. When Hassan goes to get the money his wife appears and kneels down in front of Ahmed and says "spare me". She tells Ahmed that she had stolen the ruby the Sultan gave to be made into a ring. Ahmed told her that she did not have to worry and he told her to slip the ruby in Hassan's pillows. She did as she was told to do. Then when Hassan saw that the ruby was under his pillow as Ahmed had told him, he gave the rest of the money and thanked him. The first day he earned 200 gold pieces. Next day when he went a woman saw him. She came and asked for help.

She said she had kept some of her jewellery somewhere for safety and could not find it. She said she would gladly give 300 gold pieces. Ahmed looked at her face and remembered about her curtain. Then she remembered and gave the money to Ahmed. Very soon Ahmed became famous.



Soon the Sultan sent his soldiers to tell Ahmed to find 40 chests which had been stolen. He gave him 40 days. The last day again by chance the 40 thieves came to Ahmed's house and asked him for mercy. They told him that they wanted to live. So he told them to keep the chests by the side of the ruins near the Palace. The Sultan rewarded Ahmed.

At last there was an Urdu play. After that there was a speech by the Chief Guest and Mrs. Fernandes thanked them all for coming. So that was the end of the concert.



JUNIOR ELOCUTION CONTEST 1981

An Elocution Contest in both English and Urdu was held this year after a lapse of a year. While the recitation of the English poems were of a relatively good standard the Urdu was a little disappointing. It is hoped, now that we plan to hold these competitions regularly that the children will slowly gain in style and confidence.

The results were as follows.

Classes III and IV

ENGLISH

1st	Zerxes Spencer	III-G	S
2nd	Behram Divecha	III-S	F
3rd	Faiza Zia	IV-K	F

URDU

1st	Asar Mashkoor	IV-G	F
2nd	Asif Ali	III-G	S
3rd	Alefa Diwan	IV-G	F

Classes V and VI

ENGLISH

1st	Sajjad Punjwani	VI-S	S
2nd	Sameer Rabbani	VI-G	N
3rd	Farhat Kapadia	V-S	S

URDU

1st	Samia Moizuddin	V-L	N
2nd	Saadia Iqbal	V-G	F
3rd	Abbas Hussain	VI-K	S

The trophy for the English Contest was won by Streeten House while the trophy for the Urdu Contest was taken by Frere.

JUNIOR SCHOOL DEBATING 1981

For the first time the Junior School experimented with the idea of debating. Being the first attempt it was decided to hold it on an inter-house basis to evolve as much interest as possible.

The motions 'A Good Teacher is a Strict Teacher,' for the threes and fours and 'Examinations are Necessary,' for the fives and sixes provided fiercely contested debates in the Junior School last term.

Mrs. Q. Khan, who presided over the first debate, emphasized the importance of a strict teacher. However, the young participants from the Classes III & IV succeeded in convincing the house that children would be happier and in fact flourish intellectually if entrusted to "Kind" rather than "Strict" teachers.

Mrs. Isani, presiding over the second debate, explained how regular examinations would enhance the academic achievement of the school. But the eloquent speeches from the children of the classes V & VI resulted in the house voting unanimously for the abolition of examinations.

The best speakers from the classes fives and sixes were Sajjad Punjwani and Akber Mulji, both Streetenites. While from the threes and fours the 1st and 2nd prizes were won by Arieb Azhar from Napier and Zeres Spencer from Streeten. Hence the winning house was Streeten.

P.E. And Sports:

To encourage children to participate whole heartedly in games, the children are provided classwise, with footballs and tennis balls. The backyard therefore, each day, both in the early morning and at break is a scene of hectic activity. This has even helped those children who were afraid of facing the ball to overcome that problem.

Twice a week each morning at 7.30 a.m. the girls and boys have P.E. classes. These classes are held with a view to inculcating in the children, the need for organized, group, physical exercises.

Several cricket and softball inter-class matches were held on Thursday afternoons after school.

Healthy rivalry and enthusiasm prevailed through all these matches.

OPEN DAY 1982

With the passage of time and the introduction of Parent Teacher Meetings, varying in nature, Open Day slowly slid into the background.

September 16th 1982 saw a revival of Open Day. This was a joint effort of both Junior School and Senior School.

Excitement of the children knew no bounds with each class vying for the place of honour as the best decorated class. Several beautifully illustrated charts, well-planned projects and other items of interest were on display.

The cooking class provided delicious cookies and savouries for those of our parents who visited that section.

The response on the part of the parents was indeed very encouraging. It was particularly nice to see so many Fathers accompany the Mothers for Open Day. This certainly is a change for the better.

The prize winning classes in the Junior School for 1982 were:

1st-IV-G Class Teacher Miss. F. Ahmed.

2nd-IV-S Class Teacher Mrs. Afridi.

3d-VI-g Class Teacher Mrs. Isani.



KGS

THE JUNIOR SCHOOL

A REPORT OF SCHOOL ACTIVITIES FOR THE YEAR 1982

JANUARY:

This year we experimented with a new idea. We thought it would be beneficial to all if we got to know our Parent Body at the beginning of the year. To make this possible Parent-Teacher meetings on a class level were organized on the 25th and 26th of January and the 1st and 2nd of February. These meetings proved very fruitful as both parents and teachers had a frank and friendly exchange of ideas. This mutual exchange will help us undoubtedly to understand our children better.

FEBRUARY:

This was the month set aside for excursions. Class III were taken to the Museum and Aquarium. The very thought of going out together as a group absolutely thrilled the little ones.

The Fours visited a farm where they were shown the working of the windmill which is in their course of studies. They also relaxed and enjoyed the fresh air at the Aziz Bhatti Park before returning to school.

Class V who study about shipbuilding were fortunate enough to be taken on a tour of the Karachi Shipyard. It was indeed an educational tour as they were shown around in groups and explained the working of the various sections.

Class VI had the opportunity of having a whole day out and through the courtesy of Mr. & Mrs. Zakaria were invited to the Al-Noor Sugar Mills at Thatta. Excitement knew no bounds and some arrived at school that morning at 6 a.m. counting every minute to the time of departure. They saw the actual working of the Mill, and also visited several places of interest on their way back.

A Book Sales was also organized on the 22nd, 23rd & 24th of February by the Daughters of St. Paul. A wide ranging choice of English books were available, thereby, giving the children an opportunity to purchase good literature.

MARCH:

The month of March saw the children practising eagerly for the Annual Athletic Meet which was held on 27th March 1982 together with the Senior Section. Streeten House emerged the Cock House this year and Aasiya Moin was declared the best athlete of the Junior School.

APRIL & MAY:

April 29th and May 3rd saw the completion of the Elocution Competitions both in English and Urdu. This year the performance by the children was indeed commendable. In fact, I might add that the judges had an extremely difficult task deciding on the winners. The children's confidence and style of delivery were indeed a pleasure to see. In the English and Urdu Elocution Competitions for Classes III & IV the results were as follows.

ENGLISH:

1st	Saba Farooque	IV-K	S
2nd	Nali Spencer	III-G	S
	Faiza Kapadia	IV-S	S
3rd	Zerxes Spencer	IV-K	S

URDU

1st	Nadia Rehman	IV-S	F
2nd	Imran Sayeed	III-S	S
3rd	Farah Sayeed	III-S	N
	Naveed Shamsi	IV-S	N

The results of the English and Urdu Elocution Competition of Classes V & VI were as follows.

ENGLISH:

1st	Cristopher Coelho	VI-S	F
2nd	Robert Bavington	VI-G	N
3rd	Omer Meer	VI-G	S
	Rehan Beg	VI-S	N

URDU:

1st	Sadia Iqbal	VI-G	F
2nd	Akbar Moolji	VI-G	S
	Arshad Ashraf	V-S	S
3rd	Shariq Chapra	V-K	N
	Samia Moeez	VI-S	N

The English Trophy went to Streeten House who secured 13 points while the Urdu Trophy was taken by Frere who got 10 points.

To motivate the children on the preparation for the examinations a Spelling Contest in both Urdu and English was held on the 13th & 16th of May respectively. This evoked a lot of interest particularly from the lower and the top ends of the school. The results which were shown on a graph brought this point out very markedly.

This being the first of its kind the response from the fours and fives was not quite satisfactory. A more positive approach is expected in the future.

JUNE

Individual Parent-Teacher Meetings on the 8th, 9th and 10th of June brought to a close the activities for the First Term. Every parent was given the opportunity to meet the Class and Subject Teachers of their child and to see and discuss their progress by going through their exam papers and receiving their report books.



Class IV-G—the winning class on open day.

Handwritten text in a stylized script, possibly a title or subtitle, running vertically along the left edge of the page.



The Magic of Music

JUNIOR SCHOOL CONCERT 1981

THE MAGIC OF MUSIC

Music is essential in a child's world

BEAUTIFUL music that is appealing in tone and mood
Melodious music that remains in children's memories
Gay music that makes children's hearts sing
Rhythmic music that makes bodies tingle and want to move

Children can discover

Ears that hear can become ears that listen to music
Minds that think and reason can understand music
Voices that talk can become voices that sing
Hands that write and paint pictures can play musical instrument
Bodies that move can respond to the rhythms of music-
Teachers, parents, friends and guests
Guide and inspire children in their discovery of music,
Join enthusiastically in musical adventure of children.
See that each child finds some success along the way.
Help children to discover THE MAGIC OF MUSIC.

THE MAGIC OF MUSIC

LISTEN:

Sound travels—others hear

LET US ALL SING
WHEN MUSIC RINGS
MUSIC ALONE
GOOD FRIENDS

THINK:

Patriotism—Loyalty

SOHNI DARTHI

SING:

Natural form of music

Joy—Self Expression

JOIN IN

SOUND A ROUND
DO_RAY_ME
THE ALPHABET

PLAY:

IT'S FUN LEARNING MUSIC

CHOPSTICKS
THE ORCHESTRA

CELEBRATIONS:

BIRTHDAY CALYPSO
BIRTHDAY GREETING
MUSIC MUSIC MUSIC

DRAMATISATION:

JUST FANCY

**Decision to help others
through love and concern**

STRANGEST DREAM
GONNA LAY DOWN
IF I HAD A HAMMER

**Combination of Love of
Nature and Joy of Life**

WHAT A WONDERFUL WORLD
THE BEST THINGS
SPRING SONG
THE SOUND OF MUSIC
I LOVE THE MOUNTAINS
I WHISTLE A HAPPY TUNE
SOME FOLKS

HAPPINESS IS SHARED:

SUNSHINE, LOLLIPOPS AND RAINBOWS

FINALE:

GOODBYE DEAR FRIENDS
THE MAGIC OF MUSIC







PAKISTAN AMERICAN CULTURAL CENTER

Dear Students of Karachi Grammar School.

Three days have passed since I had the privilege of seeing your marvellous school musical performance. I am still thrilled and excited from the experience. Your performance as a whole school and each performance of the 360 of you was just marvellous to experience.

The memories of your show and the eager, happy, totally involved faces of each of you will be special ones of my stay here in Pakistan.

My very best wishes for your continued health and happiness. It was my special joy to be the chief guest of your wonderful show.

Most Sincerely,
Ms. Priscilla L. Wood.





From the moment the podium was reached I was greeted by a
happy smiling, loudly engaged children crowd and moving with each



PAKISTAN AMERICAN CULTURAL CENTER

Mrs. Norma Fernandes
Karachi Grammer School,
94 Depot Lines, Saddar,
Karachi.

Dear Mrs. Fernandes,

I received the most disturbing account of the comments I made at your annual end term concert. It seems one of the younger girls heard my enthusiastic shout of 'super' and thought I said 'stupid'. The mother reportedly told the child "No, no, the chief guest said 'super'". The fact that the child could have been caused even five minutes disappointment by thinking my reaction was so negative, really distresses me.

From the moment the performance began I was grinning to see 360 happy, smiling, totally engaged children singing and moving with such fineness and grace I was pleased. It brought back memories of musical performances which I attended as a mother of two children. Shortly during the program I even spotted a child which could have been my son five or six years ago.

While continuing to watch the performance with a mother's eye, my years of experience as a teacher began to pick out the obvious facts of training and motivation which went into each child's performance. It almost seemed as if the child had received private rehearsal and encouragement because each performer if cameoed by a camera, exhibited individual performance behaviour. Yet each performed in the group. I have never witnessed such a display for total group participation in combination with a strong sense of individual responsibility. Each of the 360 children was at once in solo performance and yet an integral member of the troupe.

As a mother and a teacher I applaud and bow to the individuals of an institution who are capable of creating such self-awareness and community awareness simultaneously. It bespeaks volumes for the educational philosophy of Karachi Grammar School and the dedication of its staff toward making that philosophy live in its students.

The co-ordination of the music, the children, the dramatization and the choreography was mind boggling. But that alone doesn't account for the discipline of your young charges. Each child knew each lyric of each song, each knew his place in each section, each knew his role in his performance and seemingly each child never usurped a fellow student's position. That my dear, is discipline in no uncertain terms.

I know only too well that as the director of any performance you see its flaws and they are often glaring. But I'm not convinced that my eyes were mesmerized by the wonderful colours and cute costumes or the fast pace of that lightening speed hour and a half production. I saw all that I've mentioned and more. The performance excited me and the obvious educational concerns your school imparts to children were so evident that I was thrilled to be your chief guest.

Please, please invite me again. It would be my privilege to stand even in the back of the auditorium.

Most sincerely,
Priscilla L. Wood



JUNIOR SCHOOL ORIGINALITIES: WHAT A NIGHT!

One night I woke up and to my surprise I saw all my toys were alive. My dinkies were racing like real cars. My helicopter was flying and my plane was just going to take off from the ground. All my soldiers were fighting against each other. I could hear the gun fire and the tanks fire. My ships were sailing and one fell down, my toy bear was reading some of my books. I had a shirt that had a lion made on it. The lion made on my shirt came out and walked on my bed. My cowboys were shooting towards the window of my room. The police car was chasing a truck. I got up from my bed and saw that the car stopped moving, the soldiers stopped firing, my plane fell down on the ground and my toy bear stopped reading and fell down. I put all my things in their places and went back to sleep.

Rafi H. Basheer
III-S

FUN IN THE WOODS

One morning I and my family decided to go to explore the woods. My mother made chocolate buns and sandwiches and some squash in a flask. I wore jeans and a top. We set out. When we reached the woods I heard monkeys on trees chattering, birds singing sweet songs. Two small rabbits hopping around. We had our buns and sandwiches and squash. But my mother said "I don't want squash, I want water". Suddenly I saw a fresh clean lake. I pointed it out. Mother ran with a glass in her hand. She drank the water in the glass. We went round and I saw a little robin. Sad to say the poor robin was lame. I took her meaning to give a kiss. I really was having fun in the woods. At last it was time to go home. Soon a monkey came and sat on my shoulder. It meant to say "I am coming to stay with you" Mummy picked up some wild flowers. And we all walked back home.

Summeya Chisty Mujahid
III-S



AN UNEXPECTED FIND

I have had many adventures as a Prospector. I am going to tell you one in which I made a find that added to my haul of wealth.

