



**GOOD SHEPHERD
PUBLIC SCHOOL
OOTACAMUND**

The Shepherdian

VOL III

1981

"Sacred is the Gift from

The Young

Despise it Not"

The Shepherdian

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Mr. P. C. Thomas
Principal

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Mr. P. C. Thomas
Principal

From the Editor's Desk

School - boy journalism is merely an enthusiastic endeavour and is not to be construed as an attempt to display any consummate skill. Creativeness is man's passion, nay, his birthright. In some, it is still-born; in others it is sporadic; for some it is spontaneous; for some, continuous. On a school campus it takes myriad shades and forms. It may be projected in the form of a graffiti on the walls of the toilet; may materialise in a sculpture or a painting; it could float to the skies in the colourful contours of a kite at the end of a string; it may be a cacophony specially intended to be drowned in the spatter of the early morning shower in the privacy of the bath. Better still, it could easily be a symphony of scribbled words that pours forth from a maturing mind. That's where we, school journal editors, step in with eager, extended hands.

The editors do not re-write juvenile literary compositions. They merely let go a few taps here and there; a word deleted, a phrase added; a gentle rearrangement of paragraphs or lines; may be, add an unobtrusive padding to round off a sharp corner.

As yet, there lurks a danger: the danger of cancrroid plagiarism. The editors of a school journal do not necessarily have the where-withal to detect such endeavours at plagiarism, which in fact, is not a deliberate attempt at cheating but is, excusably, merely the result of the youthful scribe's eagerness to get his name in print. This distorted enthusiasm or exuberance on the part of the little ones, may therefore be condoned, if such an act of commission is ever detected in the following leaves.

With this we place in your discerning hands the third Volume of the SHEPHERDIAN. If it serves to grip your attention for even a few fleeting moments, we will deem our efforts well recompensed.

COL. M. M. R. MENON
DIRECTOR OF FACULTIES.

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SPRING



The Shepherdian

VOL. III 1981.

As you turn the leaves.....

| | | |
|----|--------------------------------------------------|----|
| 1 | Principal's Fourth Annual Report 1980 | 1 |
| 2 | Speech by Mr. S. Thondaman | 5 |
| 3 | Science - Some Random Thoughts | 8 |
| 4 | An Unaccompanied Minor Flies To Benghazi | 10 |
| 5 | My Ambition | 11 |
| 6 | Mini | 11 |
| 7 | Farewell | 12 |
| 8 | The Proposal | 13 |
| 9 | Snow White | 15 |
| 10 | The Butterfly | 15 |
| 11 | Principal's Annual Report 1981 | 16 |
| 12 | Speech by the Maharani of Porbunder | 18 |
| 13 | Speech by Mr. K. V. S, Gopalakrishnan, I. P. S., | 20 |
| 14 | Speech by Mrs. Jayanthi Alexander I. A. S., | 21 |
| 15 | You May Have Heard This Before.....! | 23 |
| 16 | Nature | 24 |
| 17 | What Day of the Week Was It? | 25 |
| 18 | Games | 27 |
| 19 | Riddles | 27 |
| 20 | The Galaxy | 28 |
| 21 | Through My Window | 29 |
| 22 | A Drive To Mysore | 30 |
| 23 | The Spring Hath Come | 31 |
| 24 | AgBA | 32 |
| 25 | The Founder's Day Celebrations - 1981 | 33 |
| 26 | The Lucky Maid | 39 |
| 27 | Riddles | 40 |
| 28 | The Dead Leaves | 41 |
| 29 | A Trip To Malampuzha | 42 |
| 30 | Prize Winners 1981 | 43 |

PRINCIPAL'S FOURTH ANNUAL REPORT-1980

Mrs. Kothai Thondaman, Mr. Thondaman, Honourable Minister of Rural Industrial Development, Government of Sri Lanka, distinguished guests, ladies and gentlemen :—

I have great pleasure in presenting to you the Fourth Annual Report of Good Shepherd Public School.

WELCOME :

We are indeed very fortunate to have in our midst Mr. S. Thondaman, Honourable Minister of Rural Industrial Development, Government of Sri Lanka, and Mrs. Kothai Thondaman as our Chief Guests of this evening—the most important and memorable day in this school year. It is very nice and kind of Mr. S. Thondaman that he has made it quite possible for him along with his wife to grace this august occasion by his gracious presence and spend a few hours with us all, in spite of the heavy demand of work and onerous responsibilities shouldered by him in his own country. It should be very gratefully remembered that they have made this trip only for attending our school function. On behalf of the school let me heartily thank both of them for having consented to be our Chief Guests today and I also welcome them and everyone of you to this fourth Founder's Day Celebrations.

THE SCHOOL AT A GLANCE

(From 21st February 1977 to 15th October 1980) :

The school was inaugurated with a humble beginning on 21st February 1977 at Mowbray House, where the present Junior Section of the school is housed; At the beginning, the strength of the students was 54 with 11 teaching staff and classes ranging from L. K. G. to Std. V.

At present, there are 276 students in the Senior Section and 123 students in the Junior Section in 22 Divisions ranging from L K G Class to Standard X. The first batch of students of Std. X will be appearing for the I. C. S. E. Examinations in November 1980. It has been decided to dispense with the LKG Class from next academic year and also to admit children who have attained the age of 4 years only in UKG Class from next year.

THE SCHOOL STAFF :

We have a select band of teachers well qualified with long experience in good schools. At present, there are 46 members of the teaching staff alone and a number of them are Post Graduates. On the administrative side

| | | |
|----|-----------------------------------------------------------------|-----|
| 31 | Inter House Competitions Points-(Co-Curricular Activities)-1981 | 59 |
| 32 | Inter House Competitions Points (Games) - 1981 | 60 |
| 33 | The Cock House Tally 1981 | 61 |
| 34 | The Brown Hen | 62 |
| 35 | Bingo | 62 |
| 36 | Glory of Indian Music | 63 |
| 37 | Test Your Knowledge | 68 |
| 38 | Bunny Rabbit | 69 |
| 39 | The Message | 70 |
| 40 | A Picnic | 71 |
| 41 | Space Probes | 71 |
| 42 | Brownny | 72 |
| 43 | Speech by Rtn. G. Shankarlingam | 74 |
| 44 | Interact Club of Good Shepherd Public School | 75 |
| 45 | Anne and the Golliwog | 76 |
| 46 | Politics in School | 78 |
| 47 | I Am Not What I Was Earlier | 80 |
| 48 | The Little Flower | 82 |
| 49 | Our Founder's Day | 82 |
| 50 | In Memory | 83 |
| 51 | The Girl on the Beach | 84 |
| 52 | Speech by Vice Admiral E. C. Kuruvila PVSM, AVSM | 87 |
| 53 | Sea Cadet Corps Unit | 90 |
| 54 | Discontentment the Universal Malady | 91 |
| 55 | The Dream | 93 |
| 56 | House Reports | 95 |
| 57 | Speech by Brig Dilbagh Singh | 104 |
| 58 | Hindi Section | |
| 59 | Tamil Section | |
| 60 | Malayalam Section | |

also, we have several staff members with rich experience, besides nine Matrons in-charge of the Dormitories. We have also introduced better scales of pay with attendant allowances to the staff with effect from 1-7-1980.

ACADEMICS AND EXTRA-CURRICULAR ACTIVITIES :

I wish to point out here that greater emphasis was laid this year to make teaching more effective and efficacious. Priority is given to academics and no stone was left unturned in this regard to look out for better avenues of teaching and experimentation and thus make education more relevant to the present-day needs. Regular meetings of the various faculties were held periodically to discuss matters of importance and evolve suitable procedures in teaching and learning process.

We were able to have an outstanding performance this year in co-curricular activities. Besides the Inter-House competitions held in the school campus, the school also participated in various competitions held in and around Ooty. Many prizes and laurels were won by our students. Our children also took part in the Inter-school Sports held at the M. R. C. Stadium in September 1980 and our achievements were creditable. A new Inter-School record was set to our credit in Discus Throw by one of our girls, Miss Lakshmikala, standing on an equal footing with many other participating schools. Our boys were the runners-up in the Inter-School Junior Football match. Our students were able to win numerous other prizes and honours in competitions such as dance, singing, music, debate, quiz, and painting conducted by different institutions. The school also achieved recognition as the only school selected in India to have a Wing of the Sea Cadet Corps with a strength of 20 boys to begin with. We are to get a unit of the National Cadet Corps (N.C.C.) established shortly and we have already started training a batch of 50 boys.

IMPORTANT EVENTS :

We have gone through many important events during 1980. The Investiture Ceremony was held on 2nd March and the Oath of Office was administered to the office bearers by Mr. P. K. Abraham an eminent cine artiste. The school annual Inter-House Athletic Meet was held on 20th April with His Eminence Cardinal Joseph Parecattil as the Chief Guest and Mr. P. M. Abubeckar, Honourable Minister of Public Works, Government of Kerala, inaugurated the Meet. Many distinguished persons visited the school, addressed the students and staff and have commended the able functioning of the school in all its spheres of activity.

FACILITIES OFFERED :

Since the school aims at the development of an integrated personality, we have also provided for all the necessary facilities concerning this aspect. Now, we have well-set spacious grounds for different games to help the child develop a good physique, well equipped laboratories and a good library. We arrange picnics, hikes and excursions to give a break to the students from the routine. This will enable the child to make book-knowledge situation bound. The construction of a Kitchen Block and Dining Hall with all modern amenities at an estimated cost of Rs. 8 lakhs is nearing completion. The Honourable Minister Mr. S. Thondaman has kindly consented to lay the foundation-stone at the school campus at 7-30 a. m. tomorrow for a Library and Chapel Building.

DISCIPLINE AND SPIRITUAL FOUNDATION :

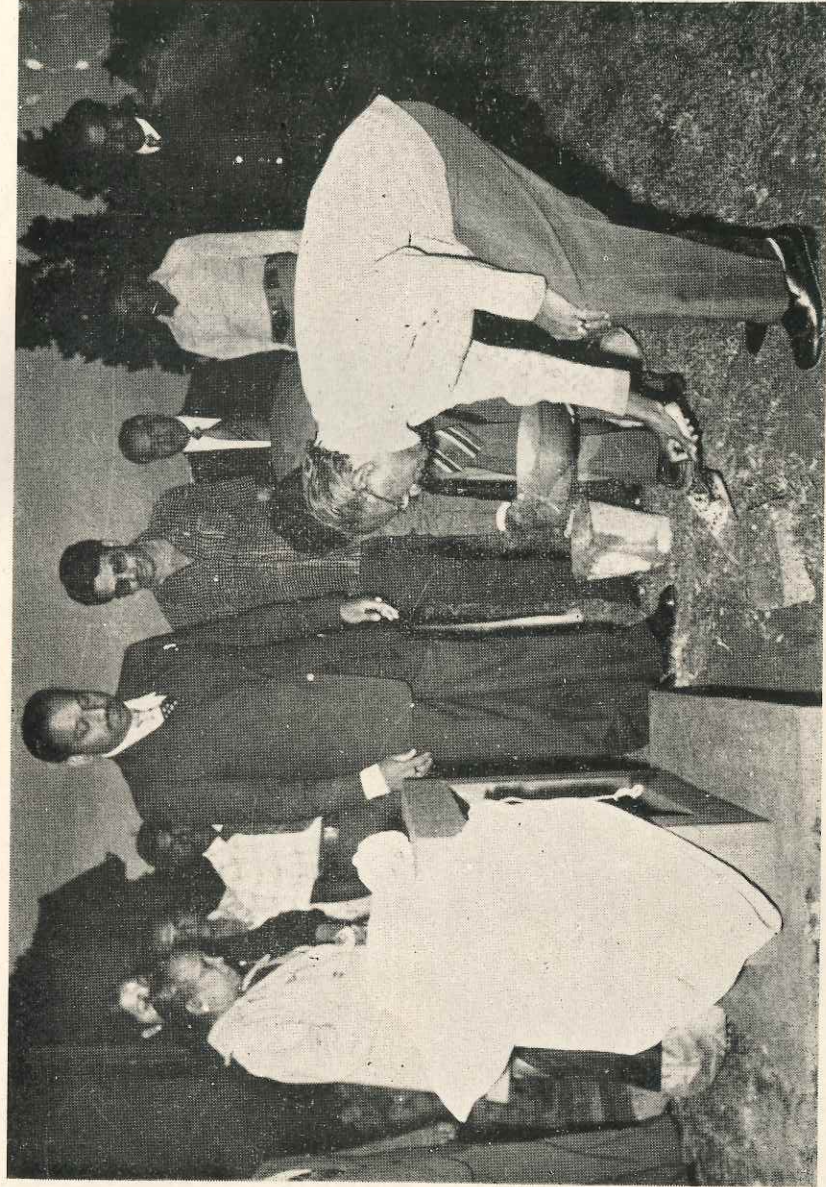
In as much as ours is a residential school, we take steps to ensure that discipline is maintained at all levels of the students' life in the school. It is our faith that discipline plays a vital role in moulding the character of an individual. We take serious notice of any indiscipline or misconduct on the part of the students. At first we bring this to the notice of the parents concerned, and various corrective measures are tried and if there is no improvement we even insist on the child being removed from the school.

• The school also offers ample opportunities to students of all religions to profess and practise his or her religion. Teaching of religion is part of the curriculum and regular instructions are also given during the course of the year to students of all religions. The students are also allowed to visit regularly their places of worship in order to instil in them a religious consciousness according to their faith.

CONCLUSION :

We are very grateful to all our well-wishers, parents and guardians for the confidence reposed in us and in entrusting their children to our care. We are not proud of our achievements in all spheres of activity but we are determined to do our best to achieve better results in the years to come, fully conscious of our responsibility in running the residential school and justifying the confidence and reliance placed on us by one and all.

Before concluding, let me profusely thank Mrs. Kothai Thondaman and Mr. S. Thondaman and everyone of you present here with us this evening for having responded to our invitation and graced the occasion by your kind presence. I wish to thank the members of the Governing Body for their day-to-day guidance in administration. I am also highly thankful to the parents/guardians for the trust and confidence they have in us and the well-wishers and others for their encouragement, patronage and unstinted cooperation. The hard and sincere work and the willingness of the staff and the keen interest and enthusiasm of the students also deserve commendation. Underlying all these successes is the helping hand of the heavenly "GOOD SHEPHERD" and we thank Him most profoundly for His blessing.



Mr. S. Thondaman, Hon'ble Minister for Rural Industrial Development, Govt of Sri Lanka laying the Foundation Stone of the new Library Block and School Chapel on 16th October 1980.

FOUNDER'S DAY 1980



W
E
L
C
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M
E

Mr. & Mrs.
Thondaman
welcomed
by
the Principal and
Mrs E Thomas



A Memento for the Chief Guest — with affection and gratitude.

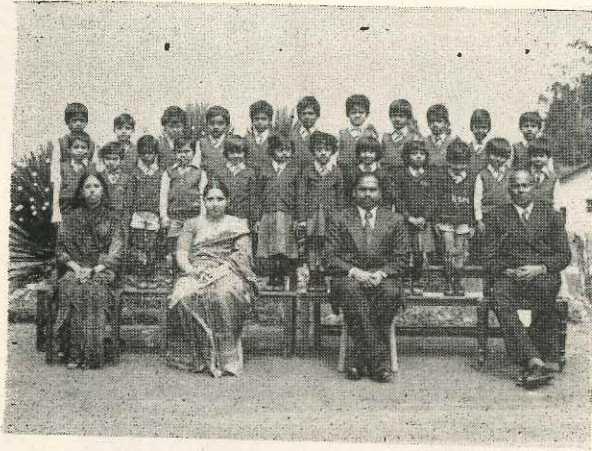
A scene from the
highlight of the day—
Dance Drama—
"The Bible"



Mohiniyattam



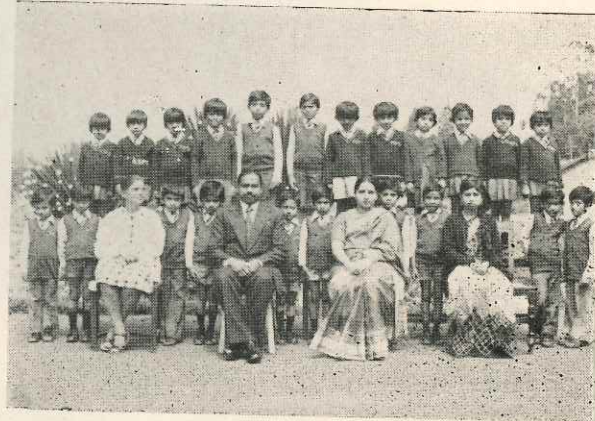
"Bharatanatyam" R. Vineeth & Deena Dhillip



Class UKG A



Class UKG B



Class 1 A

Speech by Mr. S. Thondaman, Honourable Minister of Rural Industrial Development, Government of Sri Lanka, on the occasion of the 4th Founder's Day Celebrations at the Anna Stadium, Ootacamund on 15 October 1980

You would have all heard the old Tamil saying “ எழுத்தறிவித்தவன் இறைவனாகும் ” that is, one who teaches others to read and write rises to the level of a God. Even Saraswathy one of our deities is called “The Goddess of Learning”. I am saying this to stress the importance that our ancestors placed on education. But unfortunately even though our people who considered, எண்ணும் எழுத்தும் கண்ணெனத் தகும் that is, that the alphabet and numbers are considered to be two eyes of a person, never found it possible to provide all their children with eyes of education.

If one were to scan the statistics of literacy the world over, it will be found that the Asian region lags far behind other countries, and India has one of the lowest literacy rates. There again, literacy rate among women is lamentably low, inspite of the fact that we profess the laudable theory that teaching one girl is like educating the whole family. In that context, the efforts of Mr. Thomas, in starting this mixed public school are highly commendable.

I am happy to be associated at this Founder's Day function, which also marks the Fourth annual milestone of the institution. The buildings, I am told, were the summer palace of a Maharajah, meant to house one royal family in salubrious summers. But now its doors have been thrown open to hundreds of students. It has become a hall of learning, where children spend their days gathering knowledge and wisdom. Now it serves a much more useful purpose than for what it was meant, originally. Set in such idyllic surroundings and in such splendid buildings, the school will no doubt be a haven for students.

I am told that Mr. Thomas had taken great pains to make this school a really remarkable educational institution. It is commendable that Mr. Thomas should have chosen to invest his fortune in an educational institution, at a time when every one is competing with each other to invest their money in enterprises that would bring large monetary benefits. In addition to his monetary investment, Mr. Thomas has invested himself in the institution by dedicating himself. He therefore takes his place among the very few educationists who have invested their money in the furtherance of knowledge of the children. It is my wish that this school should continue to render great service in the future, as in the past. Education had been the exclusive privi-

elge and preserve of the rich, until some time ago. That may be one for the reasons why the majority of the people in this part of the world, who are poor, could not afford education for their children, which remained a luxury. In my own country, Sri Lanka, there were schools and colleges, which were sought after by the sons and daughters of royal families and the rich from India, from Tamil Nadu and children of the chiefs of African tribes. The entire country is now under the National Education System. Except for a very few ones, all the other schools are state managed. Every child has a right to education in its own mother tongue from Kindergarten to the University. Education itself is free, so that there is equality of opportunity in education and every bright child, irrespective of his or her parental social status or economic background, is assured of full education. That is how Sri Lanka has achieved an overall literacy rate of 85 per cent. However, until recently, these opportunities, were denied to the children of the plantation workers, bulk of whom are of Indian origin. They had a separate school system called the Estate School System, which was a far cry from the national system, for the estate schools did not impart any education. Now, as a result of relentless pressures and continuous agitation by my organisation, the Ceylon Workers Congress, these schools have also been brought under the national system of education and there is equal opportunity for the estate child as well. At a point of time English was done away with in our schools; but its importance is being increasingly felt now, as an international link language; as a language of science and technology. So it has been given a pride of place in our curriculum.

Talking of technology, I am reminded of the latest export of developing countries. I am of course referring to the export of brain and skill, technology and craft in the form of brain drain. There are no markets for our agricultural and primary products, but there is a ready market for our brains and skills. These are elements that developing countries, which need all the technical skills, all the scientists, all the doctors, and all the engineers, could ill afford. There is an exodus of the personnel because planners in our countries are unable to attract them by proper means, provide them with necessary incentives and create a sense of participation.

For this, not only our educational system, but even our planning at all levels needs to be revamped. Education in countries such as ours should be for the greatest benefit of the largest number. Education should be meaningful. It should create an unquenchable thirst for knowledge and equip the student with necessary knowledge and skill to make him a useful citizen. He must be of service not only to himself but to the society.

Idling without employment causes frustration and anger. In countries where unemployment is rampant, one could not be very choosy of the job he looks for or that is offered to him. Therefore, one must learn more than one

skill and train in more than one vocation, so that without waiting till an opening is created in a particular field, he could engage himself gainfully in any of the fields. The foundation for this attitude must be laid in schools and the teachers have a great responsibility towards that end.

All great educators have stressed one important fact and this is the message that I too would like to leave behind with you today. Education is not merely learning of letters. To be literate is not enough. Youth have to be moulded so that they will behave and react in positive ways in their future life, as citizens of their countries. Truth, goodness, righteousness, independence, and industriousness, are the true hall-marks of an educated man. As we celebrate the Founder's Day of Good Shepherd Public School, let us draw inspiration from all great teachers and educationists, right down to the late Mahatma, that gentleness triumphs over all. And in the making of a gentle person, right education is an important component.

These are the halls, these are the workshops, where such characteristics could be fashioned and moulded; where free thinking minds could be developed; where the child could be taught to judge what is right and what is wrong. If Good Shepherd Public School could live up to that expectation, then it would have served its purpose. I have no doubt that it would do exactly that.

THANK YOU ALL

SCIENCE.

Some Random Thoughts

Science is the classification of facts and the recognition of their significance in the order of nature. That there is an order of nature has been believed from the earliest times, but whereas the ancients conceived it as a set pattern to which nature conforms, some modern scientists see it as a statistical effect resulting from the random motions of myriads of charged particles through vast aeons of time. The ancients recorded the movements of the stars, and observed the common phenomena of the Earth, but considered that the order which these facts express could be discovered by reason alone. They performed experiments and thus acquired new facts, but these were treated as fresh evidence for old theories, not as a basis on which new theories might be enunciated. Nevertheless knowledge accumulated, Aristotle dissected at least 50 species of animals and proposed a zoological classification based on the mode of reproduction. Outstanding was Archimedes who applied measurement and mathematics to physics and discovered the laws of levers and the law of flotation. In the 16th and 17th centuries Nicholas Copernicus and Galileo broke away from tradition in spite of opposition. The first completely modern scientist was Sir Issac Newton. The advent of quantum physics with Max Planck in 1900 and relativity with Albert Einstein in 1905 brought about slowly a completely new outlook. The aim of the present method of scientific investigation is to isolate the factors relevant to the enquiry in hand and to test the effects of these factors under objective and repeatable conditions. When some experimental results are available, the next step is to link these into some kind of general statement. Sooner or later, in the case of most theories, some facts are discovered in disagreement with the predictions. Sometimes scientific explanations are generally accepted as true, only to be disproved years later. For example, Newton's laws of motion were accepted as being perfectly true for many years. This was because these laws could be tested by experiments and the results obtained always seemed to agree with the laws. However, as science progressed, and more accurate means of measurement became available it was found that Newton's laws were slightly inaccurate. Einstein's law was believed to have been correct until recently when it was disproved. The Russian Scientist Mendelejev made many predictions which were later confirmed.

Gradually science approached the electronic age which is one of the highest levels of science. Here too men have been successful. In Japan the majority of people know the mechanism of a television or any other sophisticated electronic equipment. It is correctly called the land of electronic goods. Most of the modern inventions are the results of men's curiosity to know more about things around him and in this respect, he had been amply

rewarded. The modern home is a scene of comfort with every necessary thing present. All these were made possible because of science.

Science has brought its adverse effects too, in a big way. The advancement of science led to the first test explosion of an atom bomb on July 16, 1945 in Alamagordo. The practical release of atomic energy first received public attention on August 6, 1945, when an atom bomb devastated Hiroshima. In the early fifties, people became aware of another type of bomb known variously as the hydrogen bomb, the super bomb or the fusion or thermonuclear bomb. The destructibility of science has gone a step forward with the development of the neutron bomb. Even though science has its disadvantages, no one can deny that science is exceedingly beneficial.

SHAJI K. NAIR
Class 10.

A bit of fragrance always clings to the hand that gives you roses.

— a Chinese Proverb.

AN UNACCOMPANIED MINOR FLIES TO BENGHAZI

It was October 1980 and I had the most memorable flight to an unknown and exotic land. It was a thrilling experience.

17th of October saw me and my friends making that slow, long bus ride from Ooty to Bangalore. We were comfortably accommodated in a Hotel at Bangalore. We had an enjoyable time there. One by one, my friends left me, taking their air-flights to various destinations like Bombay, Dubai and Doha. I was left behind as my flight schedule was the very last. The teacher-escort accompanied me to the air-port and entrusted me to the care of an Air-hostess.

Not much later, the 'plane drew up on the tarmac and the Air-hostess helped me on to the plane. We soon took off to Bombay. I was quite thrilled on this my second journey by air, after a lapse of one year.

