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**THE GRAMMARIAN**  
**1979 - 80**

THE  
GRAMMARIAN  
1979-1980



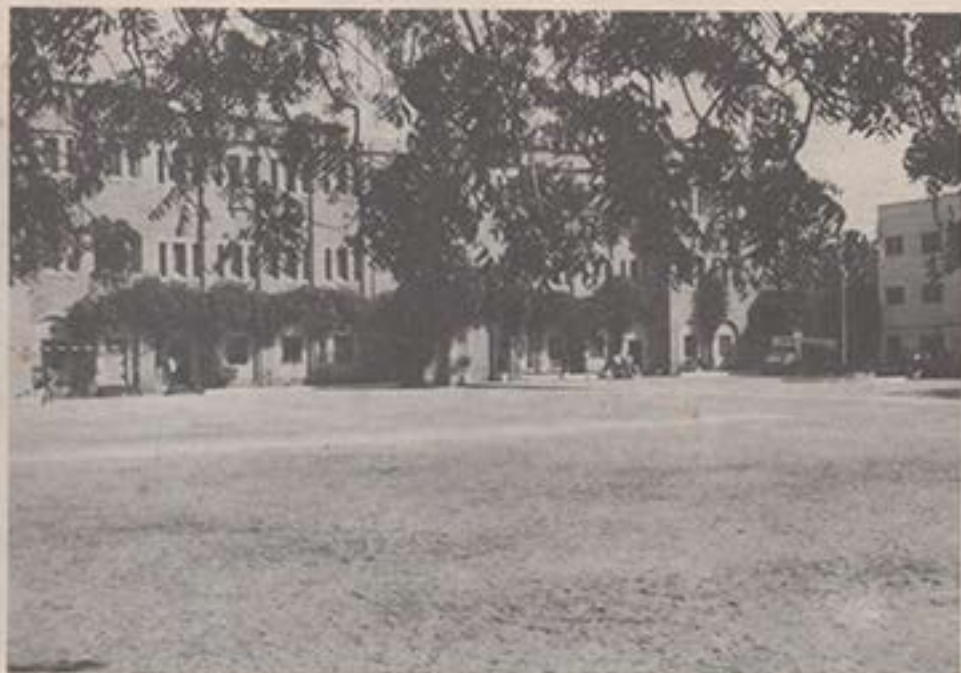
KARACHI GRAMMAR SCHOOL  
VOLUME XL

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### BOARD OF GOVERNORS 1980

- |    |                                |           |
|----|--------------------------------|-----------|
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| 3. | Mr. A. K. Brohi                |           |
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| 5. | The Rt. Rev. Bishop A. Rudvin  |           |
| 6. | Rev. Robin Lankester           |           |
| 7. | Mr. Anthony John Price         | Principal |



**LIST OF SENIOR SCHOOL STAFF  
1980**

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

**Senior Mistress:** Mrs. Durrainow Chishty 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)
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Mr. A.H. Bhuiya	.....	M.Sc. (Pahlavi University)
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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	.....	B.A. Hons., M.A. (Punjab), Dip. Ed. (Reading)
Mrs. M. Mani	.....	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	.....	B.Sc. (Hons.), 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. (University of Wisconsin - Madison)

Mr. Seresínhe	..... B.Sc. Ceylon)
Mrs. 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	..... B.A. (Cantab), M.A.(Puniab)



## SCHOOL NOTES

### DEPARTURES

At the end of the First Term 1980, we said goodbye to Col. J.D-H. CHAPMAN and his family. Col Chapman was the Principal of K.G.S. from 1975 to 1980. He takes with him our best wishes for the future.

A little later, Mr. Frank DAVIS retired after nearly thirty years as a Staff member; the last seven as Administrative Assistant. We thank him warmly for his long and loyal service. An article on him appears elsewhere in this magazine.

Miss Sylvia D'Mello, our popular Games Mistress, left us in May, 1980 to live in Kuwait. Several times National Champion, she has represented Pakistan in the Asian Games. We sincerely hope she makes the Olympics, too! We wish her a happy and successful stay in her new environment.

Mr. Freddy Joseph, who was Head of Economics, has migrated to U.S.A. He always brought keenness and energy to everything he undertook. A very active member of the Mela Committee, he edited "The Grammarian" 1975-1977 and organised the General Knowledge Competitions. We wish him and his family a happy and successful life in America

### ARRIVALS

This period has been quite eventful in the history of K.G.S. and various people stepped into various breaches at short notice.

Rev. Robin Lankester, who is one of the School's Governors, acted as Principal from July to September 1980. With his blessing, the Annual Athletic Meet (dormant for some time) was held at the National Coaching Centre. It was a great success and we would like to thank Mr. Lankester for his decisive thinking, vision and love of K.G.S. Whatever the pressure of other demands, Mr. Lankester has always found the energy and time for this school. He generously helps with French teaching and continues as a member of the K.G.S. Board of Governors.

We welcome as our new Principal, Anthony John Price Esq., M.A.(Cantab).

Mr. Price was educated at Woking Grammar School and St. John's College, Cambridge. He has an Honours degree in NATURAL SCIENCES (Part II in Chemistry) from Cambridge University. He has held research posts with I.C.I and with Rolls Royce Ltd. and has served in the Royal Navy on a short

service commission. At Repton School he was House Master and Head of Chemistry. He has also taught at Cheltenham College.

Mr. Price enjoys Western Classical Music (he plays the bassoon), shooting and sailing. He is interested in Bee-Keeping and is a keen amateur astronomer.

The following joined the Staff during 1979-81;-

Mr. & Mrs. Anstead; Mrs. Belgaumi; Mrs. Zohra Siddiqui and Mr. Omer Yousuf (both Old Grammarians) Mr. Jafri; Mr. Jabbar Khan; Mr. Rashid Khan; Mrs. Hakim; Mrs. Shirazee; Miss. Kamal; Mr. Bhuiya and Mrs. Parveen Rizvi.

We hope they all enjoy their times here.

### WEDDING BELLS

Congratulations and our best wishes to Miss. Roshan Dastur and Miss. Lylla Mir, (both English teachers and Old Grammarians) on their recent marriages. Lylla married Major Salim Awan and lives in Abu Dhabi. Miss. Dastur is now Mrs. 'Jesse' Jamshed Muncherji

### OBITUARIES

(I) **"Super" Fernandes.**

It is with great sadness that we record the death of Mr. Cyprian Fernandes who was appointed to the staff in 1967. An extremely able mathematician and economist, he was truly an outstanding school-master. A man of many talents, he founded the K.G.S. Photographic Society, assisted with Athletics and enthusiastically managed just about every sporting activity.

He is much missed and very fondly remembered. Appreciation of his life and work appear on pages 122 & 123.

A Medal in his memory has been donated to Karachi Grammar School by a parent, Mrs. Ikram Siddiqui.

(II) **Sabah Ahmed**

We were very sorry to hear of the accidental death of Sabah Ahmed of XI-K. To his family we extend our sincere sympathy.

As a memorial, his parents have donated the Sabah Ahmed Gold Medal. This will be awarded each year to the most outstanding student of Class XI-K, G & S.

## A NEW AUDITORIUM

In a school and prestigious as the K.G.S. it is a matter of shame that we do not have a decent assembly hall. The present construction, "the Shed" is open on both sides, has no fans and is noisy.

There is a dire need for a proper place to hold the many functions of the school, such as debates, general knowledge competitions, plays, concerts and as well as the annual prize distribution.

It would not cost too much to have walls constructed since the steel columns are there anyway. Perhaps lattice-work walls could be built? The installation of a number of fans and some improvement and extension of the stage would complete the job.

Surely this can be achieved through some combined effort on our part? We appeal to all Grammarians to come forward with suggestions.

## THE GRAMMARIAN EDITORIAL BOARD

### **Advisor:**

Miss. Farida Said

### **Sub-Editors:**

Aasia Arif

Mariam Faruqi

Fahimeh Haroon

Mona Kazi

Umber Khairi

Karen Pinto

Zafar Azhar

Shahryar Mahbub

Tariq Quraishi

Sabir Wajihuddin

### **Advertising**

Mrs. Roshan Muncherji

### **Business**

Mr. Salvador Desouza

### **Typing**

Mr. Anthony Cardoza.



**SCHOOL PREFECTS 1979**

*Standing (L to R)*

*Javed Kureshi, Arif Mahmud Ali, Asif Jooma, Salahuddin Kazi (Head Boy) Nasir Wajihuddin, Sher Afzal Mazari, Naeem Nanji, Khalid Jamil Siddiqi, Azir Mumtaz & Farid Khan*

*Sitting (L to R)*

*Sabina Quraishi, Noella Misquita, Naheed Shah, Mona Akbar, Faheem Mirza, Amina Mahmood (Head Girl) Zahra Arif, Nahid Khan & Virginia Chapman*

## SCHOOL PREFECTS 1980

*Seated: Fahimeh Fifi Haroon (House Captain Napier)  
Sabir Wajihuddin (House Captain Streeten)  
Manizeh Mirza (House Captain Streeten)  
Abu Noman (Head Boy)  
Mr. A.J. Price (The Principal), Naomi Rustomjee (Head Girl), Haseeb  
Pirzada (House Captain Frere), Mehreen Rafiq (House Captain Frere),  
Tariq Quraishi (House Captain Napier)*

*Standing: Zafar Azhar, Shahryar Mahbub Omer Maniya, Aamir Jan, Ejaz  
Elahi, Muna Kazi, Kavita Khory, Mariam Faruqi, Umber Khairi,  
Nafisa Rizvi, Farah Zakaria, Huma Bhabha,*

*Absent: Zia Abbasi & Karen Pinto*



WILLIAM BENTLEY



## Editors' Note

Mr. Price has now been with us for over six months, and we thought it was time for us to get his views and impressions of life in Pakistan in general and the K.G.S. in particular.

The context of questions were about his impressions of the various aspects of K.G.S. life: general discipline, the Prefect system, school societies, sports, etc. Mariyah As'ad put these questions to him in the Principal's office.

Primarily for reasons of space, the conversation is printed in the form of reported speech.

## The Principal Interviewed

As far as discipline and the Prefectorial system is concerned, Mr. Price feels that a good set of Prefects, apart from keeping discipline, acts as a link between the Principal, the students and the staff—a sort of an informal communication network, letting the students know the Principal's ideas, and in turn relaying students' views to the Principal.

About various extra-curricular activities, Mr. Price feels that a school should provide opportunity for developing all the various talents, capacities and facilities that its students possess apart from merely academic potential. He has been impressed by the tremendous enthusiasm shown by the students as far as sports are concerned. As for school societies, Mr. Price is all for greater activity outside the immediate school curriculum and he feels there should be more in the way of school societies. Any initiative and effort in this direction will have his full support.

When asked how he finds K.G.S compared to schools in England, Mr. Price said that academically the K.G.S compared remarkably well. However, unlike schools in England, he feels that there seem to be few other schools like the K.G.S. in Pakistan and since there is no interplay of ideas between various other schools and the K.G.S., we tend to work in isolation. Therefore the learning process lacks enrichment and is deprived of the benefits of healthy competition and cross-fertilization of new ideas.

One of the questions we thought would be interesting to ask the new Principal was what he thought Pakistan and the K.G.S. would be like and what they really turned out to be. To this he replied that he had visited the K.G.S. briefly in 1978 so it was not really much of a surprise as he already knew what it

would be like. But one thing he had not known before was the fact that he would be signing his name more than a hundred times a day and over the last six months this had amounted to more times than he had signed it in all the rest of his life put together.!

When Mr. Price was asked to become the Principal of K.G.S., he found the prospect both exciting and a little alarming. Exciting, because it would be a wholly new experience; and alarming, because he was not quite sure how his family would react to leaving behind their well-settled lives and starting afresh in a totally new place. As it turned out his fears were groundless, because, except for feeling sad at having to leave two very dear grand-mothers, the family was quite taken with the idea of coming to Pakistan. They have indeed settled in very well.

Perhaps what the Principal and his family miss most living here (especially in a traffic congested place like Saddar) is that there is nowhere to go for a quiet stroll or just drive to casually, without having to make an excursion of it. At any rate, they have quite liked the places they have already visited here, and the Principal is fascinated by our desert — something they do not have in England, he says!

Before winding up the interview we thought it desirable to ask Mr. Price his opinion, as a visitor from an highly advanced part of the world, of what should be the pattern of education in under-developed third world countries like Pakistan. He said that the students from such countries, educated abroad, must feel that this education be utilized in the service of their country. Also, the career structure, here, should be such as to enable foreign qualified students to use their experience and education to their fullest extent for their country's benefit.

Mariyah Chiragh As'ad



Mrs. D.F.C. Mujahid has been appointed Senior Mistress. As Senior Mistress, she will have authority, under the Principal, over the Staff and pupils of the Senior School. In addition to her present duties (she is Head of Biology) she will assist the Principal in matters of administration, discipline and curriculum.

Mrs. Mujahid was educated at Karachi Grammar School (class of 1962) and at Girton College, Cambridge. She is married to an Old Grammarian Mr. Chishti Mujahid (Head Boy 1962). They have two daughters, also Grammarians:

Grammarians (Old and current) are delighted and look forward with pleasure to a long happy association. Most of us girls feel this is a real victory for Womens' Lib—Mrs. Mujahid is the first lady Vice Principal!

MONA KAZI

**KARACHI GRAMMAR SCHOOL  
JUNIOR SECTION  
PRIZE LIST  
1979**

<b>CLASSES: POSITION</b>	<b>NAME OF CHILD:</b>
<b>III-K</b> First Prize	..... Mohammad Qizalbash
Second Prize	..... Farhat Kapadia
Third Prize	..... Taimur Khan
<b>III-G</b> First Prize	..... Saadia Iqbal
Second Prize	..... Akbar Moolji
Third Prize & Scripture Prize	..... Aresh Mehta
Art Prize	..... Ayesha Vellani
<b>III-S</b> First Prize	..... Farrukh Jalisi
Urdu Prize	..... Nazeen Husain
Islamiat Prize	..... Naheed Ahmed
Second Prize	
Third Prize	
<b>IV-K</b> First Prize	..... Kaleem Ghanchi
Urdu Prize	... Seema Mohiuddin
Second Prize	... Behram Dinshaw
Third Prize	... Cyrus Irani
Scripture Prize	
<b>IV-G</b> First Prize	... Adnan Afridi
Second Prize	... Nausheen Ahmed
Third Prize	..... Fatima Rana
Art Prize	..... Mahmood Husain
<b>IV-S</b> First Prize	..... Omar Sajjad Mahmud
Islamiat Prize	..... Omar Rashid Qureshi
Second Prize	..... Abrar Aleem Qureshi
Third Prize	

V-K	First Prize & Islamiat Prize	..... Humaira Shams
	Urdu Prize & Second Prize	..... Mahnaz Hasham
	Third Prize	..... Rehan Masroor Hassan
	Scripture Prize	..... Nergis Chinoy
V-G	First Prize & Handwork Prize	..... Sylbiah Shah
	Second Prize	..... Saba Nazar Siddiqui
	Art Prize & Third Prize	..... Shariq Mehboob
V-S	First Prize	..... Nadya Hassan Hirji
	Second Prize	..... Hasan Zaidi
	Third Prize	..... Mohd. Adnan Syed
VI-K	First Prize	..... Nadir Qureshi
	Second Prize	..... Rana Omar
	Third Prize	..... Nusrat Ali Khan
	Mathematics Prize	..... Shaheen Mohamedi
VI-G	First Prize & Urdu Prize & Science Prize	..... Faizullah Yahya Bhora
	Second Prize	..... Azmaira Maker and Ayesha Sayany
	Third Prize	..... Faisal Rafiq Ansari
	Art Prize	..... Islam Zafar Khan
	Scripture Prize	..... John Bavington
VI-S	First Prize & Islamiat Prize	..... Salman Rashid Chaudhry
	Second Prize	..... Ayaz-ul Haque
	Third Prize	..... Mariam Moin
	Greenfield handwork Cup Class V-G to be taken by	..... Sylbiah Shah
	Rauf Memorial Cup Best House in Junior School received by	..... Napier House ..... Salman Rashid Chaudhary

## SENIOR SCHOOL PRIZE LIST 1979

### CLASS: VII-K

First Prize	.....	Huneza Moosa
Second Prize	.....	Yasmin Hyder
Third Prize, Art Prize & Islamiat Prize	.....	Arshad Hassan Effendi

### Class: VII-G

First Prize & Urdu Prize	.....	Aamer Azam
Second Prize & Scripture Prize	.....	Rustom Khambatta
Third Prize & French Prize	.....	Hina Nazar

### CLASS: VII-G

First Prize	.....	Mohamed Bilal Murad
Second Prize	.....	Mir Zia Mahmood
Third Prize	.....	Shazia Ahmed

### CLASS VIII-K

First Prize, Art Prize & French Prize	.....	Omer Hakim
Second Prize	.....	Nuzhat Sultana Majid
Third Prize	.....	Amna Mahmud Ali
Islamiat Prize	.....	Arif Hussain

### CLASS VIII-G

First Prize	.....	Shahzad Khan
Second Prize	.....	Neville Dossabhoy
Third Prize	.....	Sharmeen Polad
Scripture Prize	.....	Zemina Dastur

### CLASS: VIII-S

First Prize	.....	Fahim Jafri
Second Prize	.....	Adnan Hyder
Third Prize and Urdu Prize	.....	Faisal Hassan

**CLASS: IX-K**

First Prize	... Irfan Malik
Second Prize	..... Asim Belgaumi
Third Prize & French Prize	... Anisa Hatimi
Urdu Prize	... Saquib Hanif

**CLASS: IX-G**

First Prize	..... Syed Nasir Ali
Second Prize & Art Prize	..... Shehryar Khan
Third Prize	..... Saad Mohamed Ali Iqbal

**CLASS: IX-S**

First Prize	..... Zubair Ajmal
Second Prize & Islamiat Prize	..... Rashid Zar
Third Prize	..... M. Azam Shafqat
Scripture Prize	..... Noshir Dubash

**CLASS: X-K**

First Prize	..... Ashar Qureshi
Second Prize	..... Nishat Haque
Third Prize	..... Rubina Sial
Equal Urdu Prize	..... Salman Zafar Ahmed
Equal Urdu Prize & Islamiat Prize	..... Zuhair Sayany

**CLASS: X-G**

First Prize	..... Jabeen Patel
Second Prize & French Prize	..... Margaret Bavington
Third Prize	..... Nabeel Gareeb

**CLASS: X-ARTS**

First Prize	..... Anita Irani
Second Prize	..... Nasir Vohra
Third Prize	..... Ayesha Jaffer
Scripture Prize	..... Shernaz Polad

**CLASS: XI-K**

First Prize	..... Salman Mitha
Second Prize	..... Mirza Shahbaz Hasan
Third Prize &	..... Salman Ali Hyder
Urdu Prize	..... Viqar Ahmed

**CLASS: XI-G**

First Prize & Scripture Prize	..... Jubin Mama
Second Prize	..... Mukarran Ali-Baig
Equal Second Prize	..... Rashid Rab
Art Prize	..... Saiyid Fazal Wahid
Equal Urdu Prize & Batik Prize	..... Uzma Shah

**CLASS: XI-ARTS**

First Prize	..... Zeba Sarwar
Second Prize	..... Almitra Dubash
Third Prize	..... Fauzia Hasnain
French Prize	..... Imran Vincent Mian

**CLASS F.Y.A.**

First Prize	..... Naomi Rustomjee
Second Prize	..... Tasneem Menai
Third Prize	..... Maliha Chughtai
Art Prize	..... Huma Feroza Bhahha

**CLASS: F.Y.SC.**

First Prize	..... Abu Noman
Second Prize	..... Tariq Quraishi
Third Prize	..... Sayeed Ghani

**CLASS: S.Y.A.**

First Prize	..... Shireen Kureishi
Second Prize	..... Virginia Paula Chapman
Third Prize	..... Sabina Quraishi
Art Prize	..... Naheed Shah
Batik Prize	..... Samina Salahuddin
Special French Prize	..... Habiba Aslam

**CLASS S.Y.SC.**

First Prize	..... Khalid Rahmat
Second Prize	..... Asad Khan
Third Prize	..... Maurice Joseph Mascarenhas



*Salahuddin Kazi receiving the Smith Cup and Replica for Dramatics*

Kensett Medal for English  
(Language & Literature)

..... Rubina Yar Khan	SC 1978
Taseem Nazli Menai	SC 1978
Fahimeh Fifi Haroon	SC 1978
Naomi N. Rustomjee	SC 1978

Cree Medal For Science (Phy. Chem. & Bio)	..... Syed Viqar Ali	SC 1978
Spence Medal for Arts Subjects (History & Geography)	..... Naomi N. Rustomjee	SC 1978
Breton Medal for Mathematics	..... Syed Ghani Tariq Quraishi	SC 1978 SC 1978
Bilquees Hasnain Memorial Cup & Prize for Academic Distinction	..... Naomi N. Rustomjee	SC 1978
Symon Cup for Literary merit & Replica	..... Shireen Kureishi	HSC 1979
Glazebrook Cup & Prize for senior Distinction	..... Raymond H. Kotwal	HSC 1978
The King Cup for Oratory Senior & Senior Oratory Prize	..... Adnan Ali Hyder	VIII-S
Margery Rehman Cup for Inter-House Debates	..... Napier House (Salahuddin Kazi)	S.Y.Dc.
Zaidi Mathematics Cup & Shield	..... Khalid Rahmat	S.Y.Sc.
Hamdard Gold Medal (For Urdu)	..... Tasneem Nazli Menai	SC 1978
Jamil Javed Urdu Cup & Replica	..... Nasir Wajihuddin	S.Y.Sc.
Chapman Urdu Prize	..... Tariq Quraishi Sikandar Rasheed	SC, 1978 SC 1978
Khalilullah Biology Cup & Shield	..... Salahuddin Kazi	S.Y.Sc.
Smith Cup and Replica for Dramatics	..... Salahuddin Kazi	S.Y.Sc.
Einstein Society Cup Major Arif Saeed Memorial Cup for Best Batsman (and Replica)	..... Nasir Wajihuddin ..... Aurangzeb Ashraf	S.Y.Sc. IX-K
Major Arif Saeed Memorial Cup for the Best Bowler (and Replica)	..... Babar Mirza	X-Arts

Qasim Mahmood Memorial Trophy for the Best Cricketer of the year (and Replica)	..... Javed Kureshi	S.Y.A.
The Sardar Majidullah Trophy & Replica (Best all round Hockey Player)	..... Azim Mumtaz	S.Y.Sc.
Special Prize for Cricket (Captain of Pakistan Under 19 Team)	..... Javed Kureshi	S.Y.A.
The Ashik Hussain Memorial Trophy & Replica for the Sportsman of the year	..... Azir Mumtaz	S.Y.C.
Trophy & Replica for the Sportsman of the year	..... Amina Mahmood	S.Y.Sc
Student of the year from 2nd year H.S.C. (Cup & Replica)	..... Nasir Wajihuddin	S.Y.Sc



*Student of the Year Nasir Wajihuddin*

The Sabah Ahmed Memorial Gold Medal for the Best Student of Class XI/1979	..... Jubin Mama	XI-G
The Nazafreen Haroon Memorial Trophy for History of Pakistan	..... Kavita Khory	SC 1978
The Lady Symon Cup & Replica	..... Amina Mahmood	S.Y.Sc.
The Canon Cup and Replica	..... Salahuddin Kazi	S.Y.Sc.
Cock House Cup	.....	

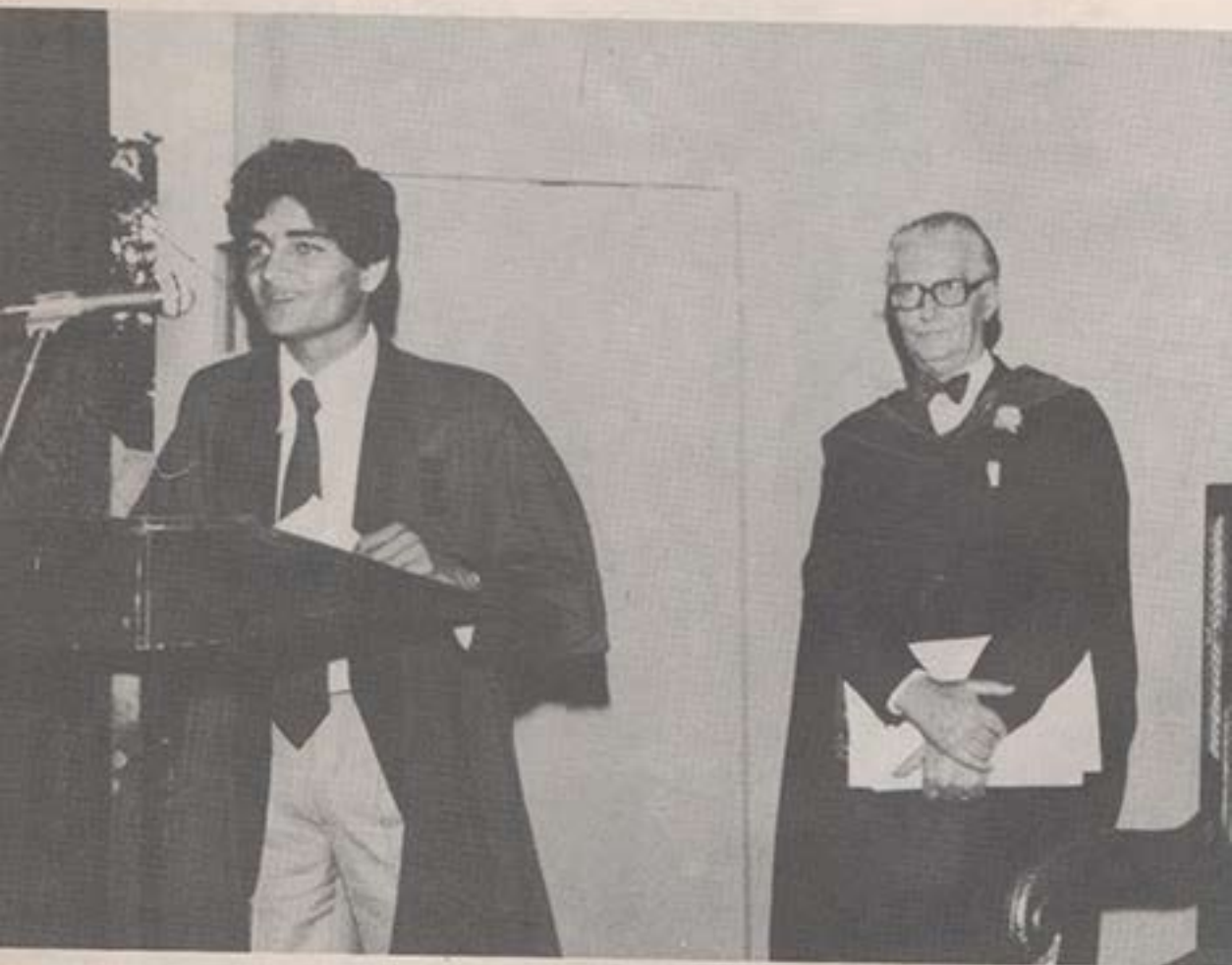


*Amina Mahmud receiving the Lady Symon Cup 1979*

# WIFE OF THE YEAR BY THE BEACH FOR 1987

The group of members of the club and their families, all dressed in formal attire, gathered for a group photo on the beach. The group consists of approximately 30 individuals, including men, women, and children, all smiling for the camera. They are posed in several rows, with some sitting on the sand in the front and others standing behind them. The background features a large, patterned rug or blanket laid out on the sand, and a dense line of trees and foliage in the distance. The overall atmosphere is festive and celebratory.





## VOTE OF THANKS BY THE HEAD BOY, 1979

Mr Talpur, Sir, Members of the Board of Governors, Mr. Principal, Members of Staff, Ladies and Gentlemen, and fellow Grammarians; it is a proud moment for me as School Captain to propose this vote of thanks today.

Mr. Talpur, Sir, I wish to express our immense appreciation of your presence on this important occasion.

Speech Day marks the end of our long association with this school. Looking back it has indeed been a joyous one. I am not going to launch on subjective ramblings as to my sentiments on leaving the school, but speaking for all those who are leaving today with fond memories and heavy hearts, all we have to offer is our gratitude in return for what we have received in the form of education in its widest sense.

As senior pupils we tend to overlook the importance of our kindergarten and junior school education: I would like to avail of this opportunity to thank those teachers as well, alongwith the staff of the senior school, all of whose gentle hands have moulded us into the form you can see us in today.

A word of advice to next years prefects and house-captains: Do not let petty politics interfere with the healthy, competitive spirit which pervades every activity in this school. It takes only a few unscrupulous people to break an otherwise perfect record of honesty, sportsmanship and integrity.

Many of us will proceed to foreign universities, others will remain here, but the regret on leaving the school is felt by everyone. We shall sorely miss this fine building with its long corridors and endless flights of stairs, this old shed, our heydays as prefects and the familiar faces of eternal people like Hari, Muneer and Gordon.

Thank you all — and,

Farewell Grammar School.

Salahuddin Kazi.

## SPEECH DAY 1980

### The Principal's Report.

Ladies and gentlemen, what is it that you expect a Principal to say to you on Speech Day? Let me try to answer this in terms of a story— a true story which concerns the village in which I used to live and work when I was in England. If you look at a map of England you may just, if it is a detailed map, find the village of Repton. The place to look for it is right in the very centre of the map of England.

Now Repton is in the county of Derbyshire, and the County Council of Derbyshire decided to run an annual competition for the best kept village in the County. To our great delight, in the second year of the competition, our village, Repton, won. Our prize was a special black and gold sign saying that we had won this competition in the year concerned and we displayed this sign in a prominent position in the village.

We looked forward keenly to the next year's competition but, alas, we couldn't win twice. Next year the best kept village prize went somewhere else and we were given another award instead. This one, again displayed on a sign, said we were "the most improved village in Derbyshire". If you think about this for a moment or two you will see that there is something rather strange about the situation.

How we could have been in one year the best village, and in the following year the most improved village, without again being the best village remains a mystery to me, and the logic behind these awards is something which I have never yet understood.

However, it does perhaps bear a resemblance to the typical Principal's report— and in my time as a teacher I have listened to about twentyfive such reports. Last year the report that you listened to had said, no doubt, and had proved by means of selected statistics, that the School was as nearly as could be perfect. This year similar selected statistics are used to prove that it is even better. From being the best kept school it has become the most improved School.

This year, however, I have the opportunity to do something just a little different, by breaking away from the standard pattern of a Principal's Report; at least, to a small extent. This opportunity is one which will never be given to me again, because never again shall I be making my first report as Principal of Karachi Grammar School.

As you know, I arrived here to take up this post only 3½ months ago, so most of what has happened in this year, whether it be good or bad, had no connection with me. I can still, to some extent, however, look at the School as an outsider. I can still, I hope, take an objective view of what I see here, and also make useful comparisons with places and with ideas collected over my quarter of a century of teaching experience.

What is it, then, which has impressed me most about KGS? First it must be said that this is a school whose reputation has spread far outside the boundaries of Karachi, and indeed outside the boundaries of Pakistan itself.

Now all this sounds very fine, but those of you who have been following carefully what I have said so far may well be asking yourselves certain questions. "In what direction" you may ask "does this new Principal want our School to move?" "What is his idea of the purpose of a school like this?" Now I think these are fair questions and ones which you have every right to ask of me. Let me perhaps try to answer them by giving you some possible replies with which, as it happens, I do not myself agree. These are answers which sound plausible, but at best, in my belief again, contain only a small part of what is the purpose of a good school.

Some regard a school as a place where boys and girls are sent to get them off their parents hands and out of the way. I don't need to say much about this idea. It is a poor one if that is all there is to it. Schools are clearly more than child minders.

Others think of a selective school, like this one, as a socially acceptable place for one's children to attend. It doesn't bother people very much whether their children work well and play well in School. The important thing is that they have gone to the right school, met the right people, and can therefore be classed as "one of us" by the people who matter in the world outside. This again is a very partial view of education. It may perhaps have been true once upon a time in the past, but it becomes less and less true with every year that passes.

A more popular view, particularly here in Karachi, but also elsewhere, is that a school's first duty is to get its pupils through examinations. The pieces of paper given out by examination boards are the magic tickets to a life of success and happiness in the future.

In hard practical terms this point of view has a good deal to be said for it. There is no doubt that universities and employers ask for and expect evidence of academic achievement. Examination results provide a ready yardstick by which to assess the success, or lack of success, of a school or an individual. I have myself used such results earlier in this report in just this very way.

So why? you may well ask, am I appearing to cast doubt on this idea? Why do I include it among those with which I do not fully agree?