I had gone prospecting for gold in Australia with a few friends including "Old Joe". He was a hilarious old fellow and he had been a prospector since he was young. When Old Joe was only 19 he made his first find, a big load of glittering diamonds. That was 50 years ago. We headed North-West all the time, towards the deserts of Australia, where gold was supposed to be found.

We were equipped with digging tools, food provisions, ropes, tents, sleeping bags, flash lights, gold detectors, first-aid kits and other necessities.

We had maps and compasses to lead the way. Our small party of prospectors would walk all day and in the night we would set up our tents on soft ground.

We walked for five weeks under the blazing hot sun until we reached our destination, Gold Canyon. At once we set camp and started prospecting for gold. But luck was not on our side, we had not found a single trace of gold. Next morning at dawn we started prospecting for gold again.

Then something surprising happened. By mistake Old Joe slipped and fell into a pond which was about four feet deep. When I was helping Ole Joe out of the pond I noticed something shining at the bottom. I quickly dived and to my astonishment I found that the bottom of the pool was gold.

I told the rest of the prospectors what I had found and then we began to take the gold out slowly. There was so much that we filled our knapsacks with gold and went back to a village. We kept on making trips to the pond secretly until our secret was known and our claim was jumped. But we had found enough gold for us to live the rest of our lives in peace and luxury.

By Hussain Ali Mooraj VI-S

A HOLIDAY I SHOULD LIKE

It would be wonderful to go up to the mountains in the North of Pakistan. I should love to spend my summer holidays there.

The hotels there are made of wood and have pretty gardens with beautiful flowers and tall pine trees. Among the flowers flit many colourful butterflies.

We can hear the wind rustling through the pine trees and often hear the pine needles as they fall on the tin roofs.

Situated at 8,000 feet above sea level we get very low clouds laden with water vapour and much to our delight drop hail stones on the tin roofs. We wait patiently for the storm to stop and then rush outside to collect as many hail stones as one's hands can permit.

Best of all is the enormous kitchen. There is one big stove on which all the food is cooked. On one side of the kitchen there is a huge cupboard which is actually an oven, where all the plates and puddings are kept warm. The cook himself is a jolly person with a white beard and always asks what he can cook for us.

I often dream about the beautiful snow capped mountains, about the cold and fresh mountain streams and about the long walks one could take along the mountain tracks, where one often sees pretty coloured birds and sometimes monkeys.

I should love to spend my holiday in the mountains.

Zuleikha Vellani
V-K

I AM A PONY

I am a pony. I have a brown coat and a long bushy tail. My eyes are brown and soft. My master gives me hay and some red apples. I have to carry some potatoes and some other things to the market.

My master is a cruel man. He sometimes beats me. He does not let me rest for ten minutes. He beats me very hard with a long whip. I was very unhappy with him.

One day I decided to run away from my cruel master. So in the night when my master was sleeping, I ran away. For many days I trotted here and there. Then one day I came to a farm and the farmer's wife was collecting the eggs when she saw me. She got a scare and ran away. She did not see where she was going and went right inside the duck pond.

When the farmer came out, he saw his wife in the pond. He helped her out and saw me. He put me in a stable and gave me some red apples.

In the morning my master woke up and went to my stable and when he opened the door of the stable he found that I was not there.

For many days he searched for me and at last he found the farm where I was. He found the farmer and asked him if he had seen a brown pony with soft brown eyes. The farmer said that he had a pony like that.

He went to the stable where I was and opened the door. When my master saw me he wanted me back. So I went home with my master and after that day my master was kind to me and let me rest for a little while.

Then I lived happily ever after.

Mahira Afridy
III-K

THE SCARECROW

I am a scarecrow belonging to Mr. Mir. I am stuffed with straw to frighten the birds. I stretch my hands out so that they do not enter the marvellous corn field. Mr. Mir has put his old, tattered hat on my straw made head and his old dirty clothes. I have his black coloured pipe out in my mouth. My eyes are made of black roses. The birds think I am a real live man.

My master is very poor. He does not have a tractor for he has very little money. He uses his old white horse. Mrs. Mir does not want to help her husband for she is fat and lazy. She always sits in the shade of a tree while her husband is doing all the hard work. Mr. Mir has to fetch the eggs from the grocer's shop and has to clean all the house. He cooks the food too. Mrs. Mir is always very angry with her kind husband. Mrs. Mir tries to spoil corn field and break me up. I am very frightened when she breaks me. But my kind master does not let her.

Usma Makhdumi
III-K

THE MOUSE IN THE FAIRY HOUSE

I am a mouse. One day I lost my way and came unto a fairy house. It was very strange for me because it was the first time in my life seeing a house because I lived in the apple tree near the forest.

For one or two minutes I looked around to see the whole room again. Then I thought and started to make a small hole for me to live in.

One day I was looking for food when the fairy saw me. She looked at me so strangely because she had not seen any mouse in her house before. But she liked me and picked me up and patted me. I was feeling very afraid so I tried to jump but when I looked down all the houses were looking very small. Before I realised it, I was flying in the air sitting on the fairy's hand.

The fairy took me to the shops and bought me ten dresses. I wore one of them and when the fairy looked at me she named me Put Put because in her language it meant a chatter box. I was named Put Put because I talked very much with her.

The next day I was eating food when the cat was looking for food also. When she saw me she licked her tongue and attacked me. Just then my mother woke me up for it was school time. I thanked God because it was a dream. It was not a real story. Then I got ready for school. I told the whole dream to my friends in the home time and then I came back to my home.

M. Rashid Siddiqi
IV-G

AN AUTOBIOGRAPHY OF AN OLD SHIELD

I was being polished in the great Palace in front of a King. When I was polished the King took me and kissed me and said, that he would kill his enemies. I tried to kiss him back but I could'nt. The next day I was put on a cushion and taken to the King. The King took me and then we went to the stables. There we mounted on horses. I was very afraid, for it was my first time I was going to a war.

We travelled about eight leagues. It was afternoon and the sun was overhead. The King ordered the army to rest until it was cool again. We rested for about two hours, then we started again. After some time we saw our enemies advancing towards us. We also advanced and both armies clashed together. The men fought together as if they were ants fighting for food.

I too fought with my king, saving his Majesty from many wounds. At least, after many hours of fighting and killing, and great exhaustion, we succeeded in winning the battle. We returned back home and I was placed safely on my cushion.

I had fought in many wars with my master winning, conquering many lands. I had travelled as far as India. By then I was used to wars and was not afraid of them. When the King died I was very sad for I had been his partner for more that 20 years. I was buried with him and after many years I was dug up and found by then I was 1,500 years old and very rusty.

Then I was taken and removed to a glass house. Many people came to see me. In the glass house, where I was placed, an inscription read "The Shield of Alexander the Great". Although I liked my new house of glass in a place called a Museum, I still love my old life better, fighting in wars and battles. And whenever I think of it, I always wish I could fight once again and I feel sad.

Akbar Pasha
VI-S

THE GYPSY

The gypsy is a person who lives in a caravan
And cooks all his food in a black frying pan
He wears golden earrings
And colourful clothes
You will always find him on a lonely road.
By the help of a crystal which is quite blue
He tells people fortunes which are often true
But some gypsies bear a bad name
For sometimes they cheat poor helpless dames.
His house on wheels is not very clean
And the gypsy horse is really quite lean
His horse is hatched to a caravan
And then the gypsy goes without a plan.
I'd give anything to live on wheels
And to roam all day
And to stop but to eat
I'd make cotton thread which I'd wind round the reels
And sell them in the market for my meals.

Arif Ikram
VI-S

THROUGH MY WINDOW

Through my window the sun streams in
The birds sing sweet and build their nest
If you look through it you'll see a valley
Which leads to a river deep and wide.
On it are three stones, one-two-three
Which you have to cross carefully
Through my window in the night
You see the stars giving light
And on the housetops looking silver
You'll hear the voice of the river.

Shema Zain
VI-K

HAVING A GUEST TO TEA

I had a guest to tea
He was Mr. Elephant you see.
He ate and ate, and at last he said good
bye and thank you for the tea.
So I said it is all right you see for I
liked you for keeping me company.
And I hope I meet you some day again and
call you, for tea again.

Maria Zakaria
VI-K



THE JUNIOR SCHOOL CRAFT AND COOKING CLASS

The development of a good person and personality is the aim of every teacher for every child under her care. As every child is an individual with different aptitude, likes and interests, it is up to the teacher and school to provide an opportunity for every child to do what he or she likes to do, enjoy doing it and thereby learn in an interesting way, many a skill, art or craft, which gives him or her a sense of achievement and confidence.

Mrs. Fernandes, our enterprising and accommodating headmistress, realising this thought of introducing Hand Work classes, which includes Carpentry for Boys and Cooking for Girls for classes V's and VI's and Craft classes for III's and IV's.



She approached me and frankly I was both surprised and a bit apprehensive, I can hardly draw a straight line! Well you can teach cooking or flower arrangement. I am sure the girls will like that! I know I would. A change was welcome after teaching for 15 years in this school as a class teacher and teaching all subjects to classes IV, Vs and VIs and it was a challenge. So we began with a class of 10 girls. Though at first there was no special room, no equipment and little or no finance, we went along in the spirit of pioneers. The place was the staff room. The equipment was all the scrap you can think of, remnants of cloth pieces of paper, beads, white, black or coloured, corks, strings, you name it we used it. The best part, ingenuity the children showed was remarkable as they made collage and wall hangings.



Little chefs with Mrs. Mohammedi



Girls learnt flower arrangement and developed a sense of grace, balance of colour. Laying a party table, decorating a room were enjoyed by them and brought out their artistic talents. The first cooking dish was "Dates Delight". The children enjoyed the making but I suspect they enjoyed the eating more and were very keen to cook.

Some of the little cooks grew to be little chefs according to the parents remarks in our Visitors' Book, as they went home and boiled, baked or fried for their mamas and papas. In the three years we have made cakes, pickles, and gulab-jamoons and practically all Pakistani dishes and foreign ones. Now it comes to a stage when children bring me recipes! What was really rewarding was that the children wanted more of these classes and even boys joined it, explaining that the best chefs are men the world over. — Quite chauvinistic.

The remarks on the Parents Day bear ample testimony to the popularity of the classes. Thanks to Justice Sheikh, the Governor of the Board and Mrs. Fernandes we now have a fridge, a cooking range—in fact a mini kitchen. You are welcome to come and see it—do stay for snacks.

Mrs. Hameeda Mohammedi



In the Library



The Junior School Choir



K.G.S Cubs



Sports Day 1982

KINDERGARTEN SECTION



KARACHI GRAMMAR SCHOOL

Kindergarten Section

HEADMISTRESS' REPORT 1981-1982

1. Our Staff

I would like first to thank the most wonderful team of teachers whose photograph and names will immediately follow this report.

To Mrs. Mallick I must pay a particular tribute; first as a most supportive, able and generous second-in-command; secondly as the representative of our five grandmothers who between them have 195 years of experience in teaching.

Mr. Lobo too deserves special thanks. In between his numerous office duties, he always finds time for the children, to comfort the upset, sort out fights and demonstrate the two-step in the music room.

2. The School Year

Our school basically follows the same rhythm from year to year with a few added excitements here and there, so 1982 will represent both years.

3. Highlights of the Year

January: 18-1-1982 School re-opened

Old inhabitants were settled in their new classrooms with their new teachers. Stationery, workbooks, readers and textbooks were issued.

Then, on to the new—meetings were held for the parents of each new class. They were given an outline of our philosophy and teaching programme and met each of the teachers who would be caring for their children.

24-26, 1982 The new babes were gradually filtered in and all attention focussed on them for several weeks until they had coalesced into working groups.

Meanwhile many of Class-II and Preps parents met the teachers caring for their children.

February: 1-3, 1982 A book exhibition and sale was held by the Daughters of St. Paul.

27-2-1982 We were thrilled by a visit from our former

Principal and his wife Mr. & Mrs. Dolman.

The whole expanse of the hockey field was used for vigorous, large-movement physical education throughout the cool weather.

Towards the end of February we, together with Mrs. Dossal of Habib Girls' School, set in motion the questionnaires which would culminate in a primary teachers' workshop.

March: 11-3-1982 Sports Day—we were ready for this by a hairs' breadth.

'Pindi won the House Trophy and Quetta the Relay Cup in 1982.

In 1981 Murree won the House Trophy and the Relay Cup.

Workshop '82 as it came to be called gained momentum.

Eighty teachers from about thirty schools began to meet three or four afternoons a week to discuss mutual problems and better ways of teaching and to try to devise educational aids.

April: Dr. Mukhtar, for the fourth year, tested the eyes of each new-comer to the school.

4-4-1982 In 1981 Prep. A went to Frere Hall by Victoria—a new experience for most of the children. They usually zoom by in cars. In 1982 Prep. B. made the same trip.

We had a drive for funds for the building of a new Out-Patients department for the Holy Family Hospital. Our thanks to parents for their generosity.

All through the month Workshop '82 continued to meet regularly.

Physical education gradually retreated to the use of apparatus under our shady trees.

May: Our library, much expanded under Mrs. Hussain's meticulous care, was closed for stock-checking. We were pleased that, on the whole, the books had been well cared for and very few had been lost.

20-5-1982 Primary Teachers' Workshop '82 invited parents, teachers and the public to an Exhibition of Educational Aids at the Habib Girls' School.

Madame Chavalit of UNESCO opened the Exhibition and showed genuine appreciation of our efforts.

June: Stock-checking of

1-3, 1982 all fixtures, furniture and equipment right to the last jig-saw;

Each class was given a holiday in turn as all shelves, cupboards, sand-trays and corners were ravaged in a search for all the bits and pieces.

7-6-1982 Class II parents came to receive their children's reports, chat with the teachers and plan out holiday work where necessary.

10-6-1982 School closed

July: Throughout the holidays the library and office were open one day each week for the issue of library books and readers.

Repairs and renovation were carried out.

August: 17-8-1982 We returned to bright clean classrooms and the second term started.

September: 16-9-1982 Mrs. Fernandes kindly invited the parents of Class II to the Junior School Open Day. Many parents sensibly took this chance of looking ahead to the next stage in their child's school career.

October: 13-10-1982 Kindergarten Open Day

The teachers and children of Class I and II were observed at work in the classrooms by parents and visitors from many other schools.

Afterwards in the open air the children gave a brief display of Physical Education and performed mimes and action songs in Urdu and English. The percussion band banged merrily away and the choir sang loud and clear.

14-10-1982 It was the turn of the Nursery and Prep. Classes.

November The Marathon Month

Whilst the office became totally immersed in admissions, a great spurt of other activities took place elsewhere.

2-11-1982 Mrs. Aban Khabraji of 'The Sind Wildlife Association' came to share her knowledge of turtles with the children and stimulated an interest in why and how the turtles should be protected as an inheritance for future generations.