At the Bombay air-port I was received by a lady who escorted me to the Centaur Hotel, where I had my lunch. I was back at the air-port soon after, to catch the next flight to Athens by Swiss Air. It was a DC 10 Jet. Never had I flown in such a huge plane. The Air-hostess was very kind and gave me many interesting toys which helped me pass the long hours of flight. It was a sheer joy. The non-stop seven-and-a-half hours' flight ended at Athens at 10 A. M. It was when I looked at my watch that I realised that Athens time was over 2½ hours behind I S T.

I was then shifted to the Libyan Air Lines plane. A 75 minutea' flight over the blue Mediterranean sea took me to Benghazi. How overjoyed I was to see my father waiting for me at the Benghazi Air-port.

The drive from the Air-port to my father's flat was fantastic. My father was driving the car at an incredible speed of nearly 140 Kmph. Was I scared! I had never travelled in a car at that speed in India. Benghazi roads are marvellous and permit speeds up to 200 Kmph.

The climate in Benghazi is very enjoyable, neither too cold nor very hot. That's the Mediterranean climate, of which I had been told in my Geography class. The people in Benghazi are honest and very helpful. Some are dark complexioned though the majority of them have fair skins like Europeans. They look very healthy. The people in general are rich and almost all families possess cars, television sets, and enjoy other modern amenities. The people speak Arabic. They dislike English Language. They normally eat Kubsa (leavened bread) and meat. During the 75 days I stayed in Libya, I made close friendship with many.

ANJANA NAIR
Class 7 A

MY AMBITION

I am only nine years old, but I have decided that I must become a District Collector. That is my ambition.

When I was just eight years of age I happened to meet the District Collector in my home town. It was a lady! She was highly educated, well mannered and very helpful to us.

For nearly six days there was no electricity in our house. We telephoned many offices for help. But no one came to put things right. It was very hard for us without electricity in the house. So my father decided to go and meet the Collector. He took me along. We told the lady collector about our problem. She was very kind. She immediately rang up the Electricity Board. Some one came soon after in a van and the Collector told him our problem and asked him to do the repairs. Everything was put right soon after that. I still remember that incident.

I made up my mind, then, to become a Collector. I can then help a lot of people. I like helping people. My father told me that I must be studious, and well-behaved if I wanted to become a Collector. That is why I now take a lot of interest in my studies. I must certainly become a Collector.

SUHAIL KASIM
Class 4 B

MINI

I am a little brown pup. My name is Mini. I have a little master. His name is Vinod. He gives me good food every day.

One day I felt a bit naughty and ran out to the busy street. I got frightened. There were many cars and buses on the street. I kept to the left side of the street. I put my tail between my legs and ran back quickly. I went safely back home.

I was glad to see my little master again and sit at his feet wagging my tail.

VINOD GOPAL
Class 1 A

FAREWELL

Hectic years gone past; I stand to mourn
Now that I must walk away alone;
I gaze back and am truly under a spell,
As I pause to bid you a sad farewell.

Like a gurgling brook, the sweetest dream
Of the dear days at the school supreme
Must come to an inevitable end,
Leaving me with tearful memories to lend.

The past is past, from first to last;
Time hath tricked me fleeting too fast.
With misty eyes I view the years that are gone,
And sing this Song for thee to hear.

S. K. RAMESH
Class 10



THE PROPOSAL

(A grand-mother's tale, retold by a young grand-child)

Long, long years ago, there lived in a village a wealthy money lender. He was as miserly as only misers could be! No wonder, he grew richer day after day. In those days too, the rich grew richer and the poor, poorer. (And Karl Marx wasn't born then!)

As in all old tales, a poor penniless peasant lived next to the money lender's mansion. And in those ancient days, beauty was where poverty was! Sita the peasant's daughter was as pretty as she was quick-witted (In those days, poverty, beauty and wit co-existed) The men, then, were as bad as the men now. The money lender.....O, I forgot to tell you that his name was Ram..... had his eyes on pretty Sita.

The poor peasant, being so poor, often took loans from Ram. As days went by, the debt grew in size. Ram threatened the peasant that he would be despatched to jail if the debt was not repaid. But there was a way out too. Sita should marry Ram. Then the loan need not be repaid. But Ram wanted all to say that he was fair in his dealings. He told the peasant that he would keep a black pebble and a matching white pebble in a bag. Let Sita choose. She was to pick up, blindly, one pebble. If she picked up the black one, she should marry Ram and Ram would forget about the peasant's debt. The peasant felt sad at the thought that he might lose his daughter to the money lender, but dared not displease Ram. So he agreed to the proposal.

Ram, the money lender, went away a happy man.!

The next day Sita found her father looking dejected. He was brooding (like fathers on the verge of losing their daughters normally do.) He told Sita about the money lender's proposal; Sita assured her father that she would never be married to the money lender; and her father's debts to the money lender would be written off.

The news spread fast; and far and wide. A curious crowd assembled at the peasant's house to see how Sita could save herself from the ugly situation. The money lender soon arrived, bag in hand. He picked up two black pebbles and quickly dropped these into the bag. None, but Sita, noticed this trickery. In her mind she said "Tit for tat."

Sita was then told to pick up a pebble from the bag. She put her hand inside the bag and pulled out a pebble. Then, as if accidentally, she dropped

it on the ground. "Oh I have dropped the pebble on the ground. What shall I do now?" she wailed. There was confusion for some time. Then came up a wise villager (as it invariably happens in old tales) who told the gathering to see which pebble remained in the bag. Then they would know which pebble the girl had picked up.

All the villagers agreed to this proposal. The money lender knew that the game was up. With trembling hands he opened the bag and the wise villager thrust his hand in and brought out the (other) black pebble. The gathering concluded that Sita had picked up the white pebble and so was not obliged to marry Ram.

Ram, in panic, was running away, when Sita told the villagers about the two black pebbles. The angry crowd caught hold of the old money lender and made him write a document saying that Sita's father owed him no debt. (That I think, was the origin of Panchayati Raj!) Thus by her sharp wits, Sita not only saved her father from that heavy debt, but saved herself from the money lender!

SETHUNATH RAJAGOPAL
Class 9

Let thy discontents be secrets.

— B. Frankiin.

Example is a lesson that all men can read.

— Gilbert

SNOW WHITE

"Snow White and the seven Dwarfs" was enacted by the First and Second Class pupils.

Sujatha was Snow-White.

Susan was the Cruel Queen.

Hari Krishna was Snow-White's father, the King.

Vino Varghese and V. R. Rajesh were the guards.

Michael Rajan was the gardener.

Julie Thomas, Praseeda, Deepika, Shila and Silpa were the maids.

Nagendra was Doc, the head Dwarf.

Santhosh was Dowie.

Benny was Sneezzy who sneezed the whole time.

Babu was Sleepy, and liked sleeping whenever possible.

Manoj Job was Bashful and is still so.

Dharma Reddy was Grumpy.

Radhika was the butter-fly who led Snow-White to the Dwarfs' house in the Forest.

Vijay Prabhu was the Prince, who revived Snow-White with a magic drink.

We were all anxious to do our parts well and we paid attention to all that we were told, to make you parents and teachers happy on our Founder's Day.

SHRADHA

Class I A

THE BUTTERFLY.

I am a little butterfly. I fly in the sky. I visit the flowers in the garden. I have six legs. I have pretty little wings. All the boys and girls try to catch me, but, I fly away from them.

MATHEW JOB

Class I B

PRINCIPAL'S ANNUAL REPORT 1981

Mrs. Jayanthi Alexander, honoured guests, ladies and gentlemen,

Before I proceed to present to you the Fifth Annual Report of the School, let me extend to you a very personal and warm welcome. You have come from far distances to be with us this evening and to encourage us in whatever we have tried to do. On behalf of the Good Shepherd Family, I welcome you and express my sincere thanks for your keen interest in the institution's well-being and progress. Our very special thanks go to Mrs. Jayanthi Alexander for her gracious presence amongst us as this evening's Chief Guest. We are indebted to her for sparing the time from her extremely tight schedule and sparing herself from the onerous administrative duties and obligations to spend this evening with us here, today. The Collector of the district is the best guide and friend of the educational institutions in the district. And we in the Nilgiris are extremely fortunate to have Mrs. Alexander at the helm of affairs in the district.

Let me now present to you the Annual Report. The year gone by has been a very satisfying one. All the candidates we sent up for the I C S E got through with creditable First divisions, Ramesh Padikkal who secured the First rank in the school had to his credit an average of over 75%. The last year's excellent results have, in fact, placed an extra burden on our shoulders to strive and better those results in the coming years. We are presenting another batch of students for the I C S E this time. I am confident that the dedicated efforts being put in by our staff and students will bear fruit undoubtedly.

The students' strength in the school has reached the optimum, that is, 422. There is a continuous pressure from our patrons for admitting more children. We feel embarrassed to deny admission to more children. But we are constrained to do so as we do not wish to upset the excellent student-teacher ratio we are currently maintaining. In fact, we will not have any U. K. G. Class from next year onwards. I am sure you will understand when I say that our aim is to ensure quality and not to go in for quantity.

We have registered good progress in the field of academics. The system of regular and continuous assesment and the facilities given for special tuitions for the weaker pupils have paid rich dividends. The library and the laboratories have been enriched by judicious additions of books and equipment.

The co-curricular and extra-curricular activities of the students have been streamlined. We devote one working period every day for co-curricular activities which provides opportunities to every single student in the school to develop new interests and skills. The Interact Club which receives its charter

today, offers opportunities to the members to do Social Service. The fete the Interactors organised on the Teachers' Day was a success and it enabled them to offer substantial aid for deserving causes. The Sea Cadet Corps Unit of which Admiral Kuruvilla is the Patron is functioning well and we hope to send eight of the cadets for participating in the Republic Day Parade at Delhi on 26th January '82. The N C C troop will soon get formal recognition. Fifteen of our boys have undergone a short course in Rock-Climbing and nearly 40 of our boys and girls are to join the Mountaineering-cum-Adventure Camp to be conducted for us in December by the Deccan Mountaineering League. We have plans to train our students for the prestigious Duke of Edinburg Award Scheme for the youth.

Our games and sports training has received a shot in the arm with the construction of the new poly-field next to the Basket-ball Courts. By next year, we will have a good athletics track laid out on that, as also a foot-ball ground and added provision for gymnastics. We have made a small beginning towards establishing a young boxers team. By next year, we will have added substantially to boxing and mountaineering gear. With all these, I am confident that our young boys and girls will develop a greater love for outward bound activities.

In all growing institutions, administration forms the back-bone. We have adequately toned up the administrative machinery as to ensure smooth functioning of the school. Teething troubles are inevitable in the process of growth and I do not claim that we are immune from that malady. But timely steps are taken to overcome these difficulties so that the school is enabled to forge ahead. The soaring prices and the keenly felt shortages of fuel and other items of daily use have had their effects on our functioning as well.

The new Kitchen Block, you must have noticed, has started functioning with a very modern and electrically-operated automatic bakery. The bakery products, I am glad to say, are very popular with our children. Before the close of 1982, we should be able to add the Dining Hall on top of the Kitchen. This certainly will help us in more ways than one as we intend to use part of that structure as a multi-purpose hall.

Before I conclude, I have much pleasure in placing on record the excellent services rendered by my staff, both academic and administrative, without which we could not have made any progress. In spite of the inadequacies in accommodation and other campus amenities, the staff have put in their very best efforts in strengthening the foundations of the institution. I am confident of enjoying the same degree of dedication and sincerity from my staff in the years ahead.

I thank Mrs. Jayanthi Alexander once again for being with us this evening and request her now to give away the prizes.

Thank You, Ladies and Gentlemen,

Speech by Her Highness the Maharani of Porbunder on the occasion of the 5th Founder's Day Celebrations at Anna Stadium, Ootacamund, on 14th October 1981

Mr. Thomas, Principal of the Good Shepherd Public School, members of the teaching staff, dear children, Swami Ekatmananda, Rev. Father Maria Raj, ladies and gentlemen,

I am sure you will agree with me that you come to an entertainment programme and at the last moment to be asked to say a few words is disconcerting. It happened to me last week also. There were chief guests and other speakers and all sorts of people. But I was asked "Would you kindly say a few words?". When Mr. Thomas very kindly asked me if I would say a few words, I thought to myself, "What can I say?". I knew that I could say a few words and that was, on my own behalf and on behalf of everyone here to offer our congratulations and our tremendous sense of wonder at what he has been able to build up in a very short period of hardly five years (applause). Five years is a very short time in the life of an individual or an institution. Five years, as you know, could not talk possibly! What can you do? But quite a number of you have seen what Mr. Thomas has achieved in this very short time, and I know all the dreams that he has and the ambitions he has to make this Good Shepherd Public School one of the outstanding, great public schools of our country will be fulfilled. It will be a public school that will rank with the 5 or 6 outstanding public schools that we have like the Rajkumar College, the Doon School, Mayo College, and the Lawrence Schools. I am sure in time to come, perhaps not so very long, the Good Shepherd Public School will also be in that category (applause).

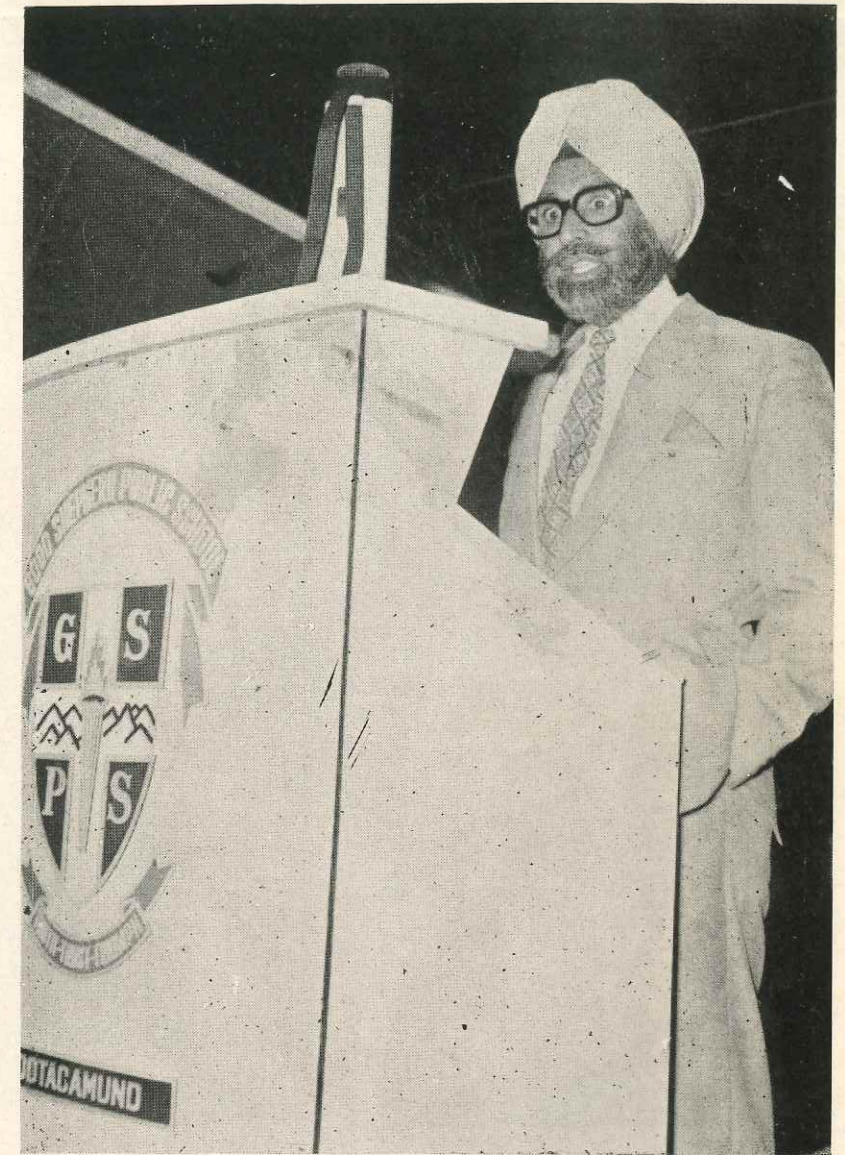
When I saw the name Good Shepherd Public School, I thought to myself "It is possible for any institution or any school to progress and be a success with the name of Good Shepherd". Every flock has to have a shepherd. Without a shepherd, one is lost and I know that Mr. Thomas is the right kind of Shepherd and that he will lead his flock to great heights and many many outstanding young men and women will come from this school and adorn and bring honour to this great country of ours. In times of stress, I often say to myself - "The Lord is my Shepherd, I shall not want". If you say "The Lord is my Shepherd, I shall not want", you will never want for anything. So, here is the wonderful school; this Good Shepherd Public School will have the shepherd to lead this comparatively small flock and we as individuals will say "the Lord is my Shepherd, I shall not want". Mr. Thomas, I don't think you will ever want for anything because the Lord will be your Shepherd, and He will help you to solve all your problems and your difficulties. These young children



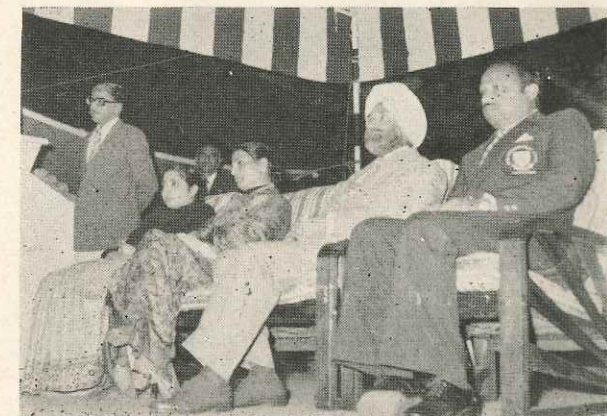
On the Victory Stand



Mrs Dilbagh Singh presenting the medal to a winner



Brig Dilbagh Singh, the Chief Guest addressing the gathering



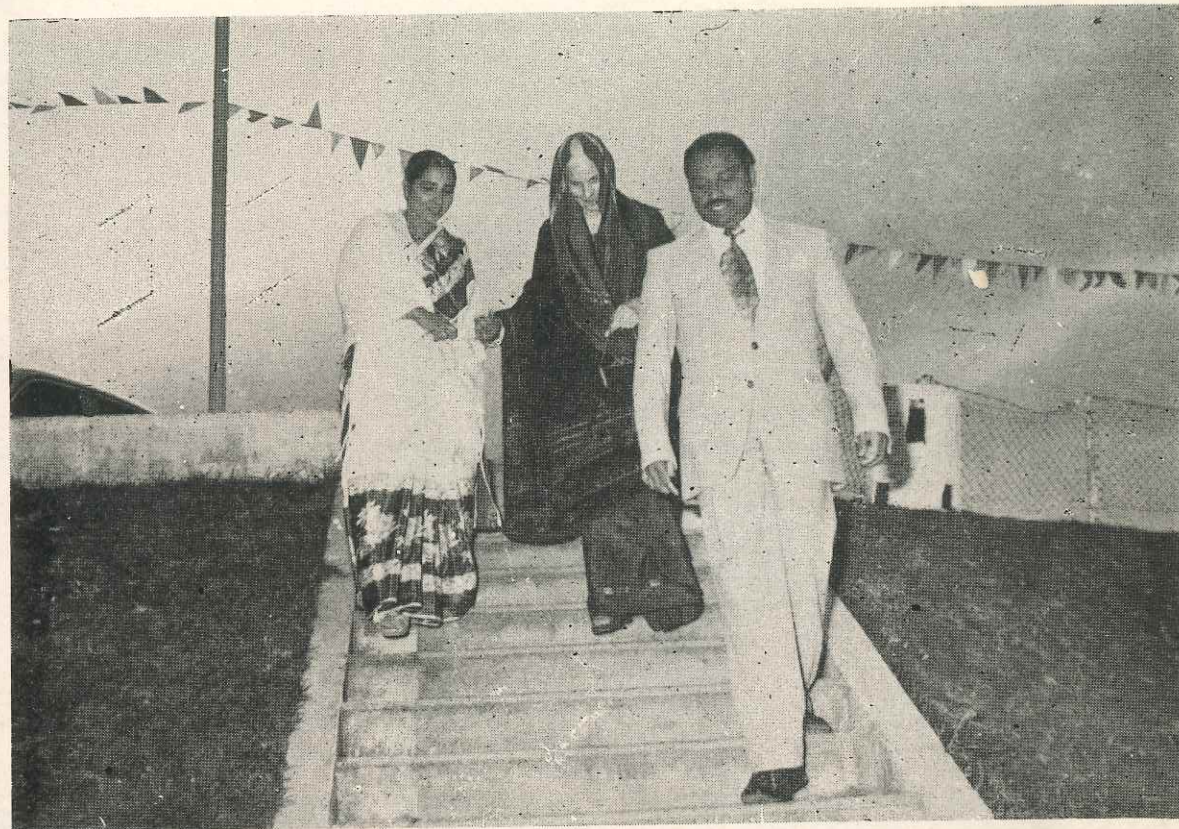
Col Menon (Retd) proposes the vote of thanks



THE FOUNDER'S

DAY 1981.....14 OCTOBER

Mr KVS Gopalakrishnan IPS, Superintendent of Police, Nilgiris, has a word of praise for the school



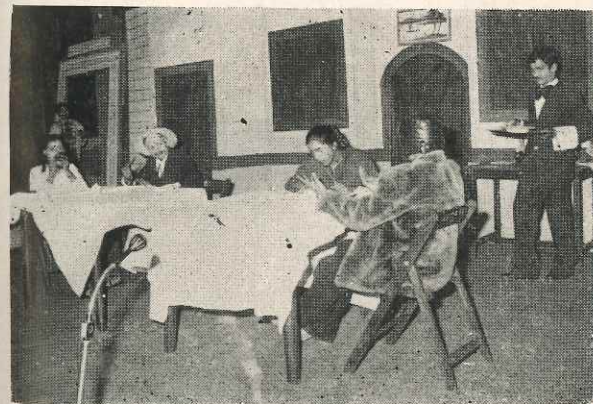
The Maharani of Porbunder being escorted to Anna Stadium by the Principal and Mrs E Thomas



The Pooja dance



"Bhasmasura—Mohinij"—the dance drama



A Scene from "The Crimson Coconut"



"We build our school" the Staff song

THE FOUNDER'S

**DAY 1981
15 OCTOBER**



Well done!
Jiji and Sybil receive the
Cock House Trophy from the
Chief Guest

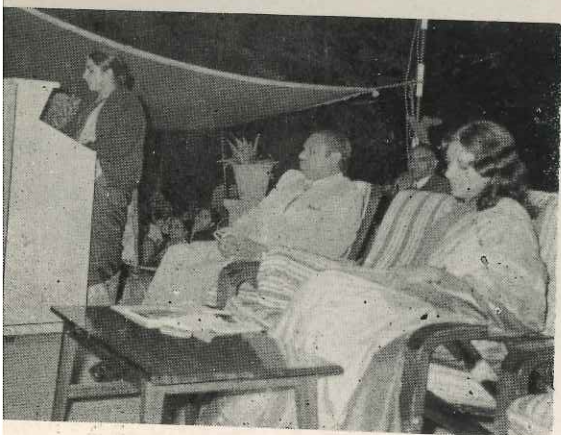
The Chief Guest
Mrs Jayanthi Alexander, IAS,
Collector of Nilgiris,



addressing the Audience



and
signing the Visitors' Book



Vote of thanks by Mrs Elsamma Thomas



The Principal receives Guru Nitya
Chaitanya Yati

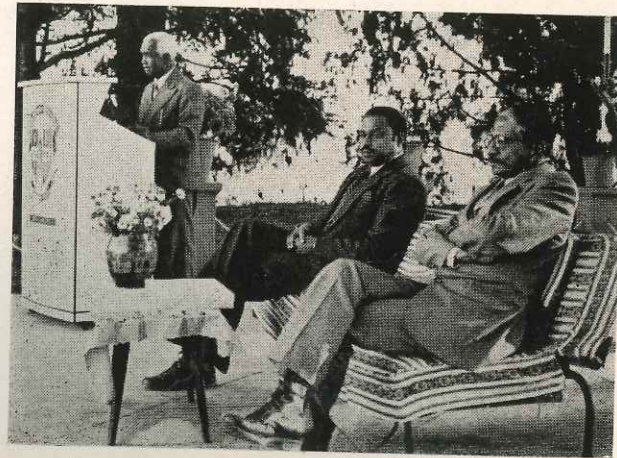
An Ambassador's Visit



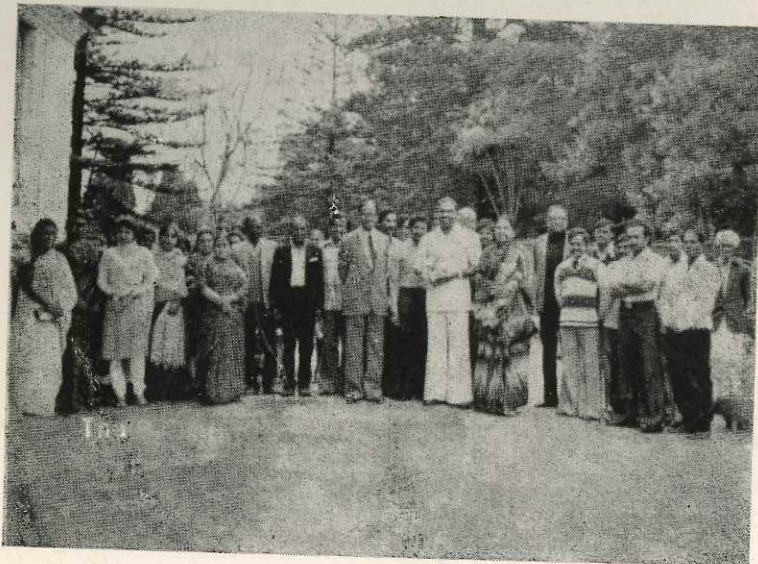
Mr. Ahmed M. Haider
Ambassador of
the Yemen Arab Republic,
and Mrs. Haider
with some of the students.