It is because I consider it to have become a distortion of what education is really meant to be, a distortion of a good school's primary purpose. This sort of education which aims mainly at examination success brings with it teaching methods which concentrate on pure examination technique. By this I mean the preparation of stock answers for stock questions, cramming of large quantities of indigestible facts, and over emphasis on pure memory work as against the true understanding of the subject concerned. Examinations must always be our servants, not our masters.

To me, and I hope to the thoughtful parent and teacher, a good school is first and foremost a meeting place of the generations.

Let me try to explain what I mean by the phrase "a meeting place of the generations".

In one sense its meaning is perfectly obvious. Where teachers on the one hand and students on the other meet to work together, two generations are most clearly meeting. Where there is a good and easy relationship between those who are teaching and those who are taught, the teachers can help the students to grow up and the students help the teachers to stay young.

Its pupils have been and still are its ambassadors, and schools and universities in distant parts of the world know well that young men and women from KGS are worth taking seriously, that they come with a background of sound learning, that many of them are able, intelligent and articulate, and that they can make a real contribution to the life of any institution to which they go from here.

This, you may say, is a large claim, but it is, I believe, one which can and should be supported. And here I must bring in some statistics. Last year, 1979, was the latest year for which the full figures are available, and this was the first year in our recent history in which over half our 'O' Level candidates obtained passes in the first division. Nearly 99% of those entered for the School Certificate obtained their School Certificates, and over 51% gained these as First Division awards. This is a distinguished and creditable result by any standard. At HSC the result was equally good. 72½% of our candidates gained their Higher School Certificate, and all the others achieved the General Certificate of Education. This is a standard which has only been bettered once in the last ten years.

If we move on the next stage of education, and look at what has happened to our students who have applied for University places, the results are equally

impressive. As you may well know, it has become increasingly difficult in recent years for students from other countries to get into Universities in the United Kingdom. This, of course, is for financial rather than academic reasons, and so we should look instead at our success in the United States of America. In this country 44 of our students applied for places, and no fewer than 39 were successful. Grammarians have gone to Yale, Princeton, M.I.T., Caltech, Columbia, Barnard, Mount Holyoke, Williams, Pomona and Tulane Universities on scholarships. Several other Universities in the States offered scholarships that were not taken up by Grammarians, simply because the student concerned had chosen to accept a place elsewhere.

Academically, therefore, last year was a year of considerable achievement for Grammarians, and you can understand what I mean when I say that the international reputation of K.G.S. stands high. This is as it should be. Karachi, is, in the best sense of the phrase, an international city. It has international connections in business, diplomacy and culture, and it needs and deserves a school of international calibre.

This being so, we must remember that a good school must also serve its own community. If we are, as many have told me, one of the leading schools in the land, then we have a great responsibility to education in Pakistan. We must give continuous and careful thought as to how best we can serve the cause of Pakistani education and culture.

One way in which we are trying to do this is to raise the standard of Urdu teaching. If we fail here then we shall be a divisive influence on the society around us, and this we must not become. Throughout all three sections of the School, K.G., Junior School and Senior School, the teaching of Urdu, and of Islamiat for our Muslim pupils, must continue to be high on our list of priorities.

Methods of teaching other subjects must also be kept under review. Experiments in educational methods are going on all over the world all the time. To keep in close touch with them all is more than any one person or even any one School can manage. But we do need to be aware of new ideas and we need to make use of those which we believe will help us.

But there is more to it than that. Teachers and text books are the channel through which thoughts and insights of the past—going right back to the beginning of recorded history—are passed on to the next generation. If we deprive our children of this then the prospects for the future of the world are bleak indeed.

What consequence follow from this view of a school as the place where the generations meet? No doubt there are many such consequences, but there is one which I should like, in closing, to emphasise today.

The place where this meeting of generations happens most readily is the classroom. It is there that the real business of the school takes place. If there is any one thing that I should like to leave behind as a legacy when eventually the time arrives for me to depart, it is that the importance of what goes on in the classroom is fully recognised.

Other aspects of school life— games, examinations, societies, entertainments— the list could go on and on— must all have their place. But the classroom must remain the most important place in the school, and time spent in the classroom should be in the end the most valuable time spent in the school. If we teachers understand this, then we shall teach better. If students understand this, then they will learn and behave better. If parents understand this, then they and the school will work together in harmony for the education of their children.

That, then, is the main point that I wish to put to you today. No doubt next year's report will sound quite different and very much more like those you have heard in the past.

One thing, however, will be the same next year. It would not be fitting for me to conclude without thanking on your behalf and on my own, many of the people you see around you and some of them you don't.

My first thanks must go to the Board of Governors and to our Chairman, Mr. Justice Abdul Kadir Shaikh. The support you all provide for the school is well known, but the support and advice you have provided for your new Principal, only I fully appreciate. Thank you very much.

Next, I must thank you parents for your understanding. It is one of the functions of a parent to defend his young, and you all do that with vigour and imagination. I hope you will always feel that parents and school are aiming for the same goals for your children. Thank you all.

It was my good fortune on arriving here to find already in office an excellent body of Prefects. Under Abu Noaman and Naomi Rustomjee they have continued to have the interests of the School at heart. An enthusiastic body of Prefects is of the greatest value to a school and thank you for all you have done.

My thanks are due also to the School's Office Staff. These are the back-room boys of the organisation. Just as an army that consisted only of front line troops would very soon come to a halt, so would a school without its office staff, and, of course, its servants. Many of these have served the school faithfully for very many years. My thanks to you all.

My thanks to the boys and girls of the school. Some of us may have

occasionally had painful interviews in my office, but the vast majority have been lively, cheerful and polite. With you around, life at K.G.S. will never be dull.

Most of all, our combined thanks are due to the ladies and gentlemen you see behind me—the teaching staff of all three schools. Good teaching is never an easy task, and good teachers are not readily found. But we have in all three sections of the school, teachers whose dedication and personal interest in their pupils compares with that of any I have ever met. I must mention by name Mrs. Fernandes and Mrs. Jafri, our two headmistresses. To them, and to all the other members of staff to whom I have turned for information and advice go my sincere thanks. To every member of the teaching staff go the thanks of pupils, parents, Governors and Principal for all that they have done and will do in the year to come.

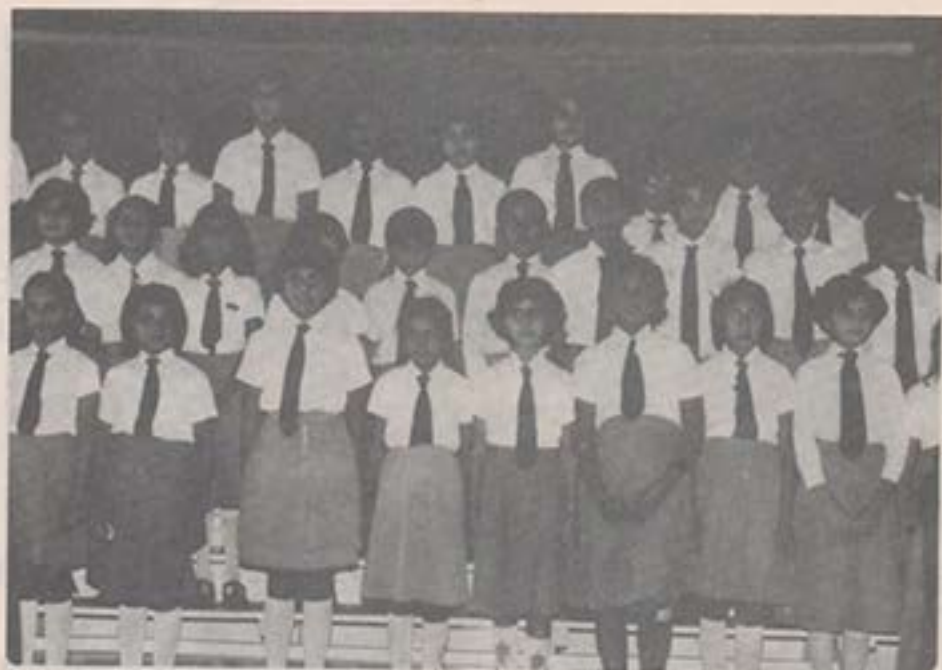
Mr. Chairman, I have the honour to present my report.

Our Chief guest, Mr. Muellen, spoke extempore. We reproduce here the notes he used:—

- I KARACHI —¼. to 6million in 33 years.  
GRAMMAR — correctness in fashion of language, dress, behaviour.  
SCHOOL — style- painting, sport,
- II PARENTS believe their children should be treated FAIRLY
- III Yet, AFTER fair treatment, individual results are different.
  1. Some work harder
  2. Some are cleverer
  3. Some fall sick and miss classes
  4. Some get more help at home than others.
- IV If children are not equal, and circumstances are different, WHY should they be treated FAIRLY?  
and  
How should they be treated?
- V I think that it is in the pursuit of answers to these questions that we demonstrate that we are human beings and not animals.  
OR  
Let me put it negatively. An animal is guided by INSTINCT.

- VI I come from a troubled area of the world — IRELAND. Because I am a Southern Irish Protestant I INSTINCTIVELY take sides on any issue which crops up. Sometimes I am RIGHT, sometimes I am WRONG. To prove myself a HUMAN, I have to assert the voice of what is RIGHT over my INSTINCT (which is natural to me).
- VII I can, quite literally, be HUMAN today, ANIMAL tomorrow. Pupils quickly recognise from their teacher's expression which he/she is on any particular day.
- VIII Words like FAIR, EQUAL, RIGHT are dangerous— so dangerous that, when WILBERFORCE was struggling to put an end to the SLAVE TRADE, one of his great opponents said, "MR. WILBERFORCE says it is RIGHT to end this business. The whole of society would go to pieces if the wedge of abstract right were once entered into any part of it".
- IX However, the principle was admitted, the slave trade was ended, and the way was open for Shaftesbury to abolish child labour, Elizabeth Fry to reform prison, and Florence Nightingale nursing.
- X Fortunately, though FAIRNESS is a difficult concept in the abstract, we all KNOW IMMEDIATELY if we are being treated UNFAIRLY!
- XI So back to CLASSROOM, where I hope that nobody will be treated unfairly, and that from Karachi Grammar School will arise generations of Wilberforces and Shaftesburys to make this great city and country a better place for all.





SPEECH DAY 1980





**KARACHI GRAMMAR SCHOOL  
JUNIOR SECTION  
PRIZE LIST  
1980**

<b>CLASSES:</b>	<b>POSITION:</b>	<b>NAME OF THE CHILD:</b>
III-K	First Prize	Kashif S. Ahmad
	and	
	Islamiat Prize	
	Second Prize	
III-G	Third Prize	Abeel Mangi Jamal Khan Ardesheer Talati
	Scripture Prize	
	First Prize	
	and	
III-S	Art Prize	Jazib Hasan
	Second Prize	
	Third Prize	
III-S	First Prize	Rahyab Lari Farah Malik
	and	
	Urdu Prize	
	First Prize	
IV-K	Third Prize	Allfia Diwan
	Urdu Prize & Art Prize	
	Second Prize	
IV-G	Third Prize	Jalal Khan Saud Hashimi
	Scripture Prize	
	First Prize	
	Urdu Prize & Art Prize	
IV-G	Second Prize	Saadia Iqbal
	Third Prize	
	Scripture Prize	
	First Prize	
IV-S	Second Prize	Salman Jaffery Akbar Moolji Shiavax Cowasji
	Third Prize	
	First Prize	
IV-G	Second Prize	Farrukh Jalisi Tanya Haider Nazneen Hassain
	Third Prize	
	First Prize	
IV-S	Second Prize	M. Mumtaz Qizalbash
	Third Prize	
	First Prize	
	and	
IV-S	Islamiat Prize	Farhat Kapadia Taimur Mohiuddin
	Second Prize	
	Third Prize	

<b>V-K</b>	First Prize Second Prize Third Prize Art Prize	Nausheen Saghir Ahmed Adnan Afridi Zain Hasham Mahmood Husain
<b>V-G</b>	First Prize and Urdu Prize Second Prize Third Prize	Kaleem Ghanchi  Behram Dinshaw Seema Mohiuddin
<b>V-S</b>	First Prize and Islamiat Prize Second Prize Third Prize Scripture	Omar Sajjad Mahmood  Omar Rashid Qureshi Nadya Chisty- Mujahid Cyra Noshirwani
<b>VI-K</b>	First Prize Mathematics Science Urdu and English Prize Second Prize and English Prize Third Prize Scripture Prize Art Prize	Humaira Shams       Maryum Khawar  Rehan Hassan Nargis Chinoy Sharmeen Asmatullah
<b>VI-G</b>	First Prize Second Prize Third Prize Handwork Prize	Saba Nazar Sylbiah Shah Javed Ahmed John Coelho
<b>VI-s</b>	First Prize Islamiat Prize and Handwork Prize Second Prize Third Prize	Nadya Hirji  Tariq Chowdhry Adnan Saeed

Greenfield Handwork Cup class VI-K taken by Zahid Hussain

The Rauf Memorial Trophy for the best house in the Junior School

STREETEN

**KARACHI GRAMMAR SCHOOL**  
**SENIOR SCHOOL**  
**PRIZE LIST**  
**1980**

**CLASS: VII-K**

First Prize	.....	Shaheen Mohamedi
Second Prize	.....	Rana Omer
Third Prize	.....	Saqib I. Hussain
Art Prize	.....	Arif Alam

**CLASS: VII-G**

First Prize	.....	Ayesha Sahany
Second Prize	.....	Azmira Maker
Third Prize	.....	Sobia Rashid Khan
Scripture Prize	.....	Alwyn Joseph

**CLASS: VII-S**

First Prize & Urdu Prize	.....	Salman Rashid
Second Prize & Islamiat Prize	.....	Ayaz-ul Haque
Third Prize	.....	Sohail Shaikh

**CLASS: VII-K**

First Prize	.....	Huneza Moosa
Second Prize & Islamiat Prize	.....	Arshad Hassan Effendi
Third Prize	.....	Jalilur Rahman

**CLASS: VIII-G**

First Prize & Scripture Prize	.....	Rustom Khambatta
Second Prize	.....	Hina Nazar
Third Prize	.....	Aamer Azam
Art Prize	.....	Adil Matcheswalla

**CLASS: VIII-S**

First Prize	.....	Shazia Ahmed
Second Prize	.....	Muneerah Merchant
Third Prize	.....	Mohamed Bilal Murad
Urdu Prize	.....	A'Aila Ashfaq

**CLASS: IX-K**

First Prize	.....	Omer Hakim
Second Prize	.....	Nuzhat Majid
Third Prize	.....	Imran Maniar

**CLASS: IX-G**

First Prize	.....	Neville Dossabhoy
Second Prize & Islamiat Prize	.....	Shehzad Khan
Third Prize	.....	Feroze Ahmed Khan
Scripture Prize	.....	Zemina Dastur

**CLASS: IX-S**

First Prize	.....	Fahim Jafri
Second Prize	.....	Adnan Ali Hyder
Third Prize	.....	Imran Ahmed
Art Prize	.....	Asma Rizvi
Urdu Prize	.....	Humair Mirza

**CLASS: X-K**

First Prize, Urdu Prize & Islamiat Prize	.....	Zubair Ajmal
Second Prize	.....	Irfan Ahmed Malik
Third Prize	.....	Rashid Zar

**CLASS: X-G**

First Prize	.....	Syed Nasir Ali
Second Prize	.....	Shehryar Ali Khan
Third Prize	.....	Asad-ul-Islam
Scripture Prize	.....	Noshir Dubash

**CLASS: X-S**

First Prize	.....	Nasser Hussain
Second Prize	.....	Saqib Hanif
Third Prize	.....	Mahnaz Mirza
Art Prize	.....	Natasha Mirza

**CLASS XI-K**

First Prize	.....	Ashar Quraishi
Second Prize	.....	Ambreen Hai
Third Prize	.....	Salman Zafar Ahmed
Urdu Prize	.....	Rubina Sial
Art Prize	.....	Mego Purnomo Soekadari Hongwongso

**CLASS: XI-G**

First Prize	.....	Mobina Mohsin
Second Prize	.....	Nabeel Gareeb
Third Prize & Scripture Prize	.....	Darius Khambatta

**CLASS: XI-S**

First Prize	.....	Nasir Vohra
Second Prize	.....	Ayesha Jaffer
Third Prize	.....	Shabaaz Asif Tahir

**CLASS: F.Y.A.**

First Prize	.....	Mariyah Chiragh As'ad.
Second Prize & Art Prize	.....	Zeba Sarwar
Third Prize	.....	Rosheen Quraishi

**CLASS: F.Y.Sc.**

First Prize	.....	Salman Mitha
Second Prize	.....	Yahya Jan
Third Prize	.....	Cyra Nargolwala

**CLASS: S.Y.A.**

First Prize	.....	Naomi Rustomjee
Second Prize	.....	Fahimeh Haroon
Equal Third Prize	.....	Shahryar Mahbub & Karen Pinto
Art Prize	.....	Huma Bhabha
Batik Prize (Mural)	.....	Farah Zakaria
Batik Prize (Portrait)	.....	Muna Kazi

**CLASS S.Y.Sc.**

First Prize	.....	Abu Noaman
Second Prize	.....	Tariq Quraishi
Third Prize	.....	Omer Maniya

**KARACHI GRAMMAR SCHOOL  
SPECIAL PRIZES 1980**

1. Kensett Medal for English (Language & Literature)	.....	Jubin Mama	XI-G	SC	1979
	.....	Fauzia Hasnain	XI-S	SC	1979
	.....	Zeba Sarwar	XI-S	SC	1979
2. Cree Medal for Science (Phy. Chem. & Bio)	.....	Uzma Shah	XI-G	SC	1979
3. Spence Medal for Arts subjects (History & Geography)	.....	Ayesha Khan	XI-S	SC	1979
4. Breton Medal for Mathematics	.....	Salman Mitha	XI-K	SC	1979
5. Bilquees Hasain Memorial Cup & Prize for Academic Distinction	.....	Jubin Mama	XI-G	SC	1979
	.....	Uzma Shah	XI-G	SC	1979

6. Symon Cup and Prize for Literary Merit & Replica .....	Tasneem Menai	S.Y.A
7. Glazebrook Cup & Prize for Academic Distinction (HSC 1979).....	Khalid Rahmat Asad Khan Maurice Mascrarenhas	HSC 1979 HSC 1979 HSC 1979
8. The King Cup for Oratory-Senior & Senior Oratory Prize .....	Fahimeh Haroon	S.Y.A.
9. The King Cup for Oratory-Junior & Junior Oratory Prize .....	Imad Rabbani	IX-S
10. Margery Rehman Cup for Inter-house Debates (and Replica) .....	NAPIER HOUSE Naomi Rustomjee (Captain) Kavita Khory Fahimeh Haroon	S.Y.A S.Y.A S.Y.A.
11. Best Debator .....	Naomi Rustomjee	S.Y.A.
12. Zaidi Mathematics Cup & Shield .....	Abu Noaman	S.Y.Sc.
13. Hamdard Gold Medal (For Urdu).....	Viqar Ahmed	XI-K
14. Jamil Javed Urdu Cup & Replica .....	Ahsan Jamil	F.Y.A.
15. Principal's Cup for Urdu .....	Sabina Azam Uzma Shah	XI-G 1979 XI-G/1980
16. Khalilullah Biology Cup & Shield.....	Manizeh Mirza	SYSC 1980
17. Smith Cup & Replica for Dramatics .....	Fahimeh Haroon	S.Y.A.
18. Trophies for work on the school Newspaper- "The Pulse".		
a) Mir Mahmood Cup for "Pulse" & Best Reporter Cup .....	Kavita Khory Shahryar Mahbub	S.Y.A. S.Y.A.
b) Pulse Cup for Journalism .....	Umber Khairi	S.Y.A
19. Einstein Society Cup .....	Sabir Wajihuddin	SYSC 1980
20. Major Arif Saeed Memorial Cup for the Best Batsman (and Replica) .....	Tariq Quraishi	SYSC 1980
21. Major Arif Saeed Memorial Cup for the Best Bowler (and replica) .....	Darius Khambatta	XI-G



*INDOCTI DISCANT IS HER MOTTO —*



- |  |       |   |           |
|--|-------|---|-----------|
| 22. Qasim Mahmood Memorial Trophy for the Best Cricketer of the year (and Replica) | ..... | Aziz Peermohamed                                      | XI-S      |
| 23. The Sardar Majidullah Trophy & Replica (Best all round Hockey player)          | ..... | Nauman Qamar  | SYSC 1980 |
| 24. The Ashik Hussain Memorial Trophy & Replica for the Sportsman of the Year      | ..... | Abdul Haseeb Pirzada                                  | SYA/1980  |
| 25. Trophy & Replica for the Sportswoman of the year                               | ..... | Margaret Bavington                                    | XI-G      |
| 26. Super Fernandes "Economics" Medal (Donated by Mrs. Ikram Siddiqi)              | ..... | Amina Mahmood   | HSC 1979  |
| 27. The Super Fernandes Trophy & Replica   | ..... | Tariq Quraishi  | SYSC      |
| 28. The Sabah Ahmed Memorial Gold Medal for the Best Student for Class XI/1980     | ..... | Ashar Quraishi  | XI-K      |
| 28. The Nazafreen Haroon Memorial Trophy for History of Pakistan & Replica         | ..... | Shayan Afzal Khan                                     | SC 1979   |
| 29. The Anthony Price Cup for excellence in Cricket                                | ..... | Luqman Ghauri   | IX-S      |
| 30. Best Decorated Class Trophy.   | ..... | VIII-S (To be collected by: Mahvash Hasan & Amir Hai) |           |
| 31. The Lady Symon Cup & Replica   | ..... | Naomi Rustomjee                                       | S.Y.A.    |
| 32. The Canon Cup and Replica  | ..... | Abu Noaman  | S.Y.SC    |
| 33. Cock House Cup   | ..... | FRERE<br>(collected by, Abdul Haseeb Pirzada)         |           |

**CAMBRIDGE SCHOOL CERTIFICATE  
RESULTS — 1979  
FIRST DIVISIONS**

S. No.	Name of Pupil	Grade Aggregate	S. No.	Name of Pupil	Grade Aggregate
1.	Jubin Noshir Mama	7	25.	Naziha Syed Ali	15
2.	Uzma Shah	7	26.	Reyaz-ul Haque	16
3.	Zeba Sarwar	10	27.	Farrukh Amin Azfar	16
4.	Viqaruddin Habib	11	28.	Humaira Huda	16
	Zaheer Ahmed		29.	Marzia Habib	16
5.	Şalman Mitha	11	30.	Shirin Omar	16
6.	Ayesha Khan	11	31.	Syed Adnan Hassan	17
7.	Yahya Jan	12	32.	Syed Umraan Hasan	17
8.	Mukarram Ali Baig	13	33.	Mian Ehtisham Rabbani	17
9.	Aasia Hussain	13	34.	Abdul Kadir Hussain	18
10.	Syed Rashid Rab	13	35.	Mohd. Ashraf Khan	18
11.	Saiyid Fazal Wahid	13	36.	Almitra Dubash	18
12.	Cyra Cyrus Cowasjee	13	37.	Salim Khan	19
13.	Fauzia Hasnain		38.	Nafees Shah	19
14.	Pervaiz Ahmed	14	39.	Ayesha Ambareen Menai	20
15.	Salman Ali Hyder	14	40.	Asad Naseem Haroon	21
16.	Mirza Shahbaz Hasan	14	41.	Ahsan Jamil	21
17.	Tariq Mumtaz	14	42.	Jamal Abdul Karim	23
18.	Sabina Azam	14		Razzack	23
19.	Asad Said Jafar	14	43.	Shameem Ahsan	23
20.	Cyra Nargolwalla	14	45.	Syed Asad Salahuddin	24
21.	Saquiab Zahoor Iqbal	14	46.	Omar Hussain	24
22.	Minocher Firoze	15	47.	Rubina Ikram	24
	Cowasjee		48.	Amina Shahbaz	24
23.	Ayesha Mirza	15			
24.	Shayan Afzal Khan	15			

## SECOND DIVISIONS

1. Pari Ansari	25	11. Nadir A. Mumtaz	28
2. Nadeem Lodhi	25	12. Muhammad Ali Humayun Hanif	28
3. Asad Ali Yaqub	25	13. Reza Habib	29
4. Yasmin Causer	27	14. Alya Fatima Mian	30
5. Faisal Saeed Jaswal	28	15. Azhar Iqbal Faruqi	31
6. Aamir Yusuf	28	16. Syed Farrukh Abbas	31
7. Jaleel Akhtar	28	17. Fawad Ayaz Khan	32
8. Neelo Khilani	28	18. Aziz Merchant	32
9. Zainab Khatav	28	19. Nisar Nanji	32
10. Faheem Masood	28		

## THIRD DIVISIONS

1. Talha Siddiqui	33	6. Ahmed Saeed Akhtar	38
2. Mansoor Ahmed Khan	34	7. Shoaib Ayubi	38
3. Ovais Zubair	35	8. Abbas Ali Khan	38
4. Ghazala Usmani	37	9. Syed Sameer Asghar	40
5. Charmaine Mirza	37	10. Mujeeb Ahmed	40

## G.C.E. PASSES

1. Imran Vincent Mian	36	9. Moinuddin Muhammad	47
2. Javed Akhund	40	10. Shehryar Faruque	47
3. Jaasmin Hasan Mirza	41	11. Syed Pervez Majeed	47
4. Kassim Panjwani	41	12. Mego Purnomo Soekadari	49
5. Ahmed Kamal Mir	43	13. Adil Siddiqui	49
6. Fauzia Kamani	43	14. Kavita Achria	50
7. Mir Hasan Mahmood	46	15. Imran Qureshi	52
8. Gopi K.G. Selveratnam	46		

H.S.C. RESULTS  
1979  
FULL CERTIFICATES

- |                           |                            |
|---------------------------|----------------------------|
| 1. Habiba Aslam           | 16. Carol B.K. Tate        |
| 2. Virginia Paula Chapman | 17. Asif Ali Azhar         |
| 3. Dhunmai Soli Cowasjee  | 18. Rayner Jason Fernandes |
| 4. Javed Kureishi         | 19. Nadir Hasan            |
| 5. Shireen Kureishi       | 20. Syed Javed Idris       |
| 6. Deobrah B. Lobo        | 21. Asad Khan              |
| 7. Glynis A.M. Lobo       | 22. Fareed Mahmood Khan    |
| 8. Sherafzal Khan Mazari  | 23. John Liu               |
| 9. Faheem Majid Mirza     | 24. Amina Mahmood          |
| 10. Sabrina Mirza         | 25. Maurice J. Mascarenhas |
| 11. Zia Nazar Niazi       | 26. Tariq Alexander Qaiser |
| 12. Ouvnere Sam Polad     | 27. Khalid Rahmat          |
| 13. Sabina Quraishi       | 28. Ziaur Rahman           |
| 14. Samina Salahuddin     | 29. Brian Mark Siqueira    |
| 15. Naheed Shah           |                            |

GCE PASSES

- |                           |                            |
|---------------------------|----------------------------|
| 1. Monaa Akbar            | 16. Asma Zia               |
| 2. Sheba Akhtar           | 17. Nadeem Abdullah        |
| 3. Zahra Arif             | 18. Waseem Adamjee         |
| 4. Rustom Jal Boga        | 19. Khawar Rasheed Bhatti  |
| 5. Aamna Sally Haq        | 20. Michael David Kandiah  |
| 6. Uzma Nasreen Hussain   | 21. Salahuddin Kazi        |
| 7. Amina Irshad Khan      | 22. Naheed Khan            |
| 8. Asif Jooma             | 23. Ali Raza Khataw        |
| 9. Tehseen Maker          | 24. Arif Mahmood Ali       |
| 10. Raheel Masood         | 25. Noella Misquitta       |
| 11. Gulnar Mitha          | 26. Arif Mumtaz            |
| 12. Sherry Rehman         | 27. Azir Mumtaz            |
| 13. Khalid Jamil Siddiqui | 28. Naeem B. Nanji         |
| 14. Sabiha Sumar          | 29. Nasir Farid Wajihuddin |
| 15. Allan Wodzinski       | 30. Hormuzshaw Wania       |
|                           | 31. Amir Arif Zaman        |

## CAMBRIDGE SCHOOL CERTIFICATE RESULTS - 1980

### FIRST DIVISIONS

S. No.	Name of Pupil	Grade Aggregate	S. No.	Name of Pupil	Grade Aggregate
1.	Ambreen Hai	9	23.	Rovina Khilnani	15
2.	Ashar Qureshi	9	24.	Amjad Khan	16
3.	Salman Ahmed	10	25.	Sakib Sherani	16
4.	Raza Arif Belgaumi	11	26.	Naseeruddin Mahmood	16
5.	Shernaz Sam Polad	11	27.	Syed Omar Tirmizi	16
6.	Sehba Sarwar	11	28.	Shermin Hussien	17
7.	Zuhair Sayany	12	29.	Ayesha Jaffer	17
8.	Margaret Bavington	12	30.	Shaan Nargolwalla	17
9.	Zarah Mirza	12	31.	Najeeb Haider Mian	18
10.	Nasir Mushtaq Vohra	12	32.	Shakeel Siddiqui	18
11.	Nadir Ghulam Hussain	13	33.	Najeeb Malik	18
12.	Salman Azhar	13	34.	Syed Farrukh Ahmed	18
13.	Darius Khambata	13	35.	Syed Md. Farhan Hassan	18
14.	Jabeen Patel	13	36.	Naveed Rauf Durani	19
15.	Shabnam Dada	13	37.	Kamran Kizilbash	19
16.	Syed Asad Abbas Abidi	14	38.	Farhan Faruqui	22
17.	Rubina Sial	14	39.	Omar Sayeed	22
18.	Ashfaqe Bengali	14	40.	Shahid Khokhar	22
19.	Mobina Fatima Mohsin	14	41.	Zia Zakaria	22
20.	Sheikh Imran Hameed	15	42.	Khulood Rahman	23
21.	Nishat Haque	15	43.	Ashfaqe Hasan Tawawalla	23
22.	Nabeel Gareeb	15	44.	Abol Qasim Mehdi	24

## SECOND DIVISIONS

1. Shaveer Rustom Sethna	25	11. Bushra Kirmani	29
2. Syed Zia Ahmed	26	12. Aziz Peer Mohammed	29
3. Shahid Hussain Mirza	26	13. Misbah Saleem Khan	29
4. Farzana Jafri	27	14. Asma Saeed	30
5. Irfan Hussain Halai	27	15. Shehzad Salim	30
6. Imran Maqbool	27	16. Tariq Iqbal Mian	31
7. Enam Bari Samad	27	17. Tehmina Maker	32
8. Anita Irani	28	18. Aamer Ravji	33
9. Mehreen Sattar	28	19. Ali Khan Vardag	34
10. Ahsan Habib	29	20. Ali Kamal Khan Vardag	34

## THIRD DIVISIONS

1. Shabaz Asif Tahir	29	6. Tariq Ikram	39
2. Humayun Ajmal Mian	36	7. Hormuzd Pervez Birdie	41
3. Mahnaz Hussain	37	8. Shoaib Motiwalla	41
4. Syed Amir Yaqub	37	9. Imran Iqbal Puri	41
5. Naheed Hasham	39	10. Khadija Mavani	42

## G.C.E. PASSES

1. Kausar Chotani	37	6. Aamir Sharif Syed	47
2. Imran Khawar	43	7. Syed Haroon Rashid	48
3. ShamyI Mooraj	45	8. Arif Hashwani	48
4. Mego Purnomo	47	9. Retno Pandansari	49
Soekadari			
5. Gulzar Poonja	47		

## H.S.C. RESULTS

1980

### FULL CERTIFICATES

- |                         |                              |
|-------------------------|------------------------------|
| 1. Zia Ahmed Abbasi     | 13. Mehreen Rafiq            |
| 2. Sheikh Shahzad Ahmed | 14. Naomi N. Rustomjee       |
| 3. Huma Feroze Bhabha   | 15. Salma Yunus Sait         |
| 4. Maliha Chughtai      | 16. Farah Zakaria            |
| 5. Marium E. Faruqui    | 17. Saleem Mohammed Bandukda |
| 6. Fahimeh Fifi Haroon  | 18. Aamir Jan                |
| 7. UMBER Khairi         | 19. Abu Noaman               |
| 8. Kavita Rusi Khory    | 20. Nauman Qamar             |
| 9. Ayesha Khan          | 21. Kevin Luke Sequiera      |
| 10. Muna Kazi           | 22. Rubina Yar Khan          |
| 11. Tasneem Nazli Menai | 23. Sameh-uz-Zaman           |
| 12. Shahryar Mahbub     |                              |

### GCE PASSES

- |                         |                                |
|-------------------------|--------------------------------|
| 1. Zafar Azhar          | 12. Avan Shroff                |
| 2. Jaffer Ahmed Malik   | 13. Zeenat Amir Merchant       |
| 3. Rumman Zamir         | 14. Sulaiman Abbasi            |
| 4. Aasia Paro Arif      | 15. Saeed Ahmed Dadabhoy       |
| 5. Azhar Nizam          | 16. Ejaz Elahi                 |
| 6. Karen Carol Pinto    | 17. Omer Maniya                |
| 7. Abdul Haseeb Pirzada | 18. Manizeh Mirza              |
| 8. Fereshteh Rawanian   | 19. Tariq Quraishi             |
| 9. Nafisa Rizvi         | 20. Retno Trilaksari Soekadari |
| 10. Asma Shah           | 21. Sabir Bashir Wajiddun      |
| 11. Zeeba Shah          | 22. Michael David Kandiah      |

## THE SCHOOL COUNSELLOR'S REPORT UNIVERSITY ADMISSIONS 1979/1980

For the last few years there has been an increase in the number of students applying to Universities in the U.S.A. Although there has always been a good number who preferred to continue their education in America, since 1977 there have been more and more applicants. This is because of the fact that education in the United Kingdom has become very expensive with a corresponding rise in the cost of living for students and partly because many students actually prefer to go to an American College even when aid is not required. Why this should be so may be the result of a number of factors including fears (real or imaginary) of meeting prejudice against Asians in U.K., the supposedly more advanced technology in America, the nature of the liberal arts education which allows one to choose one's professional field more leisurely and, last but not least, the availability of both ladies colleges and smaller colleges offering a more homely atmosphere to the foreign student.