4-11-1982 With fear and trepidation (with Mrs. Khabraji) we organised a night visit to the beach in the hope of seeing turtles come out of the sea and lay their eggs. Sixty-four children were entrusted to our care and twenty-five

fathers answered our appeal for father-helpers to re-inforce the staff members.

We did see the turtles come out of the sea and dig but although we were as 'quiet as mice' the feeling of being surrounded must have frightened them for each returned to the sea watched every inch of the way by fascinated humans, big and small.

The disappointment was eased by the unforgettable experience each child had of holding a new hatchling in his hand giving it a name and then ceremoniously releasing it to walk into the sea.

The excitement of the children of having their father's along; of being together with the classmates and teachers in such unusual circumstances; the fact that for once they could teach the grown-ups (Mrs. Khabraji's talk); our feeling of security as we picnicked in the moonlight; the beautiful balmy evening; our pleasure in the children's good behaviour all worked together to make the whole trip a delight from beginning to end and well worth the initial worry and effort of organising it.

7-11-1982 Mrs. Khabraji followed up with showing films of turtles laying eggs on beaches in Pakiṣtan and other countries. How much more meaningful these were after the previous first-hand experience. But 'Turtle Talk' was still not over. The children wrote letters of thanks, composed beautiful poems, drew and painted.

The results were so much appreciated that Mrs. Khabraji asked if she could use them on slides as part of the educational campaign to preserve our turtles.

We wish to thank Mrs. Khabraji and The Sind Wildlife Association for the care, enthusiasm and efficiency they brought to their work of enlightening us.

November 5-8, 1982 Several teachers participated in a workshop for teachers at the Karachi American School—an invigorating experience. We would like to thank the Administrators of the Karachi American School for their invitation and hope they will extend the same courtesy on future occasions.

9-11-1982 We had the enormous pleasure of welcoming back Miss Mary Lister, the first ever headmistress of the Kindergarten. It was her first visit after 20 years of absence. It was as if she had never been away, she slipped back in so easily. I am afraid, we exploited her mercilessly for she brought a lovely breath of the wide world with her blunt Yorkshire down-to-earthness, her dry wit and her tales of and about Botsowanaland where she had been teaching.

14-11-1982 Time to welcome a new member to the fold. Mary Fernandes, our marvellous Mary, had her first baby, a girl called Meleny.

14-11-1982 Another exciting experience for Class II. —A visit to the Dockyard, a tour of a submarine and a destroyer. Our thanks to Captain A.U. Khan who arranged this in such great details.

In between all this, we managed to give individual reading tests to each child and achievement tests class-wise. In spite of parental panic the vast majority of children actively enjoyed this first experience of anything approximating to an 'exam'!

7-12-1982 A hastily improvised concert was held in honour of Miss Lister whose imminent departure had crept up on us unnoticed in the rush of activities. We hope her next visit will not be deferred too long.

8-12-1982 A Magic Show—our magician is beginning to find the children too clever in spotting his tricks, but great fun was had by all if the bursts of laughter reaching the office were anything to go by.

13-12-1982 Class II visited the Junior School, to be introduced to their new teachers, classrooms, art room, the library, the toilets and the Tuck Shop! Over the years, Mrs. Fernandes and I have worked together to make the transition to the Junior School easier and smoother for the children. Inevitably such a big change cannot be without some difficulties, and this is good as it is only through facing difficulties that children grow in stature and build a strong inner-self.

14-12-1982 the school looked festive for Party Day.

In the last few days the Class II parents received their child's final report from the Kindergarten and had their last of many chats with the teachers.

15-12-1982 A Sing-Song was held and in a simple ceremony. Certificates of Merit for general Class-work and for Urdu were presented.

The House Points Trophy was presented. Murree was the best House in 1981 and Pindi in 1982. The Jubilarians, Mrs. Freitas and Mrs. Mallick. Sheild for the most outstanding student in Class II was awarded in 1981 to Zain Fancy-II-S and in 1982 to Roohshan Divecha-II-G.

16-12-1982 With mixed feelings the classrooms were stripped, everything packed away and the school year closed.

However, all was not over.

21-12-1982 We had the great pleasure of presenting Rs. 19,350/- in cash; many boxes, bags and bundles in kind; a pair of crutches, a wheel-chair and

a hospital bed to Marie Adelaide Leprosy Centre. This was in addition to the sum of Rupees twenty thousand and of Rupees one lakh seventy five thousand earlier donated by two kind individuals who wish to remain anonymous.

As ever, the unfailing generosity of our parents was acknowledged and appreciated by the Centre.

4. Farewells

Miss J. Rahim—PD—left us for further studies in the U.D.A.

Mrs. M. Mahmud, "Auntie Mimi" left the rank of mother helpers to join the staff.

Mrs. Talat Hashmi, Urdu teacher went to Dubai but left us with another of her talented sisters, Mrs. Nusrat Khan. Unfortunately Nusrat, a gifted teacher, developed a chronic condition of the larynx. She manfully struggled on but finally left to join her husband abroad.

Mrs. Naheed Ali Khan sadly was also lost to us through her husband's transfer to the U.K.

5. Special Thanks

To Mrs. Abbas, Mrs. Sequira, Mrs. Turner for their unfailing support and hard work contributed to Workshop '82. To Mrs. Rehman for producing Kashif Urdu. To Mrs. Heather Dina and Mrs. N. Ahmed for filling in the gaps amongst all our goings and comings.

To Mrs. Divecha and Mrs. Aasiya Ghafoor for organising teas and stepping in, in all sorts of crises.

To all the other mother helpers, those who helped not only in the classrooms, library and office but also by preparing books sewing, typing and writing Urdu scripts at home.

To Dr. Mukhtar for his continued interest and for the time and patience spent on testing eyes.

To Dr. Aleem Qureshi for caring so much about the health of our Domestic staff.

To Captain Naseem Ghafoor and Talat Hashmi, who took so much of the burden of Sports Day of my back.

To the fathers who accompanied us on our Turtle Trip.

6. A Special Child

At the time of going to press, we are praying for the recovery of a very brave little girl, Kanwal Ahmad, who is suffering from a relapse of Leukaemia. Our thoughts are with her parents who have the agony of watching her fight her battle to survive. Please join us in our prayers.

Only her parents need our prayers now Kanwal has passed away.

Mrs. Stella Jafri,
Head Mistress.
Kindergarten.

K.G.S KINDERGARTEN SECTION Our Teaching Staff

II-K	Mrs. M. Turner	E.S.K.E.
II-G	Mrs. R. Siqueira	S.T.C.
II-S	Mrs. N. Ali-Khan	B.A.
aik	Mrs. H. Freitas	K.G. Trained
I-G	Mrs. O. Mallick	B.A. K.G.& J.S.,T.C.
I-S	Mrs. P. Arthur	B.A. K.G.& J.S., T.C.
Prep. A	Mrs. N. Feerasta	B.A. A.M.I. Certificate
Prep. B	Mrs. Q. Ali Khan	B.A.
Prep. C	Mrs. A. Haroon	B.A.
Prep. D	Mrs. M Mahmud	B.A. (Hons)
Prep. E	Mrs. D. Lobo	S.T.C.
URDU	Mrs. N. REHMAN	B.A. B.Ed.
ISL/LIB	Mrs. H. Hussain	B.A.
URDU	Mrs. N. Khan	B.A. (Hons) M.A.
SPECIAL	Mrs. C. Abbas	M.I.E.T.
MUSIC	Mrs. N. Fernandes	

The Staff



The people who make all things possible

The Beginning



Testing a little one for admission

CUT OFF SO CLOSE TO THE BEGINNING ZAIN AHMED

Born on 2.2.75. Died on 21.11.1981.

We grieve with his parents over this untimely loss and pray that Allah may bring them comfort over the year.



A sad day
22.11.1981

Today the school heard very sad news. Zain Ahmed had an accident and hurt his head. He died yesterday. He was in I-K, Aunty Qudsia's class. We had a special Assembly for him and said prayers. Class I and class II came to the Assembly. Aunty Rehman spoke about Zain. When we go for break we must remember Zain and what he did. Zain Ahmed was a very good boy. His teacher didn't know what to write in his report because he was such a good boy.

OPEN DAY



Reverend Lankester thanks the Staff for Open Day. In return, we wish to thank him for his unfailing kindly interest in us, his next door neighbours, and for his affirmation of the true meaning of education—the full development, not only of the intellect and physique of the child, but also those emotional and spiritual values which should lead to responsible citizenship.

On Open Day we try to fulfil his aims



The environment is carefully prepared



Physical training is demonstrated

The intellect is stimulated



II-S



II-G



II-K



II-S



1957-1958



1958-1959



PREP A



PREP B



PREP C



PREP D



PREP. E

*The children learn to work together
to produce an enjoyable performance*







*Teachers, parents, friends of the school
relax together in the library area*



SPORTS DAY



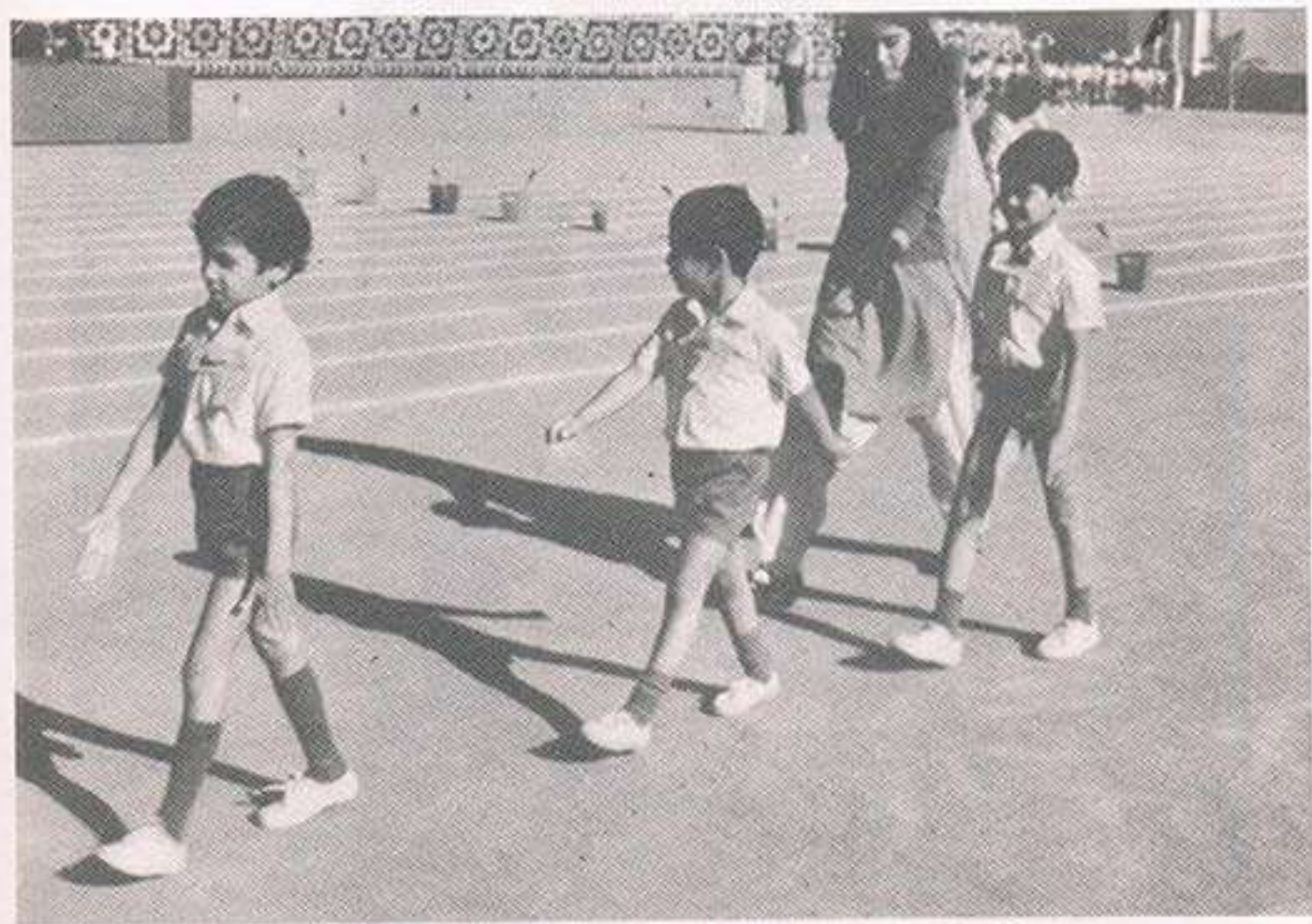
The Guests are ready to watch



The children line up for the races



Ready, Steady, Go!



The winners march to the victory stand





1982 Quetta wins the relay



1981 Murree wins the relay



How's this for co-ordinated action?

1981 Mrs. Lankester presents
the cups with great delight



1982 Mrs. Price was sick,
so Mr Price receives a rose
on her behalf
instead of a bouquet.

1982 Uncle Lobo looks on



1982 Pindi wins the House Trophy



Well, now it's all over and we can relax!



I AM IN THE NOVELTY RACE

I am in the novelty race. I'll tell you how the novelty race begins. First we have to run to a basket. In the basket there is a jacket and a hat. We have to wear the jacket and the hat then we have to run again. There is a table we have to crawl under and when we reach the other side of the table we have to turn around and there is a flower pot we have to balance on our palm. With it we then walk to a basket and put the flower pot down on it then run to the finishing line. Whoever comes first, second and third go on the victory stand. Then they get down and walk to class.

Syeda Sheherbano Syed
II-S

At 8.10 a.m. sports practice bell rang. We went out on the field. First the ones had their race and then the Sack race was an exciting race. We also had mothers and fathers race. The Relay children wore aprons in the colour of their houses. Quetta was the winner of the race.

On Sports Day we came to school at about 3.30. Our fathers and mothers also came to watch our running. We enjoyed our races very much. Our fathers and mothers also had a race. My father and mother came third. In Novelty race I came second and got a medal. After sports we went in class and had some Coke. Then I went to the Cinema hall when the picture was finished I went home.

Asad Mohsin Ali
I-S

BLOWING BUBBLES

Today we blew bubbles on the jungle-gum. Aunty put some soap and water to make soapy water from which we can blow bubbles. After Aunty finished making the soapy water she poured some in each mug. After that we took our straws and went out on the jungle-gum. Some children blew big bubbles and some of them blew small bubbles. I saw some colours and pictures in them. It was a lot of fun.

Nadya Karim

IQBAL DAY

Alama Iqbal was our national poet. He used to write poetry in Urdu and Persian. He also wrote poetry for children. He was born in Sialkot. He is buried in Lahore. We celebrate his Birth Anniversary on 9th November. It was his 105th birthday. There were programmes on television about him. Iqbal first thought of making our own country Pakistan.

Sana
II-K

THE GOOD NEWS

Today we heard some good news. Mary the school Ayah has given birth to a beautiful baby girl, and that Aunty Aban the lady incharge of the Turtle Association liked the letters we went her, so much that she is sending them to Islamabad to have them made into slides on the screen for showing to other school children. The other letters are going to be framed and stuck in Aunty Jafri's office. Now isn't that good news?