Valedictory

Mr A.J. Pakianathan, Principal,
Pandiaraj Memorial school,
speaking at the Farewell
function for the outgoing
students.



Welcome back



The Principal and
Mrs. Elsamma Thomas were
welcomed by the Staff on
their return to the school
after their European tour.

are very fortunate to be educated and to be nurtured in the beautiful Baroda Palace. The Baroda Royal family is a very cultured family and has been so from generations. All the Maharajas of Baroda have done a tremendous lot for education and in every field of activity in our country; and I am sure that all the princes and the princesses having given off their properties must have left the right kind of atmosphere here so that all these young children (shall I call them princes and the princesses) who are educated there, will imbibe some of the culture and tradition that the Baroda Royal family must have left in the atmosphere of the palace.

Thank you, Mr. Thomas, for giving me this opportunity to say a few words and I offer to you, your wife and all the members of your staff my hearty congratulations. May God help you, guide you and protect you in everything that you do. I shall follow the progress of your school with great interest and I hope I shall have the great privilege of coming many many times to your functions. Thank you all.



Care ^{free} not for want of space;
Care ^{free} to be worthy to fill one.
Care ^{free} not for being unknown;
Care ^{free} to be worthy to be known.

— Confucius. *m of 15/10/5*

As gentle water overcomes the hard rock,
Loving gentleness overcomes all hardness.

— Tao.

**Speech by Mr. K. V. S. Gopalakrishnan, I. P. S., Superintendent
of Police, Nilgiris District on the occasion of the 5th
Founder's Day Celebrations at Anna Stadium,
Ootacamund, on 14th October, 1981.**

Mr. Thomas, Maharani of Porbunder, Mrs. Elsamma Thomas and friends,

This is a special occasion where we find ourselves enjoying the entertainment programme put up by the children. As it happens to be a function got up by the children, I thought I should attend it in spite of the fact that my time is not at my disposal. I told Mr. Thomas that I would try to come sometime during the evening's programme. Having seen their performance of the Biblical drama during the Summer Festival this year, I was sure that the performance put up today would be equally wonderful; but it so happened, that I was not privileged to be here with the children throughout the performance. These hidden talents of the children have to be brought out. After all, education, as Swami Vivekananda said, is not merely the information that is put into your brain; these have to be digested all your life. You want your faculties to grow and these talents of the children have to be brought out in a perfect manner. Moreover, their overall personality has to be developed as to make them perfect men in the real sense.

These days we find more of literates than the educated; because everybody gets free schooling, they become literates. But the real sense of education is often lost. We find people in a melee; they are at fault. There are a lot of educated people who do not have consideration for others. One will try to elbow out the other person and get into a bus rather than take his turn and you will find they are all well-dressed educated people. So, consideration for others and other human elements should be brought into focus by proper education. If this is done in educational institutions, the purpose of education would be achieved.

I am sure that with the experience that Mr. Thomas has, the children would be moulded into perfect gentlemen in the real sense of the word. And it has been a tremendous success for him to have built up the institution within a short span of five years. After all, in history five years is not a distinct period or even in the life of an institution like this. The school motto is "Truth-Trust-Triumph"; with his truthfulness, he has been trusting upon his own experience and he has triumphed. That is what we can say about the achievements of Mr. Thomas. I congratulate the children who have taken part in this programme of variety entertainment and I thank Mr. Thomas for having given me this opportunity. Thank you all.

**Speech by Mrs. Jayanthi Alexander, I. A. S., Collector of the
Nilgiris District on the occasion of the 5th Founder's Day
Celebrations at the School Grounds on 15th October, 1981.**

Mr. Thomas, Mrs. Elsamma Thomas, distinguished guests, members of the staff and students,

I am very happy to be associated with today's function and to know that this school has reached a stage where it can celebrate an occasion like its Founder's Day with such grandeur as has been done today. This only goes to show the rapid development that has taken place in the school since it was started 4-5 years back, that is in 1976. I would congratulate the efforts of its founder and also the staff and of course the students without whom no such occasion would have been possible. I was again very happy to read that last year of all the students who were sent up for the I. C. S. E. all have obtained first divisions. It is a very creditable achievement and I congratulate the school. I am sure that the standards they have set for themselves will be really kept up this year too.

I am also glad to note that the optimum strength of the school has been reached. The desire of the management to keep the strength of the school at this level, as it would only then be possible for a proper student-teacher ratio to be obtained, is laudable. I feel this is very important in schools nowadays, where one does not perhaps have the attention which one had in the older days, especially from the faculty. And this is an aim and objective which should be lauded. Again, I find that the school has also taken part, apart from its academic pursuits, in many extra-curricular activities so that an all-round development of the character of the children is possible, and what I am very happy about is the Interact Club, which is today going to start a social service organisation within the school. This is a very constructive approach. From the Government side I can say that most of Governmental efforts need to be supplemented by such activities and I am glad that you are making a beginning in the school which is a good thing. Finally, I do not want to make a long speech because I don't think it was a very long time ago when I was on the other side and when one was in school one did not really like listening to long speeches. But I have only this to say to the students that they must always think about the days in school as one of the best and also make ample use of the opportunities available at school both to improve one's mind and also one's sports capabilities. I can tell you that you don't get much chances to do it later, especially sports. Finally, I have only this to say that I wish the

NATURE.

Mighty blows the wind,
Not near; yet not far,
Says he: I give no peace of mind,
Sounding like a raging war;
Roaring from the north, from the west,
And shrieking from the south and the east.

Pit-a patter falls the clamouring rain,
Drumming thunders on the roof;
Then gushes down the drain,
Spreading deluge as the proof
Of its might and grandeur.

O glory! it is the sun
Shining through the trees
Spreading gaiety and fun
Amongst the brood of birds and bees.

"Shsh" says the gentle river,
As it flows ever so quietly and meekly,
Only to tumble down the rocks so thunderously!

With a graceful smile said Mother Nature:
I made them all!

RAJESH RAJ
Class: 7 B.

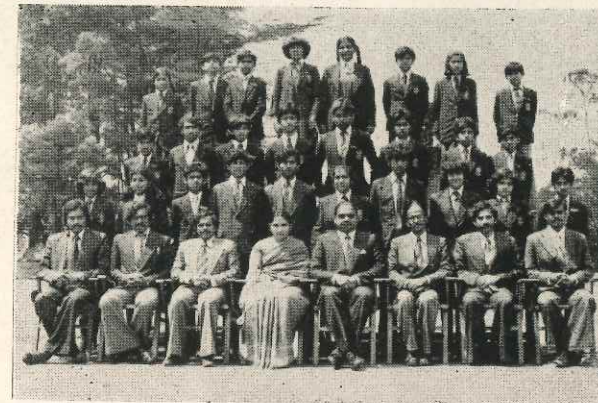


S K RAMESH
The Head Boy

YOUNG LEADERS



ROOPKALA
The Head Girl



THE PREFECTS COUNCIL



SUMMER HOUSE

WHAT DAY OF THE WEEK WAS IT?

Do you remember on what day of the week you were born? If you don't, it isn't too hard to find out. Just follow these directions.

- Step 1.** Divide the last two digits of the year by 7.
For example consider the date 22-8-81

$$\text{ie } \frac{81}{7} = 11 \text{ Remainder } 4.$$

Leave the quotient and keep the remainder.
Remainder in step 1 is 4.

- Step 2.** Ascertain the number of leap years till '81, dividing the year by 4.

$$\text{ie } \frac{81}{4} = 20 \text{ Remainder } 1.$$

Note : If the year in which you were born was a leap year, then divide the previous year by 4 and count the number of leap years.

For example :-

If the date is 22-8-80

$$\text{then } \frac{79}{4} = 19 \text{ Remainder } 3.$$

Divide the number of leap years by 7 and find out the remainder.

$$\text{ie } \frac{20}{7} = 2 \text{ Remainder } 6.$$

Leave the quotient and keep the remainder.
Remainder in step 2 is 6.

- Step 3.** Divide the date by 7 and find out the remainder:

$$\frac{22}{7} = 3 \text{ Remainder } 1.$$

Remainder in step 3 is 1.

- Step 4.** Divide the number of days in all the months till July (ie the month previous to the month August that is given in the data.) by 7 and add all the remainders.

| | |
|-------|-------|
| Jan | 3 |
| Feb | 0 |
| March | 3 |
| April | 2 |
| May | 3 |
| June | 2 |
| July | 3 |
| | <hr/> |
| | 16 |

Divide this sum by 7

$$\text{ie } \frac{16}{7} = 2 \text{ Remainder } 2.$$

Again, leave the quotient and keep the remainder.
The remainder in step 4 is 2.

Step 5. Now add all the remainders in step 1, step 2, step 3, and step 4.

$$\text{ie, } 4 + 6 + 1 + 2 = 13.$$

Now divide this sum by 7.

$$\text{ie, } \frac{13}{7} = 1 \text{ Remainder } 6.$$

In the last step 6 is the remainder.
 Consider the code given below :-

| | | | | |
|---------------|---|--------|-----|-----------|
| The Remainder | 0 | stands | for | Sunday |
| " | 1 | " | " | Monday |
| " | 2 | " | " | Tuesday |
| " | 3 | " | " | Wednesday |
| " | 4 | " | " | Thursday |
| " | 5 | " | " | Friday |
| " | 6 | " | " | Saturday |

Therefore; the day of the week was Saturday.

Miss. P. JAYANTHI, M. Sc.,

GAMES

I was always fond of games. My father knew about this and encouraged me to play football as this was his favourite game. Some of my friends played cricket. So I stopped playing football and took an interest in cricket. Whenever there is a cricket match I always watch it on television or listen to the radio commentary. My cricketer friends and I try and improve our cricket style by watching those great sports-men.

My favourite batsman is Kapil Dev. If India had more batsmen like him we would win all the cricket matches. I shall use all my free time to improve my game. So do not be surprised if you see me leading the Indian Cricket team in about fifteen years or so !

All children should take an interest in some game or the other. If we begin when we are young we will be able to excel in whatever game we have chosen. Not only will we have healthy bodies and minds but will be able to bring honour to our country by excelling in world sports.

LAVY PINTO
 Class : 4 B

RIDDLES

1. Name the richest bird on earth.
2. Which is the largest ant ?
3. What is the beginning of eternity,
 The end of time and space,
 The beginning of every end,
 And the end of every race ?
4. Which is the number that gets even when the first letter is removed ?

Compiled by
 AJAY and BALENDRA.
 Class : 6 A.

ANSWERS

1. Ostrich
2. Elephant.
3. E.
4. 7.

THE GALAXY

(alias the sprightly pupils of Class 5 A)

- 1 Ashok has quite some 'Vivek'.
- 2 Aravind likes the verses of Gita Govind !
- 3 Binoy is a slip of Joy.
- 4 Flemmings keeps wonderful 'Lemmings'.
- 5 Gulu Kunjappa knows all about 'Harappa'
- 6 Ifthikar can very well mimic the motor car.
- 7 Leena Mary is never in a hurry.
- 8 Linda knows who is Miranda.
- 9 Lulu Abraham can spell both Jam and Ham.
- 10 Pavithra can recite the poem 'Kavithra'.
- 11 Praveen likes the colour green.
- 12 Rajesh admires God 'Ganesh'.
- 13 Rekha Kolary likes to take a dip in river 'Kavery'.
- 14 Saleeth is a reliable 'Meeth'.
- 15 Shadiq Bacha loves 'Nehru Chacha'.
- 16 Sridhar can be a 'Dildar'.
- 17 Srikant is always 'Prashant'.
- 18 Usman is full of 'Arman'.
- 19 Veena and Teena can together play a Veena.
- 20 Vini and Mini are fond of Honey.

(as seen through the class teacher's eyes.)

VIJAY

THROUGH MY WINDOW

From night's deep slumber I awake
To witness the red-brown lake
And the mist covered hills beyond.
Through the window panes so clear.
The lonely King-fisher hovers o' er the lake
To plunge so suddenly to get its prey;
There, the fishermen sit hunched up,
Like statues, with rods in hand,
And a veil of mist around;
I hear the shrill cries of birds,
Their voices echoing in the woods;
The cool lake reflects the morning sun;
The arum lilies gently sway
In the breeze that blows across,
And chases the ripples far away;
The hyacinth bloom's a pretty sight;
But Oh, how the lovely lake is choked !
It's great to throw the windows open
To catch that splendid view,
And the morning breeze on my face !

ANJALI MENON

Class : 7 A.



A DRIVE TO MYSORE.

One fine evening I was pleasantly surprised to see my parents drive into the Campus in their beautiful new car. The car glistened in the afternoon sun. It was a grand sight to watch.

My parents had come to take me home for a week-end. As they went to meet the Principal, I quickly threw my bags in and jumped inside the car. My little sister hugged me and I wept with joy. I was so excited that I repeatedly blew the horn which brought my parents back to the car.

We did some hurried shopping in Ooty before driving off to Mysore. The roads through the hills were winding. The scenery was beautiful. We did not stop at Mudumalai, but we saw some spotted deer and huge elephants. We saw beautiful peacocks on the hill side and colourful parrots as well.

The forests were dense. I was glad I was in the car with father by my side. I was a bit frightened as it started becoming dark. I would not like to be alone in a jungle at night. I closed my eyes and slept off. When I woke up, our car was nearing our house.

RAJESH NAMBIAR.

Class : 4 B.

Idleness is the holiday of fools

— Lord Chesterfield.

Ill deeds are doubled with an evil word.

— Shakespeare.

THE SPRING HATH COME.

O' look, the Spring hath come !
How I feel the sweet gentle air,
And spy the eager buds on boughs,
And the birds a-chirping everywhere,
The cold dark winter hath fled,
The gay green spring hath come,
Time for us to dance and play.
And look for roses on the way !

T. MADHU

Class: 7 B.

Heaven never helps the man who will not act.

— Sophocles.

Throw a lucky man into the sea and he will come up
with a fish in his mouth.

— an Arab proverb

A B B A

Welcome !

I Welcome you readers, young and old, to this cryptical write-up on the world's most sensational pop-group AgBA !

There's hardly an admirer of the AgBA group who does not know something about that fascinating group. Yet, to renew memories, let me take you right back to the Eurovision Contest held on 6th April 1974, when, with the success of "Waterloo" and memorable hits like "Mama Mia", "Fernando", "Dancing Queen" and "Money, Money", the group sky-rocketted to the top-starrer pedestal in the show-biz world. Their songs came as a breath of fresh air in a world dominated by music that relied more on high decibel songs than on melodies. AgBA's rise to the top was immediate, meteoric.

The four members of the group are Annifred, Benny, Bjorn and Agnetha. Did you notice something obvious, yet hidden?. You line up the first letters of their names and the unique name AgBA comes into focus. Also, the first two letters are a mirror reflection of the last two letters,

The group is a hot favourite with the young as well as the old. Asked why he liked AgBA, a septuagenarian said coolly, "Because it means 'Father' in the Bible". Some like them for their decent style of dressing, while others adore them for the melodies they created. The appeal is universal.

They are all Swedes and at last have managed to put Sweden on the map of the show-biz. They at present live on an idyllic island called Lidingo, close to Stockholm, capital of Sweden. It is there in their cottage amongst entrancing surroundings that Bjorn and Benny strum up ear-catching tunes on their 'golden' guitars. They cut their discs in the Polar Music Studio at Stockholm.

The movie, AgBA, sent millions into hysterics. It is one that none can choose to miss. It transports you into a chimerical world of absolute concordance.

I am truly beholden to this group for the, may be, capricious and whimsical songs they have given us. They are my most allegiant allies in my most disconsolating or jocund moments. Oh, the variety they offer! What about you? I have given you the hint.

ROOPA PRAKASH

Class: 10.

THE FOUNDER'S DAY CELEBRATIONS - 1981

(i) The Annual Athletic Meet - 13 October.

For the first time there has been a change in the pattern of Founder's Day Celebrations a welcome change. From a one day celebration, it has this year become a three day venture. The first of the series was the Fifth Annual Athletic Meet held on 13, October 1981.

The day was the day of the finalists, for the heats had been held already, as also the finals of some events.

The Chief Guest for the evening was Brig Dilbagh Singh, Commandant of the Madras Regimental Centre, Wellington. The trumpeters perched on top of the gaily decorated arch-way of the Fort heralded the arrival of the Chief Guest. As the Brigadier positioned himself on the Saluting Base, Mayrose, one of our ace - athletes emerged from the Fort Gate with the Athletics Torch held aloft. She ran half the track to hand the torch over to Sathish Kumar who completed the track and lit the Athletics Fire in the cauldron placed on the Oval just across the Saluting Base. This was followed by the colourful march past of the athletes. The contingents marched smartly and proudly, and to the strains of the School Band. After the Oath by the School Captain, the contingents moved off the Oval.

The announcer, Mr. Humayun extended a welcome to the Chief Guest parents, patrons and the other invitees on behalf of the Principal, staff and students, before commencing the athletic events. The field looked colourful with the House Flags and other marker flags fluttering in the breeze. The athletic events followed in quick succession, and with admirable precision. It was thrilling to witness the keen competition in the various events and to listen to the sky-rending cries of encouragement and the final burst of applause for the winners. The athletic events for the tiny - tots of the Junior Section drew thunderous applause from the audience. So too did the A Division Medley relay race which was keenly contested. With swelled chests we witnessed our young athletes mount the victory stand after each event, to be cheered, congratulated and lustily applauded.

The staff races and the Guests' event were star attractions. The hundred metres dash by the lady teachers was more heard than seen. Miss. Jessie, Mrs. Hawkes and Miss. Lissy were the easy winners. The young students went ecstatic to see Mr. Bright win the 200 m run with obvious ease, followed by Mr. Sunder and Mr. Murali. The guests event.....the Lucky Corner.....was,

more a game of chance than skill, it was natural, then, that the winner was a gent! We greatly appreciated the interest shown in this game by a very large number of our guests.

Then came the closing ceremony. The contingents, marched in again and assembled in a fan formation behind the Athletics Fire, the House Flags flying proudly in front of contingents. Mrs. Dilbagh Singh graciously gave away the medals and cups to the proud winners. Half way through there was a power failure and we were constrained to cut short the Prize giving ceremony or else the invitees would have had much difficulty in dispersing. Very understandably, the Chief Guest abbreviated his address to the gathering by complementing the winners, encouraging the competitors and exhorting the students to make the best use of all the opportunities offered at the school.

Col Menon, our Director of Faculties proposed a vote of thanks and with the singing of the National Anthem the curtain fell on the Fifth Annual Athletic Meet.

Mr A. R. HUMAYUN



(ii) The Variety Entertainment - 14 October.

After our successful Fifth Annual Athletic Meet on 13 October, we put on stage at the prestigious Anna Stadium, a programme of variety entertainment on the next day as part of the three-days Founders Day Celebrations.

Anna Stadium was packed to capacity, almost bursting at the corners, with our patrons, well-wishers and invitees. The atmosphere was one of solemn celebration and orderliness was indeed the order of the day.

The evening's programme commenced with the School Choir singing the School Song and the School Prayer song. Then followed a delectable Veena recital by Leena George and Vinay. The next item was the Puja Dance rendered effectively by the Junior Group comprising of Neena, Sonia, Aniqua, Veena, Lekha, Sulu, Sindhu and Linda. Sasikumar's soulful rendering of the devotional song invoking the blessings of Lord Guruvayoorappan was heard with enraptured attention. The colourful costumes and the alluring stage setting made it an instant success. The Recitation by the Tiny Tots Group drew indulgent applause from the audience. The audience were then transported to the fairy land of yore, when "Snow White" was staged by the little ones of classes I and II. Sujatha's Snow White was enchanting and Susan's portrayal

of the Queen was convincing. The little "dwarfs" did their parts very well. The stage decor was appropriate and succeeded in creating that fairy-land atmosphere.

The next item was the Tamil play IDAMO IDAM staged by the Tamil Faculty. This hilarious play went down well with the audience. Moideen did well as the Headmaster, while Sheriff excelled as the "Parent" with all his antics and uncouth mannerisms. Bala as the daughter, almost brought in a professional touch to her role. The others in the cast, Muthu, Ravindranath and C. Ramesh lent good support.

During the next item, "OPPANA", we felt that we were really witnessing a typical Muslim wedding. The dance sequence was delightfully executed, for which Lekha, Sajana, Jessica, Muthamma, Ponnamma, Linda, Simmi and Priya got the kudos. Radha made a typical bashful and coy bride.

The English play "The Crimson Coconut" was humorous and well enacted. Geoffrey as the seedy waiter and Roysten as the choleric Mr. Jabstick stole the show. The others in the cast were Ameen as the detective, Neena as Nancy, Dilip as the vitriolic Nitroglycerinsky, Lakshmi as Madame Glycerinsky and Dharani as "Cookie".

The highlight of the evening was the exquisitely executed dance-drama "Bhasmasura Mohini". The audience were visibly enraptured by the music, the rhythm of the dances and the blemishless stage setting, decor and light effects. Special mention must be made of Leena as Bhasmasura, Rajani as Mohini, (who not only enchanted the Asura but the audience as well) and Sheeja as Shiva. Sreekanth as Lord Vishnu was "divine". Mrs. Chowdhary's dance direction was flawless. Sasi Kumar as the music director will long be remembered; Mr. Murali's lyrics were, to say the least, excellent. I must specially mention that the School Orchestra added "sound" splendour to the feature.

The function was presided over by the Maharani of Porbunder who graciously sat through the entire evening's programme. In her brief, but illuminating talk she congratulated the Founder for the excellent standards reached by the school in so short a time. She likened the Founder-Principal to the shepherd and the school community to the flock and appreciated the way the shepherd tended the flock. The Chief Guest of the evening was Mr. K. V. S. Gopalakrishnan, I P S, the Superintendent of Police, Nilgiris. He managed to be with us that evening, despite his onerous responsibilities and the tight schedule. He expressed his appreciation of the quick but sound progress made by the institution.

Col. Menon, the Director of Faculties proposed the vote of thanks. He had a very special word of appreciation for the excellent work done by the staff and students in making the function a success.

Then the Staff congregated on the stage to sing the staff song 'We Build Our School'. The day's programme came to a close with the National Anthem.

Miss. R. KAUSALYA.



(iii) The Founder's Day - 15 October.

"Rarely, rarely, comest thou,
Spirit of delight"

It came to us, the Good Shepherdians, on the 15th of October. The day we smile heartily is said to be the day of festivity and 15 October was a day of real festivity for us on the campus. It was our Founder's Day.

Some are born great;
Some achieve greatness.

Our Founder achieved greatness by dedicating himself to the cause of education. All of us were enthusiastic and anxious to wish our Founder a very Happy Birthday, that day.

The sun was warm, the sky clear. There was a special Mass in the morning and the Priest prayed the Lord to shower his blessing on our Founder Principal, Mr. P. C. Thomas.

The breath of moist earth was light; the plants reflected the morning sun's rays through the dew - bedecked blossoms. And we, collected around at the Parlour to wish Mr. Thomas, Many Happy Returns of the Day.

The students followed suit. And we all partook of the Birthday cake, in great festive mood.

The day advanced. And the school ground wore a festive look with the artistically done Fort wall and gate in the background and flags a-fluttering all around the Oval. The dais and the adjoining area got filled too soon with our well-wishers. In the golden light of the sinking sun, over which the clouds were brightening, began the "embodied joy's" race, serried ranks of our school children, clad in glistening white and displaying red wrist and waist bands

fanned out through the fort gate to give a grand exhibition of physical training exercises executed with precision. The harmony of action of the young enthusiasts was indeed a thing to watch.

That over, came marching in a band of girls, the rhythmic jingle of their leziums enrapturing the spectators. With tremendous ease, the girls wove patterns on the emerald Oval, their feet tapping the rhythm, their leziums enrapturing the spectators. Never a pause, not a single discordant jingle

We then had the gymnastic displays by the boys. It was a display of both stamina and skill. The colourfully attired clowns that accompanied the team was a source of joy to our tiny - tots, with their antics. The spectators lustily applauded the teams when they formed the Gymnastic Pyramids, but held their breath as our young gymnasts dived through the fire ring over the wooden horse.

The Yoga-asana display by the girls was short and sweet.