In 1979-1980 all the forty applicants were successful in gaining admission and 19 scholarships were won by Grammarians to Universities like Caltech, Yale, M.I.T., Princeton, Wellesley, Brown, Mount Holyoke, Barnard, Bryn Mawr, Dartmouth and Cornell. Moreover, a few of our students ventured into pastures new by gaining admission with scholarships to colleges in the mid-West (Ripon, Grinnell, Macalester) and in California (Pomona, Occidental) and Oregon (Reed). One student is now attending Wesleyan University (Connecticut) not, perhaps, so well known here in Pakistan but one of the finest and toughest academic institutions in America.

One may well ask why Grammarians have been so successful and one reason is that the school has acquired a good reputation abroad. All students from K.G.S who have attended these colleges and universities have been good ambassadors both for the school and for Pakistan. When they acquit themselves well, as many have done and some with outstanding success, it becomes easier for others later. Another reason is careful planning and selection of colleges to ensure that each applicant has a reasonable chance. The Second Year Science students of 1979 were very co-operative and very mature in their choices—each selecting a small number of colleges to apply to in order not to pit the most able, one against the other. Happily this worked out, each applicant gaining admission in the college of his first choice. For the first time also advantage was taken of the Early Decision programme whereby a student asks for his application to be decided in November instead of March and undertakes to attend that College if admitted. Most colleges preferred to judge the merits of their foreign applicants altogether in March, but though Asad Khan was the

only one admitted (to Caltech) through Early Decision, many students were admitted with aid to the colleges they had tried for Early Decision e.g. Maurice Mascarenhas to Yale, Amina Mahmood to Williams, Khalid Rehmat to Brown though he went to M.I.T. eventually.

The application process is a long one and for the students of 1979-80 it started with talks and advice concerning testing and an explanation of the U.S. College system. This was followed by individual or group consultations and the eventual selection of a number of colleges which seemed best suited to the academic aims, aptitudes and personalities of the individual applicants. Then there was the worrisome problem of filling up numerous forms, ensuring that important documents did not go astray in the post, and, of course, the headache of the College Board tests themselves. In April the first results began to arrive. The tension at that time was very great and it takes quite a lot of maturity to accept that you have been judged and declared unsuccessful. One thing to bear in mind, though, is that different colleges are not all looking for the same qualities where students have a fairly high academic record. One may be rejected by an excellent college only to find that he/she has been accepted by another equally excellent one.

For future application I'd like to add that the application process is not just a matter of getting recommendations written or of following advice but of becoming aware of one's limitations as well as one's strong points, learning to project oneself, to conceptualise one's aims and to logically arrange one's ideas.

The Second Years applying for 1981 admission are still awaiting their results, but at least five of them have already gained admission in good colleges. Many of them will be faced with a difficult choice between equally prestigious colleges and here again what must guide them is not so much the 'name' as what the college can offer them, not simply as scholars but as complete and individual young people. Obviously if someone is chosen, the college feels that that person does have something positive to offer and one's choice should be dictated by one's own needs and special requirements.

I would just like to mention that all would-be applicants must be prepared to follow advice and should not start applying willy-nilly everywhere and anywhere. A great deal of effort has gone into building up a relationship with these colleges and universities and information conveyed to applicants is based on sound facts and experience. In short— do not get carried away. If told that "Princeton/Yale/Harvard etc. are not for you, take this as a frank assessment based on your work and achievements. You should be prepared to look farther afield. There are many other fine colleges which you will find more suited to you. Finally, for the best places, H.S.C. "A" levels do count!!

(Mrs) Margery Rehman

## DIRECTORY OF ADMISSIONS 1979-1980

1. Khalid Rehmat	Scholarship	Massachusetts Institute of Technology.
2. Asad Khan	Scholarship	California Institute of Technology
3. Maurice Mascarenhas	Scholarship	Yale University
4. Nasir Wajihuddin	Scholarship	Princeton University.
5. Sayeed Ghani	Scholarship	Massachusetts Institute of Technology.
6. Shahzad Waliullah	Scholarship	Washington University.
7. Asif Ali Azhar	Scholarship	Pomona College.
8. Oscar Freitas	Scholarship	Ripon College, Wisconsin
9. Asif Jooma	Admission	Boston University
10. Sher Afzal Mazari	Admission	Boston University
11. Tehseen Maker	Admission	University of Texas (Houston),
12. Javed Ydris	Admission	Cornell University
13. Ian Sequeira	Scholarship	Allegheny College
14. Brian Sequeira	Scholarship	Malcaster College.
15. Sikandaer Rashid	Scholarship	Hanover College.
16. Anil Khilnani	Admission	University of Michigan (Ann Arbor)
17. Sarat Khilnani	Admission	University of Michigan (Ann Arbor)
18. Naeen Nanji	Admission	University of Michigan (Ann Arbor)
19. Reza Habib	Admission	Rice University
20. Raheel Masood	Admission	Reed College.
21. John Liu	Admission	University of Texas, Arlington.
22. Arif Mumtaz	Admission	Occidental College
23. Tariq Qaiser	Admission	University of Arkansas
24. Nadeem Abdullah	Admission	McGill University (Canada)
25. Viqar Tajuddin	Admission	Cornell University
26. Farid Khan	Admission	Dow Medical College
27. Salahuddin Kazi	Admission	Dow Medical College
28. Nusrat Azam Khan	Scholarship	Mount Holyoke
29. Faheem Mirza	Scholarship	Barnard College, New York
30. Noella Misquitta	Admission	Trinity College, Dublin
31. Amina Mahmud	Scholarship	Williams College, M.A.
32. Sheba Akhter	Scholarship	Byrn Nawr College, Pennsylvania
33. Sara Biyabani	Scholarship	Smith College, Massachusetts
34. Saleha Habib	Admission	Wesleyan University
35. Naheed Khan	Admission	Bryn Nawr College, Pennsylvania
36. Sabiha Sumar	Admission	Sarah Lawrence College, New York
37. Ouveenere Polad	Admission	Wellesley College, Massachusetts.
38. Rabiya Javeri	Admission	Mount Holyoke College, M.A.
39. Zahra Arif	Admission	Grinnel College
40. Sabina Quraishi	Admission	Heidelberg University.



*"Self Portrait: Anguish."*

Batik by Umer Khairi, S.Y. Arts

*Portrait of an old man*  
by Huma Bhabha S.Y.A.



*"On the Beach - men with Camels"*

Imaginative composition by Huma Bhabha, S.Y.A.

## ARTISTIC ACTIVITIES IN OUR ATELIER—ART AND K.G.S.

“Our father Adam sat under the Tree and scratched  
with a stick in the mould;  
And the first rude sketch that the world had seen  
was joy to his mighty heart.  
Till the Devil whispered behind the leaves,  
‘It’s pretty, but is it Art?’ ”

(Rudyard Kipling)

On the walls and desks of the Karachi Grammar School there are many such “rude” sketches that have given joy to the Mighty Hearts who saw fit to leave an impression in this world. “But is it ART?”

Our Art Room, however, tells another story. This rambling room is definitely the most colourful place in the whole building. Years and years of batik dyes stain the floor, while vivid hues rainbow the clothes and hands of the enthusiasts who are literally immersed in their work!

The many paintings on the walls, the cupboards stuffed with exciting odds and ends, the Skeleton in the show-case, pieces of driftwood, still-life arrangements, clay models, animal skulls, easels supporting half-finished canvases all these lend an “Art’s studio” atmosphere to the art room. Feverish activity characterises not only the students, but also some teachers—for example, Miss. Said who made a batik, and Mrs. Muncherji who named her colourful canvas “Belligerence”

As early as class VII, the students are made aware of three-dimensional effects, design, composition and colour. Initial practise in Soap-Carving is followed by Clay Modelling. Last year the junior classes came up with superb models, some of which they even painted. The H.S.C. classes used clay to make heads over which “papier-mache” masks were moulded and colourfully painted.

The main courses offered are in Still-Life, Life, Imaginative Composition, Craft A (which includes poster, design and calligraphy) Craft B, (Batik), Nature and the Historical and Critical Appreciation of Art.

Almost all the time, on some table in the art-room delicious fruits are arranged for a still-life. (Many of us are tempted to bite into an apple, and often do!) Still-Life involves a careful study of colour, composition, shape and the

representation of different textures from rough wood to smooth glass. Students produce excellent work under the supervision of Mrs. Rafiq and Mrs. Rizvi. They are encouraged to experiment with all kinds of mediums, such as pencil, charcoal, pen and ink, chalk and oil pastels, water-colour and oil-paints, and even a combination of some of these to produce special effects.

The unerring and patient Nanji is perhaps the most-drawn man at K.G.S. He is our regular model for Life Drawing, and students swear that they can now draw him blind-folded! Occasionally we use other models as well, a favourite being Rahmat the Mali. Life-drawing again requires a great deal of practice, and a detailed observation of light and form. A knowledge of anatomy is also very helpful, and all students are advised to make a study of the skeleton provided for this purpose. In addition there are excellent books on anatomy for artists in the art-room library. Unfortunately these are not used often enough.

A familiarity with life and still-life drawing is an important step to Imaginative Composition. Here a sense of shape, colour, composition, and movement are unified to create an essential atmosphere descriptive of the title of the painting. One cannot stress enough the importance of constant sketching where Imaginative Composition is concerned. It not only gives ample practice, but also develops accurate observation, helps capture movement and fleeting forms, and expands one's creative abilities. To inspire us to sketch Mrs. Rafiq often arranges outings to various places. In 1979 we went to the fish-harbour. Although our noses suffered great indignation, we managed to collect a number of interesting sketches of fishing-boats. Our visit to the National Museum was a great success. Both these trips gave great boosts to our egos as well, for lots of people surrounded us, and admired our work so much that we felt like Picassos! In 1980, we went to an Empress Market tea-shop and then to one of the villages at Hawkes Bay. We got plenty of opportunity to draw interesting faces and an occasional camel or two.

One has to be extremely neat, precise and patient, in order to succeed at Craft A, which requires great skill and perseverance. Line and colour are the two essentials of the Art of Design. A few colours and simple lines have to be used to produce eye-catching effects. Calligraphy requires a great deal of creativity, tedious measurements, precision and a pair of very steady hands. Design covers a wide range of things—posters, book-covers, wall-paper, and greeting cards.

August to September is the Batik season—easily recognizable by uniforms splashed with vivid colours. A dishevelled state of clothes, hair and nerves, is the result of hectic hours spent in the art-room. Hideously coloured hands are wrung in nervous gestures of despair, since the deadline for sending the batiks

PRIZE WINNING WORKS  
by  
Zeba Sarwar (F.Y.A.)





'SEHBA' — by Zeba Sarwar F.Y.A.



IMAGINATIVE COMPOSITION — by Zeba Sarwar F.Y.A.

*Old man (Pastels)*

by Huma Bhabha S.Y.A.



*Nanji - A portrait*

by Huma Bhabha S.Y.A.



*Still — Life*

Farah Zakaria S.Y.A.



to Cambridge is close at hand. Surprisingly, the "Batik Industry" flourishes at the K.G.S. Who would have thought that it all began with a Kerosene stove and a coal iron? We are now the proud possessors of a gas stove with a separate pipeline, and two electric irons, rickety and heavy though they are. However I am sure everyone would welcome the addition of a third more efficient iron. Space poses yet another problem, and we could do well with a separate room. Waxing the batiks proves to be a traumatic experience, as we all squeeze ourselves into the little passage where the stoves are kept, and end up burning one another with boiling wax while groping around in a fog of smoke.

"Nature" is another source of great excitement in the Art-room. (One has to brave the smell of dried fish as someone patiently draws it!) Mustapha Javeri supplies us with an endless stream of turkeys and pigeons - 'models' which are understandably more popular than the scaled sort.

The 'A' level students are offered a course in the History of Art. This involves a study of various periods, artists and their works. By making a close study of paintings, and the different styles used by artists, we are able to learn studio-techniques which help with our own work.

Every year, an Art Exhibition is held on Speech Day. All the work done over the year is displayed. We adore showing off to our parents and the guests!

This year the art-room was full of activity in preparation for the Mela. Pots and jars were painted and varnished. Macrame was in full swing as we all made pot-holders and belts. The Art Stall was extremely succesful, and made huge sales of paintings, batiks and blockprints.

Art is one of the most satisfying and successful activities in school. Artistic activity in the Atelier gives the students confidence, a means of expression, and a sense of great achievement.

What goes on in the Karachi Grammar School Art Room is indeed Art!

Muna Kazi SYA



*Street Scene*  
by Farah Zakaria S.Y.A.



*"Still Life"*  
by Huma Bhabha S.Y.A.

*"Sound asleep"*  
by Farah Zakaria S.Y.A.





Self-Portrait  
by  
Huma Zakaria S.Y.A.



'Woman'  
by  
Huma Zakaria S.Y.A.



ART ROOM ANTICS



## K.G.S. CHESS 1980

The Chess Championship was organized by Mr. Anstead for the second term of the year and drew a record number of competitors from every class in school. Twenty chess enthusiasts reached Round Two and the struggle for strategic supremacy was under way.

The tournament consisted of Rounds One till Four, Semi-finals and the Final Round. By a process of elimination the best players reached Round Four and competition became excitingly intense. Some of the excelling players were Junaid Marvi (9-K), Nadeem Ghani (7-G) who had recently learnt to play chess, Saad Qureshi (10-G), Omer Tirmizi (11-G) and Humayun Hanif (F.Y.A.). The shortest game of the tournament ended when Aamir Jan (S.Y.Sc.) checkmated Sabir Wajihuddin (S.Y.Sc) within twelve minutes. In the Final Round, Omer Tirmizi and Aamir Jan had a close match from which the former emerged as the School Chess Champion.



The Chess Championship had its share of bad luck. Mr. Anstead had drawn a huge chart listing the names of competitors, Rounds, etc. which was pinned up in the Music Hall. One fine morning, to the dismay of all chess lovers, the chart was not to be found. (Worse, no one had made a copy of it.) At first it seemed that the entire tournament would have to be scuttled. But thanks to Mr. Anstead's amazing memory and cooperation from students a new chart was made which was then put up on the information board where scurrilous hands could not reach.

Due to one reason or another, the chess finalists were not awarded prizes on Speech Day. This, I hope, will not be the case in the future since the Chess Championship is as important as any other school event.

However, the tournament was a huge success and all the participants enjoyed themselves thoroughly and look forward to next years Chess Championship.

1980 has generally been a very exciting year for the chess enthusiasts of K.G.S. Mr. J. Anstead has really worked very hard with us. On behalf of all budding Chess players I thank him for his abundant interest and enthusiasm.

Three cheers for Mr. Anstead!

Aamir Jan  
Second Year Science

### AN ODE TO CHESS

Every game do I like less  
Than that called CHESS  
For it is a game of infinite skill,  
Though some think it is just sitting still  
And gazing upon a great chequered board  
As a pirate would gaze on a treasure hoard.

But it is not so, I would have you know  
Nor just for the old, nor for the slow;  
But for the best that can summon their wits  
And use them with patience as befits  
A Russian grandmaster, such as BOTWANNIK,  
OR SMYSLOV, or KERES, who can so well trick  
Their rivals into blunders.  
With moves that are wonders.

The rigours of Chess in their mental form  
And the weathering of a brainwave storm  
All upon one another lay stress  
To form that wonderful game called CHESS

D. Walke  
(Reprinted from 'The Grammarian' 1956)



## THE SCIENCE EXHIBITION





*Second year Chemists*



*The Einstein Society  
(Office-holders)*

## EINSTEIN SCIENTIFIC SOCIETY 1979-1980

This society was conceived for "the purpose of broadening the appreciation of Science beyond the limits of the text-book." In 1979 its major achievement (quite a gala occasion) was the Science Exhibition organised to commemorate the centenary of Einstein's birth.

The Science Exhibition 1979 was inaugurated by the Chairman of the Board of Governors, Justice Abdul Kadir Shaikh. Accompanying him were Dr. Tirmizi, Vice Chancellor of Karachi University and Col. Chapman. A great deal of work had been accomplished by the four sections headed as follows:-

Salahuddin Kazi	—	Biology
Asad Khan	—	Chemistry
Maurice Mascarenhas	—	Physics
Asif Ali Azhar	—	General Science

Nasir Wajihuddin acted as co-ordinator and organised, among other things, the brochure. All the guests were quite impressed by the exhibits, particularly by the advanced projects produced by the H.S.C.

Amongst the most admired were the model Cha-lift System, the hydrofoil (well done, Mitha), the Solar Heater, the E.C.G. amplifier, digital clocks and strobe lights.

In 1980 a trip was planned to the Karachi Nuclear Power Plant but this failed to materialize. Trips were taken to other places—to a biscuit factory (Peak Freans), a silk mill (Dadahboys) and finally to an Ice Cream Plant. It is hoped that future activity will be devoted to "pure" science!

## THE DRAMATIC SOCIETY

K.G.S. chose to present a double bill in May 1979: "Passion, Poison, Petrification" by G.B. Shaw and "Extracts from Shakespeare". The former was Mrs. Marianna Mani's play while the latter was directed by Miss. Farida Said.

Bernard Shaw said his fatal weakness was an inability to resist clowning. Nevertheless, he rarely lets himself go in quite such a Farce as this, which is one of a group he called "tomfooleries". Essentially it is a wild caricature of the sort of Victorian melodrama that was popular when he started writing. It is a very funny play and the production produced much enjoyment. Salahuddin Kazi's performance was memorable and Tehseen Maker's antics as the doctor were highly appreciated.

The Excerpts from Shakespeare chosen were fairly well known ones— the Trial Scene from "The Merchant of Venice" and "Lady Macbeth's Sleepwalking". Fifi Haroon, in her first leading role, gave a highly competent performance as Portia. Her diction and movement were good and she looked quite at home in her lawyer's robes. Kavita Khory coped admirably with the difficult role of Shylock and Muna Kazi was impressive in her cameo appearance. Unfortunately it is not possible to review all the participants individually here. Thus many good individual performances will have to pass unmentioned.

Shakespeare makes heavy demands in both actors and spectators. His plays are, for school tastes, long on words and short on action. Considering how brief a rehearsal time the First Year Arts had (one week) the result was extremely impressive. Colourful costumes (begged borrowed and improvised by Feresteh Rawanian, Avan Shroff and Umber Khairi) compensated for the sets. The enthusiasm of the cast was obvious and all concerned are to be congratulated for an enthusiastically performed, imaginatively presented and thoroughly entertaining evening.

## AN APPEAL

### The Million Dollar question.

Why is the holding of an annual school play and drama festival always such a big issue in the Grammar School where there exists such a plethora of acting, designing and organisational talent?

The answer is quite simple: Because we do not possess an adequate auditorium even though there is a pressing need for one. In the past most school plays have been held in the PACC's small auditorium while some like 'The Circle' produced by the HSC First Years in 1977 have used the school stage. The former method presented a financial problem while the latter a technical problem: The PACC auditorium is rented out on a daily basis at a price beyond the budget of the Dramatic Society, and even when packed to capacity, the returns from ticket sales are not near enough to cover the rental costs. Using the school stage, on the other hand, presents its own problems - it is impossible for actors to project their voices effectively and they cannot be heard without the aid of a microphone. The use of a Mike, or several Mikes in turn presents another problem for it restricts movement on stage and lessens dramatic impact in many situations.



THE MERCHANT OF VENICE

*"The Quality of Mercy is not Strained..."*



The building of a new auditorium will of course be exorbitantly expensive - but if enough interest is shown - surely a sum could be raised to cover the sides and roof of the shed area and thus have some sort of hall which could be used for drama, assembly, official school functions, large examinations, gymnastics and a whole host of other school activities. The need is really an urgent one and we can only APPEAL to the school administration that steps be taken toward providing the Grammar School with an auditorium in order that its school life be more complete and coherent.

And while we are at it— here are some other things the school could do with:-

- A separate HSC Library for such subjects as Literature and History.
- Audio Visual Aids in the Library.
- A Slide/Film projector.

The Mela 1980 showed us that 'where there's a will (along with some clearheaded organisation) there is definitely a way'. Just as students raised money for the purchase of the Plain Paper Copier so can money be raised to finance any one of these projects once the matter is taken up positively.

Umber Khairi





*THE ROOSTER RAG"*





"THE ROOSTER RAG"



## THE SENIOR SCHOOL CONCERT 1979

The concert, is viewed by Grammarians who took part in it through rose-coloured spectacles; remembering everything that was nice and forgetting the hours of rehearsals, David Cowan and Jeremy Deering's consternation on hearing K.G.S. voices ("our lot is not a 'happy one' they would mutter) the sweat, the heat, the delays when people didn't turn up; the frenzied search for good, playable pianos. These were some of the pitfalls, yet they were surmounted with a breezy, dogged attitude, "sweat at it and we'll get there". The fact that there were these problems probably made the success of the concert so much more satisfying. For a success it was, combining classical with Gilbert and Sullivan, jazz ranged with Urdu Qawali, leavened with sitar music and folk songs (Simon and Garfunkel). One has to pay tribute to David Cowan and Jeremy Deering. Also to Miss. Said and Miss. Dastur, who cajoled us Grammarians and made the apendage "dormant" against the word "Musical Society" a thing of the past.

The programme consisted of six items. It opened with Simon and Garfunkel's song 'Scarborough Fair'. The group included D.C., J.D. Mariam Faruqi, Ayesha Khan, John Liu, Katharine Chapman, Retno Hongowongso, Pascal D'Souza and Rattan. This became a fine assortment of players and singers, providing a lyrical opening to the entertainment.

The next item was Shiba Sumar playing the sitar, which she did with professionalism and grace. David and Jeremy played their special number after this, which varied from night to night, either classical or more modern pieces by composers of today. Clarinet and violin (and piano on the last night) would echo in the hall, listened to in silent appreciation. A young pianist, Neville Dossabhoy, was found to play with Messrs. Cowan and Deering's Special Number. For his age, he's a very good player. Long may he be able to show his talents in K.G.S.

"The Rooster Rag" came next. Its singers were all from the classes VII-VIII-S. Jazzy, light-hearted, but containing a moral (don't be vain) it delighted the audience. Its leading actors were Faisal Hassan (Chanticleer), Farees Rehman (Mr. Fox), Sharmeen Polad (Pertelotte), Roozbeh Dadabhoy (Broody Hen) and the Narrator (Irfan Hasan). The music was very catchy and involved various different instruments, piano (D. Cowan) guitar (J. Deering and J. Liu), clarinet (J. Deering again), Percussion and Tabla (Rattan Hari and Emad Kabeer).

The Qawwali that followed was an unqualified success. Clearly a lot of hard work had been put into its production. The hero of the evening, Ahsan Jamil,

led the XI-S ladies with admirable relish and verse. Flanked by powerful voiced Fifi Haroon and Zia Niazi, he tackled the tuneful and witty "Aey Sherabi chor dey peena" with amazing confidence.

That the excitement of the Qawwali music was conveyed to the audience was obvious from the loud and prolonged applause which followed. The skill of Rattan as a table player must be mentioned. Loud and insistent were the demands for an encore!

Finally, "the Pirates of Penzance", with the biggest cast, hilarious wit and stirring songs; pure Gilbert and Sullivan. Neville D'sa exploited his voice to the full in his part as Pirate king, aided and abetted by his group of 'evil' and conniving pirates; the girls (Major General's daughters) made their tremendous impact as Ayesha Khan sang "Ah, Leave me not to Pine". No one can ever forget Frederick, (Haseeb Pirzada) who captured hearts by uttering "Oh..... is there NOT one maiden breast". The Major General's "I am the very Model of a Modern Major General" is extremely funny. As many pupils have asked for the words, we quote in full:

I am the very model of a modern Major General,  
I've information vegetable, animal and mineral,  
I know the kings of England, and I quote the fights historical,  
From Marathon to Waterloo, in order caterogical.  
I am very well with matters Mathematical,  
I understand equations, both simple and quadratical;  
About Binomial Theorem I'm teeming with a lot of a news,  
With many cheerful facts about the square of the hypotenuse  
I'm very good at integral and differential calculus,  
I know the scientific names of beings animalculus,  
In short in matters vegetable, animal and mineral,  
I'm the very model of a modern Major-General.  
In fact I know what is meant by 'mamelon' and 'ravalin',  
When I can tell at sight a Mauser rifle from a javelin.  
When such affairs as sorties, and surprises, I'm more wary at,  
And when I know precisely what is meant by commissariat,  
When I have learnt what progress has been made in modern gunnery,  
When I know more of tactics, than a novice in a nunnery,  
In short, when I've a smattering of elemental strategy;  
You'll say a better Major-General never sat a gea.  
For my military knowledge, though I'm plucky and adventury,  
Has only been brought down to the beginning of the century;  
But still in matters vegetable, animal and mineral,  
I'm the very model of a modern Major-General.

I know mythic history, King Arthur's and Sir Caradocs,  
I answer hard acrostics, I've a pretty taste for paradox;  
I quote in elegiacs, all the crimes of Heliogabalus  
In conics I can floor peculiarities, parabolus,  
I can tell undoubted Raphaels from Gerard Dows and Zoffanies.  
I know the croaking chorus from "The Frogs" of Aristophanes;  
Then I can hum, a fugue of which I've heard the music din afore  
*And whistle all the airs from that infernal nonsense 'Pinafore.'*  
Then I can write a washing bill in Babylonian cuneiform,  
And tell you every detail of Caractacus' uniform.  
In short in matters vegetable, animal and mineral,  
I am the very model of a modern Major General.

One has finally to mention the Police Sergeant (Ahsan Jamil) and his stalwart, brave (it doesn't do to believe all you read!) policewomen, who to "when the foeman bares his steel" had to reply "Ta-ran-ta-ra-ta-ran-ta-ra!"— the most awful lines in operetta. The idea of suing Gilbert and Sullivan for these lines has been mooted!

The Sets for "THE PIRATES OF PENZANCE" were painted by Katherine Chapman and Rumman Zamir. Mrs. Lucette Chapman designed the Costumes and managed the Make-up with the help of a parent, Mrs. Azhar.

The special point about the concert was that it was an integration of the School. It involved every section, Junior, Senior and staff members. Desmond Vas and Pascal D'Souza (Tuck shop, the office and the Library) Mrs. Chapman, Miss. Said, Miss Dastur, and Mr. Joseph (teaching staff), Neville D'sa and Katherine Chapman (Old Grammarians). Also Col. Chapman who featured as "and another" on the programme but was the fierce Major General.

The Principal made an improvisation on the last night for his main song, punning on some school activities. It was funny, although it meant the chorus having to learn new lines half an hour before take-off! Finally, a lot of credit must be given to the stage director, Miss. Said and the stage hands who under the infectious enthusiasm of Zafar Azhar did their jobs with great aplomb. To Jeremy Dearing and David Cowan we are really indebted. The hard work and enthusiasm they put into the preparations and rehearsals paid off in the performances which were praised and applauded by all our distinguished guests.



“SCARBOROUGH  
FAIR.”



*Sabiha Sumar playing the Sitar*



*Pour,  
oh pour,  
the pirates...*

**"THE  
PIRATES  
OF  
PENZANCE"**



**HURRAH!**



*"I am the very mode  
of a modern  
Major General...."*

*"O, is there not  
one  
maiden...?"*



**TARANTARA!**

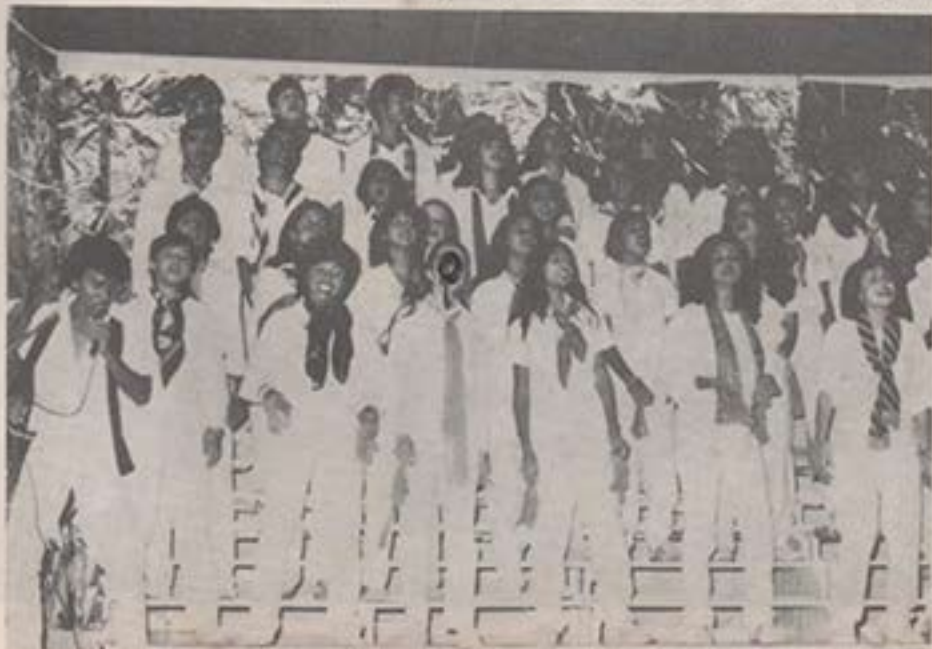
## ROCK COMES TO K.G.S.

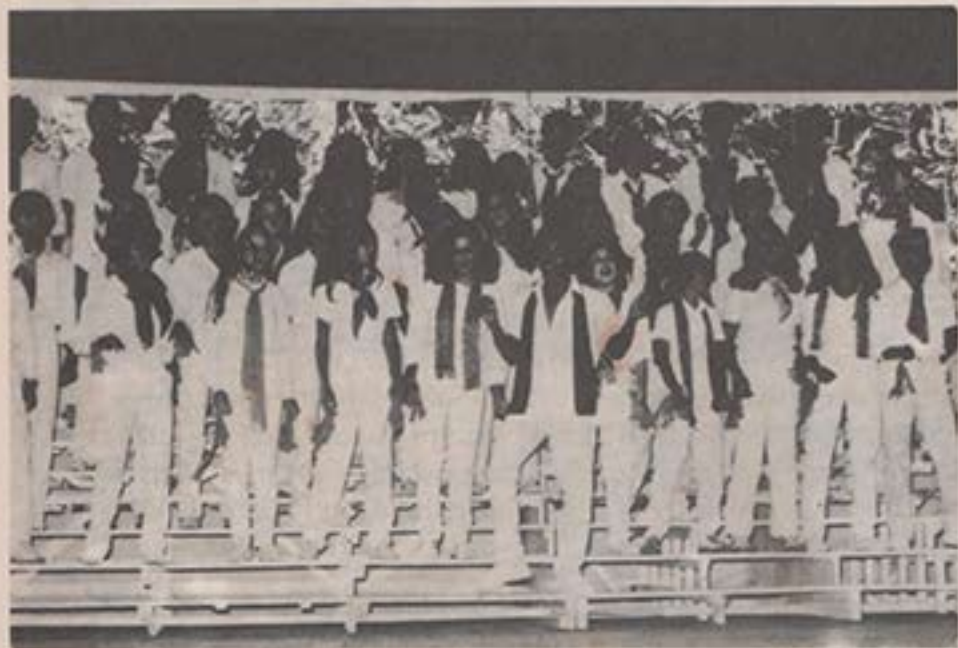
Reactions to the Rock Concert of December 1980 have been sharply contrasting. While many were impressed, some found the music "garbage" and others were completely bewildered by the antics of modern youth. Wherever the truth may lie, it must be said that for musical amateurs the Concert was a brave effort. Mego Soekadari and Uzma Shah, worked long and hard. They were assisted enthusiastically by Mariam Faruqi, Zafar Azhar, Cyra Nargolwalla, Saquib Iqbal, Ashraf Khan, Azhar Farooqui, Pervaiz Ahmed and a large contingent of Grammarians.