Nadya
II-K

Mary had to leave school because Dr. Tomboli told her to go to the hospital. Mary had a baby girl in the hospital.

Shimila Matri
I-G

Mary has got a baby girl and she had to leave school. She is in Dr. Tomboli's Hospital. She will come after a long time.

Shahzadi Haroon Basheer
I-G

A VISIT TO THE JUNIOR SCHOOL

Today I got up very early because we were going to visit the Junior School to see our new classes and teachers. We had to reach Junior School by 7.35 a.m. We were all very excited and eager to see the school.

After reaching school, we formed our class lines, and Aunty Fernandes came to meet us. Then our new teacher took us upstairs to see our class which was II-G. She took us to the handwork and painting classes. There were some beautiful dolls made of paper and nice paintings of Superman put up on the walls. Our teacher showed us the Tuck Shop and the playing fields. There were three fields, one for boxing, one for basket-ball and for hockey, foot-ball and cricket. We also saw the library. I liked the Junior School very much, because it has a Tuck Shop from where we can buy whatever we feel like. So even if we forget to bring our lunch we will not be hungry. But when I go to the Junior School I will miss my old school and teachers like Aunty Arthur who taught me in Prep C, Aunty Mallick in class I-G and Aunty Sequeira who was my teacher in II-G. I will miss Aunty Jafri although I was a bit scared of her. I will also remember Aunty Rehman and Aunty Hussain, whenever I do Urdu, or go to the library.

Fahd Syed
II-G

MISS LISTER TELLS US ABOUT BOTSWANA

Botswana is in Southern Africa. The children there love to tell stories. They tell love stories. During the holidays the children go to their land in the village and look after the vegetables like sorghums, millett, sugar cane, maize and tomatoes. The children cannot spend their holidays playing. They shout and scream and clap so that the birds keep out and don't spoil the fields. If the birds spoil the fields the family doesn't have food for one year.

Zahid Ahmed
II-G

EASTER HOLIDAYS

On Wednesday I went boating with my father, mother, brother and my uncle.

When we went a little further we saw some people fishing. After a little while the men put an anchor then they gave us a line to catch the crabs. I caught fourteen crabs, my father caught eighteen crabs, my brother caught fifteen crabs, my mother caught six crabs and my uncle caught three crabs.

Meeta Achiria
II-G

MY TRIP TO THE SUBMARINE

(The first submarine was made in France and was used in Germany in the First World War. The first submarine was made by Robert Stevenson).

Last week on Tuesday we came to school at 2.45 to go on a submarine trip. Captain Khan sent a message that all those who are coming must not wear sweaters. We went on buses. When we got there we were in two groups. Then Captain Asif told us about a ship called Taimur, but first Captain Asif told us about some missiles and about an anchor. Then Captain Asif told us about a bridge. He told about a compass, and more. Then a man

took pictures of us when we were going in the submarine. When we were going there was a narrow rung. When we got in the submarine we saw the control room and the torpedo room. A man told us how to put in torpedoes. Then we saw the microscope and then Captain Asif left us to the dockyard and then we went to school. There our parents were waiting and we went home.

Syed Nasir Zaidi
II-G

A FISHY BUSINESS

Asif brought sand to put into the fish tank. Saniya brought water plants. And Fauzia brought scales and a tail-fin. And Aunty brought a dragon-fly. We put the sand and plants into the fish tank. We took the fishes out but three died. And now we only hve 1 big fish left.

Umer Rana
II-G

THE ADVENTURES OF SIX FISHES

Once upon a time in a school in Karachi there was a class teacher asked the head-mistress that can she have an aquarium. The head-mistress said yes. The teacher had a tank. The children bought plants and two children bought fish food and some bought fish. Then Eid Holidays came so the head mistress said to the gardener to take the aquarium upstairs. He took the aquarium and put it on his head. He put his hand on the end of the aquarium and pulled then crash there was a hole in the floor of the aquarium, the glass cut his head, and the fish's plopped so the head-mistress put the fish in a basin, the head-mistress's cat came and put its paw in the basin, the head-mistress's saw the cat she took the fish upstairs. She put the fish in a bowl and locked the room. A guest came and left the door open and let the cat in. She put her paw and took out a goldfish. She ate the head of the fish. The head-mistress gave a good spanking to the cat.

The name of the school was Karachi Grammar School. The name of the class is II-G. The name of the head-mistress is Mrs. Jafri.

Ali Nasir Zaidi
II-G

You throw them away. I throw them away but many people make things out of cans. A Danish man collects things made of cans. He has got 570 cans, toys and things. My father's hobby is collecting Stamps. I would like to collect something too. Maybe, I shall start a stamp collection.

Sabiha
II-K

TURTLE WATCHING

The whole of my class was very happy when we were told that we, class II-K and class II-S would be going to Hawkes Bay on the night of 4th November to see turtles laying their eggs.

All the three classes gathered in the school at 8 p.m. on the 4th November and started for Hawkes Bay at 8.30 p.m. in two buses. After one hour we reached Hawkes Bay. On the way we were talking about turtles, lobsters, crabs. At the beach we were guided by a lady from Wild Life Association, who showed us baby turtles going into the sea. Big mother turtles were nowhere to be seen, so we decided to have refreshment and wait. After eating we went looking for mother turtles. Then some people found two turtles digging their holes to lay the eggs but when we followed the people the turtles were frightened and went into the water. Then we returned to school we enjoy the trip to Hawkes Bay.

Ashab Ahmed
II-G

I am a baby monkey in the zoo. My mother and I live in a big cage. I have lots of fun.

When some people come to the zoo and when they come to our cage my mother and I do funny tricks. Our keeper is very kind to us. When he comes to our cage he throws peanuts. One boy came to the zoo and when he saw us and he said to the keeper I want the monkey but the keeper said to the boy, this monkey is not for sale.

Hussain Kassam
II-G

On Friday was my sister's birthday. there were sparkler candles on the cake. There were lots of games. My cousin stayed with me the whole time. The cake was shaped three, and there were three men on it. When the candles were lighted the sparklers flew in the air. My sister was afraid when the sparklers flew. When every one was gone we saw V.C.E. cartoons at night.

Ali Nasir Zaidi

FILMS

Yesterday we went to see two films in the music room. The first film was about turtles and the second one was about Karachi oceans. In the first film was a big turtle and she had some babies. She crawled slowly to lay her eggs. She dug a hole in the ground and laid some eggs there. When she went away a squirrel ate all he eggs and there were none left. The second film was about the beach where we went. There were small turtles; some were black and white and some were brown. Some were crawling on the ground and some were swimming in the sea. Some Aunties were putting baby turtles in the bucket. And there was a big mother turtle laying eggs. Then we went back to our classes.

Farrukh
II-G

OUTING AT THE BEACH

On Thursday 4th November we were to go to the beach to see turtles laying eggs. So at 8 p.m. I reached the school along with my daddy. I had taken some sandwiches and water with me. In the classroom Aunty pinned a picture of a turtle on my pocket. My number was 33. Then Aunty Jafri told us to make a line. She asked my daddy to take care of me and my friend Martin. Then we went to the bus and took our seats. Aunty Jafri told us not to get down from the bus until she told us to do so. We saw many big buildings on the way to the beach. Finally our bus stopped at a place where Aunty asked us to get down from the bus. On the way to the beach we saw two big turtle shells in a big net. We also saw many baby turtles who were crawling in th nets. When we came to the sea-side we saw one Aunty was putting many baby turtles in a bucket. When it was my turn I picked up one

baby turtle and put it on the ground. It crawled to the sea and swam away. Then we ate our breakfasts and waited for the big turtles. After sometime Aunty Jafri asked everyone to go to one side of the beach. There we saw a big mother turtle sitting in a big hole. She did not lay her eggs and moved out. She was looking for the sea but we had gathered around her. Aunty Jafri told us to give her way. Then she crawled to the sea and swam away. Then we went to the bus and came back. It was a nice outing. We enjoyed a lot.

Farrukh
II-G

I am a witch. I have a long black dress and a pointed hat. I have got a stick in my hand. I punish bad people and I reward good people. I like good children and I give them blessings. I am a very good witch indeed.

Zehra

HOW I WOULD LIKE TO SPEND THE WEEKEND

On the weekend I would like to go to swim, but it is too cold to go swimming. If I cannot go for a swim I would like to go on a picnic to Thatta. I would like to play and eat my lunch in the fields so that I could see the cows and goats.

Saeeduddin Ahmed
II-S

THE PARK

I would like to go to the park. I want to play on the swings and slides. I play with my sister and brother. We even run around. We climb on the hills. We hand on the trees. We have fun.

MAGIC SHOW

Today we saw a magic show. I had seen it before at my mother's friends house. The magician the same and the helper was the same. When the magic show started the magician rang a bell. Then the magician took two tubes and a coca-cola bottle. He put one of the tubes on the coca-cola bottle and clapped his hands thrice his hands thrice again and he took the tube off in which the coca-cola bottle was but when he did the coca-cola bottle wasn't there any more. The handkerchief was in the first tube and the coca-cola bottle was in the other tube. Everyone clapped their hands. Then the magician took a coin and gave it to Aunty Turner and then took it out from a child's hair. When Aunty Turner opened her hands the coin wasn't there any more. Everyone clapped their hands. Then he took his ring off and gave it to Aunty Turner and put a black handkerchief on it. When he asked Aunty Turner for his ring it wasn't in Aunty Turner's hand. Then he cut an orange and the ring came out of the orange. Then he took a glass and put the ring in it. Afterwards he took a red handkerchief and put it on the glass. When he took it off the ring wasn't there. Then he took it out from a child's nose. Afterwards he called two children, they both came and the magician put a hat on one of the boys. Then he put a scarf on the other and one hat on each of them. Then all three of them ate paper when the magician took the paper out it was a straw. Then the magician took a pack of cards and let all of us see it he didn't see it himself. Then he took it out and it was the right cards. Then he took a one rupee note and gave it to Aunty Turner. Then Aunty Turner copied the number of the note on the blackboard. The magician took two slates and said there was nothing written on it. Then he said some magic words and put the slates together when he opened them the number was written on both the slates. Then the last trick he did was he made a drink and told Aunty Turner to sit on a chair then he threw them on Aunty Turner but flowers came out. Then we all clapped a lot and went to class.

Zahid
II-S

Yesterday I went to the parade. When General Abbasi, arrived we all had to stand up and the people in Uniform had to salute. After a little while the parade started. My father is in the Army. When the parade finished the floats came, they were nice ones. Haider had come to the parade with me and my brother. Haider's brother had also come with us.

Shehebano
II-S 279

PAKISTAN DAY

On Pakistan Day we went to Quaid-e-Azam's Mazar. there was a great rush there. We went to see the band beside Metropole Hotel. We went very close to the band. We go out of the car to watch the band. We had a lot of fun. The people in the vans were very happy they were singing away and throwing packets of sweets to people in their moving cars. They threw us two packets. Our mother said not to eat the sweets. But our daddy said eat it. We saw a little boy in an army suit, hat and sun-glasses. We also saw a girl wearing a scarf and a very nice dress, she was also wearing make-up. She looked like a princess. We saw people dancing. We also saw the illuminations.

Naween Mangi
II-K

*Movie-
time!*



DURING THE HOLIDAYS

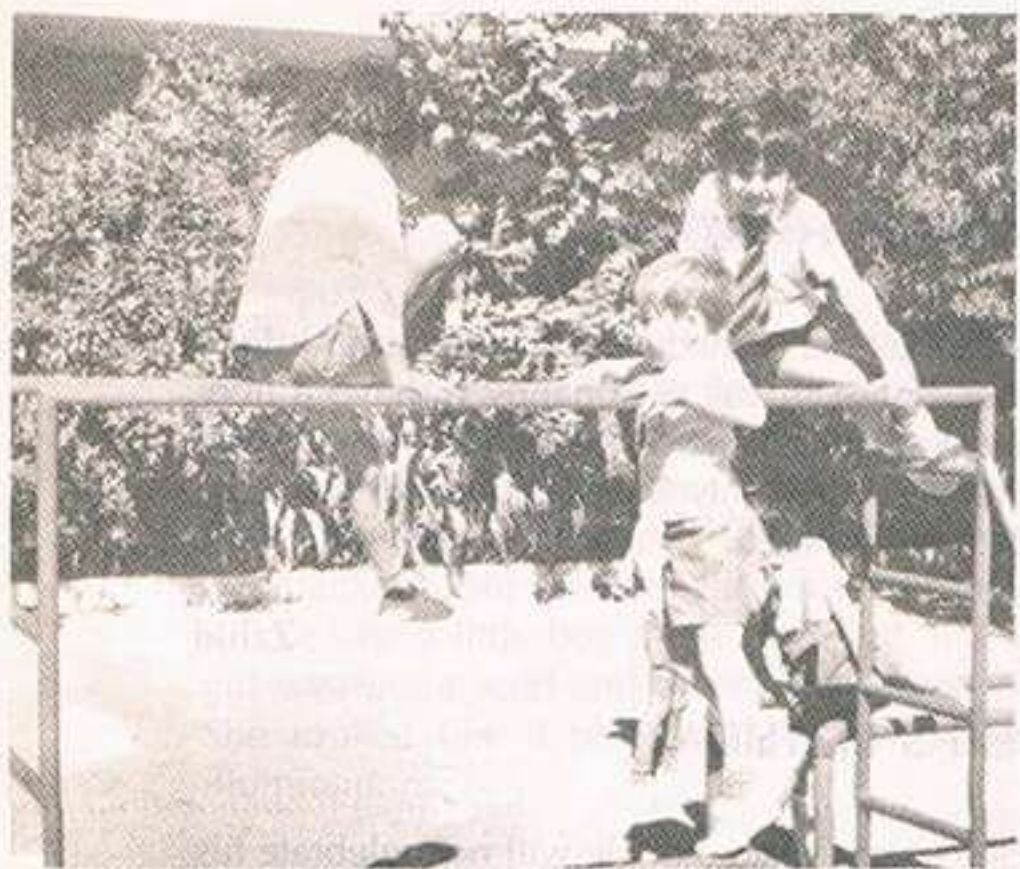
During the holidays we went to Lahore. I made a big tree-house. It took me three hours to make the tree-house. I was very happy to have a tree-house to myself. The tree-house was quite large. It was made of wood and bricks. It was in a secret place. My father only knew about it because he helped me make the tree-house every night.

Zahid

KASHIF'S BIRTHDAY

Today is Kashif's birthday. He is eight years old. He will not celebrate his birthday at home because they had prayers, so he celebrated it at school. First Aunty Siqueira told us to stand up. Then Uncle Lobo came and then we all sang Happy Birthday. Kashif bought a cake. After we sang happy birthday he cut the cake. He had brought sweets also. But Aunty will give them after break. But a little cake is left for the teachers. They will eat it during break.

Umar Rana
II-S



Using our Environment for social growth through corporate play and for physical growth through co-ordination.