And then came marching in the School Band in all their splendour. Gorgeously clad in Navy Blue and Scarlet, they marched with great elan, and their formation march was superb. And indeed there was a shower of sweet melody. "Abide with me" was their-master-piece.

In tune with our tradition the School Captain S. K. Ramesh read the School Prayer. Our Director of Faculties, Col Menon, in a short speech welcomed the Chief Guest, Mrs. Jayanthi Alexander, I. A. S, the Collector of Niligiris and the other distinguished guests and parents.

The Founder's Day also witnessed the presentation of the Charter by the Rotary International officials of Ootacamund to Master Anil Devaraj, President of the School Interact Club.

This was followed by Prize distribution by the Chief Guest and her brief address to the gathering. Mrs. Elamma Thomas, the Headmistress, proposed a vote of thanks.

The Torch Light Tattoo which followed was the highlight of the evening's programme. Over a hundred boys participated in the tattoo. The torch light exercises were done with admirable precision and it was a breath-taking spectacle. The wan moon peeped from behind the clouds as if reluctant to vie with those myriad moons on the GSPS Oval.

The School Band was back on the scene; this time to sound the "Retreat". As the last notes of the buglers echoed back from the nearby

woods, the School and House flags were lowered on their masts, to mark the end of yet another Founder's Day.

Music, when soft voices die,
Vibrates in the memory.
Odours, when sweet violets sicken,
Live within the sense they quicken.

..... and the Founder's Day, when over, lingers in my memory as in that of such society as is quiet wise and good.

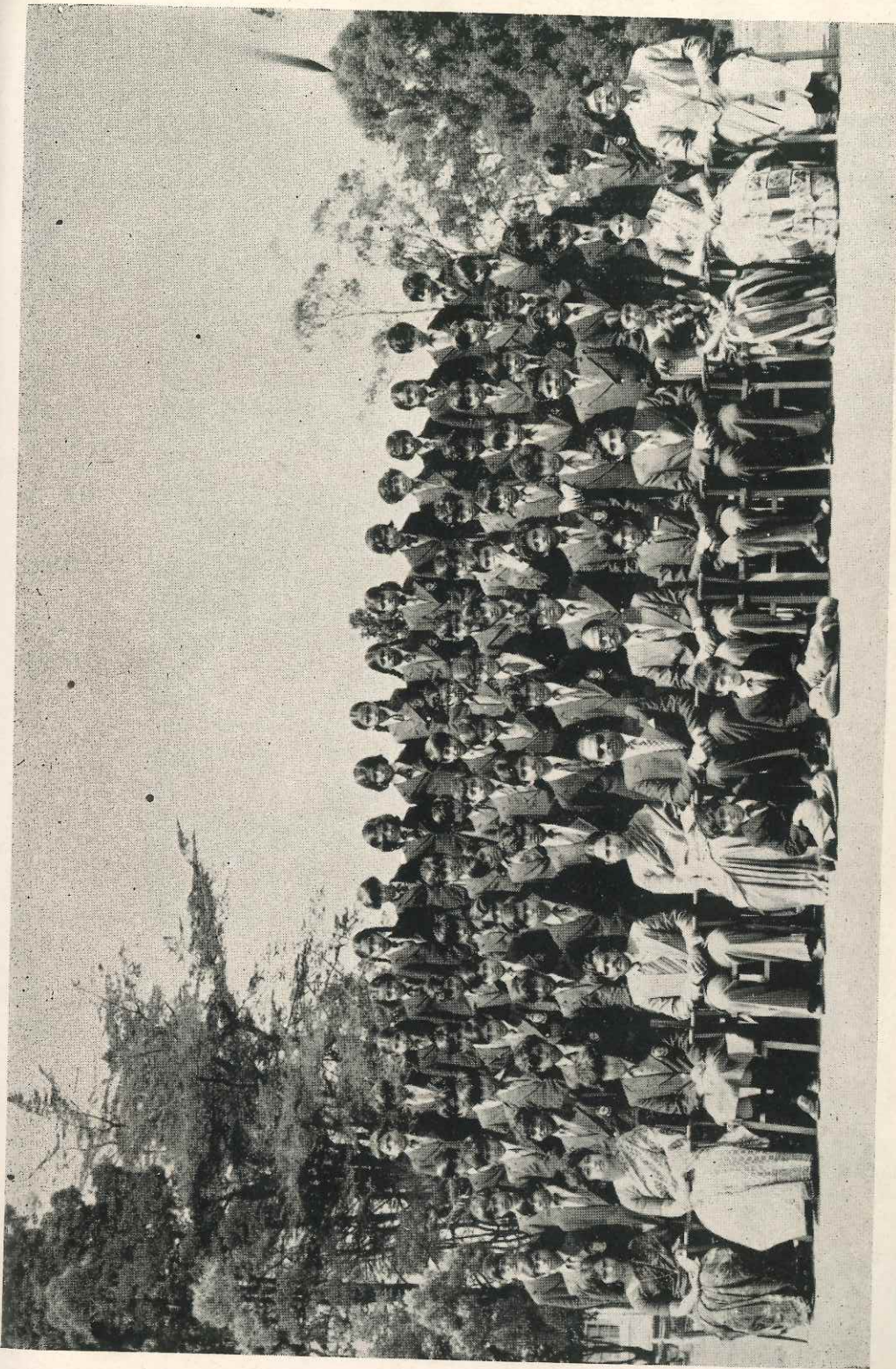
Miss. MANIMEGALAI.

The eyes believe themselves;
The ears believe other people

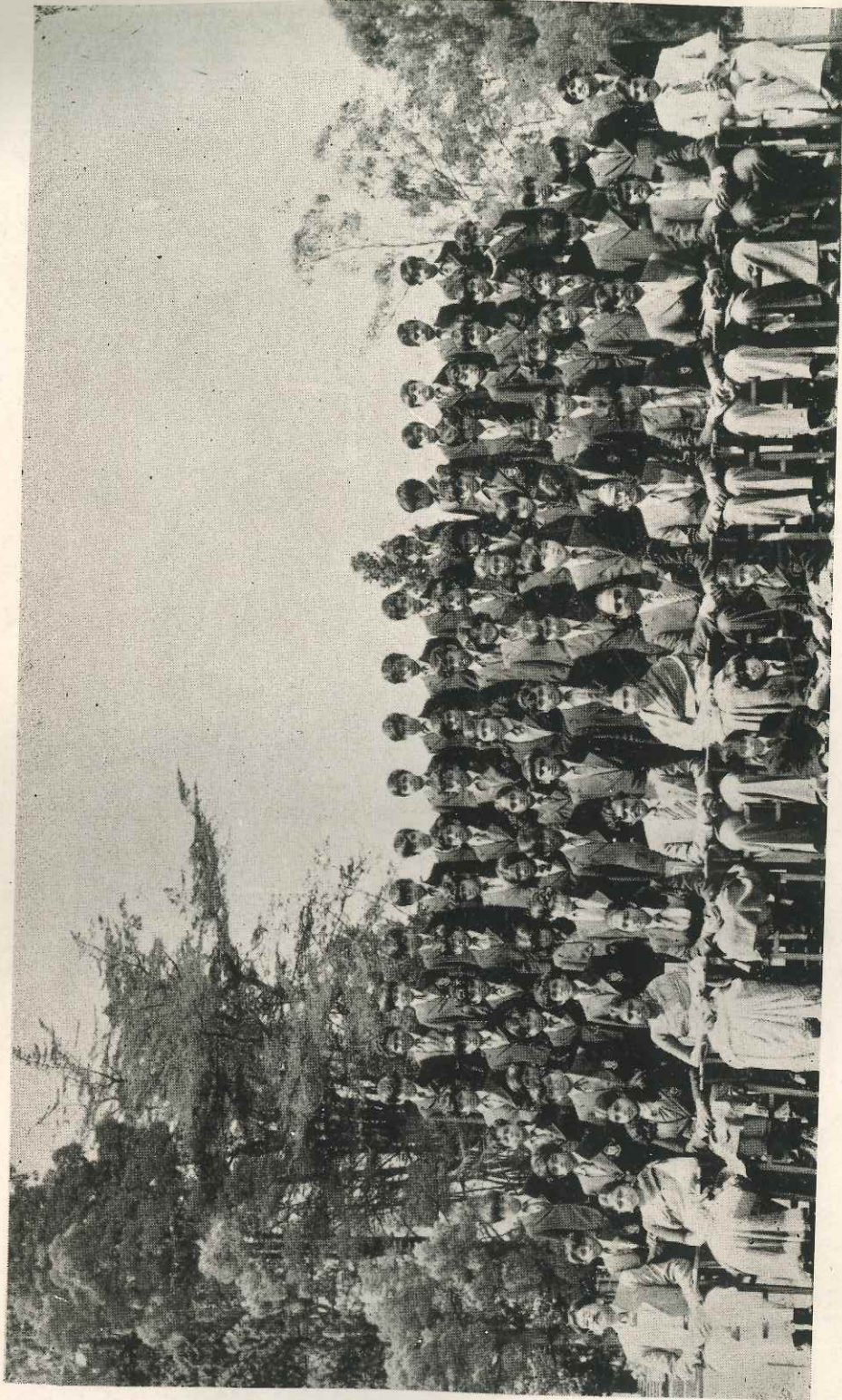
— German proverb.

The secret of success in conversation is to be able to disagree without being disagreeable.

— Oscar Wilde.



AUTUMN HOUSE



The Runners-up : WINTER HOUSE

THE LUCKY MAID.

(an old tale told by a young lad.)

Once upon a time there lived a rich man and his fat wife. They were cruel people and always chased away the beggars who came to beg at their house. The couple had a servant girl in the house. She got only very little to eat. She remained hungry all the time.

One day, the King of Heaven decided to test this family. He sent one of his ministers, dressed as a beggar, to their house. The rich man and his wife were away from their house at that time. The servant girl gave him a share of her own lunch. He was very happy and gave the girl a piece of the rag that covered his body. "You must rub yourself with this everyday when you take your bath", he told her. He started walking away when suddenly the rich man and his fat wife returned home. When they knew that the maid had given food to the beggar, they got very angry and told her that she would be stoned to death if she did so again. When they came out with sticks in hand the beggar had disappeared.

The little maid, rubbed herself daily with the rag at bath-time and she grew prettier day by day. The old couple found out the secret and they rubbed themselves with the rag. Then they looked into the mirror. They saw two giggling monkeys in the mirror. They got frightened and ran off to the near-by forest and jumped up a tree.

• Soon after, a Prince came along and saw the pretty maid. He married her, and took her to his kingdom.

MATHEW GEORGE

Class : 6 B.

God to man : "I wrought pure iron,
But thou, the sword,
To cut down trees thou made the axe;
And cages for singing birds".

— Iqbal.

Let deeds, not words,
Be your adorning

—Baha 'U' llah

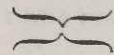
RIDDLES

1. Which is the sand that we like to eat ?
2. Which is the English word that carries all the vowels ?
3. Name the Indian Soap the name of which is the same whether read forward or backward.
4. Which cat regularly goes to Church ?
5. When two men dived into a pool only one's hair got wet. Why ?
6. Why is Elizabeth's bottom always wet ?

Compiled by :-

R A M U
MATHEW GEORGE
and
VINOD T.

Class : 6 B.



ANSWERS

1. Sandwich.
2. Education.
3. Liril.
4. CATHolic
5. The other was bald.
6. Because she is a ship.

THE DEAD LEAVES

The dead leaves
Floated aground with a sigh,
The breeze ever so gentle, and
Though imperceptible its force,
Dislodged them.
Adorned they once the rugged boughs,
Rustled in the same gentle breeze,
And danced with giggling glee.
And now ?
The purpose over, the tasks well done,
Why tarry, and cling on to time
To merely, tarnish the gay green
Of the swinging tawny twigs
With their crumpled, charred countenance?
And wreck the symphony of the soft foliage
With harsh crackle ?
Aren't they better
On the damp, silent, mother earth
To rot, to decay, and be no more
And serve as succour for greener
Leaves to sprout?
Flowers to bloom ?
In death, they prove their mighty worth
In death, they foster the other's mirth.,

M M R



A TRIP TO MALAMPUZHA.

I

We went to Malampuzha Dam by Our School Bus. In the afternoon we reached Malampuzha and rested in the Picnic Hall for some time. Then we took lunch and slept till evening.

In the evening we went to the mini zoo where we saw monkeys, bears, deer, peacocks and crocodiles. There was an owl sitting quietly. It had big eyes.

We also went and saw the Fish House. There were many kinds of fishes there. Then we had a nice ride in the Cup and Saucer train. we liked it very much.

CHANDRAKANT.

Class : 2 B

II

We went to Malampuzha by the School Bus. We stayed in the Picnic Hall where we ate plenty of fish cutlets, which we enjoyed very much.

Later, we took a ride in the Cup and Saucer train. In the evening, we went and saw the dam. The water was flowing down from the dam and it looked beautiful with all the coloured lights. We walked over the Hanging Bridge, but Ravi was frightened to go over it.

The next morning we saw a palace which was made of gunny bags ! It was put up for the shooting of the Malayalam Film "Padayottam". We came back to the School that evening.

AMRUTH.

Class : 2 B.

PRIZE WINNERS

1981

Academics and Co-Curricular activities

Junior Section

U. K. G. A

| | | | |
|----|---------------------|-----|---------------|
| 1 | Seshachalam | I | Academics |
| 2 | B. S. Suman | II | Academics |
| | B. S. Suman | III | Recitation |
| 3 | Mallikarjun Reddy | III | Academics |
| 4 | Michael D 'Cunha | I | Story telling |
| 5 | Abijit Manohar | II | Story telling |
| | Abijit Manohar | II | Recitation |
| 6 | Parasuram Reddy | III | Story telling |
| 7 | Stanle Mol | I | Recitation |
| | Stanle Mol | II | Singing |
| 8 | Trinka D 'Cunha | III | Singing |
| 9 | Deeraj | I | Handwriting |
| 10 | Anju Anna Kuruvilla | II | Handwriting |
| 11 | Anjana Nair | III | Handwriting |

U. K. G. B

| | | | |
|---|---------------|-----|---------------|
| 1 | Srinivas Rao | I | Academics |
| | " | II | Handwriting |
| | " | III | Story telling |
| | " | III | Singing |
| 2 | Allola Gautam | I | Story telling |
| | " | I | Singing |
| | " | II | Academics |
| | " | II | Recitation |
| | " | III | Handwriting |
| 3 | Fareidun | III | Academics |
| 4 | Anil Kumar | II | Story telling |
| 5 | Fabian Hawkes | I | Recitation |
| | " | II | Singing |
| 6 | Krishna Reddy | III | Recitation |
| 7 | Pravin Kumar | I | Handwriting |

Class I A

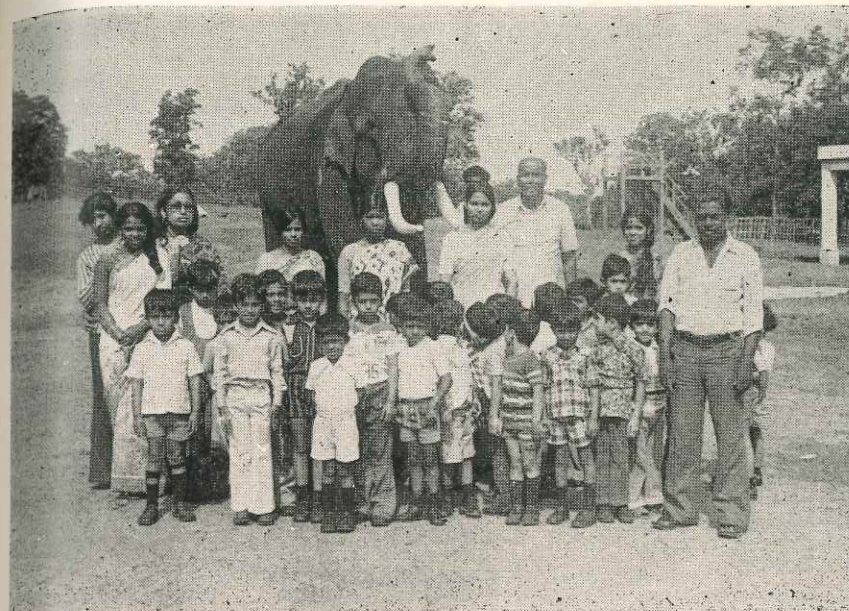
| | | | |
|---|-------------------|-----|---------------|
| 1 | V. C. Shradda | I | Academics |
| | " | I | Story telling |
| | " | I | Handwriting |
| | " | III | Singing |
| 2 | Vinod Gopal | II | Academics |
| | " | II | Handwriting |
| 3 | Jeeja Ganga | I | Recitation |
| | " | I | Singing |
| | " | III | Academics |
| 4 | Radhika K Priya | II | Story telling |
| 5 | Alan Jose Mathews | III | Story telling |
| 6 | B. N. Nagendra | II | Recitation |
| 7 | Sweatha D | II | Singing |
| | " | III | Recitation |
| 8 | Bhanu Prasad | III | Handwriting |

Class I B

| | | | |
|----|------------------|-----|---------------|
| 1 | Rakesh C. Kolary | I | Academics |
| | " | I | Story telling |
| | " | III | Recitation |
| 2 | Rishad Mahasoom | II | Academics |
| 3 | Ramachandra Rao | III | Academics |
| 4 | Mousamil P. M. | II | Story telling |
| 5 | P. Santhosh | III | Story telling |
| | " | III | Singing |
| 6 | Vidyasagar | I | Recitation |
| 7 | Flenin Koothoor | II | Recitation |
| | " | II | Singing |
| 8 | Deepak Raj | I | Singing |
| 9 | Ranjith Kumar | I | Handwriting |
| 10 | Sudheer Babu | II | Handwriting |
| 11 | Manoj Job Neroth | III | Handwriting |

Class II A

| | | | |
|---|---------------|-----|---------------|
| 1 | Vijayan K. M. | I | Academics |
| | " | II | Singing |
| | " | III | Handwriting |
| 2 | Susan Pinto | I | Story telling |
| | " | II | Academics |
| | " | III | Art |
| 3 | Deepika K. | I | Handwriting |
| | " | III | Academics |

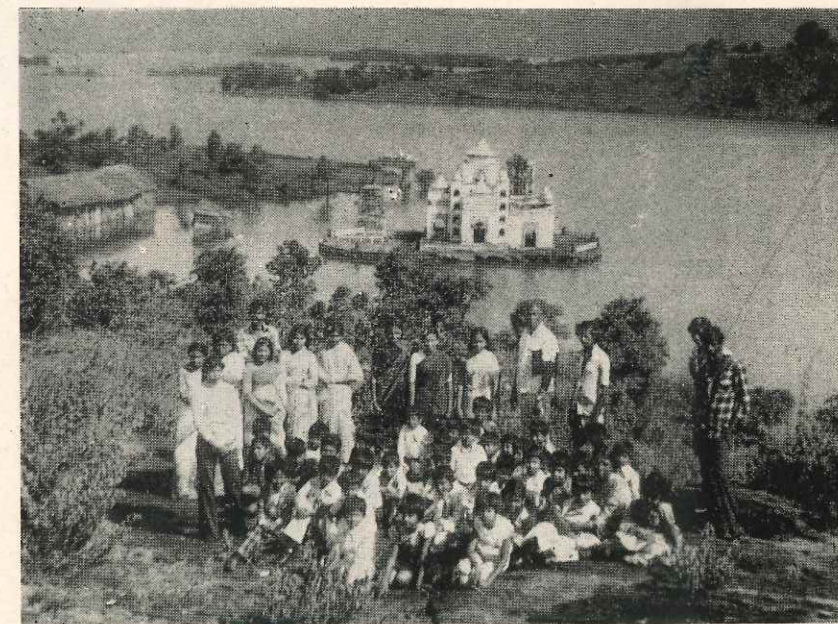


at MUDUMALAI

and

at MALAMPUZHA

**P
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S**





Class 1 B



Class 2 A



Class 2 B

| | | | |
|---|-----------------|-----|---------------|
| 4 | Siddheswar | II | Story telling |
| | " | II | Art |
| 5 | Mehtab Mahasoom | III | Story telling |
| 6 | T. Aravind | I | Art |
| 7 | Julie Thomas | I | Singing |
| 8 | Praseeda | III | Singing |
| 9 | Soja Savier | III | Handwriting |

Class II B

| | | | |
|----|--------------------|-----|---------------|
| 1 | Vijay Prabhu | I | Academics |
| | " | III | Story telling |
| | " | III | Handwriting |
| 2 | Michael Rajan | II | Academics |
| | " | II | Story telling |
| | " | II | Art |
| 3 | Mathew. P. Abraham | i | Art |
| | " | III | Academics |
| 4 | K. Sridhar | I | Story telling |
| 5 | Chandrakanth | III | Art |
| 6 | Miju. C Moidu | I | Singing |
| 7 | Shanti Kiran | II | Singing |
| 8 | Ravikumar | III | Singing |
| 9 | V. R. Rajesh | I | Handwriting |
| 10 | K. Sivakumar | II | Handwriting |



SPORTS

1. 100 Metres Dash.

Class : U K G A Boys

- 1 st — Abhijith Manohar
- 2 nd — Ameeth Manohar
- 3 rd — Mallika Arjuna Reddy

Class : U K G B Boys

- 1 st — Sreenivas
- 2 nd — Vachan M. B
- 3 rd — Vijaypaul

Class : U K G Girls

- 1 st — Margaret Trinkia D' Cunha
- 2 nd — Archana
- 3 rd — Suman B. S

Class : I A Boys

- 1 st — Manoj C. Moidu
- 2 nd — Darvesh .M
- 3 rd — Jerry Babu Basheer

Class : I B Boys

- 1 st — Satheesh Kumar A S V
- 2 nd — Ramachandra Rao
- 3 rd — Naveen S. J

Class : I Girls

- 1 st — Shraddha. V Chigateri
- 2 nd — Jeeja George
- 3 rd — S. Anandi

Class : II A Boys

- 1 st — Vijayan K. M
- 2 nd — Hari Krishna
- 3 rd — P. Sidheshwar

Class : II B Boys

- 1 st — Miju C Moidu
- 2 nd — Michael Rajan
- 3 rd — Chandrakanth. R

Class : II Girls

- 1 st — Kaku Sudha Rani
- 2 nd — Deepika. K
- 3 rd — Susan Pinto

2 Spoon and Potato Race

Class : U K G A Boys

- 1 st — Abhijith Manohar
- 2 nd — Amit Manohar
- 3 rd — Chakradhar Rao

Class : U K G B Boys

- 1 st — Fabian Hawkes
- 2 nd — C. Venkat Krishna Rao
- 3 rd — Sreenivas

Class : U K G Girls

- 1 st — Anuja Anna Kuruville
- 2 nd — B. S Suman
- 3 rd — Stanle Mole

Class : I A Boys

- 1 st — Vijay Raj
- 2 nd — Darvesh M
- 3 rd — Manoj C Moidu

Class : I B Boys

- 1 st — Binay Kuruville
- 2 nd — Satheesh Kumar A S V
- 3 rd — Naveen S. J

Class : I Girls

- 1 st — Keerthini Pattola
- 2 nd — S. Anandi
- 3 rd — Sweatha Deviah

Class : II Boys

- 1 st — Shanthi Kiran M
- 2 nd — Chandra Suresh
- 3 rd — Mathew. P. Abraham

Class : II Girls

- 1 st — Shaila Sreekumar
- 2 nd — Silpa Chaitanya
- 3 rd — Deepika. K

SENIOR SCHOOL

| ACADEMICS | | First | Second |
|-----------|----------|-------------------|----------------------|
| 1 | Class X | Sybil Salins | Jiji Francis. |
| 2 | " IX | Vinod Unni | Girish Raj. |
| 3 | " VIII A | Rsheed A. V. | Amoen Alladin. |
| 4 | " VIII B | Santhosh, M. Nair | Afzal Ahmed. |
| 5 | " VII A | Pradeep T. | Anjana R. |
| 6 | " VII B | Rajesh Raj | Madhu T. |
| 7 | " VI A | Neeta N. Rajey | Vinod Jacob Simon. |
| 8 | " VI B | Krishna Kumar V. | Azad Abdulla. |
| 9 | " V A | Praveen Francis | Binoy. |
| 10 | " V B | Nischal N. Rajey | Pramod J. Simon. |
| 11 | " IV A | Sajna Siddique | Jessica Basheer. |
| 12 | " IV B | Suhail Kasim | Lavy Pinto, |
| 13 | " III A | S. Banu Prakash | Sonia Tannan. |
| 14 | " III B | C. Murugendra | Robby John Varghese. |

CO-CURRICULAR ACTIVITIES

JUNIORS

| | | | | | |
|---|---------------|----|-------------------|-------|------|
| 1 | Essay writing | I | Rekha Kolary | Class | V A |
| | | II | Vinod Jacob Simon | " | VI A |
| 2 | Elocution | I | Nischal N. Rajey | " | V B |
| | | II | Wins Aipe Ninan | " | VI B |
| 3 | Recitation | I | Mayrose Pinto | " | VI A |
| | | II | Pramod Simon | " | V B |
| 4 | Art | I | Neeta N. Rajey | " | VI A |
| | | II | Nawab Abdulla | " | VI B |
| 5 | Handwriting | I | Vinod Simon | " | VI A |
| | | II | Ramu Reddy | " | VI B |