Numbers like "Nights in White Satin", "You light up my Life", "Can't Smile without you" generated great excitement. Mego Soekadari, the lead singer, certainly has stage presence. His evident enthusiasm encouraged the other group members to produce their best though his leaps startled and mystified the older members of the audience. Mr. Price exclaimed that Mego "out did Elvis" in his gyrations!

Ahsan Jamil's Qawwali troupe was dogged by bad luck. Due to poor sound balance their lyrics were, except in the front rows, inaudible. This was a great pity because in last year's Concert Ahsan had generated immense excitement by his performance. Had he and his group not suffered in vocal range, his Qawwali would undoubtedly have proved very popular.

Neville Dossabhoy tackled Strauss' "The Artist's Life" with amazing confidence. That the musical efforts of the Grammarians were not unappreciated was obvious from the loud and prolonged applause at the concert's conclusion.





*Rock, K.G.S. Style*



## THE CONCERT' 80

*Mego - Indonesia's own Elvis!*



ARTS SOCIETY: "An EVENING OF EASTERN ENTERTAINMENT"





THE CONCERT, 1888

THE CONCERT, 1888



## PULSATING ON — 'THE PULSE' (K.G.S. Newspaper)

Moderator:

Mrs. Margery Rehman

Editors:

1979

— Nasir Wajihuddin

1980

— Umber Khairi

Kavita Khory

Shahryar Mahbub

1980 was an year of change for "The Pulse" for it saw not only the appointment of three co-editors rather than just one Chief Editor but also the introduction of a new system of having different editorial boards for each issue. The purpose of this sort of rotation being one of giving more students a chance to participate in this vital school activity. Also, it was decided that the newspaper go back to its original cyclostyled format as the printed version not only took very long but also involved much additional expense and bother.

Initially this reversal to the old format raised a number of problems: it was not clear whether the school would be responsible for the typing. The cyclostyling machine broke down regularly. Proof reading was done erratically between classes and worst of all 'suggestions of moderation' (better defined as persuasive censorship...) were persistently extended by Colonel Chapman. In the midst of all this disheartening confusion the greatest sources of moral support were the moderator Mrs. Rehman and the Second Year students who spent a great deal of their time helping in cyclostyling and compiling final copies.

In all there were three issues of 'PULSE' in March, May and September respectively. A fourth issue was produced by the new 1981 board at the end of the year. 'Pulse 1980 backed two causes specifically — one the demand that a much overdue Sports Day be held and, two, that Douglas Vas not only revise the present Tuck Shop prices but also offer more variety of tuck to students. Both demands were successfully met: Sports Day was held in September and the Tuck Shop underwent a series of improvements in the second term. Another suggestion initiated by the paper was that an office should be provided for our student counsellor to facilitate her job.

What was disappointing however was the attitude most of the younger students took towards the school paper.

Enthusiastic reports from any class were advertised for via the notice board— with no success. Some enthusiasm was shown on the part of students like Firuza Pastakia and Tariq Shaikh while Zafar Azhar and Ashar Qureshi kept the

paper well supplied with humorous articles. At the end of the year the annual prizes for work on the paper were awarded to the three editors for their "great contributions to world journalism"!

The 1981 board succeeded in bringing out an eminently good looking and interesting issue of 'Pulse'. Their predecessors would like to congratulate them on this. This article must necessarily end on the note that all reports of the school newspaper have in previous years: in the hope that in future students will take more interest in this publication.

Make Pulse throb at a healthier and more energetic pace than it now does. Long may 'Pulse' throb!

Umber Khairi

### INTER-HOUSE GENERAL KNOWLEDGE

The General Knowledge Competition was organised by Mr. F. Joseph assisted by the amazingly vigilant Mr. Ozanne. Each class was represented by three students. Unfortunately the liveliness and enthusiasm of the participants was no substitute for their inadequate preparation. Syed Nasir Ali of IX-G was better informed than many seniors and proved a valuable asset for Streeten House.

The final scores were :-

1st	Streeten	69 points
2nd	Frere	59 points
3rd	Napier	52 points

Some hilarious howlers were, as expected, handed in.

It is the general consensus that this competition should be held in the shed, in front of the whole school. Another suggestion is that the questions should be oral and not written. In this context, we must note the purpose of the competition. Are we merely testing the General Knowledge of the actual team members, (the "elite" of the classes?) or do we intend the contest to be an opportunity for gain by the whole school?

It is hoped that our new Principal, Mr. Price will make some innovations. As a school boy he represented his school in the informative B.B.C. programme, "TOP OF THE FORM". (Ofcourse, they won!)

## EID-I-MILAD-UN-NABI CELEBRATIONS 1980

The K.G.S Milad was held on 30th April, 1980. The Chief Guest on the occasion was Professor Dr. Manzooruddin Ahmed, Chairman of the Department of Political Science, University of Karachi.

Mr. Jamil Javed, Mr. Razzaq, Mr. Qutubuddin and Mr. Raazi worked very hard for this function. And ofcourse one cannot thank Mrs. Mujahid and Mrs. Belgaumi enough. They trained the participants diligently every day and their magnificent voices were a real inspiration to us all.

The response to the Milad was very enthusiastic— it revealed that the school had no shortage of melodious voices or of coherent orators. In fact when the soloists and speakers had to be chosen, the organisers found it rather difficult to select just a few budding enthusiasts from all the talent available!

From about mid April to the final days of the month, the school shed resounded with the voice of all the separate Naat groups, most of them huddling in corners and practicing religiously even when off the stage.

Three people were chosen for the Urdu Speeches- Adnan Ali Haider, Nasir Mahmood and a charming young lady from the Junior School, Anisa Ashraf who astounded every one by speaking with great confidence and ease.

The English speakers were Faisal Hassan, Ashar Qureshi, Rosheen Quraishi and Fahimeh Fifi Haroon.

The stage was beautifully decoarted with festive lights and BATIKS of the KALIMA.

The two solo NAATS were sung by Ahsan Jamil and FahimehFifi Haroon.

On the Milad day the school was lit up to celebrate the occasion. Most parents were delighted with the quality of the singing and speeches. Anas Siddiqui's recitation of the Holy Quran was excellent.

Rabeya Hassan's exquisite salam was enthusiastically appreciated. Another superb effort was the "NAAT" sung by Nadya Mujahid.

The Junior School impressed with their infectious enthusiasm — well done!

Fahimeh Fifi Haroon.

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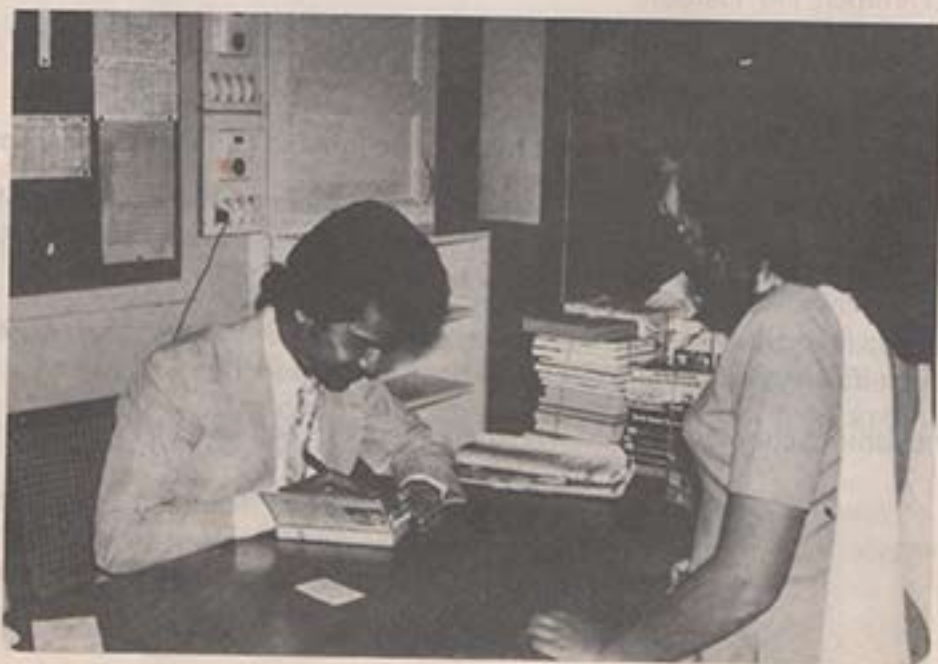
## LIBRARIAN'S REPORT FOR THE YEAR

1980 was the year we finally broke the 10,000 mark. The Senior School Library now holds 10,002 volumes as at December 31, 1980. There has been an increase in the circulation of books as well as in the number of students using the Library. Now too, one can take some pride in guiding people to the Reference Section.

The number of journals and newspapers that the Library subscribes to has also increased. We now subscribe to Newsweek, Time, Reader's Digest, Economist, Pakistan Economist, National Geographic, Cricketer, Nature, Encounter, History Today, Defence Journal of Pakistan, New Scientist, Spectator, Listener, Guardian Weekly, The Times, and the three local newspapers. Soon to join this list is the Scientific American.

A Plain Paper Copier was acquired from the proceeds of the 1980 Mela. Also acquired for the Library, were three Airconditioners. Half the cost of these airconditioners was paid out from the Mela 1980 funds, and the other half was gifted by Messrs. General Traders Ltd., to whom we are most grateful.

Pascal Desouza



LIFE  
IN THE  
LIBRARY



LEARN,  
LEAF?

DO NOT  
LOAF!





## DEBATING SOCIETY 1980

President	.....	Fahimeh Fifi Haroon
Vice President	.....	Noami Rustomjee
Secretary	.....	Kavita Rusi Khory
Treasurer	.....	Shahryar Mahbub
Junior Debates Organisers	.....	Aasia Arif Mariam Faruqui Avan Shroff Umber Khairi Fereshteh Rawanian
Staff Incharge	.....	Mrs. Margery Rehman

The Debating Society commenced its activities in 1980 with a Junior debate. It was indeed a pleasure to see the tremendous response from the students of class VII, VII and IX, as about forty of them came to school in the afternoon to participate in the debate. The standard of the speeches was good, although most of the competitors were speaking for the first time.

The debate was chaired by Mrs. Rehman and the judges were Naomi Rustomjee, Fifi Haroon and Kavita Khory. After listening to the debators expressing their views on "Education" and the "inclusion of children in government," Adnan Ali Haider was declared the winner. The debate was followed by tea provided by the debating society. It was an enjoyable occasion, not only for the Juniors but also some Seniors who came to avail the opportunity of a free tea rather than listen to the debate.

The annual inter-house debating competition was held on the 22nd, 23rd and 26th of October. The first debate was contested between Napier and Frere, the topic being "Where hunger exists, democracy is irrelevant". The topic was proposed by Napier. The Napier team was led by Naomi Rustomjee with Fifi Haroon and Kavita Khory. Sameh-uz-Zaman captained the Frere team and it included Ahsan Jamil and Ashar Quraishi. The Napier team presented convincing arguments and emerged victorious by a wide margin. Naomi Rustomjee, with her forceful delivery and excellent summing up was declared the best speaker for the day. Fifi Haroon and Kavita Khory came second and third. There were a number of speakers from the floor, of whom Umber Khairi, Aasia Arif and Farrukh Azfar were the most impressive. The best speaker from the floor proved to be Umber Khairi.

The second debate was a livelier one due to the topic proposed by Frere. The topic was "Love like linen, the more often changed, the better." The Frere team was the same as the day before with the exception of Tariq Mumtaz replacing Ahsan Jamil. The Streeten team consisted of Sabir Wajihuddin, Abdul Kadir and Seema Quraishi. The Frereites were extremely keen to prove their fickle natures, unfortunately for them, the steadfast Streeten team won the debate. However, Ashar Quraishi of Frere with his very humorous speech was judged as the best speaker for the day, with Abdul Kadir Hussain and Seema Quraishi coming second and third respectively. The response from the floor was the most enthusiastic of all the debates and eventually Mrs. Rehman had to declare the debate closed, thus depriving a number of Romeos of an opportunity to express their opinion on the topic. Although the standard of debating was not very high, the speeches certainly produced some laughs amongst the audience. Farrukh Azfar was declared the best speaker from the floor.

The final debate was held between Streeten and Napier. Both the teams were the same as on previous days. The topic proposed by Streeten was "Men are not the creatures of circumstances, circumstances are the creatures of men." The Napier team combined well and presented forceful and well researched arguments against the motion. Napier triumphed by winning the debates and the championship.

The most impressive speaker was undoubtedly Nāomi Rustomji. Not only were her speeches well planned and her delivery excellent, but her summing up was also the most effective and this certainly assisted the Napier team to a great extent. She was awarded the prize for the best speaker. Fifi Haroon received the second prize. As usual the audience exhibited a great deal of enthusiasm and a number of speakers from the floor expressed their opinions. Eventually Farrukh Azfar was given the best speaker from the floor award. Streeten was second in the championship and Frere came third.

The Inter-house debates not only revealed the talent that exists in the school but also provided an opportunity for potential debators to gain confidence and develop their debating skills. We hope that apart from the annual debates, other debates are also held during the year. A step in this direction has been taken by the First Years who regularly organise debates between their classes. This has encouraged a number of them to participate in debating and gain more experience.

Our thanks to Mrs. Rehman for chaining the debates and providing so much encouragement to the debating society, and Miss Said, Mrs. Mujahid and Mrs. Ahsanuddin for judging the debates.

Kavita Khory  
S.Y.Arts

## THE DEBATING SOCIETY SOCIETY



Naomi Rustomjee S.Y.A.  
*'Best Speaker 1980*



OUTSTANDING DEBATORS—ALL!



CONGRATULATIONS!



*The Judges—  
Exhausted!*

## KARACHI GRAMMAR SCHOOL SCOUTS 1979 - 1980

K.G.S. Scouts had several camps during the year 1979-80. Our annual winter camp was held at Swat. Besides Swat we toured Multan, Rawalpindi, Lahore and Peshawar. We were given a warm welcome by the local scouts at Multan where we had a joint camp-fire. (A camp-fire is an inter-patrol competition held during the night.)

From Multan we went to Lahore where we visited sites of historical interest such as the Lahore fort, the Badshahi mosque and the Shalimar gardens. During our stay at Rawalpindi we visited Murree and Islamabad and also had a brief stop at the Rawal dam. In Peshawar we visited the museum, Landi Kotal and Baara, where we saw a large variety of smuggled goods. Next, we went on to Swat - the journey took us six hours. While at Swat we visited the Butkhara ruins and went on several hikes. We also went to see the palace of Murgazar as well as a small glacier.

In the inter-patrol competition, held during the tour, the 'Eagles' came first. The patrol-leaders at this camp were Emad Kabeer, Mustapha Javeri, Junaid Marvi and Imran Maniar.

The annual summer camp was held at Ziarat. We went through the interior of Sind and Baluchistan where we had to contend with very hot weather. On one occasion, at Larkana, the temperature was 115 F and it seldom went below 110 F until we reached Quetta where we stopped to visit Hannah lake. From Quetta we went to Ziarat where the camp was to be held. Ziarat is a thickly forested mountainous region where pine-trees abound. There were even some cherry trees around the spot where we had pitched our tents. During our stay in Ziarat we visited Mantangi and the Governor's Lodge. The weather was lovely, it was cool during the night and pleasant in the daytime. The 'Falcons' won the inter-patrol competition at Ziarat.

Two camps were held during weekends. One was the compulsory training camp at Gadap and the other one was at Dumlotti. The Gadap camp was held at a new site - a lush green farm which the Farooqs gave us permission to use. The farm had a swimming pool which, though dirty, was great fun. At Gadap, the Saba Ahmed trophy was awarded to Emad Kabeer and the Super Fernandes trophy was given to Arif Ikram.

KARACHI CREAMER SCHOOL  
Our second weekend camp was held at Dumlotti and was a training camp. Here the award for the best patrol was given to Irfan Hassan. Omar Hussain was declared 'Scout of the camp' and Usama Azhar was named the nest Sixer'.

We also arranged an Eid-mil-en party at school where we had a variety programme and distributed cups, trophies and certificates to scouts and cubs for the year 1980.

Sami Kehar



## THE "SAVE MOENJODARO" POSTER COMPETITION

Judges had a difficult time reaching a decision when judging this competition as entries were of an extremely high standard. Eventually it was decided that prizes for 'highly commendable entries would also be given.

The lucky prize-winners were:-

### FIRST PRIZES:

Senior Section  
Inter Section

Rs. 400/-

Farah Zakaria SYA,  
Yasmin Masood, -VIII-G.

### PRIZES FOR HIGHLY COMMENDABLE ENTRIES

Rs.200/- EACH.

Uzma Shah  
Mehrddad Bidoukhti  
Muna Shapiro  
Imran Ahmed  
Nadir Cowasjee  
Faisal Hasan

F.Y.S  
VII-S  
VIII-G  
IX-G  
IX-G  
IX-S

Particularly striking in their colour combinations were the entries of Farah Zakaria and Gina Shapiro.

The competition was sponsored by the Chairman of the K.G.S. Board of Governors, Mr. Justice Abdul Kadir Sheikh. The School is very grateful to him for his encouragement and generosity.



## THE "CLASSROOM DECORATION" COMPETITION

The Principal's award for the most imaginatively decorated classroom aroused tremendous enthusiasm in the senior school. Hotly contested, the competition was won by VIII-K. Here are the winners with their class teacher Mrs. Qazi:-



Runner up were as follows:-

1. Second Year Arts (Colour ful murals)
2. X-S (Imaginative posters)
3. VII-K their (TREASURE ISLAND posters were excellent)

## K.G.S. MELA 1980

This year's mela was the first since 1975 and the most successful in the school's history to date. The mela, by again providing a chance for school and staff to work together towards a good cause, kept up a long tradition of friendliness and co-operation. Everybody associated with the 1980 mela worked very hard to make the mela unforgettable but the Mela Committee, especially Miss Dastur (now Mrs. Muncherji) deserves our special thanks for her dedication.

The 1980 K.G.S. Mela took place on the eighteenth of April from 2.00 p.m. to 7.30 p.m. It was inaugurated by Mrs. Faridi. Although the K.G.S. Mela has always been a very popular city event, one of the main reasons why so much was raised this year was the wide variety of stalls. The stalls ranged from International Food to Drenching and Games, Arts and Crafts, Pizza and Popcorn, Music-by-request, Hoopla and Hamburgers and last but not least the magnificent Second Years' Disco with Haseeb Pirzada as disc-jockey. This Disco was held in the gaily decorated shed area where there were chairs and tables for everybody to sit down and enjoy the orange punch that was served free to all. The Disco's smashing success gave a definite air of festivity to the afternoon's proceedings.

Another stall that did excellent business was the very popular and well organised Music-by-request stall. Pink Floyd's 'Another Brick in The Wall' whose words are 'we don't want no education' was played several times during the course of the afternoon, always dedicated to one of the teachers! The drenching stall, too, was greatly enjoyed by the students: Abu Noman, Haseeb Pirzada and Tariq Quraishi attracted large numbers of the younger boys who were only too happy to be able to avenge themselves, in this way, to a small extent for past 'encounters' with these prefects! Several of the teachers also allowed themselves to be drenched. The Arts and Crafts stall also did very good business in its sale of original batiks, drawings and paintings, and painted pottery, flower combs, trolley sets, macrame.

After the outstanding dues the mela profits totalled One Lakh fourteen thousand rupees exceeding all expectations. This is truly colossal compared to the returns of previous melas and major part of it was used to purchase a (Toshiba-fax) Plain paper copier as was initially planned. (The machine was originally placed in the library but has now been shifted to Mr. Khalilullah's office).



*Miss Dastur - Dreadfully Drenched!*

The 1980 Mela was a great triumph for the school. It is hoped that not only does the mela become an annual event but also that the profits are always used as efficiently and constructively as were this year

Umber Khairi

# ORIGINALITIES

## ON MATHEMATICS

Modern journals and magazines are filled with articles on popular science—science for the masses. Every effort is being made to acquaint the common man with the necessity and importance of science. But what struck me as odd, and then as tragic, was the total lack of material on the most fundamental and basic of all concerns, mathematics. And so, here I am....

First of all, mathematics is not all numbers and computation. In truth, these are but minor tools used by mathematics, just as they are used by other sciences and arts. Mathematics as such is a combination of four basic concerns: philosophy, linguistics, numerical analysis (commonly called computation), and abstract art (this might seem odd, but I will explain below).

Now for a short definition of modern mathematics. Mathematics seeks to investigate symmetry and order in abstract principles, and the ways and methods by means of which these principles can be applied to concrete situations.

A mathematician in the course of his work, first defines the 'mathematical objects' he is working upon. These are the abstract principles in which he will seek symmetry and order. These objects can be special kinds of numbers, arrays of numbers (called matrices and determinants), sets and the like.

I have called 'mathematical objects' abstract principles, and this might cause some confusion for the unacquainted reader. Thus numbers are taken for granted as something very natural and far from abstract. But a little thought will make it clear that numbers are but an insubstantial creation of man, destined to disappear when mankind does. Numbers themselves are nothing, they become real only when they are fitted into real situations like counting money etc. Similarly other mathematical objects with specific properties are found to fit other real situations: Vectors are used in analysis of movements and displacements.

Getting back to our mathematician friend, after defining the mathematical objects he is working upon, he investigates their properties under varying conditions. He is on the lookout for any special symmetrical relationships or order amongst them. Thus if he is working upon odd numbers, he might test their behavior under multiplication and try to find if this separation follows some particular law or not (e.g. he might find that multiplication of odd numbers always gives odd numbers). Finally he compiles all his results and concludes his study. Now it is for his fellow scientists to make use of his results in their various concerns. Thus group theory, a mathematical entity, was employed

successfully in the 1950' and 1960's in predicting the behaviour of subatomic particles, winning many Nobel Prizes for its users.

Here I would like to stress again that a mathematician is rarely concerned with the direct application of his creation to a real situation (although such an application always exists, nature is infinitely diverse in its manifestations). His prime motive is to create, and to reach for the unattainable in orderliness and harmony. It is an interesting fact to note, that group theory found application about fifty years after its origin, upto which time it was merely a mathematical curio.

Now I will try to explain how the four basic concerns I mentioned above are employed in mathematics. The chief part of philosophy that comes of use in mathematics is logic. It is by using the principles of logic that a mathematician ensures the variety of his statements, and of his deductions.

The science linguistics is not only concerned with the study of languages, but also the formation and making of a language. In mathematics linguistics seeks to formulate vague and hazy (nonetheless extremely important) mathematical principles in the most efficient manner for subsequent communication. It also facilitates the manipulation of the mathematical objects, making it into a mechanical procedure for the most part. Thus matrices as they are written down, can easily be multiplied together, but it is extremely difficult to multiply the actual mathematical concepts of matrices, without this written representation. Also, common algebra is in reality an achievement of linguistic.

Numerical analysis is the part of mathematics that is more closely related to reality than any other. Whether the problem is to analyze a complicated economical situation or to formulate the motion of a celestial body, numerical analysis (also called computation) is applied. In computation, by the way, I also include the familiar Applied Mathematics, for it seeks to apply mathematical techniques to physical situations, albeit in a somewhat, abstract way.

Finally, the most puzzling of mathematical domains - Abstract Art. A mathematician looks for proportion and balance in his abstract investigation. He works towards his goal of excellence, of perfect harmony. These are also the primary ideals of an artist. Abstract art is an unconventional means of artistic communication whereby an artist finds vent for his zeal - he strives for the ultimate in creation...

Mathematicians are thus closer to Art, than to science! And so, all you budding artists of KGS, try painting in Maths!!

Asad Khan  
S.Y.Sc. 1979

(Caltech, class of '84)

## GENETICS

An Augustinian Monk named Gregor Mendel sowed the seeds (literally) of a science which would reach its peak nearly a century later. Genetics is now a well established discipline of biology. The primary concern of genetics is the blueprint of living organisms — its mode of transmission from generation to generation and the means by which it becomes manifest through the development of the organism. Conceptually the gene emerged as the elementary unit of this blueprint. It was endowed with the power of self duplication, one of the most mysterious features of life.

Any one who is reading this is a product of the union of a sperm and ovum - the act of fertilization and all had beginnings in a cell, ten of which would occupy the head of a pin. From then onwards the information in this small structure was slowly translated and in nine months a recognizably human form entered the outside world. This sequence is not peculiar to man and is commonplace in the living world. What is even more exciting is that the chemical structure of this information carrying material is exactly the same in all known living things from viruses to man just the content and order is different. In other words the alphabet of life is the same only the words differ not only in their letters but also the length. It would be reasonable to presume that longer words would be more complex.

The physical basis of the gene is a long twisted molecule called deoxyribonucleic acid (D.N.A.) and many such genes are linked end to end to make groups of giant structures. These giant structures are chromosomes. Man has twenty-three pairs and bacteria has a lone strand. In man if you measured the total length of the chromosomes the result would be three metres, giving an indication of how much information can be packed into a cell nucleus which is only 0.000001 or one millionth of a metre long!

How is this information translated? The genes carry codes for the synthesis of proteins which are in most cases precursors to enzymes. Enzymes are powerful catalysts which control specific reactions in the body. Thousands of different enzymes are able to act in sequence to produce something as complex as a human baby with the help of amino-acids, fats and sugars as raw materials.

Where does genetics stand as a discipline in biology? Genetics is able to account for the observation that like begets like and how small variation can also be explained in simple terms. This is because a baby is a rough mixture of his parents genes each contributing half of the total material. Furthermore genetic discoveries have provided new insight into such fundamental problems

as the origin of life, the structure of living matter and evolution; and they have yielded practical benefits over a broad range of human concerns, from plant and animal breeding to the investigation of disease.

What is clear then is that all living things have a common ancestry (Man did not come from apes, but rather man and apes diverged million of years ago from a common ancestor), that many human characteristics are transmittable from generation to generation — some as harmless little variants like eye colour, others as more drastic conditions like inherited diseases. What is also well established now is that genes are subject to continuous change through rare but cumulative mutations and species adapt to their environment showing a remarkable fit. In short genetics seems to be the theoretical backbone of biology uniting all living things.

A new development has necessitated ethical and social considerations. Man has through his expertise perfected the art of manipulating genes — the ultimate power to control his own evolution — Eugenics (the science of improving the human race) is still theoretical but there is no reason to suppose that it will not be practically implemented — a furor is bound to rise, though. It will be interesting to wait and see how man reacts to this new tool.

Salahuddin Kazi  
S.Y.SC.

## "EXAM FEVER"

(With apologies to "Hiawatha" and W. H. Longfellow)

And it came to pass  
Early in the morning, toward this first day of the Exams,  
There arose a great multitude  
Smiting the books and wailing.  
And there was much weeping and gnashing of teeth  
For the DAY OF JUDGEMENT was at hand.  
And they were so afraid, for they had left undone  
The things which they ought to have done,  
And they had done  
Those things which they ought not to have done  
And there was no help for it!  
And there were many abiding in the Exam Hall  
Who had kept watch over their books by night  
But it availed them naught  
But some there were who rose peacefully  
For they had prepared themselves the year round  
And made straight paths of knowledge  
And these were known  
As "wise burners of the midnight oil".  
And the multitude came to school  
And their hearts were heavy  
And they had come to pass —  
But some to pass out!  
And all of them repented of their riotous living.  
They bemoaned their FATE  
But they had not a prayer.  
And at the last hour there came among them  
One known as the INVIGILATOR, and they feared exceedingly  
She was of the diabolical smile  
And she passed papers among them.  
And many and varied  
Were the answers given  
For some of the teaching had fallen on fertile minds  
Others had fallen among the fallows  
While others had FALLEN FLAT

And some there were who wrote for one hour  
Others for two  
But some turned away sorrowful —  
Clueless - BLANK.  
And when they finished,  
They gathered up their belongings  
And went their way quietly, each in his own Direction.  
And each vowing unto himself in this manner:  
I'm sure I'll pass  
I can't fail -  
"I shall not pass this way again"

Sabiha Sumar  
S.Y.Arts 1979

#### ANALOGY

Whether the clouds be black,  
and like a mantle cover the sky,  
or rain in jealousy stamp its feet,  
to attract attention vainly try,  
the moon keeps on shining.  
The stars wink all they can,  
reverting to vulgarity in frustration,  
with a steady smile, clear brow,  
it continues towards its destination,  
the moon keeps on shining.  
Its light is white and cold,  
it rides there, proud in its beauty,  
petty passions, the broils below,  
do not waiver it from its duty,  
the moon keeps on shining.  
There are distractions galore,  
if me stops midway to see,  
death and destruction always follow,  
and so like the moon one should be;  
the moon keeps on shining.

Asad Khan  
S.Y.Science 1979

## ELECTRICITY FROM OUTER SPACE

I must be about the thousandth person to tell you that within 40 years the world will be running out of oil and we will have to look for alternative sources of energy. Nuclear and solar energy appear to be the best substitutes; however Nuclear energy is regarded as unsafe by many. As for solar energy it may be unlimited but it has its handicaps; bad weather and night time, but did you ever stop to think what would happen if solar energy could be obtained in space and then conveyed to earth? It would be pretty useful if we could do that because the sun never sets in outer space and neither is it obscured by clouds. Obviously we cannot attach transmission wires from a space solar power station (SSPS) to the earth. Scientists have envisaged two methods of transmitting energy over such distance, by laser or by ultra high frequency (U.H.F.) radiation the latter being the more likely means. If energy is to be transmitted to earth in such a manner then the SSPS radiation into what is known as a geostationary orbit i.e. an orbit whose period of revolution is 24 hours - the same as earth's thus enabling a station to be directly above a selected point all the time. The height at which this may happen is 35800 KM.

At such a height each square meter of photoelectric cell would be able to supply 150 Watts of Electricity. This may not be much but remember, outer space knows no limits. It has been calculated that a SSPS with two wings of photo-electric batteries of area 30 KM<sup>2</sup> each would have an energy output of about 10 million Kilowatts. Fantastic? Of course, but does that make it impossible? Please remember that this spectacular project is based on a serious study made by engineers and scientists! In addition to a SSPS a receiving station with the capability of converting U.H.F. radiation to electricity would have to be built on earth with a receiving dish antenna having a diameter of one Kilometer. The mass of a SSPS station with a capacity of 10 million Kilowatts would be 35000 tons. To give you an idea of this amount of electricity, let me tell you that this is more than the installed power capacity of all the power stations in our country including such giants of hydroelectric power as the Tarbela and Mangla Dams.

A station of this size and capacity would first be assembled in orbit about 200 Kilometers above the earth and once assembled would be fired from that position by hundreds of rocket engines to a geostationary orbit 35800 Kilometers above the surface of the earth. Such a station would have two wings of 6 by 5 Kilometers each. These wings would then convert light from the sun into a steady stream of U.H.F. radiation which would then be beamed to a conversion station on the earth from which electricity would be conveyed to the consumers.

Lastly a word about U.H.F. radiation; it is merely a powerful concentration of radio-waves of the same type used in radio-telescopes and is in no way harmful to human beings and does not interfere with radiocommunication channels either, and a scientist, Dr. Pyotr Kapitza of the U.S.S.R. Academy of Sciences has done outstanding theoretical work on the transmission of electricity through U.H.F. radiation leading many experimenters to show this as a practical possibility.

Farrukh Amin Azfar

F.Y.Sc. 1980

### WHY I DON'T WRITE

AT the age of 16 George Orwell discovered the joy of mere words. At about this age I discovered the joy of 'bunking' my English Language and General classes. It wasn't easy.

'So hee with difficulty and labour hard

Moved on : with difficulty and labour hee.'

It had to be done because the idea that writing is repulsive to my nature has firm roots. But the fact that I was mildly persuaded into writing this article (with only a few threats from Miss Said) spurs me on to write a line or two.