*What would we do without our trees?
Shade in summer—part of the fun in winter*





Climbing high!



OUR MENAGERIE

Our animals are a nuisance—they mess up the place, eat the wrong things, lay eggs on the staff room table, nest on top of cupboards, sometimes peck, fall sick and die, yet we wouldn't be without them.

We learn how life is born, grows and dies. We look at beaks and feet and protective devices—we care for the maimed and feed the healthy.





Sand is exciting



Interrupted!

Mr. Turkey visits the classroom



Prep-B visits Frere Hall



*First ride in
a Victoria.*



Giving and receiving help.

*Dr. Zareena comes to thank
the children on behalf of
the Marie Adelaide
Leprosy Centre.*



*Mrs. Shirazi from the
Senior School helps us
with the beginnings of
gymnastics.*

*Mothers prepare tea
for our guests.*



*Junior School visitor
helps in the classrooms.*

TO OUR MARY LISTER

It is nice to see, an old dear face
Not peeping from the outer space
Appearing after twenty long years
Greeted joyfully—among cheers

One expected an old crochety dame
With spindly legs, and furry mane
Leaning on stick—dawdling on feet
Oh! Mother Nature, how did she cheat?

"Mary dear Mary", what a surprise
To see your real self and not a disguise
You jostled us out—out of our skin
Our eyes popped open when truth came in

God grant our Dear Mary a long, long life
Keeping her healthy, wealthy and wise
Bubbling with energy, smiling with grace
Booming and blooming, till the end of her race.

MISS MARY LISTER

*The grass waits
for the bears!*



*We have a concert
to say farewell
to Miss Lister
head mistress of
long ago.*

THE YEAR IS ENDING



Party time



Fun outdoors



*Murree wins the Cup for
most House Points*





1982: Pindi is the best house!



1981 The Jubilerians, Mrs. Freitas Mrs. Mallick, Shield is awarded to the most outstanding pupil of Class-II, Zain Fancy.

1982 Roohshan Divecha with the Jubilerians



IMAGES 1981-1982



Naat by S.Y.A & Science



*The Head Boy doing push-ups
(A taste of his own medicine)*



Kindergarten: Browsing



Scenes from the Kindergarten Library





Games galore!





Kindergarten Classes

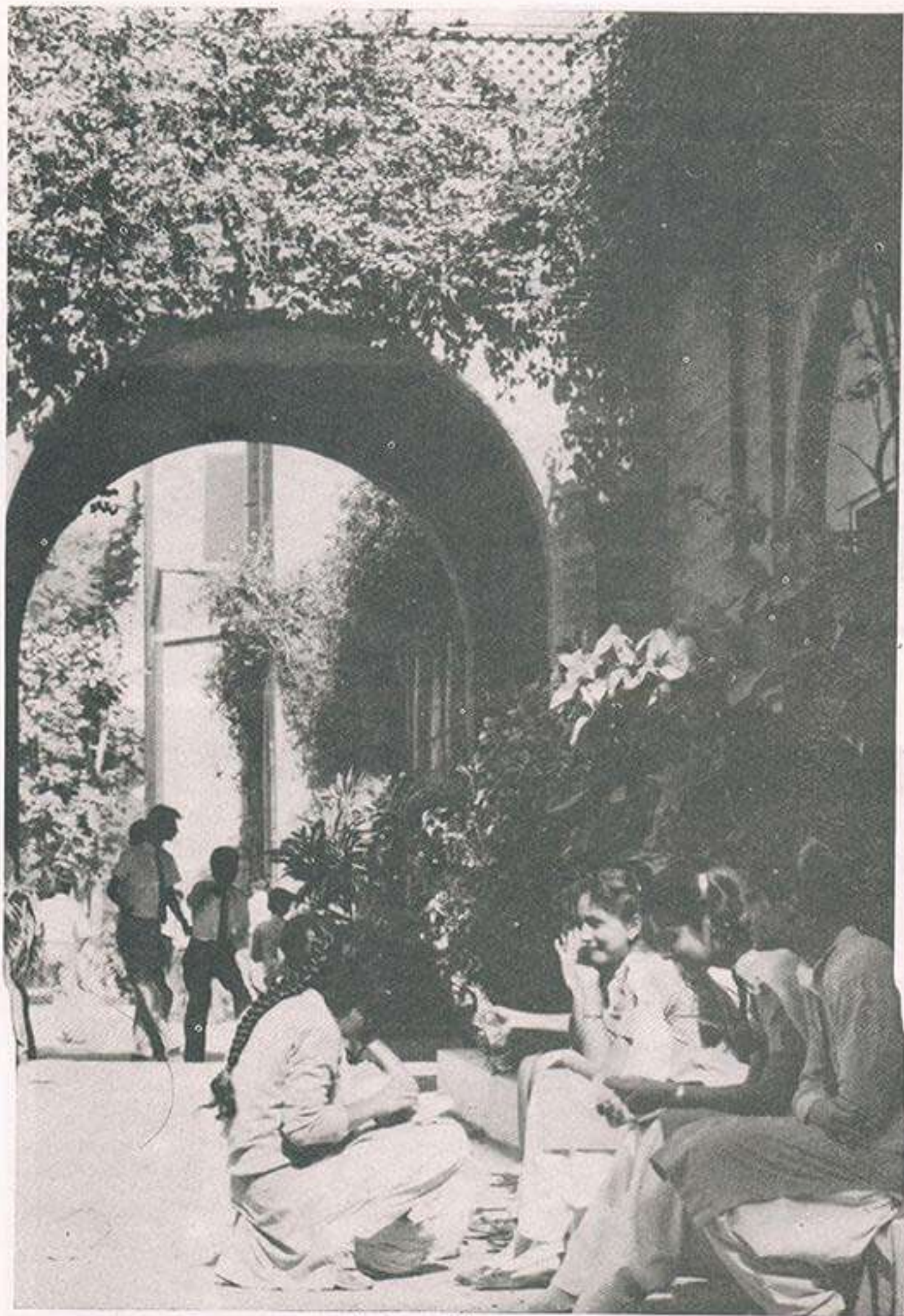




Marathon runners resting



Set designers



A view of the porch



Corrections!



Sponsored Run 1982



The shed in breaktime

VII KGS's visit to the PIA Training School



Pakistan International





K.G.S
Office
Staff
1981-82



NEWS OF OLD GRAMMARIANS

- * Princess Sarwat Ikramullah Married to Crown Prince Hassan of Jordan, lives in Amman with her three children.
- * Dr. Camar Vellani Associate Dean of the Aga Khan Medical University.
- * Byram and Goshpi Avari Were gold medallists in yatching in the 1982 Asian Games. Mr. Avari is also a member of the Majlis-e-Shoora.
- * Syed Anzaruddin Ahmed Is with the World Bank.
- * Jamil Dehlavi Is a successful film producer—"Blood of Hussain" and "Towers of Silence"—currently working in England.
- * Zahid Shafiq A successful businessman, was recently married to present Grammarian Nasreen Saleem ('83). He is also the head of the Yale Alumnae Association in Karachi.
- * Zulfiqar Lakhani A successful business magnate, is also the co-chairperson of the Penn Alumnae Association in Karachi.
- * Zahid Zakiuddin Assistant Vice-President of Bank of America, Karachi. Also co-chairperson of the Penn Alumnae Association in Karachi.
- * Durrainow Mujahid
- * Farida Said
- * Marriana Karim
- * Fareeda Ahmed
- * Roshan Muncherji
- * Zohra Siddiqui
- * Mahmood Haroon Federal Minister for Interior
- * Hussain Haroon A prominent member of the Majlis-e-Shoora.
- * Hameed Haroon Is the Executive Head of the Herald Publications Group.

- * Spenta Kandawalla & Yasmin Mehta. Interview for Wellesley College
- * Ayesha Riaz, Zeeshan Afzal Khan & Shujaat Hussain Did extremely well in the C.S.S. Exams and are now training at the Civil Service Academy.
- * Zaheer Riaz, Nyla Ahsan & Aliya Riaz Are all practising Law.
- * Mir Mehboob Mehmood Is working for his Ph.D in Political Philosophy at the University of Chicago.
- * Amin Lakhani MBA program at the Wharton School of Finance.
- * Chisty Mujahid Now working for the Aga Khan Medical Hospital.
- * Ghazi Mujahid Is an economist with the U.N.
- * Eshya Mujahid Ph.D. Program at Boston University.
- * Naveed Javeri & Shoaib Motiwalla Both are studying Gemnology in the U.S.A.
- * Tehseen Rahim The youngest Ph.D produced by the University of London, is working for the British Ministry of Defence.
- * Hisham Alam In the Ph.D program at Yale University.
- * Ayad Alam Is working for a bank in Canada and making documentaries.
- * Daud Khan A Rhodes Scholar; is completing his Ph.D.
- * Shahzad Waliullah Is also in his Final Year at Oxford
- * Samee-ul-Hasan Is one of the few actuaries in Pakistan.
- * Saeed Dehlavi father of three present GRAMMARIANS.
- * Sajjad Hussain & Farhat Hai Is Pakistan's Consul General in Bombay.
- * Sanam Bhutto & Nasir Hussain Are Happily married.
- * Shaista Sayeed & Shafqat Elahi
- * Feroozeh Rawanian & Kamal Majidullah
- * Arif Masood Naqvi & Fayeeza Chundrigar Both studying Chartered Accountancy in London—plan to get married in September 1983.

* Enjum Hasnain

A Sorbonne graduate, she is now running a very successful language school.

* Mahnaz Hussain

* Waqar Zafar

* Syra Rasheed

* Iqbal Hassan

* Mukhtar Sumar

* Amin Lakhani

* Akram Fahim

Congratulations and our best wishes on their recent marriages.

* Mahmood Masood

A popular T.V personality. Interviews V.I.P's and is General Manager of the Islamabad Holiday Inn.

* Dr. Peter Tung

Runs the Karachi Seventh Day Adventist Hospital

* Habib Fida Ali

Is a well known architect

* Tanveer Jamshed Khan

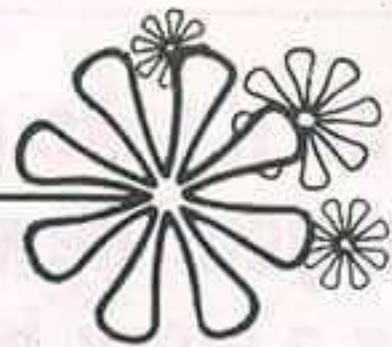
Owens the highly successful TEEJAYS boutiques

* Noorjehan Bilgrami

Is famous for her exquisite block prints. She recently had the honour of designing the new uniform for the PIA airhostesses.



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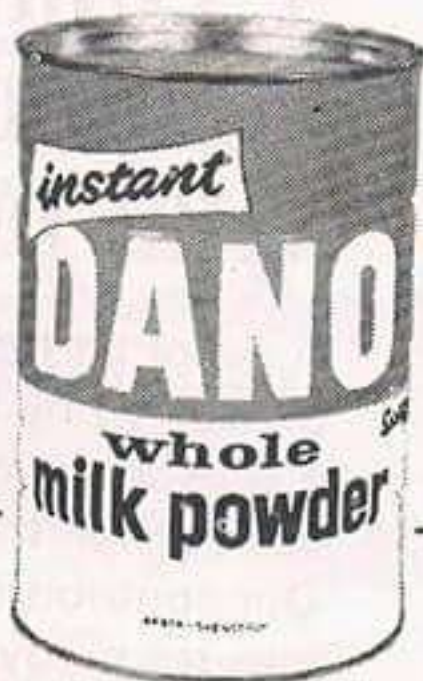


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ملتا۔ اس صورت میں یہی کتب خانے کام آتے ہیں کیونکہ کچھ دیر ہی کے لیے سہی انسان وہاں جا کر کچھ نہ کچھ حاصل کر آتا ہے۔

لائبریریوں کا ایک بہت بڑا مقصد نئے نئے علوم سے لوگوں کو روشناس کرنا ہے۔ نئی تحقیقات اور سائنس کے نئے نئے کرشمات جو کہ بیشتر لوگوں سے پوشیدہ ہی رہتے ہیں۔ لائبریری میں ظاہر ہو جاتے ہیں کیونکہ بین الاقوامی سطح پر ہونے والے واقعات کتب اور رسائل کی اشکال میں لائبریری میں آجاتے ہیں۔ اور غرض لوگوں کو اس بات کا احساس ہو جاتا ہے کہ دیگر ممالک میں کیسا ہو رہا ہے اور یہ کہ کتنی ترقی وہ لوگ کر چکے ہیں۔

غرض ہم دیکھتے ہیں کہ لائبریریاں معاشرے کی علمی نشرو نما میں بہت اہم کردار ادا کرتی ہیں۔ یہ معاشرے کا ایک اہم جزو ہے جسے نظر انداز نہیں کیا جاسکتا ہے۔ یقیناً لائبریریاں علم کے پھیلاؤ کو وسیع کرنے میں اہم ترین کردار ادا کرتی ہیں۔

فہیم جعفری

XI - K



کتب خانوں کی اہمیت

علم کو اکثر " روشنی " کہا جاتا ہے۔ روشنی ایک ایسی چیز ہے جو پھیلنے والی ہے۔ اور ہر وہ چیز جو پھیلنے کی صلاحیت رکھتی ہے کچھ ذرائع طلب کرتی ہے جن سے کہ وہ مکمل طور پر پھیل سکے۔ علم بھی کچھ ذرائع کی بنا پر پھیلتا ہے۔ ہم دیکھتے ہیں کہ دیگر تعلیمی مراکز جن میں اسکول، کالج شامل ہیں، اس کام کو بھرپور انجام دیتے ہیں۔ بلکہ ان ذرائع میں اہم ترین ہیں۔ اس کے علاوہ رابطہ کے ذرائع جن میں ریڈیو، ٹیلی ویژن وغیرہ ہیں اس کام، یعنی علم پھیلانے کے کام میں مدد کرتے ہیں۔ مگر علم کا ایک سرچشمہ جسے عام طور پر نظر انداز کر دیا جاتا ہے، لائبریریاں ہیں۔ انسان نے جب پڑھنا لکھنا سیکھا تو اس نے اپنی تحریروں کو ایک لائبریری کی صورت میں جمع کیا۔ اور اسی لیے ہم دیکھتے ہیں کہ قدیم مصر و یونان علم کے مراکز تھے۔ اپنے کتب خانوں کی وجہ سے۔