SENIORS

| | | | | | |
|---|---------------------|----|--------------|-------|--------|
| 1 | Debate | I | Rajesh Raj | Class | VII B |
| | | II | Girish Raj | " | IX |
| 2 | Short Story writing | I | Rajesh Raj | " | VII B |
| | | II | Mona Rajey | " | VIII B |
| 3 | Essay Writing | I | Rajesh Raj | " | VII B |
| | | II | Satyaki Lodh | " | VII B |

| | | | | | |
|---|-----------|----|-------------------|---|--------|
| 4 | Elocution | I | Rajesh Raj | " | VII B |
| | | II | Ajith Kumar T. P. | " | VIII B |
| 5 | Art | I | Nanda Kumar | " | IX |
| | | II | Srinivas Reddy | " | IX |
| 6 | Music | I | Geoffrey | " | VIII A |
| | | II | Roysten | " | VIII B |

ATHLETICS

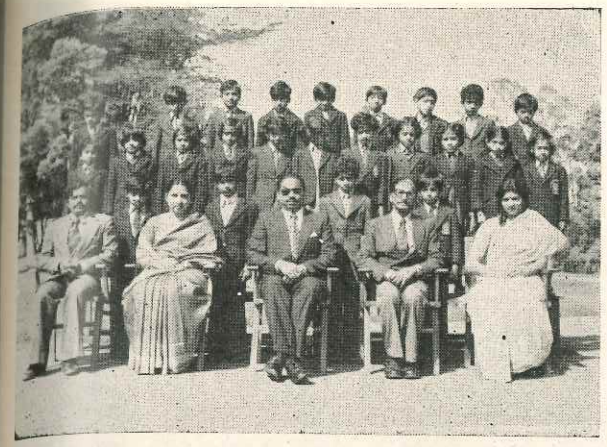
A DIVISION — BOYS.

| | | | | |
|---|----------------|-----|----------------|----|
| 1 | 100 m dash | I | Jacob Abraham | S |
| | | II | Rasheed A. V. | Su |
| | | III | Thomas George | W |
| 2 | Long Jump | I | Jacob Abraham | S |
| | | II | Geoffrey | Su |
| | | III | Prasad C. K. | W |
| 3 | Shot Put | I | Li Hsien Jung | W |
| | | II | Anil Devaraj | S |
| | | III | Roysten | S |
| 4 | High Jump | I | Li Hsien Jung | W |
| | | II | Jacob Abraham | S |
| | | III | Anil. T P. | Su |
| 5 | Triple Jump | I | Prasad. C. K. | W |
| | | II | Anil Devaraj | S |
| | | III | Anil T.P. | Su |
| 6 | 110 m. Hurdles | I | Jacob Abraham | S |
| | | II | Anil T. P. | Su |
| | | III | Sajil Gopinath | A |
| 7 | 1500 m. run | I | S. K. Ramesh | S |
| | | II | C. K. Prasad | W |
| | | III | Vinod K. | A |
| 8 | Discus Throw | I | Anil Devaraj | S |
| | | II | Afzal Ahmed | A |
| | | III | Li Hsien Jung | W |
| 9 | Pole Vault | I | C. K. Prasad | W |
| | | II | Anil T. P. | Su |

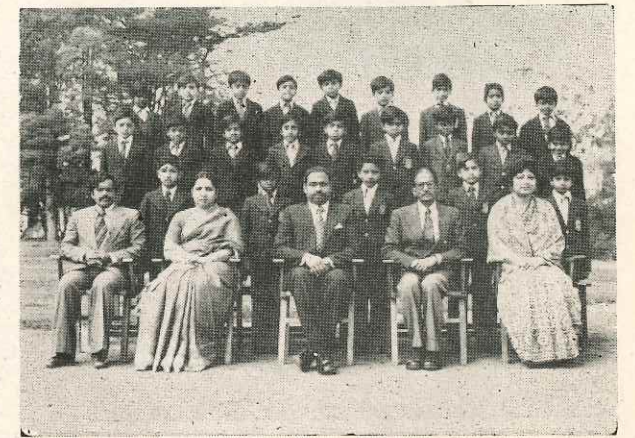
| | | | |
|-----------------|-----|---------------|----|
| 10 400 m run | I | Rasheed A. V. | Su |
| | II | Prasad C. K. | W |
| | III | Sandeep | Su |
| 11 800 m run | I | Rasheed A. V. | Su |
| | II | Benny George | A |
| | III | Geoffrey | Su |
| 12 200 m dash | I | Rasheed A. V. | Su |
| | II | Geoffrey | Su |
| | III | Thomas George | W |
| 13 Medley Relay | I | Anil T. P. | Su |
| | | Sandeep | |
| | | Rasheed | |
| | | Geoffrey | |

A DIVISION — GIRLS:

| | | | |
|-----------------|-----|---------------|----|
| 1 High Jump | I | Meela Mathan | W |
| | II | Almaz Alladin | A |
| 2 Discus Throw | I | Leena George | W |
| | II | Dharanikala | S |
| | III | Meela Mathan | W |
| 3 Shot put | I | Leena George | W |
| | II | Dharanikala | S |
| | III | Almaz Alladi | A |
| 4 400 m run | I | Serina Salins | Su |
| | II | Leena George | W |
| 5 4X100 m Relay | I | Veena | |
| | | Muthamma | |
| | | Rohini | Su |
| | | Serina Salins | |
| 6 100 m dash | I | Serina Salins | Su |
| | II | Meela Mathan | W |
| | III | Dharanikala | S |
| 7 200 m dash | I | Serina Salins | Su |
| | II | Leena George | W |
| | III | Almaz Alladin | A |
| 8 Long Jump | I | Serina Salins | Su |
| | II | Meela Mathan | W |
| | III | Dharanikala | S |



Class 3 A



Class 3 B



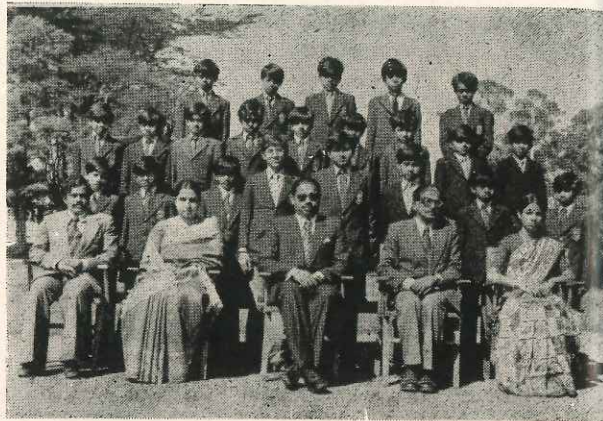
Class 4 A



Class 4 B



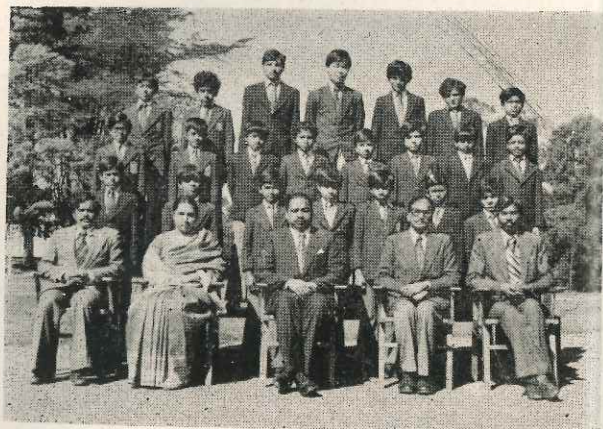
Class 5 A



Class 5 B



Class 6 A



Class 6 B

B DIVISION — BOYS

| | | | | |
|---|---------------|-----|-------------------|---|
| 1 | Shot put | I | Manoj Kumar P. K. | W |
| | | II | Sunil K. P. | A |
| | | III | Vinod K. | A |
| 2 | Long Jump | I | Raju E. S. | A |
| | | II | Thaju Kora | W |
| | | III | Kurian John | |
| 3 | 4 100 m Relay | I | Manoj Kumar P. K. | W |
| | | II | Thaju Kora | |
| | | III | Kurian John | |
| | | IV | Lawrence | |
| 4 | 80 m Hurdles | I | Sunil K. P. | A |
| | | II | Kurian John | W |
| | | III | Ramesh G. | S |
| 5 | High Jump | I | Vinod K. | A |
| | | II | Sunil K. P. | A |
| | | III | Kurien John | W |
| 6 | 200 m dash | I | E S. Raju | A |
| | | II | Thaju Kora | W |
| | | III | Manoj P. K. | W |
| 7 | Triple Jump | I | E. S. Raju | A |
| | | II | Thaju Kora | W |
| | | III | Sunil K. P. | A |
| 8 | 100 m dash | I | E. S. Raju | A |
| | | II | Manoj Kumar | W |
| | | III | Kurien John | W |
| 9 | 400 m run | I | Thaju Kora | W |
| | | II | Vindo | A |
| | | III | Lawrence | W |

B DIVISION — GIRLS

| | | | | |
|---|-----------|-----|---------------|----|
| 1 | Long Jump | I | Mayrose Pinto | S |
| | | II | Gulu Kunjappa | S |
| | | III | Radha | Su |

| | | | |
|-----------------------|-----|----------------|----|
| 2 Cricket Ball Throw | I | Gulu Kujappa | S |
| | II | Beena Johnson | A |
| | III | Neeta N Rajey | S |
| 3 100 m dash | I | Mayrose Pinto | S |
| | II | Gulu Kunjappa | S |
| | III | Fareeda | A |
| 4 75 m dash | I | Mayrose Pinto | S |
| | II | Fareeda | A |
| | III | Beena Johnson | A |
| 5 High Jump | I | Mayrose Pinto | S |
| | II | Beena Jahnsn | A |
| | III | Neeta N. Rajey | S |
| 6 Lime and Spoon race | I | Anjana | A |
| | II | Radha B | Su |
| | III | Indulekha | A |
| 7 200 m dash | I | Gulu Kunjappa | S |
| | II | Fareeda | A |
| | III | P. K. Manjula | S |

C DIVISION — BOYS

| | | | |
|-------------------|-----|------------------|----|
| 1 4 X 100 m Relay | I | Ashish Patel | A |
| | | Saravanan | |
| | | Satheesh kumar. | |
| | | Ajith T. P. | |
| 2 Long Jump | I | Satheeshkumar | S |
| | II | Vinod Varughese | W |
| | III | Ajith T. P. | A |
| 3 75 m dash | I | Ajaykumar | S |
| | II | Ashish Patel | A |
| | III | Sathya Prakash | S |
| 4 High Jump | I | Satheesh Kumar | S |
| | II | Sathya Prakash | S |
| | III | Ajith T. P. | A |
| 5 100 m dash | I | Ashish Patel | A |
| | II | Santhosh M. Nair | Su |
| | III | Tony Jacob | A |

| | | | |
|----------------------|-----|----------------|---|
| 6 Cricket Ball Throw | I | Satheesh Kumar | S |
| | II | Sathyaprakash | S |
| | III | Ajith T. P. | A |
| 7 200 m dash | I | Ashish Patel | A |
| | II | Ajaykumar S. | S |
| | III | Sameer Alam | W |

C DIVISION — GIRLS

| | | | |
|--------------|-----|-----------------|----|
| 1 75 m dash | I | Veena | Su |
| | II | Rohini G | Su |
| | III | Sajana Siddique | S |
| 2 High Jump | I | Simmi George | A |
| | II | Rohini G | Su |
| | III | Ponnamma K A | W |
| 3 200 m dash | I | Veena | Su |
| | II | Lulu | S |
| | III | Sajana Siddique | S |
| 4 Long Jump | I | Rohini G | Su |
| | II | Muthamma K A | Su |
| | III | Jessica Basheer | A |
| 5 Bun race | I | Muthamma K A | Su |
| | II | Pavithra | W |
| | III | Priya | Su |
| 6 100 m dash | I | Lulu Abraham | S |
| | II | Simmi George | A |
| | III | Veena | Su |



GAMES

| | | |
|----------------------------------|-----|----------------------------------|
| Cross Country race — Senior Boys | I | C. K. Prasad. |
| | II | Rasheed |
| | III | Satheesh |
| Cross Country race — Junior Boys | I | Sammer Alam |
| | II | Sanjeev Reddy |
| | III | Nelson |
| Cross Country race — Girls | I | Leena George |
| | II | Beena Johnson |
| | III | Gulu |
| Shuttle Cock Doubles — Boys | I | Anil Devaraj Jacob Abraham |
| | II | Benny George Sunil Kumar |
| | III | Leena George Meela Mathan |
| Shuttle Cock Doubles — Girls | I | Mayrose Pinto Gulu Kunjappa |
| | II | Deep Chinnappa. C. K. Prasad. |
| | III | Leena George Neeta. |
| Table Tennis — Boys | I | Deep Chinnappa. |
| Table Tennis — Girls | I | Leena George |
| | II | Neeta. |

INDIVIDUAL CHAMPIONSHIPS — ATHLETICS.

1. A Division — Boys
C. K. Prasad — Winter
2. A Division — Girls
Serina Salins — Summer
3. B Division — Boys
E. S. Raju — Autumn.
4. B Division — Girls.
Mayrose Pinto — Spring
5. C Division — Boys
Sathish Kumar — Spring
6. C Division — Girls.
Rohini G. — Summer

BEST ALL ROUNDER

School Captain : S. K. Ramesh.

WINNERS - HOUSES

1981.

| | | |
|---------------------------|-----|--------------------|
| 1. Quiz — Juniors. | I | Spring. |
| | II | Winter. |
| | III | Autumn. |
| | IV | Summer. |
| 2. Quiz — Seniors. | I | Winter. |
| | II | Autumn. |
| | III | Spring. |
| | IV | Summer. |
| 3. Essay Writing—Juniors. | I | Summer. |
| | II | Spring. |
| | III | Autumn. |
| | IV | Winter. |
| 4. Essay Writing—Seniors. | I | Summer. |
| | II | Spring. |
| | III | Winter. |
| | IV | Autumn. |
| 5. Elocution—Juniors. | I | Winter. |
| | II | Spring. |
| | III | Autumn. |
| | IV | Summer. |
| 6. Elocution—Seniors. | I | Autumn. |
| | II | Winter. |
| | III | Spring. |
| | IV | Summer. |
| 7. Art—Juniors. | I | Spring. Summer. |
| | II | Autumn. |
| | III | Winter. |
| 8. Art—Seniors. | I | Summer. |
| | II | Winter. |
| | III | Autumn. |
| | IV | Spring. |

9. Handwriting
 I Spring.
 II Autumn.
 III Summer.
 IV Winter.
10. Recitation
 I Spring,
 II Autumn.
 III Summer.
 IV Winter.
11. Debate.
 I Winter.
 II Autumn.
 III Summer.
 IV Spring.
12. Short Story
 I Winter
 II Summer
 III Spring
 IV Autumn
13. Music
 I Spring
 II Autumn
 III Summer
 IV Winter
14. Dance
 I Winter
 II Autumn
 III Spring
 IV Summer
15. Academics.
 I Autumn
 II Summer
 III Winter
 IV Spring
16. Cross Country.
 I Winter
 II Spring &
 Summer
 III Autumn
17. Shuttle cock Doubles — Boys
 I Spring
 II Autumn
 III Summer &
 Winter
18. Shuttle cock Doubles — Girls
 I Winter
 II Spring
 III Summer &
 Autumn

19. Kho Kho—Boys,
 I Spring
 II Winter
 III Autumn &
 Summer
20. Kho Kho—Girls
 I Spring
 II Summer
 III Autumn &
 Winter
21. Throw Ball Boys—Juniors.
 I Spring
 II Winter
 III Summer &
 Autumn
22. Throw Ball—Girls,
 I Winter
 II Spring
 III Summer &
 Autumn
23. Table Tennis—Boys.
 I Spring
 II Winter
 III Autumn &
 Summer
24. Table Tennis—Girls.
 I Winter
 II Spring
 III Summer &
 Autumn
25. Foot ball—Juniors.
 I Winter
 II Spring
 III Autumn &
 Summer
26. Foot ball—Seniors.
 I Spring
 II Summer
 III Winter &
 Autumn
27. Basket Ball.
 I Winter
 II Autumn
 III Summer &
 Spring
28. Volley Ball.
 I Summer
 II Autumn
 III Winter &
 Spring

WINNERS OF TROPHIES 1981

- | | | | |
|-------------------|---|-----------------|--|
| 1. Academics | : | Autumn. | |
| 2. Athletics | : | Spring. | |
| 3. Foot Ball | : | Spring. | |
| 4. Volley Ball | : | Summer. | |
| 5. Table Tennis | : | Spring & Winter | |
| 6. Kho Kho | : | Spring | |
| 7. Throw Ball | : | Spring & Winter | |
| 8. Basket Ball | : | Winter. | |
| 9. Shuttle cock | : | Spring. | |
| 10. Cross Country | : | Winter. | |
| 11. Art | : | Summer. | |
| 12. Quiz | : | Winter. | |
| 13. Elocution | : | Winter. | |
| 14. Debate | : | Winter. | |
| 15. Music | : | Spring. | |
| 16. Dance | : | Winter. | |

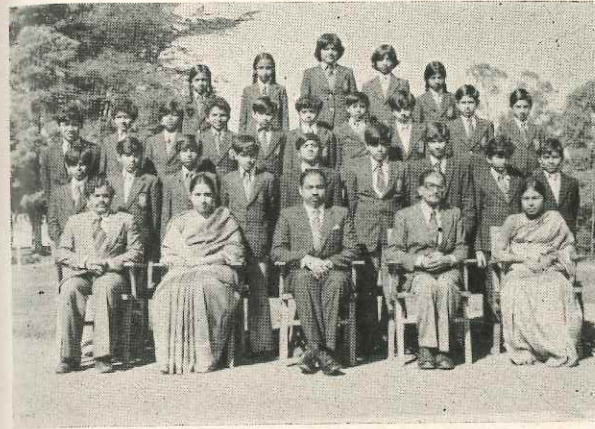


INTER HOUSE COMPETITIONS POINTS - (CO-CURRICULAR ACTIVITIES) - 1981

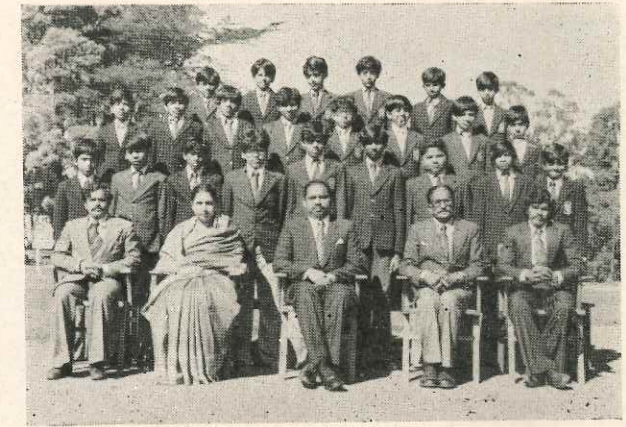
| HOUSES | Quiz JR | Quiz SR | Essay JR | Essay SR | Elocution JR | Elocution SR | Art JR | Art SR | Debate | Short story | Recita- tion | Hand writing | DANCE | MUSIC | Total Points | Position | Cock House Credits, |
|--------|------------|------------|-------------|-------------|-----------------|-----------------|-----------|-----------|--------|----------------|-----------------|-----------------|-------|-------|-----------------|----------|------------------------|
| SPRING | 8 | 4 | 6 | 6 | 6 | 4 | 7 | 2 | 2 | 4 | 8 | 8 | 4 | 8 | 77 | I | 24 |
| SUMMER | 2 | 2 | 8 | 8 | 2 | 2 | 7 | 8 | 4 | 6 | 4 | 4 | 2 | 5 | 64 | IV | 6 |
| AUTUMN | 4 | 6 | 4 | 2 | 4 | 8 | 4 | 4 | 6 | 2 | 6 | 6 | 6 | 5 | 67 | III | 12 |
| WINTER | 6 | 8 | 2 | 4 | 8 | 6 | 2 | 6 | 2 | 8 | 2 | 2 | 8 | 2 | 72 | II | 18 |

**INTER HOUSE COMPETITIONS POINTS
(GAMES) - 1981**

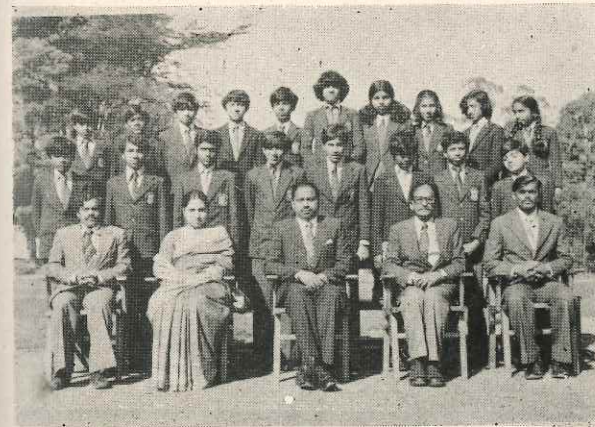
| HOUSES | Shuttle | | Throw Ball | | Kho Kho | | T. T. | | Basket Ball | Volley Ball | Foot Ball | Total Points | Position | Cock House Credits |
|--------|---------|-------|------------|-------|---------|--------|-------|--------|-------------|-------------|-----------|--------------|----------|--------------------|
| | Girls. | Boys. | Girls. | Boys. | Boys. | Girls. | Boys. | Girls. | | | | | | |
| SPRING | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 1½ | 1½ | 7 | 39 | I | 24 |
| SUMMER | 1½ | 1½ | 1½ | 1½ | 1½ | 3 | 1½ | 1½ | 1½ | 4 | 4½ | 23½ | III | 12 |
| AUTUMN | 3 | 1½ | 1½ | 1½ | 1½ | 1½ | 1½ | 1½ | 3 | 3 | 3 | 22½ | IV | 6 |
| WINTER | 1½ | 4 | 3 | 4 | 3 | 1½ | 1½ | 4 | 4 | 1½ | 5½ | 35 | II | 18 |



Class 7 A



Class 7 B

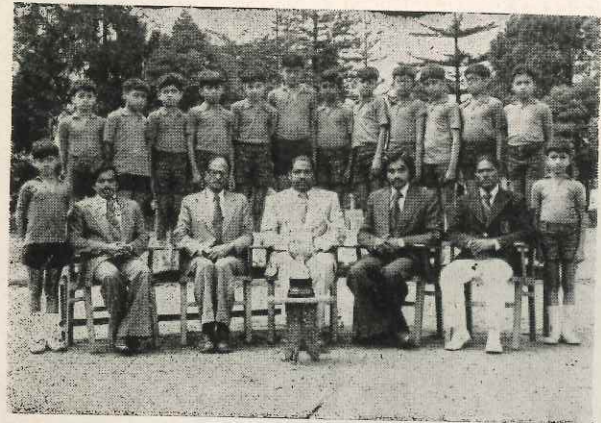
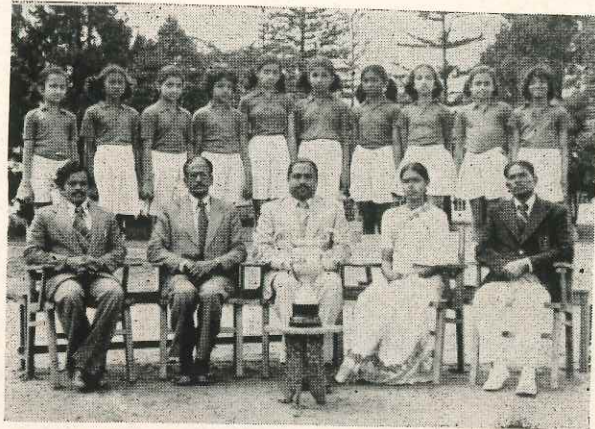


Class 8 A

WE CONGRATULATE THE WINNERS

Kho-Kho

SPRING



Kho-Kho

SPRING



WINTER

Basket Ball



WINTER

Table Tennis

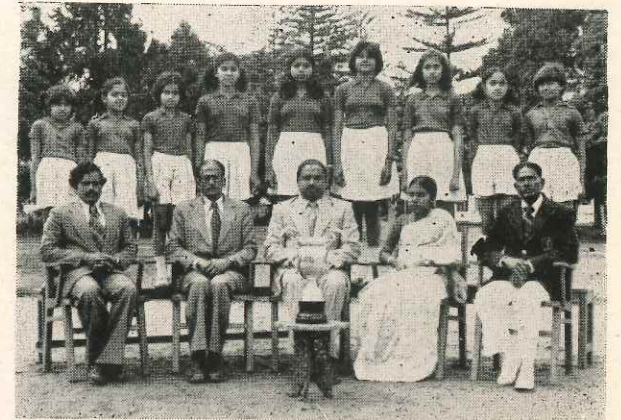
SPRING

SPRING



Senior Foot Ball

SPRING



Throw Ball



SPRING

SUMMER

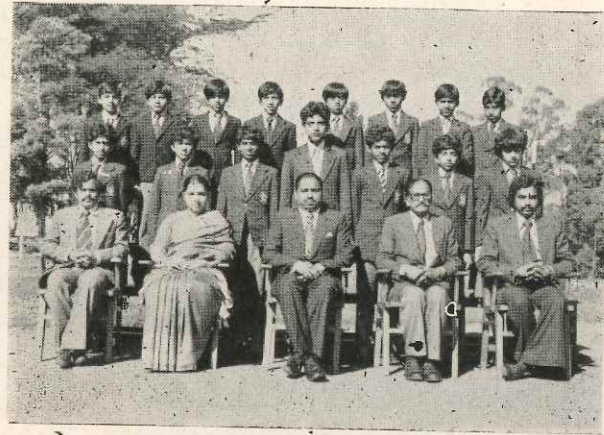
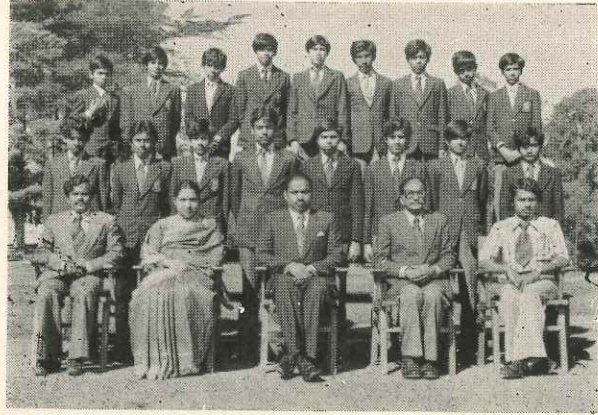


Junior Foot Ball



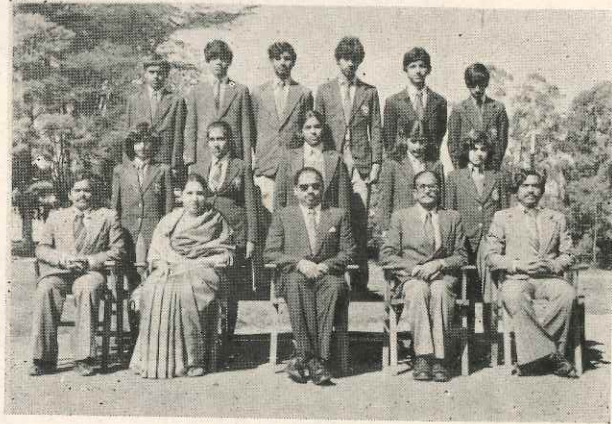
Volley Ball

Class 8 B



Class 9

Class 10



**THE COCK HOUSE TALLY.
1981**

| HOUSES | C R E D I T S | | | | COCK HOUSE POSITIONS | |
|--------|---------------|---------------|-----------|--------------------------|----------------------|-----------|
| | Games | Cross Country | Athletics | Co-Curricular activities | | Academics |
| SPRING | 24 | 2½ | 16 | 24 | 8 | I |
| SUMMER | 12 | 2½ | 4 | 6 | 24 | IV |
| AUTUMN | 6 | 1 | 10 | 12 | 32 | III |
| WINTER | 18 | 4 | 10 | 18 | 16 | II |
| | | | | | | Total |
| | | | | | | 74½ |
| | | | | | | 48½ |
| | | | | | | 61 |
| | | | | | | 66 |

THE BROWN HEN

I have a pet hen.