I think of myself as one of the few remaining people who realise that writing is futile. The word writing, as used in this context, does not encompass all the prevalent forms of it, from graffiti to articles of this nature, but includes 'serious' writing or writing with a 'political' purpose. It should be noted that 'political' is used in its broadest sense. As George Orwell puts it in his article 'Why' to 'push the world in a certain direction'. After many such pulls and pushes we are supposed to have attained our purpose: The reformation of our Society. But I have always maintained that to puncture the fables of men and society one needs more than a pen. I see no 'green and orgiastic' future to write about. I am only inspired to read. And that too D.H Lawrence's 'Love among the Haystacks' and 'Lady Chatterley's Lover', and the much condemned 'Purple passages' found on every page of English Literature. I also wish to keep myself free of the frustrations and the constant struggle between instinct and intellect that a writer *must* be going through. (But, possible the greatest impediment is my typing speed).

Yet, inspite of all this, something urges me to write. Write purple passages, pick prose and the golden truth set in the dark times.(Even colour scheme's bad!!). Something also compels me to write lie thrillers and articles brimming with deceit and hypocrisy: such as this one! Perhaps it's better that I don't write.

Sakib Sherani

F.Y.Sc.

## THIRTY THINGS YOU SHOULD KNOW

Sure, this list is arbitrary.  
But unless you know everything  
So was your education!

### Important DISTINCTIONS

- (1) **INDUCTION-DEDUCTION:** "Induction" is reasoning from particular cases to general principles, that is the scientific method: you look at a number of examples, then come to a general conclusion based on the evidence.  
"Deduction" is reasoning from the general to the particular. One starts from a statement, known or merely assumed to be true, and uses it to come to a conclusion about the matter at hand. Once you know that all people have to die sometime and that you are a person, you can logically deduce that you, too, will have to die sometime.
- (2) **A PRIORI-A POSTERIORI:** Adjective phrases describe two kinds of knowledge, "A priori" refers to knowledge that is not dependent on sensory experience of the world (for example, that two plus two equals four) and may be held true with absolute certainty. "A posteriori" knowledge is derived from experience (for example, that objects will fall through Space at a given rate) and involves a high degree of probability, not certainty.
- (3) **INFER-IMPLY:** The difference here is simply a matter of where you stand: whether you're on the giving or the receiving end. You "imply" something in a remark to a friend, who "infers" something from your remark.
- (4) **DISCREET-DISCRETE:** "Discreet" is no problem. It is what you should be when you're doing something you should not be. "Discrete", on the other hand, is a learned word meaning separate or detached and has applications in science, medicine and logic:: example: Matter is made up of discrete units called molecules.
- (5) **UNINTERESTED-DISINTERESTED:** You give yourself away when you confuse these two. The former means indifferent; the latter, - impartial. It's that simple.
- (6) **SOLECISM-SOLIPSISM:** A "solecism" is a particularly unsophisticated blunder in speaking or writing, such as using "ain't" or saying "he and I was". Solipsism" is a full-blown philosophical theory stating that the self is the only knowable thing, the only reality. By extension, solipsism has come to mean absolute egoism.

- (7) **EGOIST-EGOTIST:** Each thinks he's the center of the universe, but the "egoist" could tell you why; he believes that morality is based on self-interest. The "egotist" has never stopped talking about himself long enough to think about it. Think of Wordsworth and "The Egotistical Sublime"
- (8) **SENTENTIOUS-TENDENTIOUS:** One doesn't want to be either of these. The first suggests affectation or pompous moralizing; the second, the relentless proselytizing of the tract writer.
- (9) **PATHOS-BATHOS:** "Pathos" is the quality in art or literature that stimulates pity or compassion in the onlooker. "Bathos", from the Greek word meaning deep, represents a downward slide into the utterly banal or the unbearably maudlin. Pathos is to bathos as the sublime is to the ridiculous. By the way, that's a long "a" in both words.
- (10) **SENSUOUS-SENSUAL:** Both adjectives refer to the satisfaction of the senses, but "sensuous" usually refers to the kind of pleasure you get from art, music and the like. "Sensual" has most to do with erotic pleasure.

#### FUN WITH NUMBERS

- (11) **BINARY SYSTEM:** Mathematical system suggested by Leibnitz in which the base of notation is two instead of ten. Most computers work on the binary system.
- (12) **THREE DRAMATIC UNITIES:** (Also called the Aristotelian unities): The rules governing the so-called classical drama. They are (1) Unity of action (a logical connection between incidents); (2) Unity of time about twenty-four hours; and (3) unity of place. In 'The Tempest' Shakespeare observes all three (Thank you, Miss Said!)
- (13) **FOUR HUMORS:** Medieval theory that the body was composed of four liquids: blood, phlegm, yellow bile and black bile. They were thought to correspond to the four principal temperaments defining character; the sanguine (cheerful and optimistic), the phlegmatic (not easily aroused), the choleric and the melancholic. The system lacked subtlety but made it a lot easier to pick your friends. (See, Miss. Dastur, I remember!)
- (14) **FIFTH COLUMN:** Traitors, enemy sympathizers. A general in the Spanish civil war started this one when he bragged that he had four columns encircling Madrid and a fifth working for him within the city.
- (15) **SIX CHARACTERS IN SEARCH OF AN AUTHOR:** Pirandello's 1921 play in which actors rehearsing a play are interrupted by six people claiming to be the characters in it and demanding to add to the play the parts left out by the author.

- (16) **THINGS THAT COME IN SEVENS: Seven Wonders of the Ancient World.** The Pyramids of Egypt, the Hanging Gardens of Babylon, the Tomb of Mausolus, the Temple of Diana at Ephesus, the Statue of Zeus by Phidias, the Colossus of Rhodes, the Pharos of Alexandria. **Seven Wonders of the Modern World.** The Colosseum, The Catacombs of Alexandria, the Great Wall of China, Stonehenge, the Leaning Tower of Pisa, the Porcelain Tower of Nanking, the Mosque of San Sophia at Constantinople. **Seven deadly sins.** Pride, lust, envy, wrath, avarice (covetousness), gluttony, sloth. **Seven Virtues.** Faith, hope, charity, justice, fortitude, prudence, temperance. **Seven seas:** Arctic, Antarctic, Indian, North and South Atlantic, North and South Pacific. If you want to know what the Seven Hills of Rome or the Seven Ages of Man are, look them up yourself.

#### IMPORTANT POSSESSIVES:

- (17) **PASCAL'S WAGER:** The progressive approach to God and Pascal's attempt to save the skeptical soul through commonsense reasoning. Basically, his argument goes. You have everything to gain and nothing to lose by believing the existence of God. If you win (if God exists), you win everything. If you lose (if God doesn't exist), you haven't lost a thing. (Blaise Pascal, the French Philosopher. Not our Pascal De Souza).
- (18) **OCCAM'S RAZOR:** "Entities ought to be multiplied, except from necessity", William of Occam's principle of eliminating all unnecessary facts or constituents from a subject being analyzed. The name derives from the way Occam, a fourteenth-century Franciscan scholar, dissected every question as if with a razor. Basically, all he was saying was, "Cut the Crap".
- (19) **HOBSON'S CHOICE:** No choice at all. The origin of this one is a bit peculiar. Thomas Hobson having been an eccentric carrier at Cambridge who refused to let customers hire any of the horses in his stable but the one that stood nearest the door. It was his idea of ensuring equal justice for all.
- (20) **DRACO'S CODE:** Draco was a seventh-century B.C. Athenian who drew a code of laws noted for its severity. (Nearly every violation was considered a capital offense). Hence the adjective "draconian" to describe any very severe code, provision or policy. (e.g. the orders inflicted on us by Prefects)
- (21) **SAY'S LAW:** "Supply creates its own demand". The first statement of economic equilibrium, put forth by the French economist Jean Baptiste Say.

SCIENTIFIC PRINCIPLES FOR "ARTY" TYPES (i.e. F.Y.A. & S.Y.A. Also XI-S)

22. **THE SECOND LAW OF THERMODYNAMICS:** In every energy transaction, some of the original energy is always changed into heat energy not available for further transformation. In other words, all forms of energy eventually become heat energy and that heat is dissipated into its surroundings. The implication is that in the past the universe had more energy capable of doing work than it has now and that someday there won't be anything but heat evenly distributed throughout the universe with no one left to enjoy it.
- (23) **ARCHIMEDES' PRINCIPLE:** The "Eureka!" business. While stepping into the bathtub, Archimedes discovered that a body dropped into a liquid will displace an amount of liquid exactly equal to its own weight. We call this specific gravity.
- (24) **DOPLER EFFECT:** The change in the frequency of a wave (sound or light) that occurs whenever there is a change in the distance between the source and the receiver. Used to measure distances and movements of stars and planets.

**THE PTOLEMAIC SYSTEM**

- (25) In the second century A.D., Ptolemy, an Alexandria-based Greek codified all ancient astronomical beliefs and made his momentous pronouncement that the earth was the center of the universe, around which the sun, the planets and the stars all revolved, and that beyond the orbit of the most distant star lay the empyreon, where angels and immortal spirits lived. The Ptolemaic system was rigorously mathematical and highly persuasive. It was accepted by virtually all educated Europeans until Copernicus. "On the Revolution of the Heavenly Spheres" (Published posthumously in 1543) came along and broke the news that the earth was doing the revolving rather than nestling cozily at the centre of things, a theory that was soon to be embroidered and enlarged upon by such as Tycho Brohe, Kepler, Galileo and Newton. Exit angels and immortal spirits. Enter the spirit of doubt.
- (26) **NEGATIVE CAPABILITY:** Keats' idea. He defines it as "capable of being in uncertainties, mysteries, doubts, without any irritable reaching after fact and reason." F. Scott Fitzgerald took this idea and gave it a twentieth-century twist, writing, in the Crack-Up (1936). 'The test of a first rate intelligence is the ability to hold two opposed ideas in the mind at the same time, and still retain the ability to function. One should for example, be able to see that things are helpless and yet be determined to make them otherwise' (Thank you "English Trio" Miss Said, Mrs. Ahsanuddin and Miss. Dastur. I think I can define negative capability now-Finally!)

- (27) **PATHETIC FALLACY:** Ascribing human passions to nature. John Ruskin cited the classic example. "They rowed her in across the rolling foam –The cruel, crawling foam," and noted snidely. "The foam is not cruel, neither does it crawl". Not a bad thing for a writer to use to show how his characters' minds work when they're upset.
- (28) **YIN and YANG??** Now, now, you should have paid careful attention when Col. Chapman taught us General in Second Year Arts. You were asleep? Go consult a Chinese Scholar!
- (29) **FABIAN SOCIETY:** The society was formed in London in 1884 by a group of middle-class intellectuals (including G.B. Shaw and Sidney Webb) to promote an extremely gentle form of socialism. Its members preferred John Stuart Mill to Karl Marx, believed that the existing structure of the state was to be captured and used", not destroyed, that "the greatest happiness off the greatest number" could be secured only through the state's stepped-up intervention in economic matters. Instrumental in the founding of Britain's Labour party in 1906
- (30) **NEVER HEARD OF FABIAN AND HIS DELAYING TACTICS? RUSH FOR THE LIBRARY**

Sabiha Sumar  
S.Y.A.

### RELUCTANT INNOCENCE

We are, all of us,  
Reluctant Innocents!  
Infancy is ever endowed  
With God-given naivety,  
Which we strive to lose  
Ever so quickly!  
The child, passing  
Through rapid stages of maturity,  
Shows a very human trait  
Of seeking escape from blissful ignorance,  
And putting himself into  
The shackles of worldly corruption.  
Life that of his fellow-humans,  
His infant virginity, soon  
Becomes but an obscure memory:  
His exile from Paradise  
Is, then, self-imposed;  
And only when it is too late,  
He craves his birth-right,  
Which he discarded!  
Ever so recklessly!  
Then, for him  
Death is a welcome relief a seeming sleep  
Of innocence and peace

Naomi Rustomjee  
Second Year Arts

## SENSELESS, SHOCKING, SADISTIC-SEAL SLAUGHTER

Did you know that every, many thousands of baby seals are killed, because some status conscious millionaires have decided that sealskin coats are fashionable? And do you know how they are killed? These poor animals have no idea of the brutality to which they will be subjected. They are so innocent that they just sit there as a man walks up to them and smashes their soft skulls with a baseball bat.

Did you know that the mother seal looks on, totally bewildered, while this horrifying brutality is being perpetuated? And she is powerless to help her own cub.

Did you know that because so many seals are being killed, the species will soon be in danger of extinction?

Maybe you didn't know this before, but now that you know, do you care? And do you care enough to help them?

\*\*\*\*\*  
**Ar. Appeal**

You are innocent, helpless,  
you sit on an iceberg,  
Never dreaming of the terrible  
Fate that awaits you.  
Some vain woman demands  
A coat made of your precious  
Skin.  
She does not care that her  
Selfish desire will result in  
The loss of your innocent, new-found  
Life.  
But I care.  
She does not care that many  
Other such innocents as you, will be  
Brutally murdered in order to  
Appease her selfish vanity.  
But I care.  
She does not care that  
Your species is in danger of  
Extinction due to the  
Covetous vanity of others  
Such as her.  
But I care.

You poor harmless little baby seals!  
What could you possibly have  
Done to merit such a  
Cruel fate?  
Does no-one else care for you as I do?

#### KARAKUL CARNAGE

You cannot speak, you cannot say,  
You are in pain, in grief,  
You want to live, They don't understand.  
What is life, What is death, What is murder,  
Do they know?  
You poor innocent creatures,  
Ripped from life before you're born  
What do you feel? The sharp knife slashing  
At you mother's belly, no more comfort  
Of a mother's womb.  
Yanked out, killed.  
How? Stabbed? Beaten or strangled to death?  
Take your pick.  
The soft curls ripped from your frail body  
Two deaths for a little fur,  
A little fur, for a hat?  
Is it not cruel, Senseless, Shameful to  
End beauty and life for a silly whim?  
Poor innocent soul,  
We shall speak for you.

(Karakuli is the glossy, tightly-curved fur so prized in Persian Lamb Coats and Jinnah Caps. This is always the fur of the prematurely-born Karakul Lamb. To obtain these expensive pelts, both the baby lamb and the mother Karakul sheep are killed)

The future will continue to be bleak and ominous for all those of God's creation that are blessed with the beauty or a rare ornament, for as long as these money minded, sadistic people are on the go, ready to trap and to kill. Will man continue to harness nature and to kill the very things that make life so colourful and the world so beautiful to live in. Is there no other way to earn a living? Do we have to live by killing harmless, innocent creatures, And you who have read this article, are you going do anything about this cruel criminal behaviour? Will you atleast try to put and end to this senseless butchery?

Cyra Nargolwalla  
F.Y.Sc.  
Uzma Shah F.Y.Sc.

## SOCIAL APATHY IN PAKISTAN

In my opinion the greatest problem facing my country today is not the state of its economy or the hazards of its increasing population - but, rather, *the attitude* of the people toward their nation. It has correctly been said that "every nation has the government it deserves" - unfortunately most Pakistanis seem unaware of this truth because for them government and individual are not in any way connected or complementary - instead the government is regarded as a totally separate element and the sovereignty of the electorate is not recognized, let alone practised.

An essential feature of present day Pakistani society is the reluctance found in its people to involve themselves in anything beyond that which concerns their own home and social circle and this is clear when one views society's attitude to the law of the land. The judiciary functions in a dubious and mostly corrupt manner and individual rights are not defined and are practically non-existent. Rights are, in fact, rarely and erratically demanded and judicial workings are hardly questioned and, when criticised done only in the most facetious of manners. This state of apathy is to be seen in every aspect of the country's life and individuals are loath to do community work or individually to help improve environmental conditions. Depressing though this sounds- the prevailing philosophy of life these days seems to be "each man for himself! Abandon the sinking ship!"

How, one is moved to question, did this situation evolve? It can be said in part, to originate from the historical situation - for the sub-continent, has since time immemorial been continually overrun by new conquerors of differing nationalities. British rule subjugated the people of the subcontinent and forced them to obey and accept rather than question and participate, imposing on them foreign laws and decisions alien to thier own culture and heedless to their protest. This factor added to the fact that as there already existed a great deal of disunity in the two peoples of the same nation, the Hindus and the Muslims, has eventually led Pakistan to a state of electoral apathy and of irresponsibility in the social sphere. However historical factors are not *solely* responsible for the present state of affairs— yet another reason is the recent transition from agriculture to industry which is still taking place and which has brought about a great deal of confusion in the structure of soceity. In this process a new element, that of the business class - has sprung up and (also) the large family unit associated with the feudal land-owing family has disintegrated and hence people can no longer be identified on an "upbringing" basis but must be judged according to their *financial* status. This sort of insecurity of position has led to a generally defensive attitude on the part of people and they are unwilling

to mix freely but prefer to retreat into their own private homes fearful of any commitment and mindful only of their individual convenience totally unwilling to risk committing themselves socially.

One senses the gravity and enormity of the problem and though it is difficult to prescribe any definite remedies for it - it is evident that not only does education have to be more widespread and of a higher quality but also individual rights, judicial governmental and local functions must be clearly defined and their value realized by the people. Members of society must be made aware of their responsibility to their community and their nation realizing that this relationship is a reciprocal one. Indeed it is true that Pakistanis tend to be nationalistic rather than patriotic and one can only hope that such a negative attitude may be eliminated by the removal of the present social apathy.

Umber Saad Khairi  
S.Y.Arts —1980

### THE END OF THE DAY

Every evening I sit here, on one of these hills. I can see the ghosts of burning wood rise from behind the low mud-walls of the huts that cluster at the foot-hills. In each of them a woman, perhaps helped by her daughter, is fanning a fire, rolling out rotis and blistering them on red flames.

All the little children must be playing in the narrow lanes slipping in the ooze of drain-water. They are laughing - their voices trickling through the cracked walls. A sick old man lying on his charpai, complains of the noise between coughs of discontent exchanged with his wife.

Their son trudges home from grimy hours spent with steely machines- talking all the time: clickety - clack... clickety-clack... clickety....

His ears still hum with echoes of greased chatter. At home it must be quiet. He passes the neighbourhood children. Mosquitoes dive about their heads, and dirt crawls beneath their nails.

He and his wife have a baby - a boy, thank God.

His wife swats before the mud stove. The flames redden her pale cheeks, and her partially covered hair is hennaed in the glow. Her hands become a blurred mass of movement, as she fans the red-hot coals into tongues of fire. The tireless clink of her bangles echoes. It is the sound of coming home. She is so beautiful, he thinks as he eyes her from the door.

She steals a glance at him, firelight catching her upturned eyes. He is tired. She must quickly, quickly brew the tea. And please God, don't let the bay cry all night again.

The water trickles apologetically from the dented tin jug, as he washes the grease from his hands. Sitting on the edge of the charpai, he massages his fathers legs. The splintered wood and coiled rope dig into his cramped thighs. They talk about selling their piece of land. Nothing will grow on it. But it is a security. No, it is a liability. Again there is an argument. Clickety- clack... clickety-clack...clickety...

The bangled hands of his wife place the steaming tea before him. The tori is slightly burnt. How thin her hands have become.! He looks up at her, but her head is bent. Black lashes fringe her pale cheeks. He must take her to the hakim. He will talk to her about it. When they are alone?

Now they have not been alone since before their marriage. Perhaps they used to meet then, on this very hill, on an evening just like this.

At night, lying in the dark listening to the coughs of the old man, and the whimpering breath of their baby, is the closest they got to being alone. Exchange touch is their only conversation- whispered.

No I watch the last fingers of twilight caress the greying sky, as the last of the birds fly across, like beads scattered from a broken necklace. Black lashes on pale cheeks

Muna Kazi  
S.Y.Arts.

## EXERCISE TO HEALTH?

I had this friend once (needless to say he is no longer a friend of mine) who was a health 'NUT' (nut being the only word to describe him) who after one of his myriad exhortations on the subject of exercise convinced me that exercise was the only way to health, wealth and other such things.

All beginners take up jogging. So did I. I took out an old Adidas track suit, three sizes too small, and bought a pair of tennis shoes three sizes too big. (My feet are claustrophobic). That night I set my alarm for 6 O'clock in the morning.

'TTr-ring, tr-ring' went the alarm in the morning. I swung out a hand and knocked the clock over. I made a mental note, "Buy one alarm clock". Morning I got up, got dressed and then went out into the cold cold world to hike.

I started to run at a brisk pace. 5 yards....this is fun....10 yards....not bad....15 yards.... It's tiring, isn't it.... 20 yards....I will survive....25 yards.... I won't survive.

I woke up in the hospital with the worst case of pneumonia they had ever seen. I spent five weeks in the hospital convalescing.

Next I decided to take up gymnastics. I went to the library and borrowed a book called "Gymnastics in a nutshell" (the author must have been a squirrel).

The first exercise went well. The second one was easy--easy. Even the third one was child's play. Naturally I decided to skip the rest of the easy intermediate exercises. The first hard exercise was simple, so was the second. I had found my forte'. I had dreams of myself in the Olympics moving with the Grace of Nijinsky, the stands full of cheering people. A mysteriously reincarnated Marilyn Monoroe emerged, from the stands saying, "Come take me in your arms you Nureyer - Nijinsky." Suddenly I heard a crack. It was my back. Adieu Olympics! Adieu Marilyn! I've got to go to the hospital now.

We Qureshis never give up. So I took up weight lifting. Before going to lift the weights I decided to build up my strength with a particularly greasy club sandwich. As soon as I lifted the barbell it slipped from my hands and fell on my foot. This Qureshi gave up!

I an now a confirmed unbeliever. Not for me are the joys of Physical exercise. All I do now is struggle with a triple decker sandwich...

Ashar Qureshi  
XI-K

## INTRODUCING OURSELVES

Mr. Mrs. Anstead

'Why on earth go there?'. 'You won't like it. They don't think education is important'. 'You'll hate the climate after Cornwall.' 'With your qualifications why not teach in a university?' 'I suppose you'll be able to save a lot of money'.

We left England with these and similar comments ringing in our ears and arrived at K.G.S. to be greeted by a like barrage of questions, some spoken, some unspoken: 'Who are these people?', 'Where have they come from?', 'What are they doing here?'. 'How long will they stay?' etc. We are grateful to your editor for the opportunity to introduce ourselves to you and attempt to answer some of these questions.

Between us we have taught for fifteen years, entirely in England. We both have Bristol honours degrees in mathematics and have been A/S level specialists in each school in which we have taught. Before we came here Mrs. Anstead was teaching at Penzance Girls' Grammar School, one of the few state grammar schools left in our country. This school combines with the neighbouring Boys' Grammar School for 'A' level (i.e. H.S.C.) lessons so she has plenty of experience teaching large mixed sixth forms. I (Mr. Anstead) started my teaching in a big state comprehensive school and moved from there to Truro Cathedral School an independent (i.e. fee paying and not state controlled) school of the type on which K.G.S. was modelled many decades ago. My role latterly was that of senior housemaster. In an English public school this is roughly akin to what Mr. Davis did here.

About a year ago we decided it was time for a change of scene. To stay too long in the same place, especially at our age, is to become stale and jaded. We felt the need to do something very different for a while, something that would enrich our experience and enable us to look at education and life in general from new perspectives. So we decided to go abroad. Rather than apply somewhat blindly for posts advertised in the educational press we invited one of the Christian missionary societies to cast around through their network of contacts to find somewhere where it was felt that we could make a valuable and useful contribution. We almost went to Singapore, thought at one stage that we would find ourselves in Southern India, and only in December was Karachi finalised. Had Col. Chapman not been able to guarantee two maths. posts we would now in all probability be in Kampala.

We come bearing the label 'teachers', but think of ourselves far more as 'learners'. We want to learn all we can about you, your culture, religion,

attitudes and aspirations. During the past few centuries the trade in ideas, values, and thought has been predominantly a one way flow from west to east. There are many respects in which the West would greatly profit from a reversal of this trend. There is a great deal that is immensely valuable in your culture, things you take for granted but which to us as outsiders are new, worthwhile and refreshing. We hope to take much of this back with us to enrich our own lives and outlook and those of our future pupils when we return to England

We believe, as Christians, that education is a powerful ennobling force for mankind. We are pleased to discover that Islam says the same. We offer to the pupils of K.G.S. our expertise as mathematicians, but far more than this we offer our Christian attitudes to people, work and life hoping that as we learn from you taking that which is good and valuable in your culture and religion, so you will reciprocate this. The harmony of the world, friendship, toleration and respect between nations cannot but be enhanced as people of different races, religions and outlooks come to a deeper appreciation and understanding of each other.

We enjoy teaching. We want you to enjoy our lessons; that way you will learn far more easily. We plan and prepare our teaching and marking with care and thoroughness. We hope to enable you to develop far more disciplined habits of work and study. K.G.S. pupils have vast reserves of unrealised potential.

European teachers coming to K.G.S. have a habit of leaving almost at once. We intend, providing we are able to establish conditions and attitudes in our classrooms in which good teaching is possible, to remain here for two years.

We are delighted with the friendly welcome we have received and are grateful for the great deal of goodwill, helpful advice and assistance of every kind that has come our way so far.

Editor's Note: This article was written in March of 1979 just after Mr. & Mrs. Anstead had arrived from England.

### C. FERNANDES

When Cyprian Fernandes died on 7th January, 1980 he had been on the staff of Karachi Grammar School for over twelve eventful years.

Everyone who knew "Super" especially appreciated his commitments on the games field. A superb athlete, he was a patient and excellent coach who encouraged students to accept the need to practice hard to improve their technique. His energy was amazing. Cricket, Hockey, Tennis Netball - you name it, and Super would genially organise it.

As a teacher he especially enjoyed extending the scholarship of the ablest pupils. The 'A' level results in Economics were always among the best. But all children of every range of age and ability were glad to be in his class, and for very simple reasons:-

"Super" enjoyed teaching them; he enjoyed the subjects (Maths and Economics); he was interested in getting results. Above all he was interested in people and took a genuine pleasure in helping them.

The patent honesty of "Super's" interest in the welfare of others, his quiet relishing of their triumphs and feeling for them in their mistakes, his recognition of the right moment to offer words of praise, encouragement or criticism, these qualities earned him an enormous respect which, with many, grew into affection.

It would have occasioned no surprise, were his many hidden acts of kindness made known. His generosity was famous - especially with superb snapshots. (He was an excellent photographer). Nor was it surprising that so many came to pay tribute to him at his funeral and the service of thanksgiving for his life. It was after all a life spent in enhancing the best traditions of school mastering.

To Mrs. Norma Fernandes we extend our sincere sympathy.



Mr. CYPRIAN FERNANDES  
1928 - 1980

## FAREWELL AND THANK YOU

Mr. F. B. Davis

For the majority of Grammarians, returning for the second term of 1980, a "DAVIS-LESS" school came as a bit of a shock.

Mr. Davis was, no doubt, one of the most popular and respected personalities in school; mixing strict discipline with humanity, a warm and friendly temperament, and reasonable flexibility. His flat was always open to anyone requiring advice, coaching (in the fields of academics and sports), general assistance, (and refreshment!). Moreover, he was the personification of efficiency and organizational ability. In the preparation and staging of school functions - especially 'Sports Day' - he was always the indispensable organizational spirit.

One could devote innumerable pages to an eulogy of one of the School's best administrators, but to say that our Mr. Davis was, in every way, a "GREAT PERSON is to say it ALL!

Dear sir,

You always have our infinite affection, gratitude, and blessings. You have, for us, never been merely a part of the K.G.S. — at all times, you have been, and will always remain, K.G.S. itself.

Good Bye, Mr. Davis

Naomi Rustomjee  
S.Y.Arts

N.B. Mr. Davis is now in California (USA) , and a businessman.  
Good Luck Mr. Davis!

**SPORTS DAY 1980**



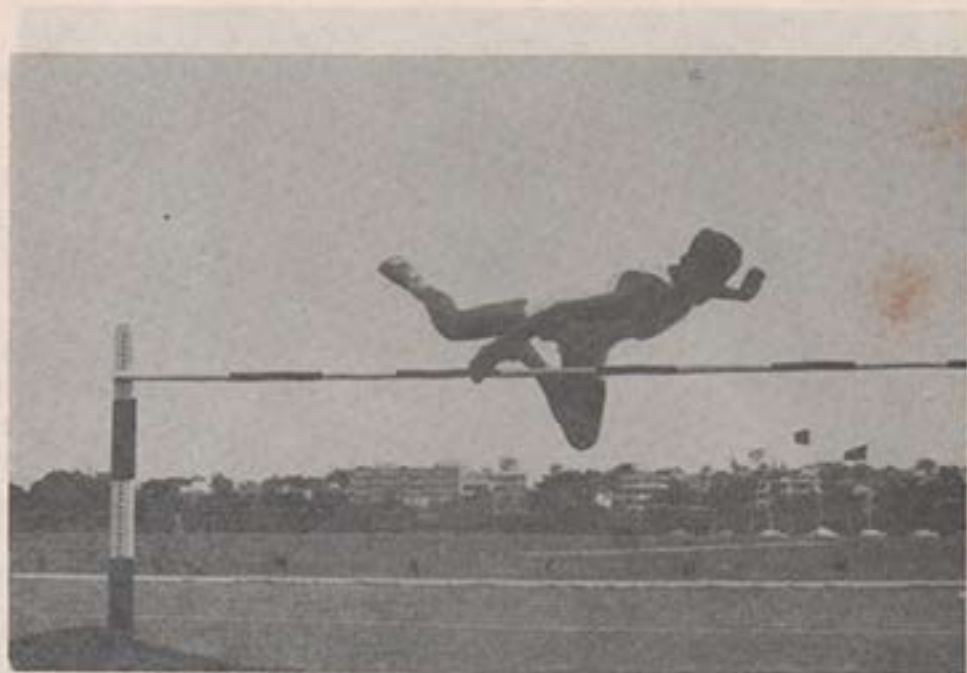














## SPORTS DAY 1980

The 50th Annual Athletic Meet of the Karachi Grammar School took place on September 4, 1980. One of the highlights of the year, this grand event heralded in the new principal Mr. A. J. Price and his family. It was also our farewell to Rev. Lankester.

A splendid piece of organization - despite the short preparation— Sports Day 1980 owed its success to the gallant efforts of Mr. Zafar. The school participated enthusiastically especially since last year the years athletic meet did not materialize and it appeared that the 1980 meet too, was on the shelf. The second year students responded whole-heartedly to the affair - despite the events proximity to the annual A level examinations. Webb Field, used by generations of Grammarians, was abandoned for the National Coaching Centre.

On the final day everything went off like a clockwork. The athletics commenced with the March Past of the three Houses. All the many long and tedious (not to mention back breaking and leg breaking) hours of practicing paid off - and the March Past turned out to be a superlative example of precision and timing. Each house outdoing the other - and indeed, it proved to be a difficult decision for the Judges to decide between them. Finally the March Past Cup was presented to Napier.

Next followed the athletic events - the heats (and in a number of cases, the finals) had been held the previous week. Out of these Abdul Haseeb Pirzada emerged Victor Ludorum and Rosheen Qursaishi claimed the honour of being the Victrix Ludorum. The two stars among the Juniors were Ashfaque Tawawalla and Margaret Bavington - both have shown great prominence especially the latter who received eleven cups. Other notables were Tariq Quraishi, Ahsan Jamil, Shakeel Siddiqui, Nasir Mundh Haji and Syed Farrukh Abbas among the Seniors and Faisal Leghari, Najeeb Haider, Sameer Anwar, Asim Ahmadi, Omer Tirmizi, Mehmood Reza and Nadir Shah among the Juniors. Among the senior girls Huma Bhabha, Naomi Rustomjee and Nafees Shah excelled while Farah Butt, Nadia Chundrigar and Asma Rizvi shone out amongst the youngsters.

Probably the most exciting events were the Inter-house relay races. They proved to be nail biting finishes. Thanks to Asim Ahmedi and Asfaque Tawawallas' life-saving sprints, Frere won the Junior relay. Ahsan Jamil and Haseeb Pirzada clinched the Frerites win in the senior relay. The Junior Girls relay was won by Streeten aided by the speedy Amna Shoro whereas the Senior Girls relay was won by Napier who were fortunate to have the services of Margaret

Bavington. Other interesting events included the Old Girls and Old Boys races, but out of all these nothing could beat the final event - the Tug-of-War that turned out to be the biggest thriller of all! It was defiantly (and very aptly) won by Frere who also emerged the triumphant house of the day.

Finally with the distribution of prizes by Mr. A.J. Price the fabulous day came to a grand end.