لائبریری کتابوں کے ایک مرکز کو کہتے ہیں۔ اس میں تقریباً ہر قسم کی کتابیں پائی جاتی ہیں۔ کتاب علم کا گویا ایک سمندر ہوتا ہے۔ غرض اگر آپ علم کے ان تمام سلسلوں کو جوڑنے کی کوشش کریں جو کہ ایک لائبریری میں پائی جاتی ہیں تو آپ کو معلوم ہوگا کہ انسانی ذہن کی وسعت کس قدر محدود ہے۔ لائبریری ہماری تعلیمی اور بعد ازاں زندگی میں بہت اہم کردار انجام دیتی ہے طلباء لائبریری کی کتابوں سے مزید مطالعہ کی غرض سے جاتے ہیں۔ اکثر کسی طالب علم کو کوئی معلومات اس کی تمام ترکتابوں میں نہیں ملتی۔ اگر کوئی لائبریری قریب ہوگی تو وہاں جا کر ضرور ان معلومات کو حاصل کر سکے گا۔ اس کے برعکس اگر کوئی کتب خانہ آس پاس نہ ہو تو وہ اس علم سے محروم رہے گا۔ اور شاید کبھی بھی اپنی معلومات میں مزید اضافہ نہ کر سکے گا۔ اکثر بچے خضت فریب سچا ہی لائبریری میں چلے جاتے ہیں اور وہاں پر کئی دلچپ کتابیں پڑھ کر، اگر شعوری طور پر نہیں تو لاشعوری طور پر اپنے علم میں اضافہ کرتے ہیں۔ یہی چیز تعلیم کے بعد عام زندگی میں ملتی ہے۔ تعلیم مکمل کرنے کے بعد اس ہنگامہ خیز زندگی کی وجہ سے انسان کو مزید علم حاصل کرنے کا وقت ہی نہیں

دیہات کی زندگی

آج کل کی اس ترقی یافتہ زندگی میں اب دیہات کی زندگی ایک شہری کو کسی معلوم ہوگی۔ ظاہر ہے کہ اس کو شہر اور دیہات میں زمین آسمان کا فرق نظر آئے گا۔ اس کو دیہاتی کھانے قطعی پسند نہیں آئیں گے اور وہاں کی زندگی سے وہ عاجز آجاتے گا۔ لیکن ہر ایک شخص کے اپنے اپنے خیالات ہوتے ہیں۔ ہو سکتا ہے کہ کسی کو گاؤں میں رہنا شہر میں رہنے سے افضل لگے۔ اگر کوئی میرے دل کی حقیقت جاننا چاہتا ہے تو میں دیہات کی زندگی کو شہری زندگی پر ترجیح دوں گا۔

کہا جاتا ہے کہ دیہاتی زندگی صحت کے لیے بہت مفید ہے۔ مجھے اس بات کا تجربہ حاصل ہو چکا ہے، کیوں کہ جب بھی میں اپنے گاؤں جاتا ہوں تو وہاں کی گھی میں تنلی ہوئی موٹی موٹی لذیذ روٹیاں اور بڑے بڑے گلاسوں میں دودھ کی بنائی ہوئی خالص تسی اور سرسوں کا ساگ (جو کہ اس گاؤں کی خاص بھری ہے) میری جسمانی حالت کو یقیناً چند دنوں میں ہی دوگنا زیادہ بہتر بنا دیتی ہے۔ اسی لیے جب بھی گاؤں سے شہر واپس جاتا ہوں تو سب لوگ میرے پہلوان نمابدن کا مذاق اڑاتے ہیں اور کچھ دنوں کے لیے میرا نام "موٹا" پڑ جاتا ہے۔

صبح کے وقت جب میں درخت کی چھاؤں میں چارپائی پر لیٹے ہوئے اپنے گاؤں کا جائزہ لیتا ہوں تو وہ ہرے بھرے پہلہاتے کیفیت، ٹھنڈی ٹھنڈی ہواؤں کا مزہ کو چھوٹا، درختوں کا جھومنا، پرندوں کا اپنی میٹھی آواز میں چھپانا اور مرغوں کا اذان دینا مجھے یہ احساس دلاتے ہیں کہ میں جنت میں بیٹھا ہوا ہوں۔ جی چاہتا ہے کہ ساری عمر اسی چارپائی پر بیٹھے ہوئے اس خوبصورت منظر کا نظارہ کرتا رہوں۔ یہ زندگی شہر کی گرد آلود اور دھوئیں دار زندگی سے کہیں زیادہ پاک ہے اور یہاں ہم کو قدرت کی نعمتوں کا اندازہ ہوتا ہے۔ اسی لیے بڑے بڑے شاعر و ادیب (انگریزی اور اردو دونوں کے) ہمیشہ دیہاتی زندگی کو زیادہ ترجیح دیتے ہیں۔ اور وڈسورتھ (WORDSWORTH) تو قدرت کی ان نعمتوں کا ذکر اپنی شاعری میں خوب کرتا ہے جو کہ اللہ نے دیہات میں پیدا کی ہیں۔

تاروں کی روشنی ماند پڑ جاتی ہے۔ زندگی ایک تیز رفتار آندھی کی طرح ہے، جس کے گزرنے کا احساس بھی نہیں ہوتا۔

یہ ٹھیک ہے کہ دیہاتی زندگی میں مفلسی کی نہریں بہتی ہیں اور غریبی ان کو دیمک کی طرح چاٹ رہی ہے۔ لیکن وہاں خلوص ہے، محبت ہے، پیار کی برکھا برستی ہے۔ جہاں انسانیت سانس لیتی ہے جہاں حیوانیت گا گزر بھی نہیں ہوتا۔

لوگ اپنی کچی چار دیواری میں بہت خوش ہیں، ان کی ہنسی، خوشیوں کا رس ہے۔ ان کی ہر سانس میں نغمے بھرے ہوئے ہیں۔ اور شہر میں اونچی چار دیواری، بند دروازے، بند کھڑکیاں، سونا سنگن لوگوں کو ڈسنے لگا ہے، ناقابل برداشت ہو گیا ہے۔ اتنی ساری دولت کے انبار سے وہ تھوڑا سا سکون بھی نہیں خرید سکتے۔ ان کی زندگی ایک بند کنوئیں کی طرح ہو گئی ہے۔ جس کا پانی بھی خشک ہو رہا ہے۔ کتنی مختلف ہیں یہ دونوں زندگیاں۔ ایک طرف دولت محل کی تیر ہے تو دوسری طرف خوشیوں کا گھر۔

انسان ایک اعلیٰ زندگی کا سپنا دیکھتا ہے، اور سب کچھ پانے کی آس میں سب کچھ کھودیتا ہے۔ ایک دفعہ وہ ان کچی مٹی کے گھروں میں آکر سانس لے کر دیکھے، وہ کتنا سکون محسوس کرے گا۔

مینیرہ آفندی

XI - 5



گاؤں کی زندگی

گاؤں کی زندگی ایک بے معنی حیثیت رکھتی ہے۔ یہ بے معنی الفاظ صرف ان لوگوں کے لیے ہیں، جن کی زندگی کی ہر شام ایک پرسکون سمندر کی طرح ہے۔ جو اعلیٰ سوسائٹی کے طرزِ عمل میں مکمل طور سے دفن ہو گئے ہیں جیسے مغرب کے وقت سورج، چاروں طرف سیاہی چھوڑ کر گم ہو جاتا ہے اور یہی اندھیرے ان شہری زندگی میں اونچی سوسائٹی کے لوگوں کے لیے وقف کر دیئے ہیں۔

دیہاتی زندگی چاہے کتنی پھینکی اور بے معنی ہو اپنے اندر ایک انوکھی کشش رکھتی ہے جو بہت ہی کم انسان سمجھ سکتے ہیں۔ وہ انسان جن کے پاس دل ہوتا ہے، سوچنے کے لیے دماغ اور دیکھنے کے لیے آنکھ دیکھنے اور نظروں پر تو لسنے کی بات آئی تو، دیہاتی زندگی کا حسنِ حاکم کی طرح آنکھوں میں رنج جاتا ہے۔ اس کی سرِ صبح جب سورج کی کرنوں نے اپنی پلکیں بھی پوری طرح سے نکھولی تھیں، کسان ہل لے کر اپنی زمین، جو ان کی ساری کائنات تھی، جس کو انہوں نے ماں کا درجہ دیا ہوا تھا، پہنچ جاتے ہیں۔ ان کے ماتھے پر چمکتا ہوا پسینہ، تاروں کی مانند جھلملاتا ہے اور ان کے اندر کی آگ کو اپنی ٹھنڈک سے بجھاتا ہے۔ دوپہر کے وقت ان کی بیویاں، ان کے پیٹ کی آگ کو بجھاتی ہیں یہی روکھی سوکھی ان کے لیے بہت ہے دیہات کا انسان ایک ہل کی طرح ہے جو سارا دن کاشتکاری میں جتا رہتا ہے، اور زمین سے سونا نکالتا رہتا ہے، حتیٰ کہ سورج کی کرنیں اس کی عظمت کو سلام کرتی ہوئی گم ہو جاتی ہیں۔ اور افق پر خزا کا گہرا رنگ پھیل جاتا ہے۔

دیہاتی زندگی کی راتیں، ٹھنڈک اور خوشبو میں رچی ہوتی ہوتی ہیں۔ جب گھر کے مرد، تھکن سے چوڑا اپنے بچوں اور شریکِ زندگی کے پاس آتے ہیں۔ ان کے آنگن میں چاند اپنی پوری آب و تاب سے نظر آتا ہے، ان کو کسی ایسی روشنی کی ضرورت نہیں جو بس صرف قہوڑی دور کا سا تھوڑے شہر میں تو لوگ چاندنی راتوں کو ترس گئے ہیں۔ بڑی بڑی عالی شان عمارتوں کے پیچھے اب بھی کچھ لوگ چاند کو تلاش کرتے ہیں۔ ایک عجیب سی گھٹن کا احساس ہوتا ہے۔ فیکٹری کے دھوئیں سے جھل بل کرتی

علامہ اقبالؒ

علامہ اقبالؒ ۹ نومبر ۱۸۷۷ء کو سیالکوٹ میں پیدا ہوئے۔ انہوں نے اپنی شاعری کے ذریعہ ہندوستان کے مسلمانوں کو بیداری کا پیغام دیا۔ وہ نہ صرف ایک قومی شاعر، عظیم قائد تھے بلکہ ایک ممتاز فلاسفر بھی تھے۔ انہوں نے مختلف طریقوں سے قوم کی خدمت کی اور عملی سیاست میں بھی حصہ لیا۔ انہوں نے ہندوستان کے گوشہ گوشہ میں مسلمانوں کو آمادہ کیا کہ وہ اپنے لیے ایک علیحدہ مملکت کا مطالبہ کریں۔

علامہ اقبالؒ نے پاکستان کے نظریے کو باقاعدہ پیش کیا۔ اس سلسلے میں مسلم لیگ کا اجلاس جو کہ الہ آباد میں ۱۹۳۰ء میں ہوا تھا خاص اہمیت رکھتا ہے۔ اس جلسہ کے خطبہ صدارت نے ایک قوم کے نظریے کو پاش پاش کر دیا اور یہ کہا کہ اس وقت کے ہندوستان میں دو قومیں رہتی ہیں ایک ہندو قوم اور دوسری مسلم قوم اور اس بناء پر وہ علاقے جہاں مسلمان اکثریت میں ہوں انہیں ملا کر ایک علیحدہ ملک بنانا چاہیے۔ یہی نظریہ قائد اعظم محمد علی جناحؒ کی قیادت میں آگے بڑھا اور اس طرح ۱۹۴۷ء کو پاکستان دنیا کے نقشے پر نمودار ہو گیا۔

رقیبہ عظمیٰ حسین

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اشارے میں سر ہلادیا مجھے ایسا محسوس ہوا کہ اگر عمر کا بس چلتا تو وہ یا تو گاڑی کے پرنے لگا دیتا یا ساری گاڑیوں کو کچلتا نکل جاتا۔ میں گاڑی سے باہر نکلا اور اب جو بونٹ اٹھایا تو بھٹک سے کھوپڑی ہو میں ناچ گئی سچ مچ اعظم نے سچ کہا تھا پٹرول ایک ہو رہا تھا اس آفت سے میں نے عمر کو مطلع کیا اور جب باقی دوستوں کو پتہ چلا تو ندیم مقیم بول اٹھا۔ "یک نہ شد دوشد" ہماری قسمت کچھ اچھی تھی کہ فٹ پاٹھ کے سامنے اتنے دس کے باوجود پارکنگ کے لیے جگہ مل گئی گھبرائے ہوئے تھے اس لیے اسکو اس ٹیپ سے پائپ جوڑنے لگے۔ "لا حول ولا قوۃ" عمر اچانک بولا سامنے پائپ کی دکان ہے گاڑی کے کاربریرٹر کے سائز کا پائپ معلوم کر لیا جائے وہ وہاں سے مل گیا، بہت زیادہ ٹریفک ہونے کے باوجود عمر نے تیزی سے گاڑی بیک کی اور پھر ساری گاڑیوں کی طرح ہماری گاڑی نے بھی ریگننا شروع کر دیا، اس قیامت خیز دھوپ اور گرمی سے دو گھنٹے بعد چھٹکارا نصیب ہوا اور آدھ گھنٹے بعد گاڑی میرے گھر پر تھی۔

یہ ایک دن کی پینک ہم پانچ دوستوں کے ذہنوں سے کبھی نہ اتر سکے گی۔

ندیم فاروق پیراچہ

XI - 5



تو ٹوٹ چکا تھا اب اسے لگانا ناممکن تھا۔ اب مجھے لیٹے لیٹے روڈ پر پتھر چھیننے لگے تو کراہ کر بولا "بھئی بہت پٹرول بھر چکا مجھے پتھر چھو رہے ہیں تو راجہ میاں نے فرمایا "برخوردار کوئی بات نہیں بوتل تو بھرنے دو" اور میرے دوست ہنس پڑے اور میرا دل چاہا تھا کہ گاڑی کے نیچے سے نکل کر دو دو ہاتھ دوستوں کے جھاڑوں لیکن مجبور تھا۔ آخر خدا خدا کر کے بوتل بھری تیزی میں تھا اس لیے جلدی سے اٹھا تو ایک پتھر پر سے پیر پھسل گیا گاڑی جہاں کھڑی تھی وہاں کچھ ڈھلان سی تھی۔ فیصل نے میرے ہاتھ سے بوتل تو پیک لی تھی لیکن مجھے نہ سنبھال سکا اور ہم سیدھے جھاڑیوں میں جا گئے لڑکوں نے ہنس ہنس کر پیٹ پکڑا پتھر پٹرول کو گرنے سے روکنے کے لیے ایک چھوٹا سا کالا پائپ لگا دیا گیا۔ ہمارے جانے سے پہلے ہم کو گھر آنے کی دعوت دے گئے جو بعد میں کسی کے نہ جانے پر ختم ہو گئی۔

تھوڑی دیر بعد ہم اپنے ہٹ پر پہنچ گئے اور گاڑی سے سامان نکال نکال کر ہٹ میں رکھا۔ ابھی سہانے موسم کا مزہ بھی پوری طرح نہیں یا تھا کہ ایک صاحب سگریٹ پیتے ہماری طرف آتے نظر آئے اور ہم سے بول پڑے "

" وہ میری گاڑی ریت میں پھنس گئی ہے آپ لوگوں کا شکر گزار ہوں گا اگر مدد کر دیں۔"
 "چلیے" عمر کہتا ہوا سب سے پہلے سیڑھیوں سے اتر گیا۔ اور میں بڑا سا منہ بنا کر بولا۔