She is brown in colour

She lays one egg every day.

I eat that egg as it is my pet's egg.

B. S. SUMAN

U K G. A



BINGO

I have a pet dog.

His name is Bingo.

He is black in colour.

I love him very much,

He loves me too.

We play together,

ANJANA NAIR

U K G A.

GLORY OF INDIAN MUSIC AND

SAINT THYAGARAJA'S CONCEPTION OF GOD.

Indian Music — both vocal and instrumental — is not the treasure of India or Indians alone; but its appreciation and understanding are growing day by day with our musicians and artistes performing, teaching, demonstrating Indian music abroad. Many foreigners, who have great love and fascination for the science of music, have learnt it and continue to learn it with great zeal.

(a) ORIGIN: From time immemorial, God has been conceived as 'Nada Brahman (embodiment of sound) and the practice of music as a spiritual sadhana, i. e. 'Nada Upasana' (worship of God through musical sound). The subject of music relates to Nada. Nada gives rise to srutis, which give rise to swaras and they in turn become the source of ragas. A knowledge of Gandharva Tatva or science of music enables one to better understand its intrinsic value. The origin of Indian music is traced to Sama Veda and is inextricably associated with divinity.

(b) AUTHORS OF MUSIC: The great Purandara Dasa, who was born in 1484 in Bellary district of Andhra Pradesh, gave musical shape and the pattern for his countless compositions in Kannada, the basic theme of all of them being 'Bakthi'. After a gap of nearly 200 years, the golden era of Carnatic music dawned with the emergence of the great Nada Yogin Sri Thyagaraja (1775-1847) and his two eminent contemporaries Sri Syama Sastri (1762-1827) and Sri Muthuswamy Dikshithar (1775—1835). The trio gave a shape to their Kirtanas in all aspects of musical excellence and inspiring devotion, ultimately leading to God realisation. The immortal songs of the Musical Trinity are our proud and priceless heritage today. Besides their legacy, there is a plethora of sacred songs compiled in different languages by a number of versatile composers, who had done yeoman service in the cause of music.

(c) RAGAS: The quintessence of our Carnatic Music lies in its ragas, which provide an insatiable charm by creating varying moods and patterns and establishing an immediate rapport with the listeners. The 'Melakartha Ragas' (72) constitute the basic and fundamental structure for the whole music system and from these 72 parent ragas emanate myriad ragas known as 'Janya Ragas'. All these ragas and the apt 'talas' go together and they are inseparable. Certain ragas have been classified to be used at appropriate times of the day from dawn to dusk; namely during purvasuryodaya, forenoon, midday, afternoon, evening, night and midnight.

(d) **CONCERT PADHATHI (FORMAT)**: Music was never thought of as a mere amusement or pastime, but was esteemed as a means for attaining eternal bliss. Though the music of North India and South India had a common base, the South was able to preserve and develop its own style.

A music concert traditionally starts with a piece of 'Varnam' to bring out the essence of the raga, in which it is sung, through different kinds of 'prayoga' of the swaras in order to build up the singer's tonal voice and establish sruti unison. This is followed by an invocation song of Ganapath (remover of all obstacles) or Saraswathi (Goddess of Learning). Then the stage is set for the main fare the core of which is the presentation of the songs of the renowned composers. The piece-de-resistance of the concert is the rendering of the Ragam, Tanam and Pallavi in which a major raga is usually taken up by the singer for 'alapana' in the ascending and descending scales. The Pallavi piece in short gives a chance to the accompanists on the stringed and percussion instruments to prove their respective mettle and embellish the performance with rhythmic beauty. In conclusion, the vocalist takes up any one or two lighter varieties of music such as Padam, Thillana Javali, Tiruppugazh and a sloka in Sanskrit or a piece in Tamil or other languages. The supreme power of this 'Kutcheri' with its variations and varieties naturally captivates the hearts of the listeners and helps healing their disturbed minds at times, besides evoking a feeling of being in tune with the Infinite.

(e) **SYNOPSIS AND SONGS OF SAINT THYAGARAJA**: (1) Sri Thyagaraja was considered to be the most prolific personality in the realm of music and a gifted composer. He lived a saintly life worshipping Lord Rama through music and relying on Him till his end and the Lord in turn had taken abode in his heart and protected him. The bulk of his songs called 'Thyagopanishad' was an intimate record of his experiences in life and a homely presentation of its role both as a 'sadhana' and the summum bonum itself. Every piece of this lyricist was not only a musical gem but also a repository of religious fervour and philosophic thoughts showing the path of devotion to mankind. His Ganaraga Pancharatnam (in ragas Natta, Gowla, Arabi, Varali and Sri) and his operas 'Nowka Charithram' and 'Prahlada Bakthi Vijayam' stand as shining examples of his musical architecture.

(2) Thyagabrahmam, a Telugu Brahmin, was born on 4th May, 1767 at Tiruvarur in Thanjavur district of Tamil Nadu as the third and last son of Sri Ramabrahmam, who was himself well versed in varied arts and an ardent devotee of Lord Thyagaraja of the famous Tiruvarur temple. Thyagabrahmam, who bore the name of Thyagaraja later, came to know of the greatness of Lord Rama and the epic Ramayana as narrated by his father, whom he assisted in his daily pooja. He also evinced a keen interest in music from his childhood.

(3) When Sri Ramabrahmam was planning to go to Benares (now Varanasi) with his three sons, he had a dream in which Lord Siva of Tiruvarur temple ordered him to go and settle in Tiruvayyaru (12 kms. from Thanjavur). Accordingly, the family moved and lived in a house in Tiruvayyaru that was gifted by the King of Thanjavur besides some lands. Thyagaraja learnt music from his father and other exponents and mastered the art to perfection. Besides music, he had a good grasp of the Sastras and other related subjects.

(4) He was married when he was 19. He lost his father when he was 20 and his wife also departed when he was 23. He had a daughter who was given in marriage later. With the dwindling of the family, he was under the parental care of his loving but ill-tempered and gullible elder brother by name Jalpesan, who was quite against his brother's attachment to Lord Rama.

(5) Unmindful of the ill-will of a section of the people and the sufferings, Thyagaraja was immersed in Rama Bakthi without swerving from the path of devotion and daily pooja. With a 'chipla' in one hand and the 'tambura' in the other, he went about on his 'Unchavritti bhajan' daily with his followers and offered whatever alms he got to his Lord. He used to visit the temple near his residence and sing in praise of the presiding deities.

(6) In his songs, he appealed to his own mind to think of Lord Rama always without bothering about the worldly pleasures and to inculcate bakthi to reach His lotus feet, as seen in his song 'Manasa Sri Ramachandra' (Easamanohari raga). He pointed out in two other songs 'Kalaharana melara' (Suddhasaveri) and 'Pattividuvarathu' (Manjari) that he started having communion with the Lord from the day of his birth.

(7) He also showed the way of singing scientifically and underlined the importance of the seven swaras in music in his songs 'Swararaga sudha' (Sankarabaranam), 'Sogasuga mrudanga' (Sriranjani), 'Sobhillu saphaswara' (Jaganmohini) and 'Nadha loludai' (Kalyanavasantham). 'Sangeetha gnanamu' (Dhanyasi) song emphasises that singing songs without real bakthi was purposeless.

(8) He prayed to Lord Sankara having a body made up of 'Nada' and delighting in the art of seven swaras born out of the five faces, viz., 'Sadyojatha, Aghora; Tatpurusha; Isana; and Vamadeva. This is portrayed in his song 'Natha dhanumanisam' (chittaranjani raga).

(9) Legend has it that when he was in constant meditation as usual Sage Narada came to his residence one day in the guise of an old man and disappeared after leaving a bundle of palm leaves called 'Swararnavam' containing rare compilations. Overwhelmed by this event, he paid glowing tributes to Narada in his songs 'Sri Naradamuni' (Bhairavi), Varanarada. (Vijayasri), 'Naradaguruswami' (Dharbar) and 'Sri Narada natha' (Kanada),

(10) When his brother was down with illness, he pleaded with his Lord Rama to save his life in the song 'Anyayamu seyakura' (Kapi raga) and the Lord granted his request.

(11) He pleaded for the grace of the Lord in many of his soul-stirring songs to reach His feet. This is evidenced in the songs 'Sarva bowma' (Ragapancharam), 'Nee muthu momu' (Kamala manohari) and 'Marimari Ninne' (Kambhoji).

(12) It is said that pleased with his unflinching faith and particularly on the completion of his chanting of one crore of Sri Rama Nama, the Lord gave Darshan to the saint-composer. Immediately, he sang 'Ela nee dayarathu' (Atana) and 'Thoraguna' (Bilahari), in joy praising the Lord. He also detailed the method of his worship and offerings to the Lord in his song 'Upacharamulunu' (Bairavi), 'Koluva' maragada' (Thodi) 'Thulasidala' (Mayamalavagowla) and 'Ragarathna maliga' (Reethigowla) and 'Vidamuseya' (Karaharapriya). He brought the nine forms of bakthi in his various songs, the nine being Sravanam, Smaranam, Kirtanam, Sevanam, Archanam, Vandanam, Dasyam, Sakyam and Atmanivedanam.

(13) He won universal acclaim for himself and many musicians and lovers of the art flocked to his residence daily to see the God-incarnate saint and hear his sweet songs. Once King Serfoji of Thanjavur Palace, desirous of hearing his songs, sent for him and Thyagaraja declined to do so, saying that service to Lord Rama was more important than singing at the palace for money's sake. Enraged at Thyagaraja's refusal to obey his orders, the King immediately sent his couriers to bring him forcibly to the royal court. No sooner did he issue these orders, than the King started quaking in agony and the palace physician was helpless then. The saint's Guru, who was present at the palace, suggested to the King to annul his orders which were rescinded, and the King's pain immediately vanished. Then the King met the saint-poet in his residence and begged his pardon. Thyagaraja referred to this incident in his song 'Nithisala sugama' (Kalyani).

(14) Even when Thyagaraja was abused and beaten perhaps by his brothers, Lord Rama assured him that it was as if the Lord himself had sustained the ill-treatment. This was in evidence in his kriti 'Adhaya Sri Raghuvara' (Ahiri raga).

(15) His brother Jalpesan who did not like his brother's way of life from the beginning, took away the Rama idol clandestinely and threw it into the river nearby. Thyagaraja, who wept for the missing idol and searched for it, heard a devine voice and finally retrieved it from the river. Then his ecstasy knew no bounds and he sang 'Kanukondini' (Bilahari). He continued his worship thereafter uninterrupted, The said Jalpesan repented for his sins and his saintly brother pardoned him.

(16) With the demise of his brothers, he carried on his devout worship of the Lord in the company of his faithful followers and compilation of his songs, which flowed from his heart. In the song 'Grahabalamemi'-(Revagupthi) he indicated that the nine planets had no power when there was Lord Rama to bless the devotees, and in another song 'Manasu Nilba (Abhogi) and in 'Manasu vishaya' (Nattakurinji), he explained that there was no use of doing pujas and prayers, if one did not control his mind and senses.

(17) He resided in Tiruvayyaru till his end. At the invitation of his father's friend Upanishad Brahman of Kancheepuram and Sundaresa Mudaliar of Kovur (near Madras), he undertook a pilgrimage and on his way visited sacred places like Srirangam, Lalgudi, Nagapattinam, Sirkali and stayed in Kancheepuram for the temple festival there. Then he went to Kovur, Tiruvottiyur, Sholinghur and Tirupathi. He composed songs in praise of the Gods and Goddesses in these places. After his return to Tiruvayyaru, he continued his routine worship of Lord Rama, compiling many songs.

(18) On account of his failing health, he foretold his disciples and followers of the exact time and date of his departure from this mundane world and also exhorted them to spread the Bakthi cult through music. On the appointed day, i. e. on the 6th January, 1847 (Bahula Panchami Day), a dazzling light emerged from his body and merged with the feet of Lord Rama, his Ishtadevata. All musicians from different parts of the country used to congregate and pay homage to the departed soul by singing his glorious songs on the 'Aradhana Day' in January every year at his Samadhi (Brindavan) located on the banks of the famous river Cauvery in Tiruvayyaru, which attracts huge crowds of music lovers. His 135th Aradhana festival is scheduled to take place on 14th January, 1982.

(19) The lives of Thyagaraja and Mahatma Gandhi were unique in that both of them were uttering Rama Nama Tharaka Mantra ceaselessly and doing bhajans in their abodes. They appealed to the people to eschew violence and adhere to the principles of truth, Ahimsa and casteless society. It is our earnest duty to emulate them in life. The doyens and lovers of this celestial art of music should see that its grace, divinity and pristine purity are preserved and promoted so as to be useful and understandable to posterity.

Mr. R. APPASWAMY.

TEST YOUR KNOWLEDGE.!

Fill in the blanks :-

1. — — — — C A N
2. — — — C A N —
3. — — C A N — —
4. — C A N — — —
5. C A N — — — —
6. — C A N — — —
7. — — C A N — —
8. — — — C A N —
9. — — — — C A N

CLUES.

1. The Pope's Headquarters.
2. To discourse at length.
3. Unearthly.
4. Malicious gossip.
5. To Solicit Votes, Contributions etc.
6. Scrutinised.
7. A Situation unoccupied.
8. To deceive.
9. A water bird.

VINAY SUDHIR

Class : 9 A

ANSWERS:-

1. Vatican.
2. Descant.
3. Uncanny.
4. Scandal.
5. Canvass.
6. Scanned.
7. Vacancy.
8. Chicane,
9. Pelican,

BUNNY RABBIT.

I am a baby bunny rabbit, I was born on 24 August 1981. I was not able to see then. I opened my eyes only on the eleventh day; And I was able to see my mother, father and my brothers and sisters.

I had no hair on my body. My mother pulled out her hair and covered me and kept me warm. Then my hair grew. Still I am a little bunny.

VINOD GOPAL

Class: 1 A

I am a little bunny. I was blind when I was born on 24 August '81. After many days I was able to see my father and mother, Then I saw that there were four other rabbit babies with me. We were so cold then and our mother took off her hair from her body and covered us with that. One "Sir" looked after us nicely. We lived happily together. Now we have another set of little brothers and sisters.

SHRADHA

Class : 1 A

[How excited the children of the Junior Section were, when the Mother Rabbit in the Pets Corner had the first litter on 24 August! And how closely they watched the bunnies grow!-Ed]

THE MESSAGE.

I stood on the terrace

Watching my little garden beneath;

The faded flowers dropped their petals to the ground

As their last act of reverence;

The fresh blooms beamed with gentle pride

As they bade good-bye to the setting sun;

The water in their beds reflected the lovely hues above;

It was tranquil and calm all around.

Suddenly the rocky land in front

Seemed to reach me a message through the soft breeze.

All at once I lifted up my head to see

The vultures floating high above;

Whiffs of white clouds sailed behind the swaying palms,

Bright colours dotted the unending blanket of blue;

A sudden thrill gripped my throat.

I felt as if everything grew larger and yet larger

Until I was enraptured in a dreamy trance

And I got the message loud enough,

And it said,

"Merge as a drop in this vast, vast ocean".

Miss. Vijaya Chandra Mouleswer.



A PICNIC.

We went by our school bus to Malampuzha; While we were travelling we saw some monkeys. When we reached Malampuzha we went to the Picnic Hall which was arranged for our two day's stay. We ate our lunch and then had a short nap. In the evening we went to the park and played on the see-saw, merry-go-round and the monkey-ladder. After some time we rode in the Cup and Saucer train. We enjoyed the journey on the train. It was as if we were travelling in a real train. The next day we went to the Mini Zoo. We saw some monkeys, wild bears, peacock, love-birds, parrots, squirrels and python. When we went to the pea-cock's cage it saw us and it started dancing. We also saw some white mice. At night we went to the garden which was illuminated and we also went over the shaking bridge,

We ate lot of ice creams. On the way back we saw an elephant. We went to a spinning mill at Narasimahapuram. We reached our school in the night, had our dinner and went to bed. Thus we all had a very enjoyable time at Malampuzha.

SUSAN PINTO.

Class: 2 A.

BROWNY.

Brownny is my pet dog. She is just like a ball of wool on the floor. She is so full of hair. When our servant cleans the house Brownny goes and bites her toes. Her face is very pretty. My brother Liju is afraid of Brownny. When we showed Brownny's face to Rama, the monkey, he started biting his hand. When Daddy goes into the bed-room Brownny follows him. When I show my canvar shoe to her, Brownny, smells at it. One day when Mummy was playing with Brownny, she bit her finger.

JULIE THOMAS.

Class: 2 A.

SPACE PROBES.

Men of all ages have been curious to find out what was going on in the outer space which appeared to lie beyond man's reach. Men of different times had different notions about the earth and the heavenly bodies. Man's knowledge of the Universe was, till recently, very limited. Contemporary space research reveals the possibility of man settling in planets other than the earth in days to come——which will be the fulfilment of a Biblical prophesy (Obediah 1: 4)

History records that men in the past had tried to count the stars. Abraham, the Jewish hero was one such. But man got convinced that it was an impossible task.

Star gazers and astronomers lived even in the ancient ages. Egyptian and Greek civilisations gave ample importance to astronomy. Perhaps it was the Grecians who started the earliest space probes. The Arabs copied their methods. During middle ages the spiritual orthodoxy established by the Ecclesiastical hierarchy was shattered by the spirit of Renaissance Copernicus' declaration that the earth is round and continually rotating put the Church in a dilemma, Explorations in the later Renaissance period were not note-worthy.

The first and second world wars gave an impetus to space probes. Perhaps the theory of class struggle that emanated from the Industrial Revolution and theorised by Karl Marx eventually lead to the international competition which has now culminated in the super-power rivalries. U S A and U S S R vie with each other for space superiority. The world hopes that this does not lead to mutual destruction. Matters at times tend to get out of hand. Misunderstandings and suspicion abound. However, the May '72 agreement between these two powers to work together for space-travel projects was a redeeming feature.

Space travel may lead to an eventual success after long trials. It is a mixture of dreams, genius, courage and may be, tragedy, Man's dreams have often been transformed into reality all on a sudden. As early as 1687 Issac Newton predicted the "escape velocity" to be 7 miles per second. This was made possible in the twentieth century by the use of liquid fuel in rockets. The mechanical problems and energy problems were easily solved. But the problem of placing a man in an orbital craft is complex. It is a problem of the environment. Weightlessness, acceleration effects, and radiation are grave dangers. But man succeeded in overcoming these and U S S R gained the distinction of sending a man into space on 12, April 1961. Yuri Gagarin was thus the first man to travel in space. Alan Shepherd and John Glenn, both Americans, achieved the feat soon after.

BY and by complex problems related to space travel were made simpler by the Mercury and Gemini flights launched by US. This led man to walking in space —— an extra vehicular activity, EVA for short —— a feat first performed on 18 March 1965 by the Russian Cosmonaut Alexie Leonov off the space craft Voskhod. In June 1965 Edward White emerged from Gemini 4 capsule to become the first American to walk in space.

The Apollo programme started thereafter. This had three different sections —— Command, Lunar and Service modules. The first is meant to control and to serve as a home for the astronauts; the second to carry the astronauts to the surface of the moon; the third to supply fuel, oxygen, water and so on. The knowledge gained through Apollo projects was put into use in the Skylab programme. Though it was not a success the experiment was not an utter failure.

With the introduction of the space shuttle —— Columbia —— U S has proved that the vehicle once sent into space can be utilised several times over again.

The Weather and Communication satellites put into orbit by various countries including India have showered great benefits on man.

The latest spacecraft Voyager II is still some millions of miles away from the earth exploring Saturn's atmosphere and surface and sending pictures back to earth. Space research and experiments have perhaps scratched the outer layer of space. Much more lie hidden far beyond, making man wonder and wonder !

Mr. L. Justus.

Be it jewel or toy,
Not the prize gives the joy,
But the striving to win the prize.

CAXTON.

To youth I have but three words of counsel :
Work, Work, Work.

BISMARCK.

**Speech delivered by Mr. G. Shankarlingam Governor's Group
Representative of the Rotary Club of Ootacamund on the
occasion of the 5th Founder's Day Celebrations at the School
Gounds on 15th October 1981**

Respected Chief Guest, Principal Rtn. Thomas, Rtn. President N. N. Murjani, fellow Rotarians, President of the Interact Club, ladies and gentlemen,

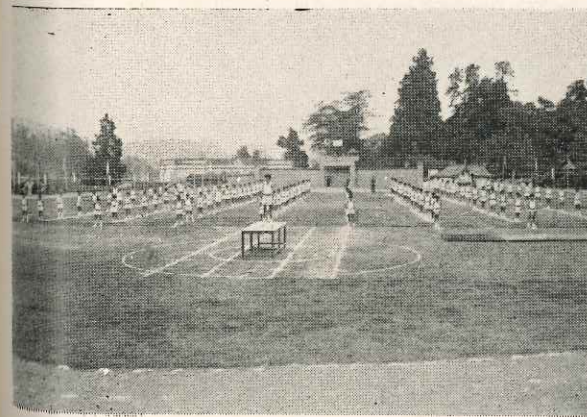
Let me first thank the authorities of Good Shepherd Public School for giving us an opportunity to start an Interact Club in their school. So far we had two clubs, one in the Lawrence School and one in St. Hilda's, Ooty. Now with this club in Good Shepherd Public School, we will have three Interact Clubs in our Rotary Territory. On 8th March '81, we sponsored an Interact Club for the Good Shepherd Public School. This Club is sponsored and was awaiting recognition from the Rotary International and today I stand before you to present the Certificate of Organisation to the Charter President.