Karen Pinto

### SCHOOL COLOURS 1980

1. Tennis	Sabir Bashir Wajihuddin
2. Netball	Huma Bhabha
3. Throwbal	Huma Bhabha
4. Athletics	Fifi Haroon Abdul Haseeb Pirzada, Ashfaque Tawawalla
5. Debating	Fifi Haroon Kavita Khory
6. Cricket	Abdul Haseeb Pirzada, Tariq Quraishi, Aziz Peer Mohammed
7. Swimming	Abdul Haseeb Pirzada, Zafar Azhar
8. Table Tennis	Tariq Quraishi
9. Football	Tariq Quraishi
10. Hockey	Tariq Quraishi, Nauman Qamar
11. Basketball	Mego Soekadari Budiarto Soekadari

### COCK HOUSE

1979 : Napier

1980 : Frere

**FRERE HOUSE 1980**  
**"Fortifier, Fideliter, Feliciter"**

House Master  
House Captains

Mr. Jamil Javed  
Haseeb Pirzada  
Mehreen Rafiq

Frere's sensational victory this year put the house absolutely in the limelight. Frereites displayed tremendous talent in every field, winning all the laurels and walking away with the COCK-HOUSE Trophy!

The Senior girls established themselves as "the unbeatables"—winning Netball, Throwball and Softball. Huma Bhabha was our wonder girl whose performance was outstanding in every match.

The Senior boys began their long list of victories in the Football field, where Asad Durrani, Tariq Mumtaz and Adnan Hassan produced wonders. Tariq Mumtaz and Adnan Hassan displayed prowess on the Basketball court. Frere emerged triumphant in Softball. The Junior boys also claimed victory in Cricket—Luqman Ghauri and Omar Ashfaq deserve congratulations on their excellent games.

Frere's supreme triumph was on Sports Day where we won practically every event. A hard core of athletes like Haseeb Pirzada—Victor Ludorum 1980 and Sportsman of the Year; Rosheen Qureshi - Victrix Ludorum 1980; Ashfaq Tawawalla - Junior Athletics Champion 1980; Ahsan Jamil, Asad Durrani, Asad Salahuddin, Najeeb Haider, Huma Bhabha, Farah Butt, Asim Ahmadi, Omar Ashfaq and the keen efforts of all the Frereites who fought bitterly to gain that half point for Qualifying encouraged by enthusiastic ovation from the spectators made us the Champions of the Day.

In this plethora of success we cannot fail to mention the keen help we received from Mr. Javed, who, confident of our ability would accept nothing but the best.

The most remarkable thing about this tremendous victory was that every Frereite worked with a singleness of purpose. If this spirit lives on in the years to come, there is no reason why we cannot remain the COCK HOUSE for ever.

Frere Forever!

Aasia P. Arif



engaged triumph in softball. The junior boys also claimed victory in  
Crest—captain Grant and Chris Asbjorn drove competitors to their  
excellent game. (Photo by [unreadable])

First's superb triumph was on Sports Day when we won [unreadable] team  
event. A pair of athletes like [unreadable]—Victor [unreadable] [unreadable]



## NAPIER HOUSE

### “Universi Stamus”

HOUSE MASTER	.....	MR. KHALILILULLAH
HOUSE CAPTAIN	.....	TARIQ QURAISHI
		FAHIMEH FIFI HAROON

“Every winning streak must come to an end”, and Finally in 1980 after a successful reign of six years, Napier had to take second place to Frere. Our congratulations to Frere (its about time somebody else was given the chance to be Cock House) and our sympathies to Streeten, who tried so hard! But even though we didn't come first our performance was still good. The Napier debating team consisting of Naomi Rustomjee, Kavita Khory, and Fahimeh Fifi Haroon walked away with all the cups in the Interhouse Debate. And so we proved our point— you just cannot win a battle of wits with the Napierites!

In Cricket, as well as in Hockey, Napier edged out the other houses— We came second in Football, Throwball, Netball, Athletics, Basketball and Softball. Our most outstanding athlete was Margaret Bavington (Junior Champion 1980 and Sportswoman of the Year). Margaret won each and every event in the under sixteen girls' section and was thought good enough to represent the Sind team in the National Athletics Meet.

In the March Past we marched our way to success (much to Frere's exasperation) and ended up claiming the Cup for the event.

Napier also managed to receive the largest number of school colours awarded this year. Tariq Qureshi received colours in Hockey, Cricket, Football and Table Tennis; Nauman Qamar in Hockey; Budi and Mego in Basketball, Kavita Khory in Debating and Fahimeh Fifi Haroon in Throwball and Debating.

Last but not least, we managed to prove ours was the most Scholarly House as we topped in the Class points list.

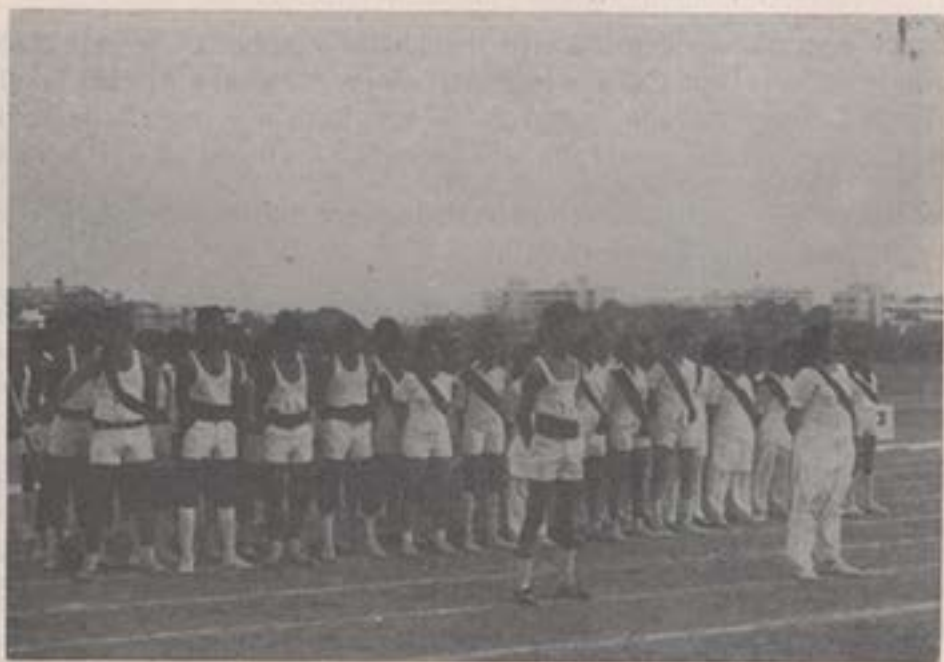
1980 was a chequered year for Napier, but we sailed through all the hazards and managed to maintain our competitive spirit. However we must admit that it was rather disappointing to be ousted from the First position after a RULE of six years. We have reigned and will again!

We would like to end by thanking Mr. Khalillullah for his ready assistance and help whenever we needed him, We also wish the New Napier Captains, Farrukh and Aasia, all the luck and determination they need to take Napier right back to the top. Remember, a slight jolt always makes Napier stronger, not weaker.

So Best wishes !  
Tariq Quraishi and Fifi Haroon.  
(S.Y.Sc) (S.Y.A)



In the March 1st we marched on way to success much to every experience  
 that and worked up training for the Cup for the team  
 team in the National Athletics Meet  
 under sixteen girls' women and was brought goal enough to represent the club



Team Girls and the March

**STREETEN HOUSE**  
**"Excelsior"**

HOUSE MASTER.....	MR. K.H. ZAIDI
HOUSE CAPTAIN.....	RIAZ BADRUDDIN (LEFT)
	SABIR BASHIR WAJHUDDIN
	MANIZEH MIRZA

Armed with not two but three House Captains and assisted by the magnanimous Mr. Zaidi, 1980 was a merciful year for Streeten. Though we did not win the COCK-HOUSE Cup, we had our fair share of victories. Our triumphs were convincing while our defeats are best forgotten.

We won all the racquet sports held this year. Nasir Mundh Haji proved to be a squash player of class indeed. Nadir Mumtaz (School colours) completely outclasses his opponents in table-tennis.

Hockey Streetenites proved to be tough fighters. Our Junior Hockey win more than made up for our marginal defeat in the senior tournament.

In the field of Football, we were admittedly outclassed by the "Reds".

In the Tug-of-War we proved our strength by having the longest pull in recent years—against the Napierites. Both houses, will remember the over (4) minutes long marathon pull. In debating we stood a respectable second.

Our girls proved too excellent. They won the Throwball tournament and were placed second in the Netball. These victories can be attributed to good performances by Seema Qureishi, Amna Shoro, Afiya Zia and Nafees Shah. With immense pride I remind all that Mariam Faruqi, the "May Queen", is also a Streetenite.

However, in Athletics we marched to a difficult tune (no puns intended here as we were close runner-ups in the March Past). Although our Junior girls won their relay, the Senior boys put up a spirited fight to come second in theirs, and we had our individual winners and record breakers, we were simply outthronged because of a lack of participation by House members and could come nowhere near, to win back the Champion House trophy. Faisal Leghari, Haji Nasir and Omer Tirmizi put up exceptional performance for the house.

In Basketball special mention must be made of Abdul Kadir Hussain for the superb game he played. Abdul was surely the player of the tournament.

Looking back at 1980 all Streetenites will realize that it was full of triumph and defeats, laughter and anxiety (and a few walk offs). However it seems that the Streetenites enjoyed themselves the most (beat that if you can Napier and Frere) and that is all that matters.

Roll on 1981 to lead Streeten to Cock House Victory.

**STREETEN FOR EVER**

Sabir Wajihuddin S.Y.Sc.





**BASKET BALL TEAM**



**SOFT BALL TEAM**



HOCKEY TEAM



CRICKET TEAM

## INTER HOUSE EVENTS 1980

### INTER HOUSE CRICKET

The Napier team performed superbly to win by large margins in both the matches.

In the first tie Napier batted first against Streeten to amass 231 for 3 in 30 overs. Tariq Quraishi played well to score an unbeaten 107. Aziz also played well and hit up 73 runs in a short time. Streeten could not face up to the devastating bowling of Darius Khambatta and were all out for 54. Napier thus won by 177 runs.

Frere defeated Streeten in the second game to meet Napier in the final. Batting first, Napier performed better than the previous game and rattled up 255 runs in 30 overs. Aziz scored 103 to become the second batsman to score a century for Napier. Tariq Quraishi also played well for his 69. Frere were all out for 151, largely due to some fine bowling by Darius to give Napier a well deserved win.

Tariq Quraishi, Aziz Peer Mohammed and Luqman Ghauri batted brilliantly. Aziz was devastating at times and young Luqman also played exceedingly well.

In the Junior contest Frere came first, Streeten second and Napier third.

### INTER HOUSE TABLE TENNIS:

The first competition to be played generated a considerable amount of excitement. The first tie was between Napier and Frere which Frere convincingly won 4-2. Rosheen Quraishi and Tariq Mumtaz played well for the Frere team.

Napier played the hot favourites Streeten and nearly edged them out of the tournament. Nadir Mumtaz played superbly as Streeten rallied in the end and beat Napier by four games to three. For the loser Mujeeb Rehman and Tariq played well.

In a one side match Streeten routed Frere to win the tournament. The final standings were Streeten first, Frere second and Napier third.

### INTER HOUSE FOOTBALL

The Frere team displayed tremendous skill to destroy the Napier and Streeten teams to emerge victorious.

In the first match Frere humbled the favourite Napier by 7 goals to one. Tariq scored 5 goals including a hat-trick.

A very disheartened Napier team then played the lowly placed Streetenites and after trailing 1-2 at half time managed to summon some energy to win 4 -2.

In the last match Frere again defeated Streeten 6-1 to win the tournament. The Streeten team played well considering that they had only 5 players on the field in the match.

Mujeeb Rehman, Tariq Quarishi and Sabir Bashir Wajihuddin also played well in the tournament.

In the Juniors, Napier came first, Frere second and Streeten third. Nereus Cowasjee, Salim Asmatullah and Junaid Marvi played exceedingly well for Napier who were seeded third but went on to win.

#### **INTER HOUSE HOCKEY:**

The tournament turned out to be a very interesting one as all the teams put in a brilliant performance and spectators were treated to some exquisite stick work.

In the first match Napier defeated the favourite Frere 2-1. Nauman Qamar and Tariq Quraishi played very well for Napier and attacked the Frere defence at will.

In the second match Frere defeated Streeten 2-1 after a controversy arose due to the rule to exclude Juniors from the Streeten team. This decision surprised everyone as generally two Juniors are always allowed to play. Such infringements of the rules should not be allowed in the future.

In the third match Napier drew with Streeten 1-1 to win the tournament on a points basis.

In the Juniors Streeten came first, Napier second and Frere third. Kamran Khan and Adil Soofi played remarkably well.

#### **INTER HOUSE SQUASH:**

In a tense tournament marred by controversies Streeten emerged victorious.

In the first match Napier played Frere and the day ended with Napier convincingly defeating Frere 3 -1.

The next day, however, the Frere team protested to the seedings, the same ones to which they had agreed upon at the start of the match. The protest was very surprisingly upheld by the games master. Disheartened at this amazing decision the Napier team lost closely in the replay 3 - 2.

Ahsan Jamil, Nasir Haji and Aasia Hussain performed very well in the tournament. For the Juniors, Omar Hussain and Rustom Khambatta excelled.

Streeten were therefore placed first, Frere second and Napier third.

In the future tournaments, seedings of the payers should be given considerable importance and the two captains should agree to the seedings before the tournament and not protest after the matches have taken place.

### **INTER HOUSE BASKETBALL**

In the first match of the tournament the Frere team defeated Streeten easily. Abdul Kadir Hussain was definitely the hero of the day.

In the second match, a real thriller, the Streeten team held the strong Napier team to a 60-60 draw. Streeten almost won but for Budi who scored in the last second of the match. In the replay Napier defeated Streeten 10-8 to meet Frere in the final.

In a one sided final Frere easily defeated Napier to win the tournament.

Ahsan Jamil, Tariq Mumtaz, Adnan Hassan and Azhar Faruqui played very well for Frere. Abdul Kadir and Farrukh Abbas excelled for Streeten and Napier respectively.

### **INTER HOUSE SOFTBALL (BOYS):**

In an exciting tournament the Frere team emerged victorious.

In the first match Frere easily defeated Napier. The hard hitting Frerites were devastating against the weak Napier fielding. Ahsan Jamil, Haseeb Pirzada and Tariq Quarishi played well.

In the second tie, played in an extremely friendly atmosphere the Napier team defeated the Streetenites. While music blared from the nearby clan parties some of the players could not resist the temptation of going for a dance during the match and had to be retrieved by the captains.

The final game was again won by Frere. Haseeb who had fractured his foot earlier on bravely pitched in this game and the inspiration he provided led the Frere team to victory.

### **INTER HOUSE NETBALL (GIRLS):**

Frere emerged the winners of the Senior Netball tournament. Huma Bhabha and Rosheen Quraishi gave a superb performance. The rest of the team Mahnaz Mirza, Karen Pinto, Rubina Ikram, Aliya Hassan, Nadia Chundrigar, Rabeya Hassan and Gina Shapero also played well.

The Junior Champions were Napier. The youngsters proved to be tough competition and easily outclassed their opponents. The team was made up of Yasmin Hyder, Asma Rizvi, Kamilla Marvi, Uzma Hussain, Rabia Mirza, Sana Muneer, Huneza Moosa, Fauzia Asmatullah and Aqueela Moosa.

### **INTER HOUSE THROWBALL (GIRLS):**

Once again Frere emerged the champions. Huma Bhabha and Mahnaz Mirza proved to be formidable opponents. In the Juniors tournament Streeten house put up a wonderful performance. Of particular mention is Afia Zia's performance, who admirably undertook her responsibilities as Captain. The team consisted of Amna Shoro, Ayesha Mirza, Shaheen Mohamadi, Saba Siddiqui, Azmaira Maker, Ayesha Masood, Shirin Gul Agha, Firoza Pastakia and Natashi Jafri.

### **INTER HOUSE SOFTBALL (GIRLS)**

The Softball tournaments were held at the end of the year, after the A and O level examination. Once again Frere emerged victorious and easily defeated Streeten and Naapier. Huma Bhabha, Rosheen Quraishi, Mahnaz Mirza, Farah Butt, Karen Pinto, Aliya Hasan, Mehreen Elahi, Jolie Pansomchit and Rabeya Hasan put up a commendable performance.

Among the Juniors, Napier proved their worth by defeating Streeten and Frere. Yasmin Haider, Asma Rizvi, Akeela Moosa, Kamila Marvi, Uzma Hussain, Fiona Sukhia, Rabiya Mirza, Fauzia Asmatullah, Huneza Moosa and Fizza Rizvi were members of the winning team.



THE FOOTBALL TEAM





NETBALL



THROWBALL

## CRICKET

The budding cricketers of the school were kept fully occupied by a very busy season. The school team played 10 matches winning five, losing four and drawing one. The main cause for losing some of the matches was the lack of discipline which must be rectified.

Throughout the season Tariq Quraishi and Aziz Peer Mohammed batted superbly. Darius Khambatta bowled extremely well throughout.

Following are the season's aggregates for the 5 best KGS Batsman.

	R	I	N.O	OO	50	Avge.
Tariq Quraishi	407	10	2	—	5	50.88
Tariq Mumtaz	203	8	3	—	2	40.73
Aziz P. Mohammed	281	8	2	—	3	46.83
Jaleel Akhter	241	8	2	—	3	40.16
Haseeb Pirzada	163	6	5	—	—	163.00

## HOUSE POINTS OF 1980

TEAMS	FRERE	NAPIER	STREETEN
Athletics	3	2	1
Basketball	3	2	1
Hockey	2	3	2
Cricket	3	2	1
Table Tennis	2	1	3
Squash	2	1	3
Football	3	3	2
Chess	2	—	3
Netball	3	2	1
Throwball	2	1	3
Softball	3	2	1
Debating	1	3	2
Classwork	4	6	2
<b>TOTAL</b>	<b>33</b>	<b>28</b>	<b>25</b>

IMAGES  
1980



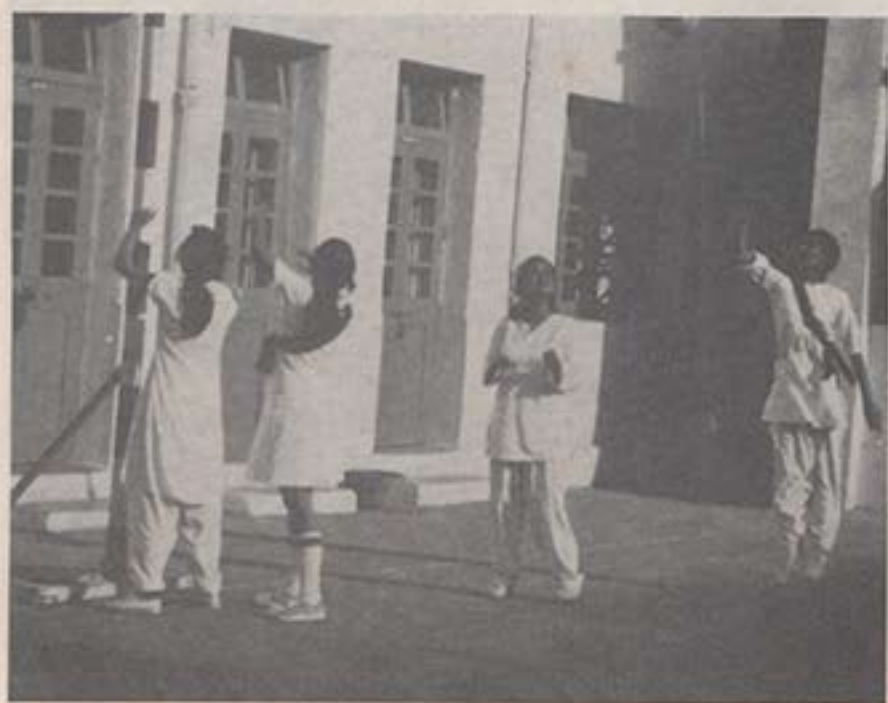
*Administration, Office, Accounts*



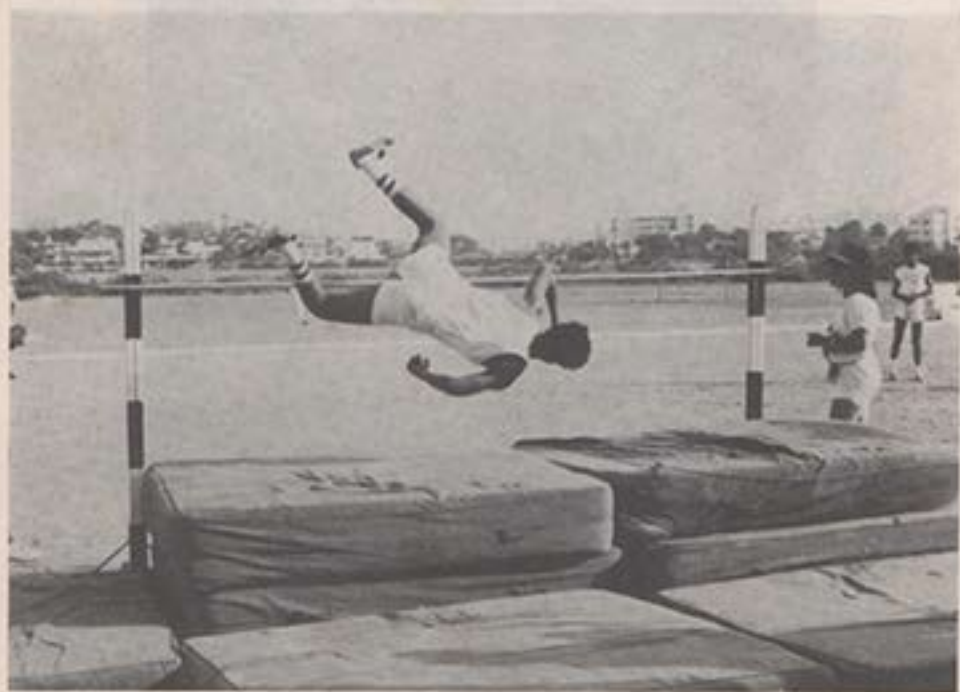
*"The Pulse" staff*



















USE OF PAPER BOOKS

**JUNIOR SCHOOL  
SECTION**



## LIST OF JUNIOR SCHOOL STAFF

Mrs. N. Fernandes (Headmistress)	B.A. B.Ed. (Karachi)
Mrs. Anna 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)
Mrs. D. Stevens.	Inter-Arts P.T.C. (Karachi)
Mrs. 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. (English) (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. Ed. (Karachi)
Mrs. M. Hamid	Inter (Leeds University).
Mrs. Z. Kheraj.	C.T.
Mrs. N. Karim.	B.A. (Karachi)
Mrs. A. Ahmed.	B.A. (Karachi) Montessori (London).
Mrs. N. Rahman.	B.A. (Karachi)
Mrs. P. Divecha.	Teacher's Certificate (London)
Mrs. N. Afridi.	B.A. (Karachi)
Mrs. N. Ahmed	B.A. (Trained In Fine Art).
Mrs. N. Khan.	B.A. Montessori (India)
Mr. Y. Qureshi.	P.T. Instructor.
Mr. A. Khan.	P.T. Instructor.

## JUNIOR SCHOOL SPORTS DAY 1980

In 1980, for the first time, the Junior School held their sports separate from the Seniors. The chief guest was Mrs. Ikram Siddiqui a parent and a devoted worker for K.G.S. The programme commenced with a mass P.E display in which the children did exercise to the music beats of the Waltz & Hustle. It was delightful to watch such a large number of young children obviously enjoying an activity that was well-coordinated and very well-practised. An attractive touch of colour was added by school flags being used for the exercises.

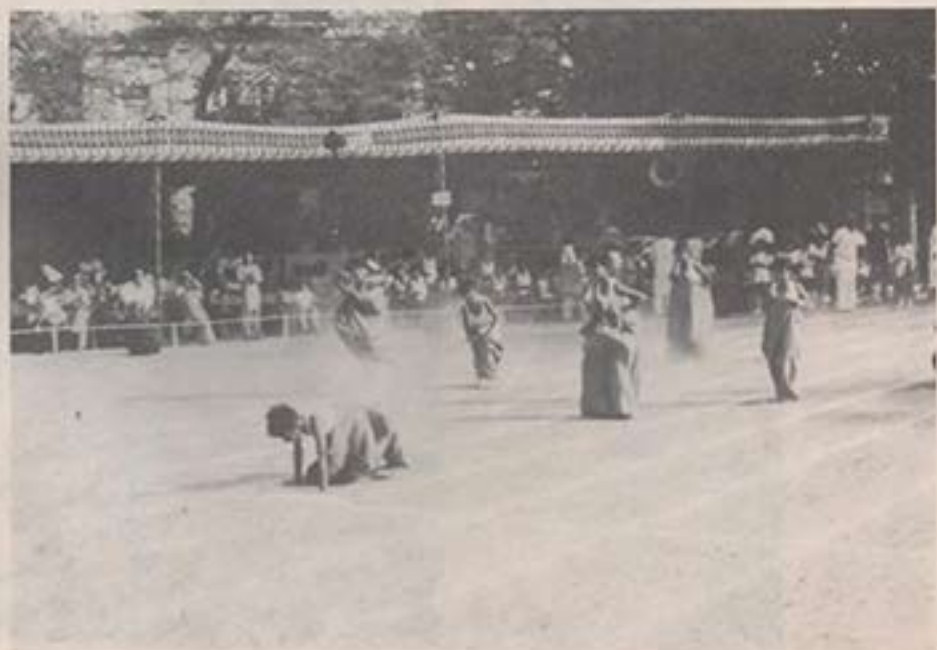
Twenty nine events followed with excellent timing and precision. Apart from the usual flat races, long jump and high jump, there were a variety of interesting events such as the dressing race, hopping race, obstacle race and sack races.

The Mr. Ikram Siddiqui medal for the best athlete of the Junior School was awarded to Humera Shams. Other outstanding athletes were Subul Khan, Amir Ramzan Ali, Anisa Ashraf, Fuad Kehar, Ayesha Zaheer and Jazib Hussain.

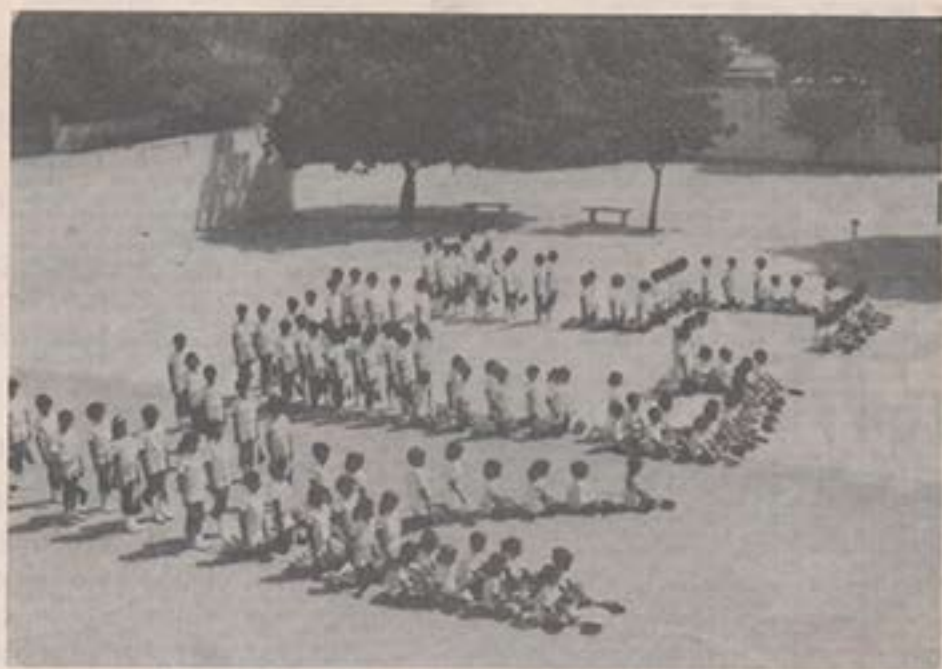
The Junior Cock House Trophy for 1980 was won by 'STREETEN HOUSE'.

After the Prize distribution Mrs. Ikram Siddiqui gave a short speech which was simple and effective. Among other things she stressed the importance of training both physical and mental for the "Siblings" of today to make them healthy and happy and useful citizens of the future.

Mrs. Fernandes and her Staff (especially the games teachers Mr. Qureshi, Mr. Khan, Mr. Zafar and the energetic Miss. DeMello) deserve hearty congratulations for their patience and hard work.









*Humera Shams  
receiving the  
Mr. Ikram Siddiqui  
Medal (1980)  
(For the best  
athlete of the  
Junior School)*





## THIS LITTLE LIGHT OF MINE

### Refrain

*This little light of mine, I'm gonna let it shine—  
This little light of mine, I'm gonna let it shine—  
This little light of mine, I'm gonna let it shine—  
Let it shine, let it shine, Let it shine!*

*The light that shines is the light of love,  
Lights the darkness from above.  
It shines on me and it shines on you,  
And it shows what that power of love can do.  
I'm gonna shine my light both far and clear,  
I'm gonna shine my light both right both bright and clear,  
Where there's a dark corner in this land,  
I'm gonna let my little light shine!*

*On Monday I'll spread the gift of **Love**,  
Tuesday **Peace** brought by a dove,  
On Wednesday I'll try to have more **Trust**,  
On Thursday, more **Faith** in others— really a must,  
Friday I will watch and **Pray**  
Saturday I'll know just what to **say**  
On Sunday I'll use the power— so fine,  
To let my little light shine*

*This little light of mine, I'm gonna let it shine—  
This little light of mine, I'm gonna let it shine—  
This little light of mine, I'm gonna let it shine—  
Let it shine, let it shine, let it shine!*





## MONEY IS THE ROOT OF ALL EVIL

*Money is the root of all evil,  
Money is the root of all evil.  
Won't contaminate ourselves with it,  
Take it away! Take it away! Take it away!  
If we should call a friend, "Honey!"  
And it's on account of his or her "Money,"  
"Honey" and "money" will soon be gone,  
Take it away it away! Take it away! Take it away!*

*We've got the things we love,  
We've got the moon and stars above,  
We've got our youth and health  
What do we want with wealth?*

*Money is the root of all evil,  
Money is the root of all evil.  
Won't contaminate ourselves with it,  
Take it away! Take it away! Take it away!  
La la la la la — la la la la la —  
La la la la la la.*

*Haven't got a paisa but don't worry  
Haven't got a job, but no hurry.  
We would answer if they gave us gold,  
Take it away! Take it away! Take it away!  
Got a loaf of bread and tea— sister,  
And the right to call them mine— sister,  
For the money we don't care a bit  
Take it away! Take it away! Take it away! Take it away!*

## IF I WERE A BUTTERFLY

If I were a **butterfly**  
I'd thank you, God, for giving me wings  
And if I were a **bird** in a tree,  
I'd thank you, God, that I could sing,  
And if I were a **fish** in the sea,  
I'd wiggle my tail — and I'd giggle with glee,  
But I just thank you, God—  
for making me me!

For you gave me a **heart** and you gave me a **smile**  
You gave me **life** and you made me a **child**  
And I just thank you, God, for making me me!

If I were an **elephant**  
I'd thank you, God, by raising my trunk,  
And if I were a **langaroo**  
You know I'd **hop** right up to you,  
And if I were an **octopus**  
I'd thank you, God, for my fine looks  
But I just thank you, God—  
For making me me!

If I were a wiggily worm  
I'd thank you, God, that I could squirm,  
And if I were a billy goat  
I'd thank you, God, for my strong throat,  
And if I were a fuzzy-wuzzy bear,  
I'd thank you, God, for my fuzzy-wuzzy hair,  
But I just thank you, God—  
For making me me!





JUNIOR SCHOOL CONCERT  
1980



"PRICE OF A CURE"



JUNIOR SCHOOL CONCERT  
1979



"GOLDEN GOOSE"

Dear Mrs. Fernandes,

There is one occasion I always look forward to with great excitement each year, and that is the Junior School Concert.

I have had the pleasure witnessing the last three concerts, and I enjoyed all of them tremendously. In their own way they all had their share of *humour*, thought and gaiety, leaving me with a happy heart humming some of tunes on our way home.

Every year my inquisitive mind was kept fully informed by my child as to the presentation of each class. However, when I tried to find out as to the programme of the 1980 concert I was not given one single satisfactory answer. It was as if I was touching upon a most secret recipe of Mrs. Fernandes.

Feelings somewhat disappointed and let down I arrived at the concert in a rather deflated frame of mind, but my mood soon changed. To my utter amazement there was no speech by anybody.

There were the children from all the classes together breaking into songs, beginning their own concert!!

I knew, I had arrived well in time but still, for a moment I had to collect my thoughts and ensure myself, that I had not missed any speech, for there was none!

The children in their colourful attires sang and sang. They moved to an from the stage with ease and grace like a gentle wind blowing through a golden corn-field, singing and enjoying themselves.

There was a constant stream of movement and uninterruptedly they sang and sang some more, enthralling the audience with their enchanting melodies.