" جی ہاں ایک آپ ہی تو ساری دنیا میں خدمتِ خلق کے لیے رہ گئے ہیں " خیر ہم پانچوں نے اُسے دھکا دے کر روڈ تک پہنچا دیا۔ اس کے بعد کرکٹ کرکٹ کھیلی، نہائے، تاش کی بازیاں لگیں، بوتلیں اڑائیں اور تقریباً تین بجے واپس ہوئے لیکن ابھی اللہ تعالیٰ کو ہمارا اور امتحان مقصود تھا۔ بندر روڈ پہنچے تو دیکھا کہ سپاہی گاڑیوں کو وہاں سے نہیں بلکہ گاندھی گارڈن والے روڈ پر جانے کے لیے کہہ رہے ہیں مگر کیا نہ کرتا ہم نے بھی گاڑی وہیں موڑی، ایسا لگتا تھا دنیا کی ساری ٹریفک یہیں جمع ہو گئی ہے ٹیکسیاں، پرائیویٹ کاریں، بسیں منی بسیں، ٹرک، رکشہ جو کان پھاڑ دیتے تھے چل رہے تھے۔ ظاہر ہے ایسے میں سب کو تکلیف تو اٹھانی پڑتی تھی گرمی کچھ بڑھ گئی تھی اور پانچوں پسینے میں شرابور ہو رہے تھے ایک ایک اپنی گاڑی آگے سرک رہی تھی۔ اچانک اعظم کو پتہ نہیں کیسے خیال آ گیا بولا۔

" ذرا کیوں نہ کار بریٹر پائپ دیکھ لیا جائے، کہیں پٹرول نہ لیک ہو جائے " اور عمر نے ہاں کے

ہم نے ایک دن کی پنک کیسے منائی

ہم پانچ دوست تھے جنہوں نے مل کر پنک کا پروگرام بنایا۔
 عمر خان، ندیم مقیم، فیصل، اعظم اور ندیم فاروق (یہ میرا نام ہے) ٹرانسپورٹ کی دقت بھی
 نہ اٹھانا پڑی کیونکہ عمر خان کے پاس گاڑی تھی، عمر سارے دوستوں کو لے کر ساڑھے آٹھ بجے کے قریب
 میرے گھر پہنچ گیا، کھیلوں کا سامان اکٹھا کر کے ڈگی میں ڈال گیا اور پھر گاڑی چل دی، پٹرول بھرایا، تیل
 چک کروایا اور پھر پنک کے لیے روانہ ہو گئے، کیسٹ چلا رکھا تھا اور گپ شپ جاری تھی، بہت جلد وہاں
 پہنچ گئے جہاں ہمیں ٹکٹ لینا تھا دو روپے کے ٹکٹ سے چھٹکارا حاصل کرنے کے بعد آگے گاڑی بڑھی ابھی
 سینڈس پٹ SANDSPIT کی جھونپڑیوں سے تھوڑی دور رہ گئے تھے کہ ہم نے دو لیفٹنس کو ہاتھ ہلاتے
 دیکھا جس کا مطلب صاف یہیں روکنا تھا، ایک کونے میں ان کی واکس دیگن بھی کھڑی نظر آرہی تھی اور ہم
 سمجھ گئے تھے کوئی نہ کوئی خرابی ضرور ہے۔ عمر نے بھی گاڑی کو سائیڈ پر کھڑا کر دیا تاکہ اس کی گاڑی دوسری
 گاڑیوں کے لیے رکاوٹ نہ بن سکے۔ ان لیفٹیننٹس میں سے ایک آگے بڑھ آیا جس کا نام راجہ میاں تھا اس
 نے کھڑکی پر جھک کر پٹرول کا مسئلہ ہمارے سامنے بیان کیا اور عمر پٹرول بھیجے کہتا ہوا گاڑی سے اتر گیا اور
 ہم سب بھی ایک ایک کر کے گاڑی سے اترے۔ لیکن ایک مشکل جو درپیش آئی وہ یہ کہ پٹرول نکالیں تو
 کس طرح پٹرول ٹینک کا ڈھکن تو کھول دیا گیا لیکن سوال پیدا یہ ہوتا تھا کہ پٹرول نکالیں تو کس طرح۔
 تھوڑی دیر سوچنے کے بعد راجہ میاں کو یہ خیال آیا کیوں نہ ہماری گاڑی کا کاربر بیٹر کا پائپ نکال کر پٹرول
 لے لیا جائے۔ بونٹ کھولا گیا اور جن کا نام جناب فیض الرحمن تھا انہوں نے کاربر بیٹر پائپ پر طبع آزمائی کرنا
 شروع کر دی۔ عمر کی گاڑی کا کاربر بیٹر پائپ دراصل ٹھیک نہ ہونے کی وجہ سے تاروں سے باندھ دیا گیا
 تھا ابھی عمر انہیں منع کرنا چاہا تھا کہ ایک ترائخ کی آواز آئی اور کاربر بیٹر پائپ فیض صاحب کے ہاتھ میں
 تھا اور پٹرول تھا کہ ہے جا رہا تھا میں نے (ندیم فاروق) جلدی سے گاڑی سے پانی کی بوتل نکال کر پانی پھینکا
 اور گاڑی کے نیچے گھس گیا اور پھر پٹرول بوتل میں بھرنے لگا لیکن عمر کی عقل چکر کھا کر رہ گئی کیونکہ کاربر بیٹر پائپ

اور کپاس کے پھول: قاسمی صاحب کے افسانوں میں حیرت انگیز طور سے نرمی اور نزاکت پائی جاتی ہے۔

نذیم قاسمی صاحب کے لیے ہر دل میں عزت اور احترام ہے۔ نذیم صاحب عظمت کی بلند یوں پر کھڑے ہیں۔ اور ان کی شخصیت میں ہر طرف عظمت ہی عظمت نظر آتی ہے۔
کون کہتا ہے کہ موت آئی تو مر جاؤں گا
میں تو دریا ہوں، سمندر میں اتر جاؤں گا

(نذیم)

عالیہ اشفاق

$\bar{x} - k$



احمد ندیم قاسمی

احمد ندیم قاسمی پاکستان کے صفِ اول کے افسانہ نگاروں میں شمار ہوتے ہیں۔ ندیم قاسمی ایک افسانہ نگار ہونے کے علاوہ ایک اعلیٰ درجہ کے شاعر بھی ہیں۔ احمد ندیم قاسمی انگلہ تحصیل خوشاب ضلع سرگودھا (پنجاب) میں ۲۰ نومبر ۱۹۱۴ء کو پیدا ہوئے۔ گاؤں میں ندیم صاحب قریبی مسجد میں درسِ قرآن کے لیے جاتے ابتدائی تعلیم پرائمری اسکول سے حاصل کی اور بی۔ اے پنجاب یونیورسٹی سے کیا۔ احمد ندیم قاسمی کا کالم "لاہور لاہور ہے" اخبار جنگ میں شائع ہوتا ہے جس سے ندیم صاحب کے لاہور سے لگاؤ اور پیار کا پتہ چلتا ہے۔ احمد ندیم صاحب کا ۱۰۵ واہ رسالہ "فنون" بھی قابل ذکر ہے۔

احمد ندیم قاسمی نے اپنا پہلا شعر ۱۹۲۶-۲۷ء کے دوران کہا۔ ندیم صاحب نے اپنی پہلی نظم ۱۹۳۱ء میں کہی۔ جس کا عنوان "مولانا محمد علی جوہر" تھا۔ ندیم صاحب کی شاعری کا اپنا انداز ہے اور یہ دل کو خوش کر دیتا ہے۔ ندیم صاحب کی شاعری محض مشاعروں کی واہ واہ کے لیے نہیں ہے۔ آپ کی شاعری زندہ رہنے اور مقابلہ کرنے کی تاب پیدا کرتی ہے۔ وہ انسان کی عظمت اور محبت کے شاعر ہیں۔ ندیم صاحب کی ایک مشہور نظم: "انسانِ عظیم ہے خدایا ہے" اور "پتھر" بھی مقبول ہے۔

شاعری کے ساتھ ساتھ انشا پر دازی بھی ندیم صاحب کا مشغلہ ہے۔ اور شاعری کے ساتھ ساتھ افسانہ نگاری نے ایک شاعر کو ذہنی طہارت اور پاکیزگی دے رکھی ہے۔ ندیم صاحب کی انشا پر دازی ادیبوں اور نقادوں سے داد طلب نہیں کرتی۔ وہ اپنے کام سے خلوق کی بھلائی چاہتے ہیں۔ احمد ندیم قاسمی کا مقام ادب، صحافت اور شاعری میں مسلم ہے۔ آپ ہماری ادبی تاریخ میں ایک ستون، ایک مینار، ایک سنگِ میل، ایک تحریک کی حیثیت رکھتے ہیں۔ زندگی کو ان کے فن و فکر سے توانائی بھی حاصل ہے اور رعنائی بھی۔ ندیم صاحب زندگی کو جیسا دیکھتے ہیں ویسی ہی اُس کی عکاسی کرتے ہیں۔

ندیم صاحب کا پہلا افسانوی مجموعہ "چوپال" تھا۔ اور چند مقبول ترین تخلیقات یہ ہیں — "ہیر و شما سے پہلے ہیر و شما کے بعد، بگولے، طلوع و غروب، آس پاس، گھر سے گھر تک، برگِ حنا"

ہمارے معاشرے کی فلاح و بہبود

کسی بھی معاشرے کو ترقی کرنے کے لیے یہ بہت ضروری ہے کہ وہ ہر قسم کی برائیوں سے پاک ہو۔ پاکستان کا موجودہ معاشرہ بھی اس سطح تک ترقی نہیں کر پایا ہے جہاں کہ اسے یہ کہا جاسکتا ہو کہ ہر قسم کی ناہمواریوں سے پاک ہے۔ اس ضمن میں سب سے بڑی خرابی جو ہمیں نظر آتی ہے وہ تعلیم کی کمی ہے۔ ایک اندازے کے مطابق ہمارے معاشرہ میں تقریباً ۸۲ فیصد لوگ تعلیم یافتہ نہیں ہیں۔ اس کے علاوہ ۷۱ فی صد ایسے لوگ ہیں جو کہ اُردو۔ سندھی۔ پشتو۔ بلوچی اور پنجابی زبانوں سے واقف ہیں۔ اس طرح صرف انی صد لوگ ایسے ہیں جو اعلیٰ تعلیم حاصل کر سکے ہیں۔ اس بات سے بخوبی واضح ہو جائے گا کہ ہمارے معاشرہ میں بے حد ضروری ہے کہ ملک کے در دراز علاقوں میں تعلیم کو پھیلایا جائے اور علم کی روشنی پھیل کر جہالت کے اندھیرے کو دور کیا جائے۔

معاشرہ کی دوسری بڑی خرابی غربت ہے۔ اس سلسلے میں دیکھا جاتا ہے کہ ملک کی دولت چند ہاتھوں میں آگئی ہے بڑے بڑے بل والے کارخانہ دار اور بااثر زمیندار ملک کی بیشتر دولت کے مالک بن گئے ہیں اور چونکہ وہ اپنی دولت میں دوسروں کو شریک کرنا پسند نہیں کرتے اس لیے دولت مختلف ہاتھوں میں گردش نہیں کرتی۔ اس ناہمواری کا نتیجہ یہ ہوتا ہے کہ امیر امیر تر ہوتے جا رہے ہیں اور غریب غریب تر؛ اس صورت حال میں یہ ضروری ہے کہ تقسیم دولت اس طرح کی جائے کہ غربت ہمیشہ کے لیے ختم ہو جائے۔ تیسری بڑی ہمارے معاشرے میں یہ ہے کہ رسم و رواج کی اندھی تقلید کی جاتی ہے۔ اکثر دیکھا جاتا ہے کہ شادی بیاہ کی تقریبات پر بے دریغ دولت خرچ کی جاتی ہے اور وہ بھی صرف نام و نمود کے لیے ایسا کرنا ہرگز مناسب نہیں۔ کیا یہ بہتر نہ ہوگا کہ اسراف بے جا سے بچا جائے اور غریبوں ناداروں۔ بیواؤں اور یتیموں کی دل کھول کر مدد کی جائے؟

دقیقہ عظمیٰ حسین نے

مخال ہوتا ہے۔ ٹیلی ویژن سے اس قسم کی شعا عین نکلتی ہیں جو کہ آنکھوں اور جسم دونوں پر منفی اثرات پیدا کرتی ہیں۔ نتیجتاً ہمارے اکثر نوجوانوں کو عینک کا تحفہ ٹیلی ویژن سے ہی ملا ہے۔ الغرض ایک بہترین اور مکمل ایجداد جو کہ ہمارے لئے باعثِ رحمت ہو سکتی تھی اس کے غلط استعمال نے اُسے ٹی وی سے ٹی بی بنا دیا ہے۔

ثاقب اعجاز حسینے

IX - K



ٹیلی ویژن کے اثرات

ہم سب اس حقیقت سے بخوبی واقف ہیں کہ ٹیلی ویژن جدید دور کی ایک خوبصورت مفید اور کارآمد ایجاد ہے۔ ٹیلی ویژن کی افادیت اور ضرورت سے کوئی ذی شعور انسان انکار نہیں کر سکتا۔ دوسرے ممالک کی تہذیب و تمدن کے بارے میں جو کچھ ہم کتابوں میں پڑھتے یا اپنے بزرگوں سے سنتے تھے آج وہ سب کچھ کتابوں کی دنیا سے نکل کر اس ننھی سی اسکرین میں سمودیا جاتا ہے۔ اور ہم گھر بیٹھے وقت اور فاصلے سمیٹتے ہوئے قدیم و جدید حالات اور تمدن سے لطف اندوز ہوتے رہتے ہیں۔

یہ ہماری بد قسمتی ہے کہ ہم نے اسی قیمتی اور عظیم ایجاد کا ناجائز اور غلط فائدہ اٹھانا شروع کر دیا ہے۔ مثلاً بیرونی ملکوں سے درآمد کی ہوئی جرائم اور تشدد سے بھرپور فلموں کو ہی لیجئے ان کو دیکھ دیکھ کر ہماری نئی پود جو کل ہمارے ملک و ملت کے ستون بنیں گے، جن پر ہمارے ملک و قوم کی ذمہ داریاں ہیں وہ پود ذہنی طور پر پامال ہوتی جا رہی ہے۔ ملک میں تشدد اور مار دھاڑ کے واقعات بڑھتے چلے جا رہے ہیں۔ اس کے علاوہ عریانی سے بھرپور فلمیں جو صرف مغرب کی تہذیب کا خاصہ ہیں۔ انہوں نے ہمارے اس تمدن پر جس پر ہم مشرق کے لوگ فخر کیا کرتے تھے۔ ہماری روایات پر ہماری شرم و حیا پر جو ہماری بچیوں کا زیور تھیں بہت مضر اثرات مرتب کی ہیں۔