Just to give an idea about the Interact Club, I wish to say a few words. Interact is a world-wide organisation sponsored by the Rotary Club with the purpose of providing opportunities to the young people to work together in the world fellowship dedicated to serve international understanding. Membership in a school/school-based club is open to young people in any of the four years of school immediately preceding the University level, and in community based club to those who are between the ages of 14 and 17 inclusive or in the last four years of school preceding the college level.

Should local circumstances indicate to the sponsoring Rotary Club that good cause would be served by establishment of an Interact Club of girls only or a Club of mixed membership, the sponsor is at liberty to use his discretion. Accordingly, this Club has sponsored on 8th March 1981, and we have received the Charter Certificate of organisation with the recommendation of the Governor of District 320. Good Shepherd Public School by the grace of God and by the grace of Good Shepherd always achieves what it wants with the tinge of rapidity and of course obtaining the Charter has not been an exception. Now before I request Rtn. President Murjani to present the Charter to the Charter President, may I request the Rotarians and the Rotary Anns to give a big hand to Rtn. Thomas, who is celebrating his birthday today (applause)? May I request the Rotary President Rtn. Murjani to hand over the Charter Certificate to the President of the Interact Club?



**Mr K. T. Kudva, Asst General
Manager, Syndicate Bank
Addressing The School at
the Investiture Ceremony
1981**



Mass P T On Founder's Day 1981

The Interact Club



Presentation of the Charter by Rtn G. Sankerlingam



Anil Devraj gets the Presidential Collar

INTERACT CLUB OF GOOD SHEPHERD PUBLIC SCHOOL

The Interact Club of Good Shepherd Public School, sponsored by the Rotary Club of Ootacamund and affiliated to the Rotary District-320, was inaugurated on 8th March 1981. We have been able to get provisional recognition as an Interact unit, and proceedings are under way to get full recognition as a permanent member of Interact Movement. We hope to be a full-fledged member in a short time.

This unit of Good Shepherd Public School had an initial strength of 40 students, mainly from the higher classes. The unit has a President, Secretary, Vice-president, Treasurer and a Board of Directors consisting of four members. Master Anil Devaraj was chosen to be the first President of this unit. The unit conducts regular meetings once in a fortnight as per the rules, to discuss matters of importance, to learn more about the movement itself, and to chalk out future programmes.

The unit plans to take up different kinds of developmental and charitable work in our neighbourhood and within the town area. With a view to raise a fund for any such task a monthly membership fee is charged from each member. We also plan to increase this fund and thereby enhance our scope of work through various charity programmes conducted within the school.

During the past few months the unit tried to involve in various activities though these fall short of our expectations. I feel it is imperative that I should mention a few of these. Fifteen of us took part in the day-long annual seminar cum assembly of District-320 held at Fatima Girls High School, Gudallur. We were able to get to know more about the working-out of this organisation and acquaint ourselves with other member units. A few of us attended the annual general body meeting of the Interact Club of Lawrence School, Lovedale. The Rotary Governor of District 320 paid a short visit to our school on 24th September. We also organised a fancy fete along with the Teacher's Day Celebrations in the School. We are proud to say that we were able to make a net profit of over a thousand rupees.

Though these are some of the landmarks in the short history of this unit, we know that there is a lot more to be done. We shall never rest satisfied, but always strive after greater heights and more devout work.

ANIL DEVARAJ
President.

[The Charter was presented to the Interact President on 15 October 1981 at a colourful function-Ed.]

ANNE AND THE GOLLIWOG.

(being an attempt at writing a fantasy for the very young!)

Samson and his sister Anita lived in a tiny cottage not far from the woods. Anita had a cute Doll House. Teddy Bear, Golliwog, Cowboys and Anil and Anne ——— toy brother and sister ——— all lived happily therein. Of all the toys in the Doll House the Golliwog was the craftiest. He considered himself the richest too! Anil and Anne had been separated from their toy parents many years ago! Oh, how charming they were! And what enchanting manners!

They held a beauty contest in the Doll House one day. Anne won the contest with great ease and Anil danced around in utter glee. The contest opened the Golliwog's eyes. He was fascinated by Anne and would die to win her hand. Anil brushed off the offer saying that he was no match for Anne. From that moment on, the Golliwog vowed to capture Anne by hook or by crook. He would take her to the town and get married to her. He tried various tricks, but failed as Anil always guarded his pretty sister.

The Golliwog once tried to distract Anil's attention by parading a pretty toy girl. But Anil was always cautious. He told Anne never to take any gift from the Golliwog and packed her off to play with Teddy Bear family. Anil soon joined them. He could see the sun's rays peering in through the window. Anne was so happy that she danced on the sun beam! How beautifully she sang while Teddy tried to dance around. But how clumsily he danced! And Anil burst out laughing. It was a happy scene! The entire Doll House brimmed with happiness. The only curse was the presence of the Golliwog. He had irritating habits and had no consideration for others. And to top it all up, he was too proud of himself and thought himself to be the chief of the Doll House.

One day they all got a surprise when Anita walked in with a handsome doll called Richard. Slowly, very slowly, both Richard and Anne were drawn towards each other! Anil didn't mind as he considered Richard the right match for Anne. Anne grew very fond of him. She forgot about the existence of the Golliwog and became careless. Anil too dropped his caution.

Once, when Anne was playing hide and seek with her friends, the Golliwog quietly entered her room and hid behind a big box. As she entered the room, the Golliwog snatched her, forced her into his car and drove off towards the city. Poor Anne! How frightened she was! She wept silently. She knew she was helpless. When they reached the city, the Golliwog stopped

the car, took a tight grip on Anne's arm and dragged her into a house. Soon she was locked up upstairs. He told Anne that he would soon be back with a wedding gown and then ran out. Anne cried and cried.

Fortunately for Anne, Richard had seen how the Golliwog carried away Anne. He took a rope and followed and hid behind a wall when the Golliwog ran out of the city house to get the wedding gown. No sooner was he out of sight than Richard came out of his hiding place. He then stood by the door and sang one of his favourite songs. Anne, who was crying bitterly inside the house, immediately recognised the voice. She jumped up and opened the window. It had no bars! Richard threw the rope up and Anne tied one end of it to the bed post and climbed down the rope. Just then they heard the Golliwog's foot-steps and quickly hid behind a bush. Golliwog was whistling loudly as he entered through a front door. When he went upstairs and unlocked the room he was shocked to see that Anne wasn't there. Just then he heard the sound of a car starting up. He ran to the window only to see Anne and Richard driving off in his car. He also saw the rope dangling. He quickly tried to slide down the rope, but the rope broke and he fell down in a heap, breaking both his legs!

Anne and Richard reached the Doll House safely. Every one was thrilled to hear their story. The Golliwog never returned to the Doll House as his legs were broken. He had also lost his car. But it was surprising that Samson and Anita did not know a thing about these!

MONA RAJEY

Class: 8 A

When I am right no one remembers;
When I am wrong no one forgets.

— anon.

**Better to remain silent and be thought
a fool, than to speak out and
remove all such doubts.**

— Lincoln.

POLITICS IN SCHOOLS.

Young boys and girls are sent to schools by their parents to study their lessons, so that they become accomplished. This is not what is happening today. Many students are not devoting their time to studies but are wasting their years by trying their hand at politics.

When a child is in school he should not take to politics and if he does so, he will not grow up to be a worthy citizen of the country. We often see that students, when on strike, do a lot of harm to the community. They disturb people at work by slogan -shouting and prevent honest people from reaching their places of work by obstructing them with processions and rallies. They cause obstruction to traffic on the roads. They even burn buses and hurl stones at passers-by. The politicians influence these young students to indulge in these anti-social activities ——— and all that, for their parties' benefit. The young children are even made to canvass for these politicians. In the process money flows into the hands of students. Very few of them seem to realise for what all unproductive purposes this money is spent or rather, mis-spent. It is with this money that the young children learn undesirable habits or practices. Money force these days in all powerful and ugly malpractices, favouritism and the like become the common features of the society. Young students who are exposed to these lures when in school will later accept these practices and systems without any resentment. That's how a corrupt society takes shape.

Time which is the most precious stuff in the world is the first casualty when students go on strike. Much time is spent wastefully. The young students do not realise the value of time. They do not understand that once time is wasted it never can be got back, whatever one might do. Our parents work hard to send us to good schools. We do not make the best use of the opportunities given to us. If we go on strikes, or waste our time on other political activities, we are failing to do what our parents expect us to do. The students are not benefited in any way by political activities.

Thus students who indulge in political activities are merely destroying themselves. Even those schools which are normally free from such political activities are prevented from doing their normal work by students of other schools who are politically inclined. Those who are interested in pursuing their studies peacefully are also pulled into the evil political field by the other misguided students; or they are prevented from leading a normal school life.

Politics causes much harm to the student community. Politics is a game for elders and not for young students. I fervently hope that the very thought of politics will be removed from the mind of every child in our country. This alone will help them to become more educated and thereby to develop on proper lines.

"Politics is for politicians and studies for the students".

AMEEN ABDULLA.

Class : 8 A



Anger killeth the smile and it distroyeth cheer: hath a man a
crueller foe than anger?

— Thiruvalluvar.

We have planted thorns :
Shall we gather dates?

— Sadi.

I AM NOT WHAT I WAS EARLIER

This is about a dreadful experience of mine. It has changed me so much, I dread to think of it, even. I was very brave then; rather adventurous. Today, I am so timid——in the darkness, if I hear a spoon dropping on the Kitchen floor, I scream my head off, in fright. I am not what I was earlier.

It all happened while I was studying in the Sixth Class. As I said before, I was daring then. I used to go for the Seocnd Show in the village theatre——all alone. And that village was nearly 15 K m from my house. The name of the village was Arvenu——a very small village.

One evening I went to Arvenu to see a movie I had seen earlier. It was the second Show. I had carried a flash light in my pocket. After the film show, I felt so hungry as if I had not eaten for days! I had a good feed, then, in a small way-side tea shop. And by the time I reached the bus-stand it was deserted. My bus had left some ten minutes earlier. I debated in my mind whether I should walk all the distance and go back home in that darkness. There was no moon that night. Any way, I decided to go.

I suddenly remembered that there was a short-cut to my village through a rather dense forest, I decided to take that path. It would save me at least five Km of walking. I thought I walked for a long time. Many bush insects bit me. I was irritated and hungry again. I sat under a tree to rest my tired legs. I had a piece of cake with me. I ate half of it and preserved the other half. After that I tredged along, alone, through the forest. Suddenly I heard a dog howling at a distance. A weird thought come to my mind. Ghosts! Dog's howling is always connected with supernatural beings. Equally suddenly, the howling stopped. And then it started again. Then I become aware of foot-steps behind me. I turned around; switched on the flashlight. Nothing there. Only stillness. Not even a leaf moved. Again the same footsteps. Was I magining? I decided to investigate. Walking around that spot I came upon a very narrow path overgrown with jungle bushes. I summoned up my courage and followed that path and abruptly I came to an open place. It didn't take me much time to realise that it was a grave-yard.

Everything was so quiet. All at once I spotted a dog a few yards away. It lifted up its head and started howling. I froze with fear. I screamed. Then I started running back the way I came. I stopped a while to regain my breath. I was compelled to look over my shoulder as I heard a movement behind my back. And I stood rooted to that spot as I saw some twenty yards away, a white indistinct figure almost floating in the air. It was moving closer and closer to me. My nerves were paralysed with fear. Was I dreaming? A scream

broke from my throat. Perspiration all over me! I couldn't move. Horror of horrors. I heard that ghostly figure call my name, followed by a wild laughter, I closed my eyes and yelled for help. After a few moments, when I opened my eyes it was no longer there. I was relieved. No, not for long. Now, where that form was, stood the same old dog. It began to howl. I was so scared I do not remember, in which direction I ran, screaming. And at what speed! When I finally stopped, I realised that I had dropped my flash-light near the grave-yard.

I then picked up whatever courage I had, and went back to retrieve the flash light. Nothing untoward happened. As my fingers were groping in the darkness, they came upon something hard. I brought it out of the undergrowth. I strained my eyes to see what it was. I felt cold! A shiver passed through me. I was holding a fragment of a human skull in my hands. My hair stood on ends. Summoning every ounce of energy in me I ran away from there as once again the dog stood a jittle away from me and howled. I must have dropped that piece of bone. I ran and ran and at last reached the main village road.

My house was not far from there. Sweating all over, shivering and totally hungry I tumbled into my house and fell into my mother's waiting arms. When I told her of my horrible experience, she reminded me of a murder that had been committed in that forest some months back.

God! I had spent hours in that haunted forest: And today, I am not what I was earlier!

SUNNY NAIR

Class : 7 B.

If any would not work, neither should he eat.

— from the Bible.

It is better to deserve without receiving, than to receive without deserving.

— Ingersoll.

THE LITTLE FLOWER

I am a little flower,
I live in a garden.
Can you guess my name?
I am the Rose,
There are many other flowers near me;
My best friend is the Dahlia, but she
Comes up only during the season,
One day a girl looked at me and said,
"Oh you sweet little flower !
You are so pretty and sweet — smelling.
I wish you could live on and on to make
me happy".
My colour is red,
My Brothers, Sisters and Cousins are
Crimson, White, Purple and Pink in colour.

MEHTHAB MAHASOOM

Class : 2 A

OUR FOUNDER'S DAY

We had our Founder's Day celebration for three days. On the first day we had sports. In the Junior section some of our children took part in the races. We also had a staff race. In the staff race Miss Jessy, Mrs. Hawkes and Miss Lissy won prizes.

The next day we had the Variety Entertainment which was held at the Anna Stadium. From the Junior Section two items were staged. The U.K.G children recited Poems. The first and second class pupils staged "Snow white and the seven Dwarfs". The Senior School had three Dances and two plays; One was in English and the other one in Tamil. The Dance Drama was 'Bhasmasura Mohini'. The Dance that I liked best was 'Oppana' and the play that I liked the most was the Tamil Play.

On the third day we had mass P. T. in which my brother took part. We also did a torch light tattoo. It was very beautiful.

We enjoyed our Founder's Day very much.

SUSAN PINTO

Class : 2 A.

" IN MEMORY "

Lost, I was lost
amidst the frenzy of my
lonely existence.

Lost, I was lost
within the desert of my
epicurean self.

But you searched into my
maze,
persistent, despite your
weakness,
faithful, despite your failure,
alive, despite your death.

And then (how strange but true)
Your weakness has given me strength;

Your failure found me
the hope that I have sought;
Your death found me
the life that I have lost.

Mrs. MARY BENJAMIN.



THE GIRL ON THE BEACH

(This is the story of a little girl who loved intensely. It led her to the ultimate and inevitable tragedy - Death)

The cruel jaws and claws of death clamped down on my sister, Margaret. It was as tragic as it was unexpected.

Years ago, in Kansas City, while I was busy trying to book our air—passage to France, Margaret, a girl of eleven, died under the fast moving wheels of a roaring truck, some yards away from where I stood. The assistant at the Counter had just told me that only one ticket was available. Had God solved the problem by snatching away Margaret? He alone knew that.

Back in England, I walked along the beach, one sunny Sunday afternoon, my feet dragging in the sand. Each wave breaking on the shore brought waves of memories of Margaret back to my tormented mind. I observed a small fisherman's cottage on one side of the beach. From one of the windows two green eyes looked at me. It disappeared in another moment and I saw it flit past another window. The next moment had me staring at a little girl of about six standing in the door-way. I was amused, yet sad. Those innocent curious eyes brought thoughts of my sister surging into my mind. I waved at her and beckoned to her. Without any hesitation she came running down to me.

"What's your name?" I asked.

"Anne", was the polite and well spoken reply. "I live in yonder cottage".

I looked up at the cottage and saw a middle aged woman coming towards us.

"Has my Anne given you any trouble, Sir?" asked the lady.

"Oh, no Ma'am" I replied. "Well, we are just getting friendly."

I was sure the woman had no problem as she said "Good morning" in her civil, precise voice and walked away. Anne and I talked awhile and instantly the friendship took root.

Daily, then onwards, I would make it a point to go to her cottage. I always took some little gifts for her. I used to tell her many stories, the same stories I had told Margaret several times over. She was delighted. My friends considered me lacking in humour. But Anne laughed heartily at every single joke of mine. She would wait during the long forenoon hours for her classes to finish. Then she would come running to the beach, where I waited with my gifts and my stories. We would play together for a-while.

I would often help her with her lessons as well. We were so happy spending the afternoon hours together. Slowly, she replaced Margaret and my mind was overflowing with thoughts of Anne.

It was at that time that I got a lucrative offer from a concern in France: I decided to go. I had to. I broke the news to Anne gently. "Anne, will you allow me to go?" I let my voice drop, though I didn't want to be emotional. "Surely, Uncle," said Anne, "tell me more about it". I told her.

"And how soon do you have to go?" I thought there was tinge of sorrow in that voice.

"The day after tomorrow"

She heaved a heavy sigh. It brought two trickles of tears running down her rosy cheeks. "Go, if you must, Uncle." She just managed to say. I bent down and brushed those tears away. "But I will come back Anne; I will come back to you". I said fervently, trying to keep back my own tears.

I walked with her back to her cottage. I gave her a kiss, ever so lightly. I walked away, not daring to look back even once.

My meeting with that French industrial tycoon clinched the issue. I started working as his Private Secretary. He had a paternal attitude towards me: Those were hectic days. Days merged into nights and weeks went by fleeting. Indeed I found time to write to my little Anne. Oh! how she responded with sweet little letters! I treasured those. I made a mark in my assignment and was virtually running the industry. Matters moved fast and all on a sudden death struck again. My boss had a massive heart attack and died. The onus of running the industry fell fully on my shoulders. I bore it well and the industry flourished. I earned my millions. I didn't forget my Anne. She played hide and seek in my mind as I got inextricably involved in the industry. I longed to see her, talk to her; play with her. And so arrangements were made for my trip back to England.

From Heathrow, I drove straight up to my beach. With a throbbing heart, I ran across the sand, my personal aide struggling to catch up with me, his hands laden with the gifts I had brought for Anne! The cottage looked gloomy to me. My heart missed a beat when I found the cottage so silent: I knocked at the door excitedly. Anne's mother opened the door, slowly, I thought. I removed my hat from my head and bowed. "How did you know? I didn't want you to know" she said feebly. "Know what?" I asked, my voice choking, "Where is my Anne?" That was a cry from me. The old woman looked straight at me for long and slowly shook her head. I watched

her tremulously as she took off her spectacles and wiped the tears that had swelled up in her eyes.

"My Anne," She sobbed, "She is gone, Sir".

I stared at her aghast, in total disbelief.

"Yes, Sir, she withered away. I think she pined for you, for your love."

"Anne! Anne!" I whispered.

RAJESH RAJ
Class 7 B

Happiness is the result of duties truly and well discharged.

— from Mahabharata.

What is divinity in flesh? One's mother!

— Sri Sankara.

All knowledge is vain

Save when there is work.

— Khalil Gibran.



**Speech by Vice Admiral E. C. Kuruvila, PVSM, AVSM, on the
Occasion of the Inauguration of the Sea Cadet Corps, NCC
Troop and the Interact Club at the School Grounds on
8th March 1981**

Principal Mr. Thomas, Staff and students, ladies and gentlemen,

I am extremely happy to be with you here today and take part in the activities that we have just witnessed. I am glad Mr. Thomas gave me the opportunity to inspect you on parade, and to watch your march-past. I am impressed with your turn-out this afternoon and also your bearing. Your march-past could have been better; let it not worry you, because with practice I am sure you will improve considerably. When contingents with tall people and short people are marching together, it is always a little difficult to keep in step.

The last time I came here, was before this palace became the Good Shepherd Public School. I am pleased to see the amount of work that has gone on here since then and I do congratulate Mr. Thomas for the single-minded way in which he has gone about starting this school with such a large number of students and staff.

Today's function, as you saw, was the inauguration of three different activities. The inauguration of the N. C. C. Unit, the inauguration of the Inter-act Club and, of course, the Sea Cadet Corps. Most of you present here are aware of the activities of the NCC, and you have just heard all that Col. Jayaraman had to say about the formation of the Unit here.

The Interact Club is something new to me. I have never seen this before and Mr. Thomas told me that this is an extension of the Rotary Club in Ooty. Mr. Shankerlingam has already talked to you about this and I need not enlighten you any more on this subject. I would now like to linger a little bit on the formation of the Sea Cadet Corps of which the Principal has requested me to be the patron.

My first association with the Sea Cadet Corps was when I was in England as an instructor at the Royal Naval Gunnery School, Portsmouth. The then Commander-in Chief, Portsmouth, was Admiral Lord Bruce Fraser under whom I had served in the British Pacific Fleet during the last war. He was the patron of the Sea Cadet Corps in England. One day, I received a message from him to say that he would like me to come to his office, and accompany him on an inspection. I promptly changed into my smartest uniform, and went to the C-in-C's office. He told me that he was going to inspect the Sea Cadets, who were at camp at Portsmouth at that time, I followed him around and witnessed the Sea Cadets at their various activities.

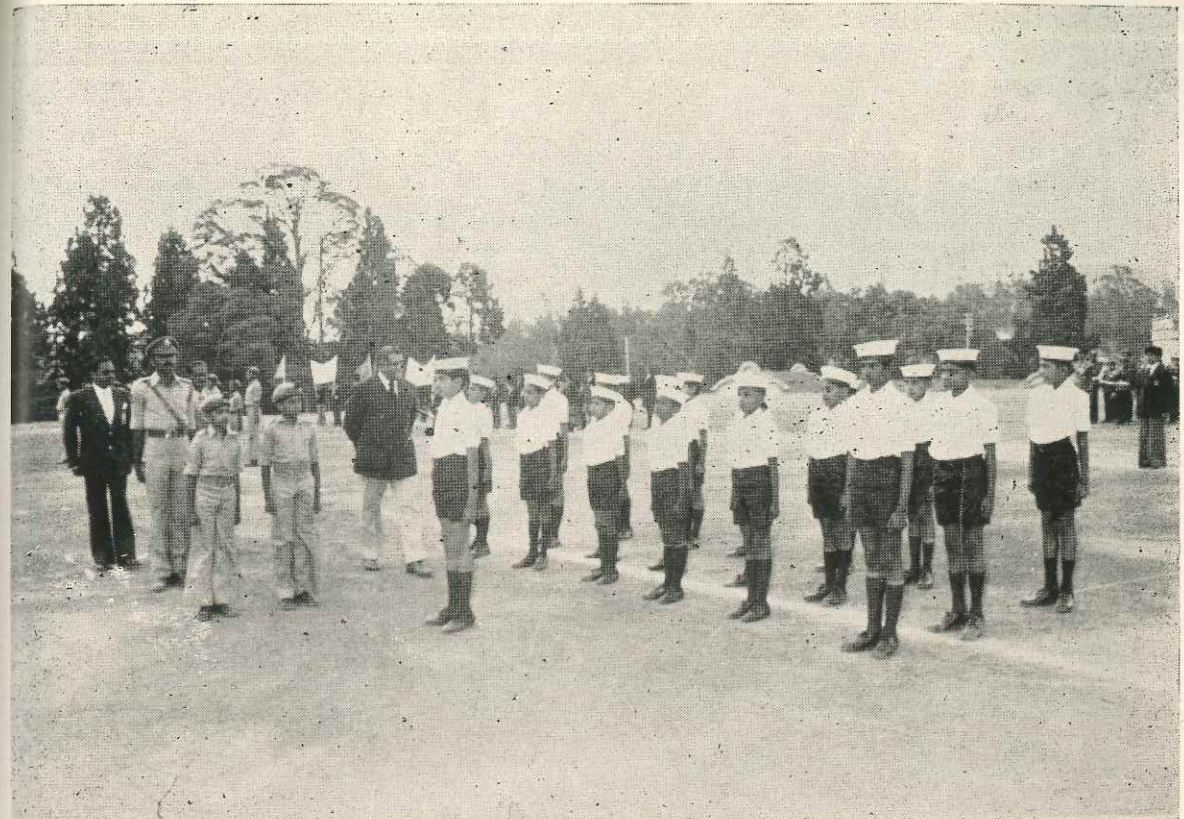
They were being taught navigation, signals, seamanship, various boating activities and so on, and I was quite impressed. I did not, however, quite understand at that time what the function of the Sea Cadet Corps really was. When I asked him, he told me that this was not in fact a stepping stone to enter the Royal Navy College at Dartmouth. In fact, although it was called the Sea Cadet Corps, its activities were open to everybody. We do not mind where they go after they leave us, whether it be the Navy, the Army, the Air Force, or Industry or any other profession. Our aim and objective in having the Sea Cadet Corps, he told me, was to teach these young boys to acquire sterling qualities of self-discipline, tenacity, resolution, courage, initiative, leadership, integrity, and an indomitable spirit in adversity. None of these qualities, he said, could be taught in class-rooms, or for that matter from books. He then asked me if India had a Sea Cadet Corps. I told him that I did not think we had one, and he said "When you get back to India you must do everything possible to establish the Sea Cadet Corps in your country".

On my return to India in 1949, I was posted to a ship in Bombay. I was pleasantly surprised to find that the Sea Cadet Corps had already made a very small beginning in Bombay under Hon. Commodore Ahuja.