Such discipline on the part of the children and such faith in them by their teachers! I can only say that this last concert, apart from captivating me throughout has also taught me not to underestimate our children! Grant them some credit and I would say that most of the credit for this superb concert goes to the children for their beautiful performance all by themselves. Of course, due credit goes also to the skillful guidance of the teachers, especially Mrs. Lobo who played untiringly throughout without a break.

I loved all the concerts but in its own special way the concert of 1980 surpassed the previous two. Thank you all children for such a delightful and charming evening and thank you all teachers for making it all possible.

Yours sincerely,  
M. Ali Khan

## JUNIOR SCHOOL IN PICTURES



*Budding Artists in the Junior  
Art Room*





*Flower arrangements—  
Learning to beautify the home.*



*A cooking class in progress*



*The carpentry workshop*



*Children at play*



*Music and movement with the  
matchless Mrs. Lobo ---  
Absolutely Inimitable!*





*Browsing in the Library*





SPEECH DAY  
1980



**KINDERGARTEN  
SECTION**



KARACHI GRAMMAR SCHOOL  
Kindergarten Section

LIST OF STAFF

- |                           |  |
|---------------------------|--|
| 1. Mrs. S. Jafri          | B.A. (Hons) London.  |
| 2. Mrs. O.B. Mallick      | B.A. Karachi University, K.G. & J.S.<br>Teacher's Certificate<br>St. Deny's—Murree.<br>K.G. Trained—Bombay |
| 3. Mrs. H. Freitas        | K.G. Trained—Bombay  |
| 4. Miss. N. Ahmed         | B.A. (Hons.) Calcutta  |
| 5. Mrs. R. Siqueira       | S.T.C. (India)   |
| 6. Mrs. A. Haroon         | (B.A. (Punjab University)  |
| 7. Mrs. Q. Ali-Khan       | B.A. Punjab University (Kinnaird).   |
| 8. Mrs. F. Ali Khan       | B.A. (Lucknow)   |
| 9. Mrs. P. Arthur         | B.A. (Kinnaird) K.G. & J.S. Teachers's<br>Certificate (Marian Training College)<br>Lahore.                 |
| 10. Mrs. R. Joseph        | P.T.C. (Karachi)   |
| 11. Miss. Crystal Mallick | B.A.C.T. (Karachi)   |
| 12. Mrs. D. Lobo          | S.T.C. (Bombay)  |
| 13. Mrs. N. Rehman        | B.A. B.Ed. (Karachi)   |
| 14. Mrs. B. Hussain       | B.A. (Karachi)   |
| 15. Mrs. B. Fernandes     | Music  |
| 16. Mrs. V. Nazir Ali     | Teacher's Aide Redhill<br>Technical College U.K.   |
| 17. Mr. E. Lobo           | Office   |



## HEADMISTRESS'S REPORT

1979

After concluding all the enrolment formalities, School re-opened in January to welcome new children and children already on roll into their new classes. This is usually considered an exciting period, as new books, readers, stationery etc. are given out and a new Teacher is found in command. Library monitors are selected and each child has an opportunity to select her/his own library book for the week.

**Sports and Parents Day:** These two special occasions, which children, teachers as well as parents look forward to, had to be cancelled due to sudden closures of the schools. It was highly regretted.

**Visitors:** The Kindergarten section always welcomes visitors. We had two unusual visitors: Uncle Kalkitos and Harpo the Clown. The former showed the usual clownish tricks and distributed kalkitos to the delight of children, the latter (HARPO) who was on a goodwill tour round the world, had brought a message, "Peace on Earth". This message was conveyed to the children through his actions i.e. he did not speak a single word, but managed to make every one understand what he was doing. His favourites were juggling and making animals by blowing balloons. What other happiness could Harpo bring or what other message of Peace could he spread during the International Year of the Child? A beautiful gesture indeed! Children's view-points are elsewhere in the magazine.

**Book Exhibitiion:** Not one but many were held during the year to give an opportunity to the children to see the books for themselves and to be with their parents helping select books for them. This is a good opportunity to watch the intimacy or any other behaviour pattern of child/parent relationship. It is nice to watch how some parents handle their children firmly and guide them to select suitable books for their age.

**Competitions:** During the "International Year of the Child", quite a number of programmes were set for school-going children. The Pakistan Federation of University Women taking a lead, arranged a Painting/Essay-writing competition. Many children enthusiastically took part in this competition and quite a number were awarded prizes.

Yet more competitions and various programmes were held for the benefit of the children under 14 at the Goeth Institute, Y.M.C.A. Hall and the American Centre Hall, Collectors Lane. Once again our children shone in their performances!

**Magic Show:** A yearly must for our children. Tricks are enjoyed by the children. This attraction adds a warm glow to the daily routine of the school work.

**Parents/Teachers Meeting.** It was felt that Class II teachers should meet each set of parents to discuss the end of term reports. Accordingly each set of parents was invited and allotted 10 minutes to have a healthy discussion. It was a great success and brought out clearly what Maya Pines writes in one of her articles, "Schools have a limited capacity for helping children achieve success. If you want them to cope in modern society, you'd better keep working with them yourself."

**Mela in Aid of Leprosy Centre.** "Giving is more gracious than receiving" is a rare thought to put before the children as they are always at the receiving end. An opportunity was provided when Marie Adelaide Leprosy Centre organised a Mela on Trinity Grounds. The Kindergarten was chosen as the collecting agent. It was a worthy cause for which the children as well as the parents gave their whole-hearted support— many of the parents their precious time. Things started rolling in until we ran short of storage space. In the end we are able to present Marie Adelaide Leprosy Centre the sum of Rs. 31,000. Thank you, all parents.

**Eye Test:** Dr. Mukhtar Ahmed, an eye specialist, had kindly consented to carry out eye-tests of the Kindergarten children with the permission of parents. A thorough check-up at this age by an eye specialist is absolutely necessary. Some children could be wrongly diagnosed as slow readers or bad spellers, simply because of subnormal visual acuity which in the majority of the cases is curable. We were grateful for the spontaneous response of our parents.

Dr. Mukhtar, many thanks for your patient handling of our children. To you also Mrs. Mirza for dropping in all those drops.

**Farewells.** At the end of the year we had to bid farewell to two of our good teachers: Mrs. Rita Joseph and Miss Crystal Mallick. They were greatly missed by children, parents and the staff. At the same time we were happy to welcome Mrs. N. Ali-Khan, Mrs. N. Feerasta and Mrs. C. Abbas to join the family of the Kindergarten Section.

## HEADMISTRESS'S REPORT 1980

1980 was a quite, steady year. Unfortunately for us, but fortunately for a certain young man, Miss. Crystal Mallick left us to get married. Miss. J. Rahim joined the Staff in her place.

**January-February** Went by in settling down, absorbing the new admissions and practising for sports Day.

**March:- Sports Day.** Dr. A. Qureshi was our chief guest. He was chosen specially as the representative of all fathers and he represented them very well indeed!

Muree won the Cock House, whilst Quetta won the Relay Cup.

**April:- The School Mela** Gave all the K.G. Children a chance to see the big school, as well as to enjoy the fun.

**A Book exhibition and Sale** was also was also held.

**May:- A Magic Show** caused the usual stir at the end of the First Term.

**June-July** The library was open once a week to all parents and children.

**August:- School re-opened.** As the Preparatory and Nursery children were some of our best customers during the holidays, we decided to open the library to them during the second term. Now we have 300 children borrowing books fairly regularly every week.

Many parents are making good use of the parents section and of the magazines specially purchased for them.

**September:-** Begum Abbasi, wife of the Governor of Sind, visited the Kindergarten. She showed a deep and knowledgeable interest in each of our activities which surprised us until she revealed that she too has been a teacher.

Class II greeted our guest with a poem of welcome and garlanded her with flowers made by Class I. Begum Abbasi then spoke to each of the Domestic Staff. She visited each room. Apart from the usual classroom reading, writing, arithmetic and Urdu, she saw a movement to music class, an outside from Class II recited a 'dua' for her. Over breaktime tea, Begum Abbasi chatted to our teaching staff.

September also brought a **Painting Exhibition** at the Y.M.C.A. in which some of our children joined.



**October:**— The Goethe Institute brought real joy and delight to the children of Karachi with its play **Stokkerlok and Millipili**. How we wish such appropriate and well-produced plays could become an annual feature.

**November:**— Admissions of Class II tests.

**December:**— A month of mounting excitement, beginning with a visit to the 'big school' on 4th December for the Class II children and culminating in the Party Day on 16th. December.

As thanksgiving for another year safely completed, we made a collection of foodstuffs and household articles for the Marie Adelaide Leprosy Centre. Our parents were so generous that we were quite overwhelmed.

Dr. Zarina Fazelbhoy wrote to acknowledge receipt and to thank you all for your continued and splendid support for the Centre.







*PK*



## THE SKY LAB

Sky-lab went around the earth for a few years, before it finally fell into the Indian Ocean. The Americans sent the Sky-lab up into space. It stayed there for a few years and then got into the gravity of the earth. The scientists made it fall into the ocean. Lots of people left their homes and ran away for they thought it was going to fall on them. Day-before-yesterday another satellite fell in the Atlantic Ocean.

Abeel Mangi. II-S.

## LOST

Last Summer Grandpa took me to the fair. When we were around I got lost. I was very frightened and looked every where, I could, for grandpa. Then I got a bright idea. I said to myself Grandpa loves food, he must be at the Snack bar. I ran to the Snack bar and there he was munching a sandwich.

Laequa Ali II-K.

## THIS HAPPENED TO ME

I saw a bee  
Sitting on a tree  
But when she saw me  
She stung me.

By Usman Alizai II-G

## MORNING FLOWERS

When I wake up early in the morning my brother and I go out into our garden with our daddy to pluck fresh roses for our mother. She feels very happy to see the flowers.

Naween Mangi. Prep "A".

## THE ECHO

Once upon a time there was a boy named Raza. One day Raza and his mother went to Hill Park. He climbed up the Hill. He had no friends to play with him. One day he said 'Hello'. The voice came back 'Hello'. He said to his mother, when I say hello, the boy also says hello. So he tried again. He said hello. I am your best friend. The voice came back then. He was very happy to hear that voice.

Shakeel-ur-Rehman II-K.

## THE MAGIC SHOW

Today I went to a magic show. The name of the magician was Rahim Bux. He did very nice magic. The whole school came. He took out a parrot from the cage, and he told the parrot to drive a jeep, but there was no petrol so he pushed the car. The parrot did understand our language. Then he took a glass filled with water, he put his hand on top of it, he turned the glass upside down and he said, "One two three half past three". These were magic words. Then he removed his hand, from under the glass, but the water did not fall. He called two other boys to do the same trick, but they could not do it.

Zain Fancy I-S.

## SUNDAY, 21, SEPTEMBER, 1980

Today it is cloudy. At playtime it started to drizzle. The sun stays behind the clouds most of the time. It is quite pleasant. It is quite cool. There are a few birds flying about. The wind is blowing roughly. It is a little misty. The children in the school are busy working and playing. The sky is very light. There is silence in many places. It is quite peaceful. The geese and the ducks are wandering about. Now and then the breeze blows. The crows are cawing. One crow had got himself wet in some water. It is getting hotter. Trees leaves are waving about. The workmen are working.

Nadir Rehman II-K.

## NEWS OF OLD GRAMMARIANS

- Arif Masood, Fayeeza Chundrigar, Nausheen Ahmed, Fayyaz Ali-mohammed are all at the London School for Economics
- Irfan Ali Hyder, Zahid Ansari, Zaeem Husain, Yusuf Maniya, Raymond Kotwal and Richard Lee are at M.I.T. Samin Mithani is at Caltech.
- Hisham Alam, Zahid Shafiq and Maurice Mascarenhas are at Yale University. At Princeton are Mir Mehboob Mahmud, Asif Ali Agha and Nasir Wajihuddin.
- Mayraj Fahim, Shaista Sayeed, Rabeya Javeri, Nusrat Azam Khan are at Mt. Holyoke College.
- Ayesha Riaz, Zishan Afzal Khan, Aliya Khan and Simi Niazi have just graduated from Girton College, Cambridge. Ayesha and Zishan plan to sit their C.S.S. exam this year. Ayesha often helps out in the Art Room.
- Ruhi Maker is now a Bar-at-law. She still holds the record for the highest K.G.S. score on the SAT verbal exam. (Rejecting Princeton and Harvard she went to L.S.E.)
- Mr. Mahmood Haroon is now Federal Minister for the Interior.
- Hameed Haroon is working wonders at The Star. He is, ofcourse, one of the few Pakistanis to be totally fluent in Chinese.
- Hussain Haroon might become the next Mayor of Karachi.
- Moin Haroon is now General Manager, Lahore Intercontinental.
- Zohra Siddiqui  
Durrainow Mujahid  
Roshan Muncherji  
Farida Said  
Mariana Mani  
Omer Yusuf  
Nafisa Afridi  
Fareeda Ahmed  
Teaching at the Grammar School
- Mueen Ahsanuddin is a very successful poultry magnate. His farm is frequently visited by delighted Grammarians.
- Chishty Mujahid is now with Lever Brothers.
- Farooq & Mukhtar Sumar run Mohd Farooq Textile Mills. With them are Omar Saeed and Shahid Nazir Ahmed.
- Dr. Camar Vellani is in-charge of the Aga Khan Medical School.

- Farrukh Iqbal (Harvard '75) has completed his Ph. D. from Yale and is now doing research with the Rand Corporation.
- Aftab Islam  
 Zubyr Soomro                      All with Citibank.  
 Fahmi Akhtar Sami                (Aftab and Zubyr are Vice Presidents.)  
 Nadeem Hussain  
 Iqbal Hassan and Mushtaque Jindani
- Syed Irfanuddin Ahmed stood First class first in his M.A. (Economics) at Karachi Univesity. Roofi Jamil topped in B.A.—another K.G.S. First Class First.
- Syed Anzaruddin Ahmed has graduated from Princeton and is now with the World Bank.
- Pervaiz Amirali Hoodbhoy has been working with Dr. Abdus Salam, the Nobel Prize Laureate. A Ph.D. in Nuclear Physics (M.I.T.) Pervez is now lecturing at the Quaid-i-Azam University in Islamabad
- Samir A. Hoodbhoy (Harvard 1964) is a Computer designer in America.
- Zulfiqar Lakhani — Director, Lakson Tobacco Co. The man behind "Double Action Brite".
- Amin Mohd. Lakhani has graduated from Stanford and is now at the Wharton School of Finance, University of Pennsylvania.
- Eshya Mujahid is working on her Ph.D. in Economics at Boston University. Also working at her doctorate in Boston is Musharraf Hai.
- Farooq Ali is a pathologist with U.C.L.A., California.
- Farhana Islam (U.S.C.) is a Public Administration lecturer, also in California.
- Asghar Abbas recently got married. Najmi lives in Norway, Shamsi is in the Phillipines. Ahmed Abbas is settled in the U.K.
- Khalid Anwar is a leading lawyer — quite a legal legend.
- Naeem Malik — playing Polo with panache—poise—perfection (Pardon our appalling alliteration).
- Jawed Shaikh is with P.I.A.
- Tahira Brohi teaches Philosophy at the University of Karachi.

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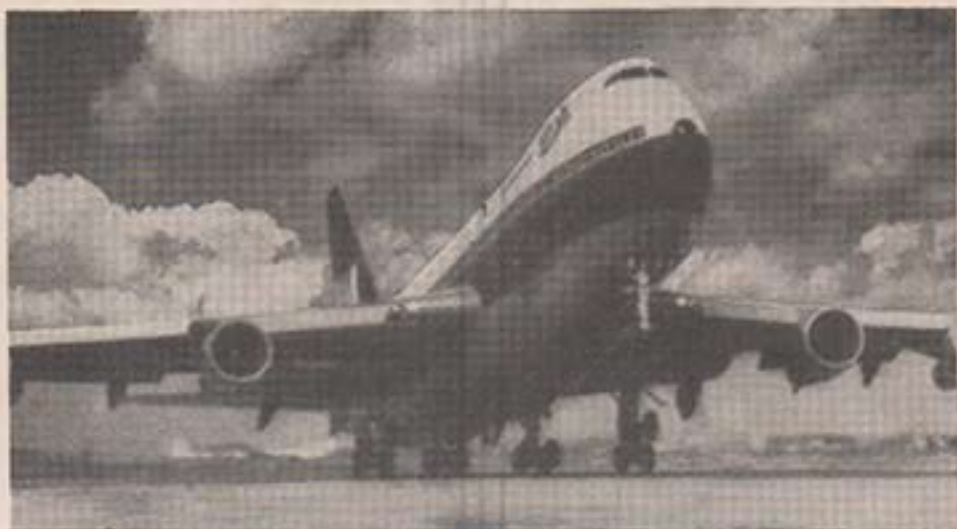
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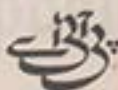
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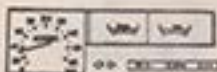
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# 10 money saving fuel saving tips

## 1. Keep speed down.



Speeds between 50-65 km/h give best fuel consumption.

## 2. Avoid 'Grand Prix' starts.



Rapid starts use twice as much fuel as easy starts.

## 3. Keep speed constant.



Steady speed saves fuel, prolongs engine life and prevents brake lining from wearing out.

## 4. Plan all trips.



Short runs and stop-and-go driving consume almost 25% more fuel.

## 5. Avoid engine idling.



Turn off the engine if you are stopping for more than a minute.

## 6. Keep transmission in high gear.



The highest gear you can use, without lugging or labouring the engine, is the most economical.

## 7. Maintain correct tyre pressure.



Correct tyre pressure saves upto 6% fuel.

## 8. Keep your car tuned and serviced.



Proper tuning and servicing give 10% better mileage.

## 9. Use the right grade of oil and fuel.



A true multigrade oil and the right grade of fuel will ensure engine protection and efficient fuel consumption.

## 10. Check leakage of oil and fuel.

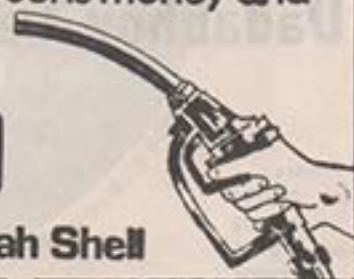


A regular check of the fuel pump and pipes prevents leakage of fuel and danger of fire.

'Conserve fuel-fuel is money and money is yours'



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Citibank's famous innovativeness is also yours to command—like floating interest rates, which Citibank introduced.

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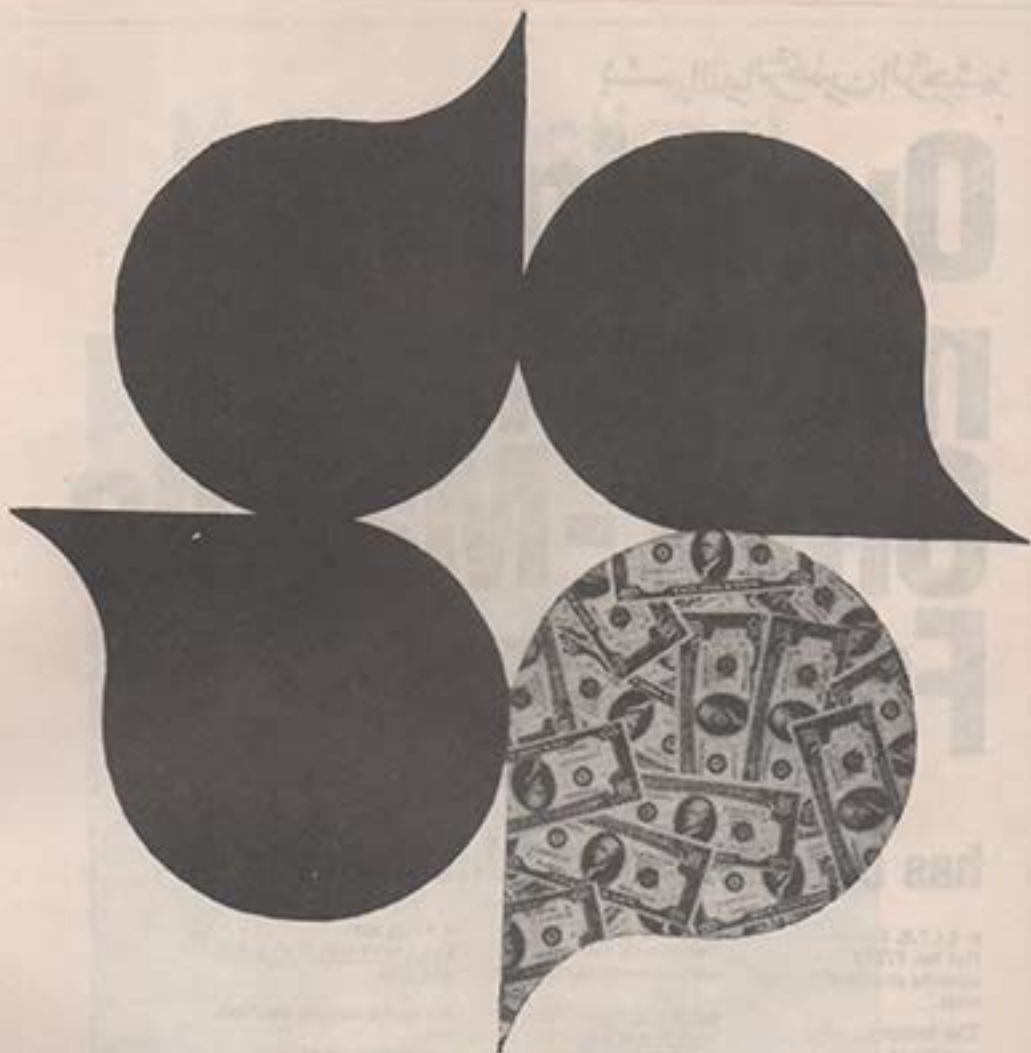
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The factory  
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Onyx table tops in all shapes  
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We have automatic machines  
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tops.
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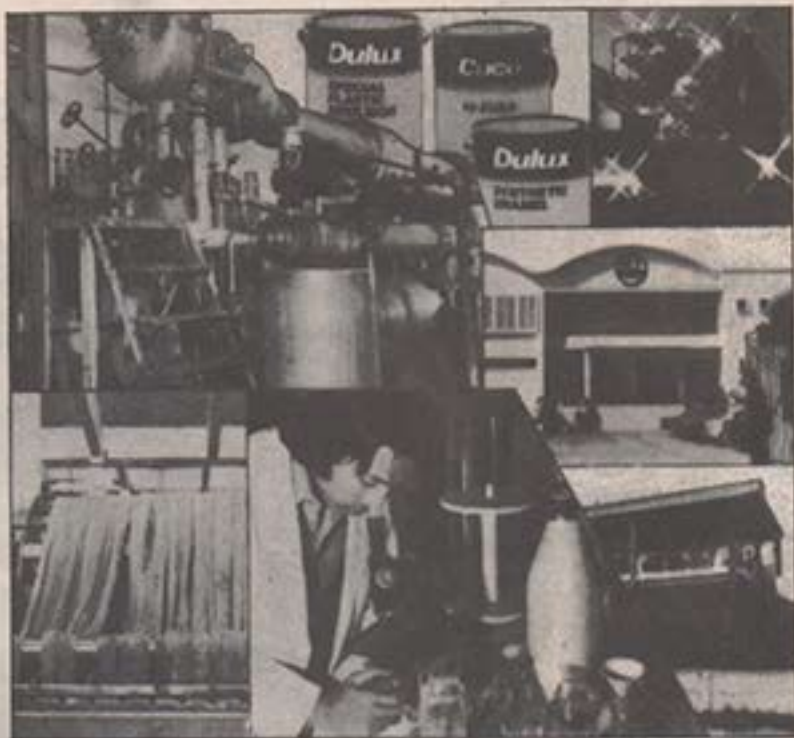
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The ICI Group is growing in all fields of endeavour, spearheaded by a US \$63 million Polyester Staple Fibre project to be sited in Sheikhupura. The plant will come on stream in end 1981 and will manufacture Polyester Fibre under the name of 'Terspak'. In Khewra our Soda Ash capacity has increased from 42,000 TPA to 65,000 TPA involving a total outlay of US \$9.1 million. At our Paintex factory in Lahore, capacity expansion is underway, to double production from 2 m. litres to 4 m. litres at a total investment of US \$ 23 million.

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## دلچسپ واقعات

۱- قاتل گائے: ٹیکساس (امریکہ) کے ایک ضلع، بریوسل میں ایک گائے کی ملکیت پر کچھ جھگڑا ہو گیا اور اس جھگڑے میں کچھ آدمی مارے گئے، لیکن گائے کی ملکیت کا فیصلہ پھر بھی نہ ہو سکا۔ آخر اس گائے کے لوگوں نے مل کر بڑی غور و فکر کے بعد یہ فیصلہ کیا کہ گائے کسی شخص کو نہ دی جائے۔ پانچ گائے کی کھال پر موٹے موٹے حرفوں میں لفظ "قاتل" لکھ کر اس کو آزاد چھوڑ دیا گیا اور جھگڑا ختم ہو گیا۔

۲- بہادر وہمی: فرانس کے مشہور ہیرو مارشل نکولس (۱۶۲۱ء سے ۱۶۹۰ء تک) نے اپنی زندگی میں تقریباً سو جنگوں میں حصہ لیا اور ہر جنگ میں کامیاب رہا۔ اس کی تلوار کی دھاک مارے ملک میں تھی۔ دشمن اس کا نام سن کر کانپ جاتے تھے۔ اس نے سینکڑوں دشمن سپاہیوں کو موت کے گھاٹ اتار دیا۔ لیکن یہ بہادر ہیرو اس قدر وہمی تھا کہ ایک نمک کی شیشی ٹوٹنے پر اس کی موت واقع ہو گئی۔

۳- شہد کا چہشتہ: جنوبی افریقہ کے فادرہ قبیلے کی لڑکیاں ایک خاص قسم کی ٹوپی اڈھتی ہیں، جس میں آگے اور پیچھے، دونوں جانب تقریباً ایک ایک فٹ چھبڑے لٹکا رہتے ہیں۔ ٹوپی کے پچھلے حصے پر شہد کی مکھیاں پالی جاتی ہیں جس کی ٹوپی پر جتنا بڑا چہشتہ ہوتا ہے وہ لڑکی اتنی ہی فیشن ایبل اور سلیقہ مند مانی جاتی ہے۔

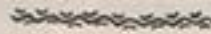
فرحان فاروقی

درجہ: K- XI

- ۵ جج : " تو تم نے شوہر کے سر پر کرسی دے ماری اور وہ ٹوٹ گئی۔ "  
 ملزمہ : " مگر میرا ارادہ تو نہ تھا۔ "  
 جج : " یعنی تمہاری نیت حملہ کرنے کی نہ تھی۔ "  
 ملزمہ : " میری نیت کرسی توڑنے کی نہ تھی۔ "

- ۶ " پولین کہاں کا رہنے والا تھا؟ "  
 " نیپال کا "

فرحان فاروقی  
 درجہ، K-XI



# گدگدیاں

۱۔ مَلزم : ” حضور! میں اپنے جرم کا اقرار کرتا ہوں۔“  
 جَج : ” یہ بات تم نے شرم ہی میں کیوں نہ کہہ دی؟“  
 مَلزم : ” جناب! میرا خیال تھا میں بے گناہ ہوں۔ مگر اپنے خلاف لوگوں کی گواہیاں  
 سننے کے بعد اب میرا خیال بدل گیا ہے۔“

۲۔ ” اگر کوئی کہہ سار گدھے کو بے دردی سے مار رہا ہو اور میں اسے اس حرکت سے منع  
 کروں تو تم اس جذبے کو کیا کہو گے؟“  
 ” برادرانہ جذبہ۔“

۳۔ کریم : روتی کی جمع؟  
 سلیم : ” لعاف۔“

۴۔ دو کھلاڑی ٹینس کھیل رہے تھے۔ ایک کھلاڑی نے قریب ہی کھڑی ہوئی ایک بچی کی  
 طرف اشارہ کر کے دوسرے کھلاڑی سے کہا۔  
 ” دیکھیے کتنی پیاری بچی ہے۔ مگر اس فیشن پرستی کا کیا کھبے کہ بپاری کو لڑکوں جیسے کپڑے  
 پہنا کر مضحکہ خیز بنا دیا گیا ہے۔“  
 ” آپ کون ہوتے ہیں میری سچی پراعتراض کرنے والے۔ ہم چاہے جیسا بھی کپڑے پہنائیں  
 آپ کو اس سے کیا مطلب؟“  
 ” معاف کیجئے مجھے معلوم نہیں تھا کہ آپ اس بچی کے باپ ہیں۔“  
 ” باپ نہیں میں اس بچی کی ماں ہوں۔“ دوسرے کھلاڑی نے جواب دیا۔

## پیکرِ رحمت و صلوات اللہ علیہما

دنیا کی تاریخ میں بہت سے بادشاہ اور فاتحِ عالم بھی گزرے ہیں جن کی تاریخِ خون سے بھری ہوئی ہے۔ کچھ لوگوں نے اپنے ملک کی حدیں بڑھانے کے لئے خونخوار جنگیں لڑیں اور ہزاروں بے گناہ لوگوں کو قتل کیا۔ بدلہ لینے کے لئے انسان کے سروں کے مینار کھڑے کر دیئے۔ جس ملک میں فتح پائی وہاں کے عام لوگوں کو جان سے مار دیا۔ فصلیں برباد کر دیں اور گھروں تک کو جلا دیا۔

لیکن ان سب کے برعکس ایک ایسا عظیم انسان بھی دنیا میں آیا تھا جو سپہ سالار اور فاتح بھی تھا۔ جس نے جنگیں لڑیں مگر اس وقت جب دشمن نے حملہ کیا۔ میدانِ جنگ میں بھی کبھی پہل نہ کی۔ تلوار اٹھائی بھی تو کسی کمزور کی حمایت میں یا پھر ظلم کے خلاف۔ جنگ میں کبھی کسی بوڑھے، بچے، عورت یا مذہبی رہنما کو تنگ نہ کیا۔ جب فتح پائی تو اس طرح کہ اس ملک کے شہریوں کو حکم دیا کہ وہ اپنی دکانیں کھلی رکھیں اور وہ مامون رہیں۔

یہ عظیم سپہ سالار ہمارے رسول حضرت محمد صلی اللہ علیہ وسلم تھے۔ ہمارے نبی کی شخصیت ایک ہیرو کی مانند ہے جس کا اثر آج بھی لوگوں کے دلوں میں موجود ہے۔ ہمارے رسول صلعم نے بہت جنگیں لڑیں۔ جب انہوں نے مکہ پر فتح پائی تو کفار سہم گئے۔ وہ اپنے بارے میں خوب جانتے تھے کہ انہوں نے مسلمانوں کو ناحق ستایا اور ان پر بڑے مظالم کئے ہیں۔ وہ سمجھ رہے تھے کہ حضرت محمد صلعم ان پر اپنا عذاب لائیں گے لیکن جو سلوک آنحضرت نے ان کے ساتھ کیا وہ اس کا تصور بھی نہیں کر سکتے تھے۔ حضرت محمد صلی اللہ علیہ وسلم نے سب کو معاف کر دیا۔ ان کی اس بات نے کافروں پر بڑا اثر کیا۔ ہندو جو ابوسفیان کی بیوی تھی اور جس نے جنگِ احد میں حضرت حمزہ کا جگر کچا چبایا تھا، ہمارے رسول صلعم سے بولی، اے خدا کے رسول! ایک ایسا زمانہ بھی تھا جب میں آپ سے زیادہ کسی سے نفرت نہیں کرتی تھی لیکن اب کوئی ایسا شخص نہیں جس کو میں آپ سے زیادہ پسند کرتی ہوں۔

حمید اشمس

ہمارے لیے ایک نمونے کی حیثیت رکھتی ہے۔ خود ہمارے وطن کی تاریخ میں اس قسم کے واقعات کی کمی نہیں ہے۔ ہماری آزادی پھین لی گئی تھی ہم اپنے ہی ملک میں دوسروں کے غلام بن کر رہ گئے تھے۔ حیدر علی۔ ٹیپو سلطان۔ مرسید احمد خاں۔ مولانا محمد علی جوہر اور قائد اعظم جیسی ہستیاں قابل ذکر ہیں۔ جنہوں نے اپنا وطن پاکستان بنانے کے لیے زمین ہموار کی اور سازگار حالات پیدا کئے اور آخر کار ہم محمد علی جناح کی رہنمائی میں اپنی منہزل مقصود پر پہنچے۔ اور غیر ملکی اقدار سے آزادی حاصل کی۔ ڈیڑھ سو سال کی غلامی ختم ہوئی۔ آج ہم آزاد ہیں اور عزت کی زندگی بسر کر رہے ہیں۔ وطن پرستی سے قومیں عروج و کمال کی بلند یوں تک پہنچتی ہیں۔