صبح خیزی صحت کے لیے انتہائی ضروری ہے۔ اور ہمارے رسول (صلی اللہ علیہ وسلم)

نے بھی صبح خیزی پر زور دیا ہے مگر بھلا ہوا اس ٹیلی ویژن کے شوق کا بڑے شہر تو کیا چھوٹے شہر، گاؤں اور قصبے بھی اس لعنت سے محفوظ نہیں۔ وہ لوگ جو منہ اندھیرے اٹھنے کے عادی تھے۔ ٹیلی ویژن کی وجہ سے شب بیداری کے ایسے عادی ہو گئے ہیں کہ صبح اٹھنا ان کے لیے

پر گھر کے اخراجات کا پورا بوجھ پڑتا ہے اور اس کے برعکس مغرب میں مرد عورت دونوں کما تے ہیں اور گھر مل کر چلاتے ہیں۔ عورت کے کام کرنے سے بوجھ بٹ جاتا ہے۔

مشرقی عورتیں گھر کی چار دیواری میں قید نکاح میں لائی جاتی ہیں اور ان کا کام گھر چلانا اور اس کی حفاظت کرنا ہے۔ یہ مشرقی طرز زندگی جس میں احساس ذمہ داری، تحفظ مال و جان، حفظ عصمت، اور آرام و آسائش کا خاص خیال ہوتا ہے اور مشرقی خاندانوں میں لوگ آپس میں اتحاد سے رہتے ہیں۔ اور ایک دوسرے کے دکھ سکھ میں شریک ہوتے ہیں۔ ایک مشرقی عورت پر خاوند کا خیال رکھنے کا فرض عائد ہے اور مرد پر عورت کی حفاظت کا ذمہ ہے۔ اسی طرح بچوں پر فرض ہے کہ اپنے والدین کا خیال رکھیں اور ان کا سہارا بنیں جب کہ وہ بوڑھے ہو جائیں۔

کاشف ظہور

XI - K



مشرق کی گھریلو زندگی

مشرق میں عائلی زندگی بہت اہمیت رکھتی ہے۔ عائدہ عربی زبان میں بیوی کو کہتے ہیں۔ عیال دار بیوی بچوں والے شخص کو کہتے ہیں۔ مشرق میں عائلی زندگی بڑے اہم مقاصد رکھتی ہے۔ اس کے برعکس میرے خیال میں مغربی طرز زندگی میں خاندان کو آج کل کوئی اہمیت حاصل نہیں اور لوگ آزاد خیال ہو گئے ہیں۔ مشرقی لوگوں میں خاندان کی بقا کا خاص خیال ہوتا ہے۔ لوگ قدیم زمانے سے خاندان کو چلاتے آ رہے ہیں اور لوگ چاہتے ہیں کہ ان کا خاندان باقی رہے اسی وجہ سے مشرق میں بیٹوں کو بیٹیوں پر ترجیح دی گئی ہے اور گھر میں بیٹے کی پیدائش کی دعائیں مانگی جاتی ہیں اور بیٹی کے پیدا ہونے پر لوگ افسوس کرتے ہیں اور اللہ کی نعمت شکر ادا نہیں کرتے۔ بیٹا ان کے خیال میں خاندان کا چشم و چراغ ہوتا ہے۔ جس سے خاندان مزید بڑھتا ہے لیکن بیٹی آخر پرانی چیز سمجھی جاتی ہے۔ مغرب میں لوگ بیٹی کو بھی خوشی سے قبول کرتے ہیں کیوں کہ عورت مغرب میں آزاد ہے اور ہر کام کر سکتی ہے۔ عورت خود مختار زندگی گزار سکتی ہے اور کسی پر بوجھ نہیں بنتی۔

مشرقی عورتیں ایک بار بیاہ دی جائیں تو پھر ان کا پورا دار و مدار ان کے شوہر پر ہوتا ہے۔ اگر خدا نخواستہ اس کو طلاق ہو جائے تو پھر اس کی زندگی خراب ہو جاتی ہے۔ عورت کو مشرق میں اپنے پیروں پر کھڑا ہونا نہیں سکھایا جاتا اس لیے وہ سہارے کے بغیر زندہ نہیں رہ سکتی۔ مشرقی خاندانوں میں جائیداد کے جھگڑے بھی زیادہ ہوتے مگر مغرب میں خاندان کوئی اہمیت کا حامل نہیں۔ مشرق میں گھر کے تمام افراد مل جل کر رہتے ہیں اور اس طرح ساتھ رہتے ہیں۔ مشرقی عورتوں کا فرض ہوتا ہے کہ اپنے خاندان کو خوش رکھیں اس کا خیال رکھیں جب وہ تھک کر گھر آئے تو اس کو کھانا کھلائے اور شوہر کی خدمت خدا کی عبادت کے بعد کرے۔ اسی طرح شوہر پر یہ فرض عائد ہوتا ہے کہ اتنا کمائے کہ گھر کا تمام خرچ پورا ہو جائے اور تمام چھوٹی موٹی ضروریات پوری ہو جائیں مشرقی مردوں

ہم اپنا نام، اپنی شہرت اور دولت کے ساتھ۔
 یہ دنیا چھوڑ دیتے ہیں۔
 اپنی زندگی گزار کر
 اپنی بے مقصد زندگی —
 کو پیچھے چھوڑ دیتے ہیں۔
 اور اجنبیوں کی طرح اس دنیا سے چلے جاتے ہیں۔
 اور پھر ہمارا سایہ تک
 باقی نہیں رہتا۔

عائدہ اشفاق

X - K



کیا یہی زندگی ہے

کسی ساحل کے کنارے کھڑی

جب میں نے سوچا

کیا یہی زندگی ہے

جو ہم جی رہے ہیں

کیا یہی زندگی کا مقصد ہے

جو ہم سمجھ رہے ہیں

ہنسنا۔ کودنا اور بولنا

اپنے مال و دولت پر اترانا

اور اپنے ہمسائے میں نقص نکالنا

اور صرف

اور محض اپنے لیے

اپنے جینے کے لیے

دوسروں کو دکھ پہنچانا

اور اپنے آرام اور بڑائی کے لیے

تباہی مچانا۔ ظلم کرنا

کیا یہی ہمارا معاشرہ ہے؟

کیا اب یہی ہماری زندگی ہے؟

کیا یہی ہماری زندگی کا مقصد ہے؟

اور آخر

ہو گئے زخم ہرے، جب آئے در پر کانٹوں کے
اور کسی کانٹے کے مہمان نہ بنیں گے

ایسے سپنوں کی گر تمنا نہیں کرتے
وہ آج ہم سے یوں کنارہ نہیں کرتے

اندھیروں میں ڈوبی، بیتی ہوئی شاہیں
اب تماشا بن کر سحر دیکھتی ہیں

منزلیں الگ ہیں، راستے بیگانے
میں اور تم ایک ساز نہ بنیں گے

اور کسی سپنے کے خریدار نہ بنیں گے

منیوزہ آفندکے

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نہیں۔

ہم جھوٹے رنگوں میں اس طرح کھو گئے ہیں کہ حقیقت کی رنگت اب پھینکی نظر آتی ہے۔ یہ رنگ یہ روپ، یہ خوبصورتی کی چادر اڈرھ کر انسان اپنے آپ کو محفوظ سمجھتا ہے جب کہ وہی اس کی بربادی کے حامل ہے۔ اڑد ہے کی طرح اس کو اپنے جال میں اس طرح جکڑتے ہیں کہ وہ اپنی چیخ خود نہیں سن سکتا۔ اندھے کنوئیں میں گرنا چلا جاتا اور جب روشنی کی کوئی امید نہیں ملتی اور واپس مڑنا چاہتا ہے۔ مگر پھر بہت دیر ہو چکی ہوتی ہے۔ وہ خالی راستہ ہی نہیں خود کو بھی کھو بیٹھتا ہے۔ سراب کے پیچھے بھاگنے کا یہی انجام ہے کہ جب ٹھوکر لگتی ہے تو پھر ہوش آتا ہے۔ ایسے انسان کا دوسرا روپ کالی رات کی طرح بھیانک ہوتا ہے کہ ایک دن اس کا سایہ بھی اس کا ساتھ چھوڑ جاتا ہے۔

کسی نے ٹھیک کہا کہ

انسان اکیلا آیا ہے اور اکیلا ہی جائے گا۔

اور کسی پسنے کے خریدار نہ بنیں گے۔

اب آنکھ کو نہ موندیں گے، کسی بھول سے بھی ہم
اور کسی پسنے کے خریدار نہ بنیں گے۔

گر ایک حسین شام مل جاتی تمھاری
ٹوٹے ہوئے تاروں کی تمنا نہیں کرتے

اس خواب کی حقیقت کے خریدار بہت ہیں
ٹوٹی ہوئی کرچیاں ہیں اور طلب گار بہت ہیں

کہانی ایک خواب کی

کہانی ایک خواب کی، جو حقیقت نہ بن سکی
رہ گیا سپنا ادھورا، پھر چاہت نہ چھپ سکی
توڑا تھا پھول، بھوزوں سے چھپا کر
کر لیں گی بندہ

پلکوں میں اس کو پا کر
پھر بھی اس کی رنگت نہ رہ سکی

کہانی ایک خواب کی جو حقیقت نہ بن سکی

ایک راہ کے دو مسافر
منزل کا کس کو پتا
کھو گئیں راہی جب اپنی
پھر نہ منزل مل سکی

کہانی ایک خواب کی جو حقیقت نہ بن سکی

دوسرا روپ

اس دنیا میں انسان اکیلا آیا تھا، اکیلا جائے گا۔ یہ اکیلا پن ہی زندگی کا حاصل ہے۔
یہ چھوٹی سی زندگی انسان جھوٹے سہاروں کی تلاش میں گزار دیتا ہے۔ جب کہ وہ کسی سہارے
کا محتاج نہیں۔ اس کی مثال ایک بہتی ہوئی تیز ندی کی طرح ہے جس کو کسی کنارے کی ضرورت

میں ساکھ باقی نہ رہے گی، بیٹے اور بیٹیوں کے رشتے کرنے میں مشکلات پیش آئیں گی لوگ فقرے کہیں گے کہ بیٹی کے جہیز میں فلاں چیز کی خامی رہ گئی۔۔۔۔۔

جو لوگ بُری رسموں پر عمل کرتے ہیں وہ اس بات پر توجہ نہیں دیتے کہ قومی اور ملی ترقی اور اجتماعی زندگی کی بقا اس بات پر منحصر ہے کہ وقت اور پیسے کا صحیح استعمال کیا جائے۔ جب کسی قوم یا فرد کو بُری عادت پڑ جائے تو پھر وہ آسانی سے اس کا پھینکا نہیں چھوڑتی اور اس کے غیر معقول پہلو سے نظر نہیں آتے۔ بُری رسمیں بھی مزاج میں ایسے غیر محسوس طریقے سے داخل ہوتی ہیں کہ ان کی خامیاں نظر نہیں آتیں۔ غیر ضروری رسوم مجموعی طور پر معاشرے کو سخت نقصان پہنچاتے ہیں۔

بُری رسموں پر چلنے کے باعث قرآن اور احادیث پر غور و فکر کرنے کی ہمیں عادت نہیں رہی۔ بُرے رسم و رواج کے ہم اس قدر عادی ہو گئے ہیں کہ ان میں کسی قسم کی اصلاح پسند ہی نہیں کرتے۔ اس سے زیادہ شامت اعمال اور کیا ہوگی کہ ہم نے رسم و رواج کو جو قرآنی تعلیم کے خلاف ہیں، نہیں چھوڑا اور تقلید کے پھندوں میں بری طرح پھنس کر رہ گئے ہیں۔

فہیم حیدر جعفری

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بُری رسمیں

جو لوگ رسم و رواج پر زیادہ پیسہ خرچ کرتے ہیں وہ یہ بھول جاتے ہیں کہ اس پیسے کو بچا کر دوسرے مفید کاموں میں اگر خرچ کریں تو عام لوگوں کے لئے بہت سے فائدہ مند کام ہو سکتے ہیں۔ جو لوگ یہ سمجھتے ہیں کہ شادی بیاہ میں عمدہ قسم کے کھانے، شاندار جہیز، گراں قیمت زیورات، اعلیٰ درجہ کے سامان آرائش اور بیش قیمت گاڑیاں اور منگلوں سے ان کی عزت بڑھتی ہے، تو وہ لوگ غلط فہمی میں مبتلا ہیں۔ حقیقوں اور دعوتوں میں دیگیں لٹا دینا۔ اور تہواروں پر اپنی حیثیت سے زیادہ قیمتی لباس زیب تن کرنا ممکن ہے کسی اور معاشرے یا مذہب میں قابل تحسین باتیں ہوں مگر اسلام تصنع اور بناوٹ کو پسند نہیں کرتا اور قرآن شریف میں اس فضول خرچی کی بہت مذمت کی گئی ہے کہ "فضول خرچی کرنے والے شیطان کے بھائی ہیں۔"

عام طور پر یہ دیکھا گیا ہے کہ جو لوگ شادی بیاہ کی فضول رسموں، اور نام و نمود، عیش پرستی اور نفسانی خواہشات پر اپنی آمدنی سے زیادہ خرچ کر دیتے ہیں وہ بالآخر فقر و فاقہ اور تنگ دستی میں مبتلا ہو جاتے ہیں یہاں تک کہ ان میں حرام و حلال کی تمیز بھی باقی نہیں رہتی اور اپنی ضرورت کی خاطر ہر ناجائز ذریعہ استعمال کرتے ہیں۔

بے شک ہر رسم بُری نہیں ہوتی۔ خاص طور پر وہ رسمیں جن میں آداب و اخلاق شامل ہوں۔ اور بلاشبہ اللہ نیک امور کو پسند اور ناکارہ امور کو ناپسند فرماتا ہے۔ ظاہر ہے کہ وہ رسوم ہی ناکارہ ہیں جن میں دولت اور وقت دونوں برباد ہوں اور جن کے پورا کرنے والوں کی نیت صرف یہ ہوتی ہے کہ برادری، شہر اور پاس پڑوس میں ان کا نام پیدا ہو جائے۔ کل کیا ہوگا اس کی پروا نہیں۔ یہ دراصل ایک قسم کا احساس کمتری ہے جو دوسروں پر سبقت حاصل کرنے کی دھن میں آدمی کے ہوش و حواس اور دل و دماغ پر قابو پالیتا ہے۔ آدمی یہ خود محسوس کرتا ہے کہ یہ رسمیں بری ہیں اور ان کو ادا نہیں کرنی چاہیے مگر بیوی بچوں اور دوسرے افراد خاندان کے اصرار پر یہ زہر کا پیالہ اس کو مجبوراً پینا پڑتا ہے ورنہ برادری میں ناک کٹ جائے گی۔ عزیزوں کی نظروں سے گرجائیں گے، رشتہ داروں

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گرامیرین



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کراچی گرامر اسکول

کراچی