عَصَمْتُ سُبَيْرِيَا

IX-5

## وطن کی محبت

وطن کی محبت ایک قدرتی جذبہ ہے جو کم و بیش ہر انسان میں پایا جاتا ہے۔ انسان جس سرزمین میں پیدا ہوتا ہے، پرورش پاتا ہے اور زندگی بسر کرتا ہے، اس کے ساتھ ہی ساتھ اُسے اپنے وطن سے آپ سے آپ اُلفت ہو جاتی ہے۔ اس کی آبادیاں اور اس کے میدان، اس کے دریا اور پہاڑ، اُس کے صحرہ اور سبزہ زار، غرض اس کی ہر چیز پیاری لگتی ہے۔ کیوں نہ ہو؟ آدمی کا جینا اور مرنا، اس کا بناؤ اور بگاڑ وطن سے ہی وابستہ ہوتا ہے۔ وطن کی ترقی اہل وطن کی ترقی ہے۔ وطن کی تباہی اہل وطن کی تباہی ہے۔ اپنے وطن سے سب کو محبت ہوتی ہے۔ انسان تو انسان چرند، پرند اور حیوان کو بھی اپنے وطن سے محبت ہوتی ہے۔ اپنے وطن اور اہل وطن کی خدمت کرنا ہر آدمی کا فرض ہے۔ اگر کوئی دشمن ملک پر حملہ کر دے تو وطن کی حفاظت کے لئے جہاد کرنا ہر مسلمان پر فرض ہے۔ جہاد میں ہر قسم کی قربانی فرض ہے۔ وطن سے محبت کرنا ایک قدرتی امر ہے۔ صرف انسان ہی نہیں بلکہ تمام جانداروں کی بھی یہ خصوصیت ہے کہ جس جگہ وہ ایک عرصے تک مقیم رہتے ہیں۔ اگر اتفاق سے انہیں وہ جگہ چھوڑنی پڑی تو وہ ضرور اُس کی جدائی کا دکھ محسوس کرتے ہیں اور اس مقام سے میلوں دور ہونے پر بھی برابر وطن کی یاد میں دل تڑپتا رہتا ہے۔ بعض اوقات انسان وطن کی قسربانی کے لئے بڑی سے بڑی پریشانیاں برداشت کر لیتا ہے۔ لیکن اس کے باوجود کسی حالت میں بھی اُس کو چھوڑنے پر تیار نہیں ہوتا۔

دنیا میں کوئی ایسا شخص نہیں جسے اپنے وطن سے محبت نہ ہو، اپنے وطن سے محبت رکھنے والا خدمتِ وطن کے لئے اپنی جان تک قربان کر دیتا ہے۔ یہ ایک مقدس جذبہ ہے جو ہر انسان کے دل میں قدرتی طور پر موجود ہوتا ہے۔ ہر دور میں اور ہر ملک میں اس کی زندہ مثالیں موجود ہیں۔ ہم اپنے وطن کی خدمت ہر حالت میں کر سکتے ہیں۔ جس طرح زمانہ جنگ میں وطن پرستوں کی ضرورت ہوتی ہے اسی طرح امن کے دور میں بھی وطن دوستوں کی خدمات کی ضرورت ہوتی ہے ایک لچھے اور نیک شہری کی طرح زندگی گزارنے والا انسان محبتِ وطن بن سکتا ہے۔ انسانیت کی تاریخِ حبِ وطن کی سیکڑوں مثالوں سے بھری پڑی ہے۔ آج بڑے بڑے عہدبان وطن کی خدمات

جیسا کہ واٹسار نے کہا "کتابیں دنیا کی آئینہ دار ہیں"۔ اور اسی میں ان کی اہمیت ہے۔  
 کتابوں کی دنیا۔ ایک ایسی عجیب و غریب دنیا ہے، جس میں داخل ہو کر ہم سیکڑوں سال پہلے کے  
 زمانوں، تہذیبوں، اور رسم و رواج کی سیر کرتے ہیں۔ اپنے اسلاف سے ملتے اور ان کے خیالات سے آگاہ  
 ہوتے ہیں۔

جو لوگ اس دنیا کے شوقین ہیں وہ کبھی اکیلے نہیں ہوتے۔

### عشر قدیمی

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چند سال پہلے

میں نے ایک کتاب پڑھی جس کا نام "The History of the World" ہے۔ اس کتاب میں  
 دنیا کی تاریخ اور اس کے مختلف حصوں کی تفصیلات دی گئی ہیں۔ اس کتاب میں  
 دنیا کی تاریخ اور اس کے مختلف حصوں کی تفصیلات دی گئی ہیں۔ اس کتاب میں  
 دنیا کی تاریخ اور اس کے مختلف حصوں کی تفصیلات دی گئی ہیں۔ اس کتاب میں

دنیا کی تاریخ اور اس کے مختلف حصوں کی تفصیلات دی گئی ہیں۔ اس کتاب میں  
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 دنیا کی تاریخ اور اس کے مختلف حصوں کی تفصیلات دی گئی ہیں۔ اس کتاب میں

## کتابوں کی اہمیت

کتاب کیا ہے؟ بہت سے پتلے ورق جن کے باہر کے دو ورق سخت ہیں اور پتلے ورقوں پر بہت سے الفاظ۔ مگر کتابیں تاریخ کا رخ موڑ دیتی ہیں، کتابیں بڑی بڑی سلطنتوں کو شکست دیتی ہیں۔ کتابوں میں ہزاروں سالوں کی تہذیب اور خیالات کا خزانہ چھپا ہوا ہے۔ کئی تہذیبیں جو اب کھنڈرات ہیں ان کی تہذیب اور سوج کتابوں کے ذریعہ ابھی تک زندہ ہے۔

کتابوں نے بار بار تاریخ کا رخ بدل دیا ہے۔ قرآن شریف کو ہی لے لیجئے۔ اس میں جو طرز زندگی کے بارے میں بتایا گیا ہے اس کو لاکھوں لوگوں نے اپنایا ہے اور وہ اس کے مطابق اپنی زندگیاں گزار رہے ہیں۔ قرآن شریف کے مطابق ہزاروں لوگ ایک مثالی اسلامی معاشرہ بنانے کی جستجو میں مصروف ہیں مگر یہ تو پھر بھی خدا کی کتاب ہے۔ انسانوں کی لکھی ہوئی کتابوں نے بھی تاریخ کو اس طرح متاثر کیا ہے کہ حیران کن ہے۔

آدم اسمتھ (ADAM SMITH) کی کتاب ولیمتھ آف نیشنز (WEALTH OF NATIONS) زیادہ تر مغربی ممالک کے معاشی نظام پر مبنی ہے۔ اگر آدم اسمتھ یہ کتاب نہ لکھتا تو آج کل جو ترقی یافتہ مغربی ممالک ہیں وہ ترقی یافتہ نہ ہوتے اور نہ ان ممالک کے باشندے اتنی آرام و آسائش کی زندگی گزار رہے ہوتے۔

روس، چین اور سارے کمیونسٹ ممالک کا سیاسی نظام کارل مارکس کی کتاب ڈاس کاپیٹل پر مبنی ہے۔ اگر مارکس یہ کتاب نہ لکھتا تو کمیونزم وجود میں نہ آتا اور آج ہمیں اپنی جانوں کا خطرہ نہ ہوتا۔ اسی طرح ہاربا کتابوں نے تاریخ کا رخ موڑا ہے اور انسانوں کو تقدیر بدل دی ہے۔ کتابوں نے تمت اٹا دیئے۔ کتابوں نے بڑی بڑی جنگیں شروع کی ہیں۔ کتابوں نے انسانوں کی سوج بدل دی ہے۔ کتابوں نے بار بار چیزوں کے بارے میں بتایا۔ عجیب عجیب لوگوں سے ملایا۔ کتابوں نے نئی نئی جگہوں کی سیر کرائی۔

اسی لئے کسی نے خوب کہا ہے کہ اپنے مسائل کا حل کسی تجربہ کار آدمی سے پوچھو نہ کہ کسی قابل  
 آدمی سے۔ مندرجہ بالا حقائق سے یہ بات ثابت ہو گئی ہے کہ تجربہ ہی بہترین استاد ہے۔ اور تجربے  
 کتابوں سے نہیں بلکہ تجربہ کار لوگوں کے ساتھ رہنے سے حاصل ہوتا ہے۔

ناصر و ہدرا

(یازد ہم آرٹس)



## تجربہ ہی بہترین اُستاد ہے

لوگ بات کرنے کو تو کسی بھی عنوان اور کسی بھی موضوع پر کر لیتے ہیں لیکن جو مدلل اور مؤثر بات تجربہ کار لوگ کر سکتے ہیں وہ دوسرے لوگ ہرگز نہیں کر سکتے۔ اور جو تسلسل، روانی، عمدگی، ظرافت و لطافت، زور بیان، خود اعتمادی، انتخاب نکات اور تخیل کی بلند پروازی ایک تجربہ کار فرد کی گفتگو میں ہو سکتی ہے وہ ایک نا تجربہ کار فرد میں ہرگز نہیں پائی جاسکتی۔

تجربہ انسان کو جینے کا سلیقہ، گفتگو کے طریقے، رہن سہن کے آداب، لین دین کے گُر، چلنے پھرنے کے اصول، کامیاب زندگی کے قوانین، تجارت اور کاروبار کے ضابطے، صنعت و حرفت کے قاعدے، معاملات اور سیاسیات کے راز، معیشت کے بھید، تعلیم کے حقائق، فلسفے کے جواہر، زندگی کے نشیب و فراز، وضع قطع میں شائستگی اور معاشرتی طور طریقے میں باقاعدگی سکھاتا ہے۔

جہاں تک تجربے کا بہترین استاد ہونے کا تعلق ہے تو یہ بات روز دروستہن کی طرح واضح اور عیاں ہے کہ ایک تجربہ کار آدمی کسی مسئلے اور مشکل میں جس مہارت، صلاحیت، اہلیت، قابلیت اور تجرباتی معلومات سے سیر حاصل بھٹ کرے اس کے نشیب و فراز اور تاریکیوں پر روشنی ڈال سکتا ہے اس کے مقابلے میں کوئی نا تجربہ کار آدمی خواہ وہ کتنا ہی قابل کیوں نہ ہو، نہیں کر سکتا کیونکہ تجربہ ہی بہترین استاد، بہترین قابلیت، بہترین ساتھی اور بہترین ہتھیار ہے اور ہم اس کا مشاہدہ اپنی روزمرہ کی زندگی میں آئے دن کرتے رہتے ہیں۔ ایک تجربہ کار استاد یا مقرر جس انداز سے اپنے فن کا مظاہرہ کر سکتے ہیں کوئی دوسرا نہیں کر سکتا۔ یہی حال زندگی سے تعلق رکھنے والے دیگر تمام امور اور پیشوں کا بھی ہے۔ جیسے ایک تجربہ کار ڈرائیور اور ایک نا تجربہ کار ڈرائیور کے مقابلے میں، ایک تجربہ کار صنعتکار، ایک نا تجربہ کار صنعت کار کے مقابلے میں، ایک تجربہ کار جنرل، ایک نا تجربہ کار جنرل کے مقابلے میں اپنے فن اور جوہر کا بھٹن و خوبی اور کما حقہ مظاہرہ کر سکتا ہے۔

ان سب کے علاوہ پڑھنا لکھنا نہ جاننے میں ایک نقصان یہ ہے کہ گھر کی بات غیروں پر ظاہر کرنی پڑتی ہے۔ اور غیروں سے اپنے ذاتی خطوط لکھوانے پڑتے ہیں۔ اور اس طرح کوئی راز داری قائم نہیں رہتی۔ بڑھے لکھے ہونے سے طرح طرح کے رسالے پڑھے جاسکتے ہیں۔ اور معلومات عامہ میں اضافہ ہوتا ہے۔ اخبارات پڑھنے سے دنیا کے دور دراز ممالک کو تازہ خبریں ملتی ہیں۔

تو یہ چلا کر علم وہ لازوال دولت ہے جس کی کوئی حد نہیں اور ہمارے ذہن سے اس کو کوئی ٹانہ نہیں سکتا۔ علم ہی کی بدولت ہم ہر قسم کے تجربات حاصل کرتے ہیں خواہ وہ سائنسی، جغرافیائی، تاریخی یا کوئی اور شعبہ زندگی سے متعلق ہوں۔

مساشرہ کو علم ہی کے ذریعہ سے سدھارا جاسکتا ہے۔ علم ہی وہ طاقت ہے جس کے ذریعے زندگی کے تمام مراحل بہ آسانی طے کئے جاسکتے ہیں۔  
علم یقیناً دنیا کی سب سے بڑی دولت ہے۔

فیصل حسن

IX-5

# علم کی دولت

★ علم یقیناً دنیا کی سب سے بڑی دولت ہے۔

★ جب حضور اکرم صلی اللہ علیہ وسلم پر پہلی وحی نازل ہوئی تو حضرت جبریل نے پہلا لفظ "اقرأ" یعنی "پڑھ" کہا تھا۔ اس سے یہ صاف پتہ چلتا ہے کہ علم کا اتنا بڑا درجہ ہے کہ اللہ تعالیٰ نے اپنے نبی صلعم کو پہلا سبق علم حاصل کرنے کے بارے میں دیا۔

★ اللہ تعالیٰ حضور اکرم صلی اللہ علیہ وسلم سے فرماتے ہیں: **قُلْ رَبِّ زِدْنِي عِلْمًا** یعنی کہہ دیجئے کہ اے میرے پروردگار میرے علم میں اضافہ کر۔

حضور اکرم صلی اللہ علیہ وسلم خود فرماتے ہیں "طلب کرو علم کو اگرچہ چین میں لے۔" علم کا حاصل کرنا اسی قدر ضروری ہے۔ اور اس میں ہمارا ہی فائدہ ہے۔

ایک تو یہ ہے کہ زبان صاف ہوتی ہے۔ بے پڑھے لکھے لوگ ثواب کو سباب، شور بے کو سُربا اور زکام کو زخام بولتے ہیں۔ پڑھے لکھے لوگ ان پر ہنستے ہیں اور ان کی نقلیں کرتے ہیں۔ سو پڑھنے لکھنے سے یہ عیب جاتا رہتا ہے۔

دوسرے یہ کہ نماز روزہ صحت کے ساتھ ادا ہوتے ہیں، اور دین سے صحیح واقفیت ہو جاتی ہے۔ بے پڑھے لکھے لوگ اپنی جمالت سے بہت سے کام ایسے کرتے ہیں جن سے ایمان جاتا رہتا ہے۔ پڑھنے لکھنے سے یہ کھٹکا جاتا رہتا ہے اور ایمان محفوظ رہتا ہے۔

گھر کا نظم و نسق اور امور خانہ داری جو عورتوں کی ذمہ داری ہوتی ہے علم ہی کی بدولت بخشن و خوبی سے انجام پاتے ہیں۔

اگر والدین تعلیم یافتہ ہیں تو ظاہر ہے کہ وہ گھر تہذیب و شعور کا گہوارہ ہے۔ اولاد کسنی ہی سے خوش اخلاق اور نیک بنت ہوگی۔ کیونکہ بچپن ہی سے ان کی تعلیم و تربیت بہتر طور پر دی گئی۔

تعلیم کا ایک فائدہ یہ بھی ہے کہ جب انسان کے پاس علم ہوگا تو وہ ہر وقت اپنے ان باپ عزیز واقربا، کا رتبہ پہچان کر ان کے حقوق ادا کرتا رہے گا۔ اس کی دنیا اور آخرت دونوں بن جائیگی۔

اس پر مانی جان نے کہا۔ ” میں تو حکیموں کی بالکل تامل نہیں۔ تم فلاں فلاں ماسین کھاؤ اور  
 دائراپام (DIARAPAM) کھاؤ تم بالکل ٹھیک ہو جاؤ گے۔“ اس پر طب کے شعبہ پر بحث چھڑ گئی اور  
 اور ایک طرف حکیموں اور یونانی طب کے مرید تھے اور دوسری طرف انگریزی دوائیوں پر یقین رکھنے  
 والے تھے۔

جس طرح وقت گزرتا تو بوڑھے لہو میں جوش آتا گیا اور آدازیں اونچی ہوتی گئیں۔ ڈاکٹروں  
 اور حکیموں کی غلطیوں کے اتنے خوفناک قلعے سننے میں آئے کہ میرا خون خشک ہو گیا۔  
 دوسرے دن جب ڈاکٹر نے مجھے دیکھا تو اس نے کہا ان کو شدید صدمہ ہوا ہے۔ ان کو کسی  
 صحت افزا مقام پر بھیجئے۔

شکر ہے ان بیمار بزرگوں سے تو نجات تو ملے گی!

عشر قریشی

XI - K

## بیمار بزرگ

جب اور خاندانوں کے بزرگ اکٹھے ہوتے ہیں تو وہ موسم کی باتیں کرتے ہیں، گزرے ہوئے وقتوں کی باتیں کرتے ہیں، اپنی جوانی کی باتیں کرتے ہیں اور بین الاقوامی مسائل کی باتیں کرتے ہیں۔ مگر جب ہمارے خاندان کے بزرگ ملتے ہیں تو سوائے اپنی بیماریوں، امراض اور ڈاکٹروں کی باتیں کرنے کے وہ کسی اور چیز کی باتیں نہیں کرتے۔

پہلے وہ گھر کی سب سے آرام دہ کرسیاں اکٹھی کر دیتے ہیں اور پھر چائے اور پان بنواتے ہیں۔ اس کے بعد وہ آرام سے بیٹھ جاتے ہیں اور شروع ہو جاتے ہیں۔ کوئی اپنے دانتوں کی دردناک کہانی سنا سکتا ہے۔ کوئی کسی حکیم یا کسی ڈاکٹر کے بارے میں تفصیلی تبصرہ کرتا ہے۔ خالد جان کو اگر جوڑوں کا درد ہے تو چاچا جان سر کے میگرین (MIGRAINE) کے مریض ہیں۔

ان بزرگانِ خاندان کی ایک عادت ہے کہ جب بھی وہ کسی بیماری کا سُننے ہیں تو سمجھتے ہیں کہ یہ ہم کو ہو گئی ہے۔

ایک دفعہ ہمارے خالو صاحب نے اپنے کسی دوست سے اس کی جگہ کی تکلیف کے بارے میں سنا۔ دوسرے دن وہ اپنے خاندانی ڈاکٹر کے پاس گئے اور کہا کہ ہمیں جگہ کی تکلیف ہے۔ ڈاکٹر صاحب نے کہا کہ جگہ کی تکلیف میں نہ کوئی درد ہوتا ہے اور نہ کوئی تکلیف ہوتی ہے۔ خالو صاحب نے اصرار کرتے ہوئے کہا کہ مجھے تو بالکل یہی محسوس ہوتا ہے۔

ان کی دوسری عادت ہے کہ جب بھی کوئی بیمار ہوتا ہے تو یہ وہاں شہد کے پاس مکھیوں کی طرح جمع ہو جائیں گے اور سوائے بے چارے مریض کو ڈرانے کے اور مایوس کرنے کے کچھ نہیں کرتے۔ ایک دفعہ مجھے ملیریا ہو گیا تو سب خاندان کے بزرگ اکٹھے ہو گئے اور خالد جان نے کہا ”تم فلاں فلاں بادام کا عرق لو اور اس میں فلاں فلاں بیج اور فلاں فلاں پودے کی جڑ گھوٹ کر عاکر روز آٹھ دفعہ پیو۔“

ہوتا ہے جو اگر کبھی کسی نس میں بڑھ جائے تو اس سے خون کی روانی ٹرک جاتی ہے اور اگر یہ رکاوٹ دل کی کسی نس میں پیش آئے تو دل کا دورہ پڑتا ہے جو اکثر جان لیوا ثابت ہوتا ہے۔

سگریٹ کا دھواں جب ہم سانس میں لے جاتے ہیں پھیپڑے میں جانے کے لئے مختلف ٹیوبوں

(TRACHEA + BRONCHUS) سے گزرتا ہے۔ ان ٹیوبوں کی دیواروں میں بال کی طرح کے سیلیا (CILIA)

لگے ہوتے ہیں جو بالی طرح اندر آنے والی ہوا کی صفائی کرتے ہیں۔ لیکن جو لوگ زیادہ مقدار میں سگریٹ پیتے

ہیں ان کے سیلیا (CILIA) میں تمباکو کے ذرے چھنس کر ان کو بیکار کر دیتے ہیں۔ باہر کی ہر قسم کی ہوا

سانس کے ذریعہ پھیپڑوں کو نقصان پہنچاتی ہے جن میں سب سے خطرناک بیماری ٹی بی اور پھیپڑے کا سرطان

(LUNG CANCER) ہیں۔

سگریٹ کے دھوئیں میں کاربن ڈائی آکسائیڈ (CARBON DIOXIDE) گیس بھی ہوتی ہے جو خون میں

شامل ہو کر جسم میں (CARBON DIOXIDE) کی مقدار میں تھپہ گنا اضافہ کرتی ہے۔ اس سے جسم کے عضو خصوصاً

ہاتھوں میں درجہ حرارت اوپر نیچے ہوتا رہتا ہے اور ہاتھوں کے ٹیپکپا ہٹ (FINE TREMOR) میں اضافہ

ہو جاتا ہے۔

یہ وہ لوازمات ہیں جو ہمارے جسم کو ذہنی سکون حاصل کرنے کے لیے فراہم کئے جاتے ہیں۔ ان سے

ذہن پریشانیوں میں اضافہ بلکہ علاج اور سگریٹ کا خیر بھی بڑھتا ہے تو پھر ظاہر ہے کہ سگریٹ نوشی ایک

ایک جسمانی اذیت کے سوا کچھ نہیں ہے۔ جس کو ہم خود کشی کہہ سکتے ہیں۔

نصیر الدین محمود

XI-G

## تمباکو نوشی — ذہنی سکون یا خودکشی؟

آج کل کی ہنگامہ خیز زندگی نہ صرف انسان کو جسمانی طور پر تھکا دیتی ہے بلکہ اُس کی ذہنی قوت اور دماغ کو بھی مثل کر دیتی ہے۔ ایسی صورت حال میں ہر شخص ایسے مشاغل اپناتا ہے جس سے اُس کا دماغی تناؤ کم ہو جائے۔

جو لوگ جسمانی کام زیادہ کرتے ہیں وہ کچھ ایسے مشاغل اختیار کرتے ہیں جن سے اُن کو جسمانی آرام ملے جب کہ جن لوگوں کو دماغی کام زیادہ کرنا پڑتا ہے وہ ایسے مشاغل کی طرف رجوع کرتے ہیں جن سے اُن کا ذہن ہلکا ہو جائے۔

لیکن کچھ لوگ ایسے ہوتے ہیں جن کو کوئی جسمانی یا دماغی نہیں بلکہ روحانی الجھن ہوتی ہے جس سے اُن کا دن کا چین اور رات کی نیند حرام ہو جاتی ہے اور اُن کی زندگی میں انتشار پھیل جاتا ہے۔ اس انتشار سے بچنے کے لئے یہ لوگ مختلف حربہ استعمال کرتے ہیں جن سے ان کو سکون ملے۔ ان ہی کوششوں میں یہ لوگ مختلف اقسام کے نشے کرنے لگتے ہیں۔

ایسے الجھے ہوئے لوگوں کی ہمارے معاشرے میں ایک کثیر تعداد موجود ہے جو اپنا غم غلط کرنے کے لئے تمباکو کا استعمال کرتے ہیں۔ جہاں کوئی پریشانی سامنے آئی کھٹ سے ایک سگریٹ منہ سے لگالی۔ ان لوگوں سے اگر پوچھا جائے کہ بھئی سگریٹ پینے سے کیا فائدہ ہے تو کہیں گے کہ اس سے ہم کو ذہنی سکون حاصل ہوتا ہے۔

اب ذرا دیکھیں کہ بیسویں صدی کی سائنس اس بارے میں کیا کہتی ہے۔ سائنسدانوں کی تحقیق سے پتہ چلتا ہے کہ تمباکو میں ایک عنصر نکوٹین (NICOTINE) شامل ہے جو انسان پر وقتی طور پر ایک سرورطاری کر دیتی ہے جس سے انسان اپنے سب غم بھول جاتا ہے۔ لیکن اب یہ دیکھا جائے کہ نکوٹین (NICOTINE) کے جسم میں داخل ہونے سے کیا اثرات مرتب ہوتے ہیں۔ جب یہ نکوٹین سگریٹ کے دھوئیں سے پھیپھڑوں میں داخل ہوتی ہے۔ پھیپھڑوں کے ساتھ لگی ہوئی خون کی نسوں میں داخل ہو جاتی ہے۔ خون میں یہ کلسٹرال (CHOLESTEROL) کی مقدار کو بڑھا دیتی ہے۔ کلسٹرال (CHOLESTEROL) ایک چربی کی مانند عنصر

اور محبت سے سرشار کر دو۔ جو کچھ مال و دولت تمہارے پاس ہے وہ ان ہی کی بدولت ہے۔ ایک بار ایسا ہوا کہ ایک صحابیؓ نے رسول اللہ صلعم سے شکایت کی کہ میرے باپ نے میرا سارا مال و متاع چھین لیا ہے۔ آپ نے اس کے جواب میں فرمایا "تو اور تیرا مال تیرے باپ کا ہے۔"

ماں، باپ کو خوش رکھنے کی کوشش کرنا چاہیے۔ ان کی مرضی اور مزاج کے خلاف کوئی ایسی بات نہ کہنی چاہیے جو ان پر ناگوار گزرے۔ رسول اکرم صلی اللہ علیہ وسلم نے فرمایا "خدا کی خوشنودی والدین کی خوشنودی میں ہے اور خدا کی ناراضگی والدین کی ناراضگی میں ہے۔" اور یہ بھی ارشاد فرمایا "جو آدمی یہ چاہتا ہو کہ اُس کی عمر و راز کی جائے اور اس کی روزی میں کشادگی ہو، اس کو چاہئے کہ اپنے ماں باپ کے ساتھ بھلائی کرے اور صلہ رحمی کرے" قرآن مجید میں ہے "اور ان کے ساتھ احترام سے بات کر دو۔"

ماں باپ کی دل و جان سے اطاعت کرنی چاہیے۔ اگر وہ زیادتی بھی کریں تو تم اُن سے بھی نہ کرو اور خوش دلی سے اُن کی اطاعت کرتے رہو۔ ان کے عظیم احسانات کو ملحوظ رکھتے ہوئے ان کے مطالبات کو خوشی خوشی پورا کرنا چاہیے۔ ان پر دل کھول کر خرچ کرنا چاہیے اور ان کے آرام و عافیت کا ہر وقت خیال رکھنا چاہیے۔ اسلام میں والدین کا درجہ بہت اونچا ہے، ان کے ساتھ حسن سلوک بڑی اہمیت کا حامل ہے۔ جیسا کہ رسول اللہ صلی اللہ علیہ وسلم نے فرمایا "ماں کے قدموں کے نیچے جنت ہے" لہذا ہم سب کو چاہیے کہ قرآن و حدیث کے احکامات کے مطابق حقوق والدین کو پورا کرنے کی کوشش کریں۔ ان کی ضعیفی اور بے بسی کی حالت میں اچھی دیکھ بھال اور ہر طرح کی خدمات سرانجام دینا چاہیے اور دوسروں کو بھی اس کی تلقین کرنی چاہیے۔ دراصل اسی میں دین و دنیا کی بھلائی ہے۔

عدنان علی حیدر

## والدین کے ساتھ سلوک

ہمارے سامنے اصل کام یہ ہے کہ مسلمانوں کو اسلام کے اصول اور رسول اللہ صلی اللہ علیہ وسلم کی ہر کام میں پیروی کریں۔ ان میں سے ایک خدا کی عبادت کے بعد سب سے اہم والدین کے ساتھ سلوک ہے۔

اسلام نے انسان پر والدین کے بہت سے حقوق مقرر کئے ہیں۔ ان کے ساتھ حسن سلوک سے پیش آنا، ہر بات میں ان کی اطاعت کرنا اور ہر امر میں ان کے سامنے جبین نیاز ختم کرنا اسلام کے خاص احکام ہیں۔ اس کی ایک وجہ یہ ہے کہ وہ ہمیں اس دنیا میں لانے کا سبب بنے ہیں۔ ہمارا حقیقی خالق اور رب تو اللہ تعالیٰ ہے۔ لیکن مجازی طور پر والدین بھی خالق اور محسن ہیں۔ اسی وجہ سے حق تعالیٰ نے قرآن مجید میں اپنی عبادت کے ساتھ ساتھ ان سے احسان سے پیش آنے کا حکم دیا ہے۔ ایک مرتبہ ایک شخص نے آپ سے پوچھا کہ میرے حسن سلوک کا سب سے زیادہ مستحق کون ہے آپ نے فرمایا ”تیری ماں“ اس نے دو اور مرتبہ پوچھا تو آپ نے یہی جواب دیا۔ لیکن جب اس نے چوتھی مرتبہ پوچھا تو آپ نے فرمایا ”تیرا باپ“ تو اس سے پتہ چلا کہ ماں کے حق کو باپ کے حقوق پر فوقیت دی گئی۔

ماں، باپ کے ساتھ سلوک اور اس کی اہمیت کا اندازہ رسول خدا صلی اللہ علیہ وسلم کی چند انادیت سے لگایا جاسکتا ہے۔ آپ نے فرمایا ”تم اپنے والدین کا احترام کرو، تمہاری اولاد تمہارا احترام کرے گی“ جس بیٹے نے اپنے باپ کی طرف غصہ کی نظر بھرد کر دیکھا اس نے اس کے ساتھ حسن سلوک نہیں کیا۔ دو شخص سب سے زیادہ جھوٹے ہیں ایک تو وہ شاعر جو پورے قبیلہ کی ہجو کرے اور دوسرا وہ شخص کہ جو اپنے باپ سے اپنے نرب کو نکال دے۔

رسول اکرم صلی اللہ علیہ وسلم کی والدہ اور والد آپ کی ولادت کے بعد اور اس سے پہلے انتقال فرما چکے تھے۔ لیکن آپ دوسروں کو ترغیب دیتے رہے کہ والدین کے شکر گزار رہیں۔ اپنا دل ان کی عقیدت

## ہمارے معاشرے میں تعلیم کی اہمیت

ہم پاکستانی معاشرے سے تعلق رکھتے ہیں۔ اس سے مراد خالصتاً اسلامی معاشرہ ہے جہاں اسلامی قدریں ہیں۔ لیکن آج کا پاکستانی ان قدروں سے راہ فرار اختیار کرتا نظر آ رہا ہے۔ آج جس قدر اسلام کا ڈھنڈورا پیٹا جا رہا ہے اسی قدر ہم اسلام سے دور ہوتے نظر آ رہے ہیں۔ اس کی وجہ یہ ہے کہ ہم ظاہر اور باطنی طور پر بالکل مختلف ہیں۔ اس دور میں کسی مصلح نے آج تک ہم نوجوان نسل کے سامنے اسلام کو کم ہی عملی طور پر پیش کیا ہوگا۔ کیا رسول عربی حضرت محمد صلی اللہ علیہ وسلم نے اپنے آپ کو کفار مکہ کے سامنے قرآن کی عملی تفسیر کے طور پر پیش نہیں کیا تھا؟ یقیناً کیا تھا اس سے کسی کو بھی اختلاف نہیں۔ لہذا ہر پاکستانی کا فرض ہے کہ وہ دوسرے کو ہدایت دینے یا تنقید کرنے کے بجائے خود ایک عملی نمونہ بننے کی کوشش کرے۔

یہ سب کچھ تعلیم کی کمی کی وجہ سے ہے۔ اگر ہم چاہتے ہیں کہ ہمارا معاشرہ اسلامی قدروں کو پہچانے اور اس پر عمل کرے تو پھر بلا امتیاز ہمیں تسلیم کے دروازے سب کے لئے کھول دینے چاہیے۔ ایسے مواقع اور ذرائع ہمت کرنا چاہیے کہ پاکستان کے معاشرے کا ہر فرد آزادی کے ساتھ اپنی تسلیم مکمل کر سکے۔ اور تسلیم مکمل کرنے کے تقاضے بھی پورے کر سکے۔ دینی تسلیم ہر قسم کی تسلیم کا ایک لازمی جزو ہونا چاہیے۔

یہ ایک طویل بحث ہے۔ مختصراً میں اس بات پر زور دیتی ہوں کہ ہمارے معاشرے کے لئے تسلیم کی اہمیت بہت زیادہ ہے اور ہم اپنے مقاصد اس کے بغیر حاصل نہیں کر سکتے۔

نادیہ چندریگر

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برائے  
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