Mr. Ahuja had first started the Sea Cadet Corps organisation in Karachi and after partition, he moved to Bombay and continued his efforts to establish a Corps in India. I met him, and I was struck with his sense of dedication, and I told him that in whatever way I could, I would help him to build up the Corps. It was a land based contingent, as big as yours now here, and that was all there was of the Sea Cadet Corps in India. I helped them with boats, instructors, equipment and anything that they wanted, and gradually the Corps grew.

When Mr. Ahuja started the Corps in Bombay, I think there were only about twenty young cadets. In another four or five years, it grew to quite a substantial size. He then started expanding it to other places like Cochin and other centres, and by the time I became an Admiral, it had grown to be a large organisation, and a very efficient one. He requested me during my tenure as Fleet Commander, to take some of his Sea Cadets out to the sea, and I readily agreed and we took quite a large contingent to sea in our ships. Fortunately for them, we were going on a foreign cruise at that time. These cadets were fortunate in seeing many interesting places on the East African coast, Mauritius, right up to Muscat, into the Gulf and all the way up the Shat-al-Arab to Basra and back. It was indeed a tremendous experience for them. When they were at sea, they were bunked in the mess decks living with the men and sharing their work and experiences. They learnt something special at sea, which was the total dependence of everyone on everybody else in a ship. Each person had to be right on top of his work, and if they shirked or did not do their duty, they endangered everybody else in the ship.

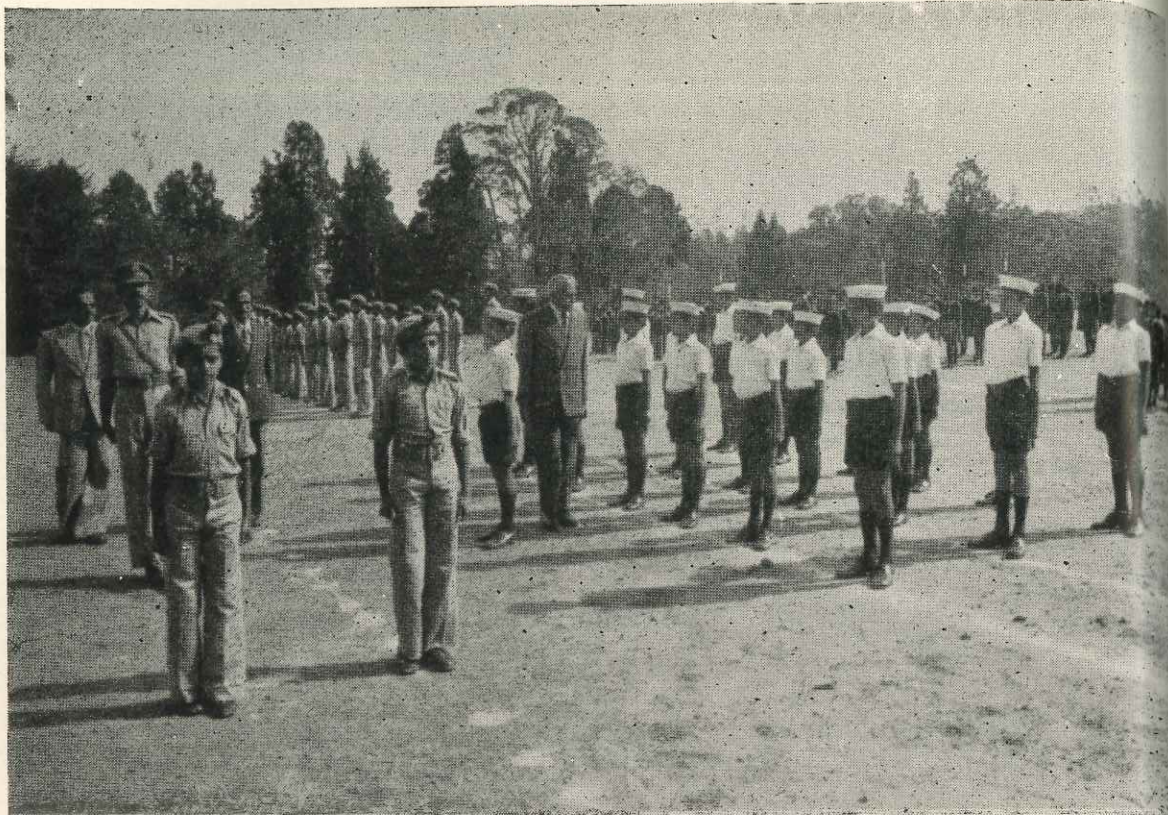
THE ADMIRAL'S VISIT.....



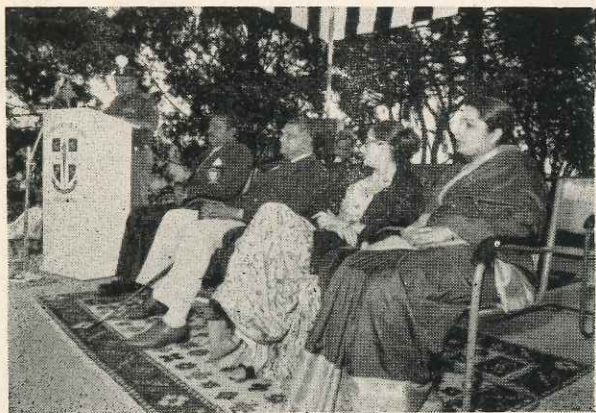
VICE Admiral EC Kuruvila PVSM, AVSM (Retd) inspects the SCC Unit



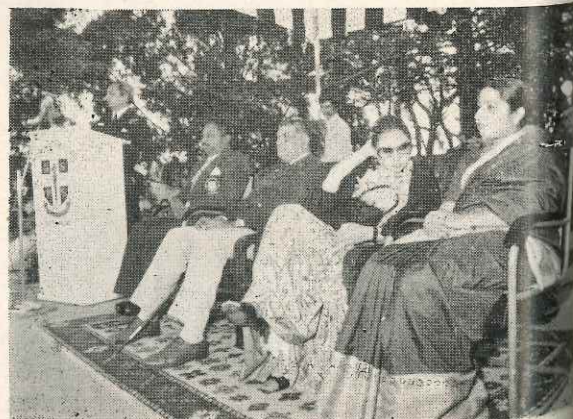
The topper.....Ramesh Padikkal receives the prize from Mrs Priya Kuruvila



Air Vice Marshal Victor SRIHARI, AVSM (Retd) inspects the Parade



Inauguration of the NCC
by Lt Col N. V. Jayaraman



Commodore INDERJIT Bedi
Launches the SCC Unit

Mr. Ahuja has an amazing amount of initiative and drive. From very small beginnings, he strove hard to build up the Sea Cadet Corps. He collected money with which he built a ship, a Frigate. This was not an ordinary ship. It was a ship built of concrete right in the Harbour, inside which were class-rooms, lecture-rooms, dining halls, quarter deck for drills and parades etc. and it became the Sea Cadet Corps Headquarters. Then he collected enough money to arrange for the sea cadets to go out to different countries in the world and take part in jamborees etc. He finally built a sailing ship capable of carrying a large number of cadets and this ship was capable of sailing on the high seas just like any other Navy ship could. This ship is manned entirely by sea cadets, and except for the Captain who is a Naval Officer, all other officers belong to the Sea Cadet Corps. Those of you, who eventually are likely to go to sea in her, can consider yourselves very lucky. I am quite sure it will be quite an experience for you.

The Navy has honoured Mr. Ahuja with the honorary rank of Commodore for the services rendered to the Sea Cadet Corps.

People might wonder what the Sea Cadet Corps could do here in the Nilgiris, in a place so far away from the sea; well, the answer is what Commodore Bedi gave you. You have a beautiful lake here, the Pykara lake, where the staff college has a sailing club and a number of sailing boats. Pulling and sailing regattas are held regularly there. He has promised you all co-operation, the use of his boat house, boats and his instructors. I am sure that you will have plenty to do, in your initial training here in the Nilgiris itself. Soon after that, no doubt, you will go visiting places like Cochin, Bombay, and so on. I do hope also that you will be able to board Naval Ships and go on cruises, and see different parts of the world.

As your patron, I can assure you that you can count upon my help and guidance at all times. I live here in Ooty and it is only a matter for your Principal to phone me up, or your Instructor to come along and ask me for help. I shall watch your progress with great interest, and I shall do whatever I can for you, to enable you to have a really enjoyable time in the Sea Cadet Corps.

Now, I would like to congratulate you once again on your fine turn-out. I would also like to congratulate Mr. Thomas for all his achievements in the school, in such a short space of time, and I wish you all good sailing in the future.

Thank you!

SEA CADET CORPS UNIT

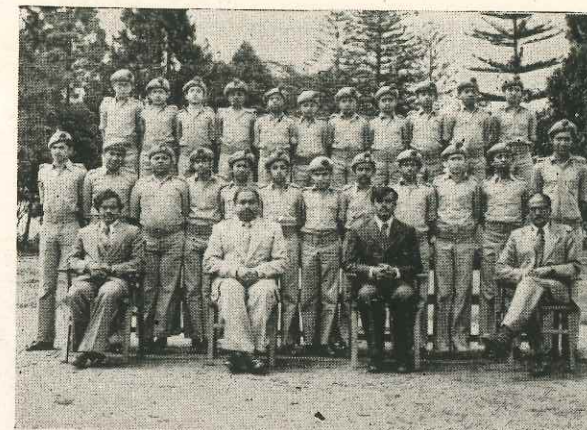
The Unit of the Sea Cadet Corps was started in July, 1980. The Unit initially had a strength of 20 energetic and enthusiastic boys with an officer. The honorary Patron of this unit is Vice-Admiral E. C. Kuruvila, P. V. S. M., A. V. S. M. (Retd). We are proud to say that ours is one of the first schools in India to have a Unit of the Sea Cadet Corps.

The Unit undergoes regular training every year at the Naval Base, Cochin. A two-week training camp was organised in the year 1980 at I N S Venduruthy, Cochin. This year too we shall be participating in another training camp. The cadets also have regular training in the school. The unit is also proud to say that it will be sending eight of its cadets to participate in the Republic Day Parade at Delhi on 26th January 1982. We consider this a honour and indeed something very gratifying for such a young unit. I am sure that they will definitely uphold the traditions of the unit as well as of the school.

We are in a special way grateful to Vice-Admiral O. S. Dawson AVSM., PVSM., Flag-Officer, Commanding-in-Chief Southern Naval Command for all the help given to us in raising the unit and for making our stay in Cochin a very enjoyable one. We would not have been able to reach these heights but for the help and guidance given to us by officers of D S C C, Wellington and officers of Naval Base, Cochin. We remember with gratitude Vice-Admiral Subir Paul, Vr. C Commodore Inderjit Bedi, Commodore Raman Puri of Wellington, and Captain H. Sahney, N M, Chairman, Sea Cadet Corps, Cochin Unit, Lt. Commander T. Ragupathy, Lt. Commander P. S. Dupiah, M. C., P. O. Krishnan Nair, and P. O. Yadav Pogi.

Our dreams of having a unit in Ootacamund would not have been a reality but for the help and guidance given to us by Hon. Commodore G. S. Ahuja I. N. Commodore Superintendent of Sea Cadet Corps. I also thank our Principal and the Director of Faculfies for giving us all possible day-to-day assistance.

Mr. MURALEEDHARAN NAIR,
S. C. C. OFFICER,

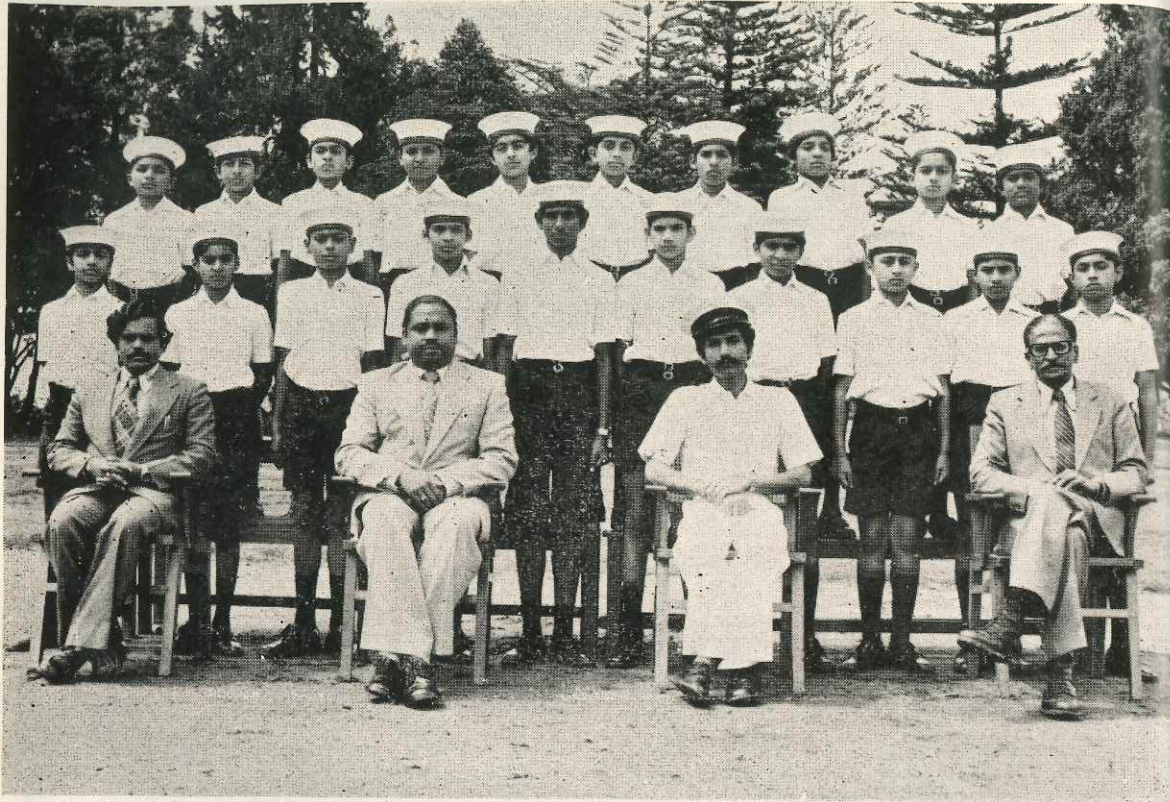


The N C C Troop (Army Wing)

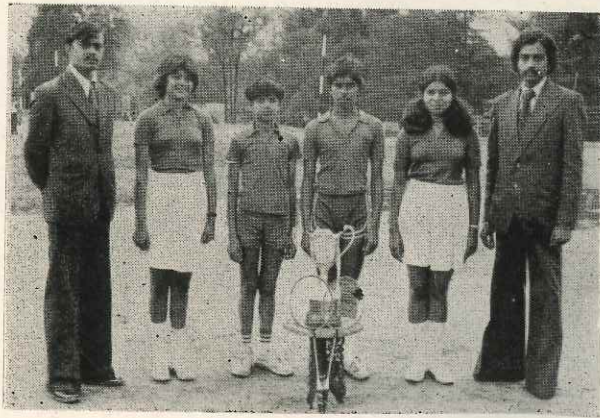
THE SCHOOL BAND



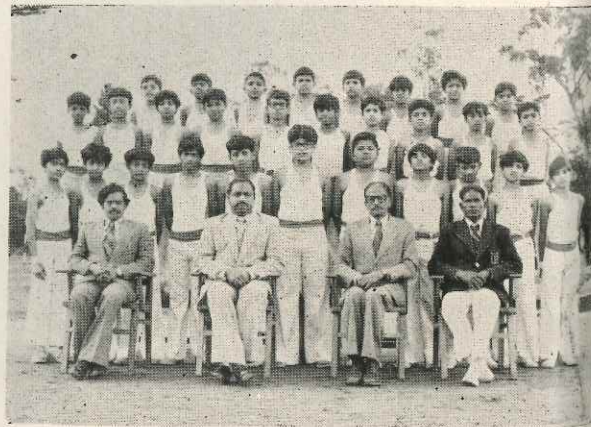
A-sailing we will Go..... ..



The Sea Cadet Corps Unit



The Badminton Aces



The School Gymnasts

DISCONTENTMENT THE UNIVERSAL MALADY.

If only people learn to accept gracefully and with gratitude what Providence gives them rather than persistently demand what they yearn for, much of the disenchantment and discontentment in the world can be eliminated. It is a human tendency to crave for what one does not have. But a sensible person with ability to reason out things should be able to look around and realise the inexorable truth that no man can attain perfect happiness or utter satisfaction in one's life. He can then narrow the field of discontentment and frustration. He can then make the best of what he has.

Most of the parents will do good to help their children grow up with a healthy mind and contented heart by providing them with a "Sweet Home", rather than a palatial house with an abundance of luxuries. Instead of comparing their own children with those of their neighbours and friends, they would do well if they are more sympathetic, understanding and helpful to them in sorting out their problems and fears. Isn't it better to have an average child who would remember its parents with pride and affection all through its life and say "I love my parents for what I am today", rather than an exceptionally talented and successful one that grits its teeth and curses, "All my miseries and frustration are due to those two old fools"? If I were to choose my parents I would not have chosen mine.

I feel it is better to train a person to live with what he has, than trying to satiate his ever-increasing desires. Growing desires are to be checked, Or else it breeds greed. Greed begets discontentment. Jealousy is wedded to greed, and together they produce despair and frustration, the twin banes of the modern society. Isn't that poor school girl twice blessed, who sits next to her rich class mate who wears gorgeous dresses and partakes of lavish food, and is not tainted by any trace of jealousy or self-pity? How many of the lesser employees can swear that they suffer no pangs of envy when they witness their superiors basking in luxury and ease? And, really, how many of them do appreciate the burdens that weigh upon the shoulders of their bosses! Do they know what cares and worries harass those seemingly happy souls? How many of them would pause to find out whether their superiors enjoy peace, and contentment? Many house-wives could be happier and contented if only they cease to attach such importance to luxuries; if only they cease to compete. Isn't it a common-place truth that women, particularly city women vie with one another in the acquisition of luxuries and in the practice of fashions and styles? The result is, invariably, discontentment. I wonder how many wives of low-paid employees ever realise that their husbands might be more responsible, affectionate and considerate than the millionaires who have given their lonely wives everything that money can buy

but not happiness? How often have we come across people who keep on saying that they wished they had been born elsewhere; had taken up a different vocation and so on!

To be content with what one has is the only panacea for the universal malady of discontentment. Here, I am not suggesting that one should not be ambitious; that one should not aspire for better status. But happiness lies in being content with what one has. Striving for a better way of life is not a sin. But one should develop that sense of detachment as not to feel frustrated when the aspirations are not fulfilled. It is that self-control we all must aim at developing, if we want to remain happy and at peace with ourselves.

Miss. VIJAYA CHANDRA MOULESWAR.



A proverb is no proverb to you
till life has illustrated it.

— Keats.

The first step to knowledge is to know that we are ignorant.

— Cecil.

THE DREAM

I was at the Dum-Dum air port, much too early to catch the flight to Delhi. But the lounge was already very crowded. It was difficult to move around there. There was another hour to go before the flight. It was getting colder every minute as the sun had gone down already.

I felt a bit hungry. I walked over to the Restuarant, Almost all the tables were occupied. Most of the people were taking their meals. Some took only light refreshments. I found a table in the corner and sat down. There were only very few waiters around. I had to wait for nearly ten minutes, for the waiter to come. I gave my order from the menu card which offered very little choice.

Very soon, another person joined me and took his seat across the table. He appeared to be from the south. His hair was cleanly brushed backwards and he was showing signs of balding in front of his head. He had small eyes and a flat nose. His clothes were shabby as if he hadn't brushed those for many days.

We introduced ourselves, politely. He spoke English fluently, answering my queries. He asked me about my profession and I answered him frankly. Soon the waiter arrived with the food. We continued to chat freely and most of the time we talked about the politics in the country. He was based at Calcutta and was a lawyer by profession. He was returning home to Madras after a long time. Shortly, he was going abroad on some special mission. Suddenly he asked me whether I was married. I did not understand the purpose behind the sudden query. However I told him that I was a married man. He then confided in me that he too had married but was a widower then. I offered him my sympathies and asked him how his wife died. "Oh, it is a long story. I will have to start at the very beginning", he said.

He heaved a sigh and started his narration "From the very night of our wedding day, my wife showed that she was jealous of all I did: She, by and by, started tearing up my newspapers whenever I was busy reading. She resented even my talking to the other girls in our neighbour-hood. One night when I returned home late after an office party I found out that she had given away my best suit to some beggar, Days rolled by. She would often refuse to open the door if I arrived home late after some function in the office or a party at a friend's place".

We had finished eating our meals by then. He slowly pulled out a bottle of liquor from the pocket of his over-coat. It was Russian Vodka. He offered

me some which I readily accepted. As we sat sipping it he continued with his sad tale.

"One night I was having a wonderful dream. I was enjoying a quiet meal in a restaurant. There was soft music and several couples were dancing in their bright summer dresses. Suddenly my wife screamed and I woke up. Between sobs she told me that she had dreamt that I had thrown her down from our fifth floor apartment. Since that night, she used to talk in her sleep and scream at dead of night. Waking up she would always ask me if I really loved her. I tried hard to make her forget that dream. But it was of no use. Every time I came back to our flat in the evening and climbed up the stairs the thought of my wife's dream would come back to my mind. I sometimes thought I heard her shrill scream. I would then imagine people crowding round me and the police taking me away with hand-cuffs on my wrist. I would by then be wet with perspiration. Even now when I think of it, I shudder."

He then lit up a cigarette and continued. "Once again she had the same horrid dream. That night I couldn't sleep, trying to soothe her nerves. I couldn't make her go to sleep. The next day she was very silent. She repeatedly asked me whether I thought of killing her. I tried hard to convince her that such a thought had never crossed my mind. I told her that I loved her dearly. In a few days time she developed fever and was delirious. After a week's careful nursing and treatment she became all right. And strangely, she had forgotten all about her dream and her fears."

He did not speak for a few minutes. He kept looking at his empty glass. He heaved a sigh. Then he spoke in a low tone, "One night I returned home late. There was a crowd at the stairway. As I approached, the people made way for me. My wife's body was lying at the foot of the stairs, lifeless. I was told that a neighbour of ours found her lying like that as he came home". He paused, then looked at his watch and rose from his seat, "Some people still believe that I killed her. Well, I must hurry up; my flight to Madras will be soon leaving". He shook me by the hand and walked briskly away. He was soon lost in the crowd.

This story weighed heavily on my mind. Could he perhaps be the murderer? Was he merely making up a story?

Later I narrated the story to my wife. It had a strange effect on her. She suddenly became quieter and never went against any of my wishes.

AFAQ ALAM

Class : 8 B

House Reports SPRING HOUSE

| | | | |
|-----------------------|---|---------|----------------|
| House Master | : | Mr. | P. Karunakaran |
| Junior House Mistress | : | Miss. | R. Kausalya |
| Tutors | : | Mr. | L. Justus |
| | | Miss. | Padmini Menon |
| House Captain | : | Master. | Jiji Francis |
| Vice-captain | : | Miss. | Sybil Salins. |
| Senior Prefect | : | Master. | Anil Devaraj |
| Prefects | : | Master. | Roysten Abel |
| | | Master. | Jacob Abraham |
| | | Miss. | Dharanikala |

The "Springsters" are genuinely proud to proclaim that we annexed the Cock-House Trophy for the third consecutive year. In the sphere of extra-curricular activities we have wonderfully sprung up from the last rung to the top. But we regret that we drastically came down from the first position to the last in academics, for, unfortunately, some of our First Rank holders have left the school. In Athletics we held fast to our top position.

We would like to make a special mention of the excellent performance of our outstanding students in various fields of activities :-

Academics.

Neeta Rajey
Sybil Salins
Pradeep. T
Krishnakumar

Athletics

Mayrose Pinto
Sathish

Public Speaking.

Wins Ninan
Roysten

Recitation

Mayrose Pinto

Art.

Neeta Rajey

Handwriting.

Ramu

S. K. Ramesh - the Head boy of the school. We are proud that he is from our House. He did his duties to the best of his ability and efficiently lead the students.

On behalf of spring — house students I extend my hearty congratulations and thanks to our teachers, without whose timely efforts and encouragement we could not have done so efficiently and marvellously. And I thank all our spring-house students who enthusiastically participated and worked with tremendous zeal and courage to win the Cock House Trophy. We thank God Almighty who gave us the strength to do our work superbly well and for granting us our prayers.

Jiji Francis.



SUMMER HOUSE

| | | |
|--------------------|---|--------------------------------------------------------------------|
| House Master | — | Mr. Razik Humayun |
| Jr. House Mistress | — | Mrs. Sally George |
| Tutors | — | Mr. Subramani Mrs. Saraswathi Mr. V. S. Chacko. |
| House Captain | — | Master. Anil T. P. |
| Vice Captain | — | Miss. Nayana Rajey. |
| Senior Prefect | — | Master. Mohd. Azhar Sayeed. |
| Prefects | — | Miss. Lakshmikala Master. Nandakumar. Master. Srinivas Reddy |

1981! Though there was the usual start, the whole of I Term had to be dormant as far as the competitions were concerned. All the time was spent on training. It extended upto September. And then, suddenly started the competitions. There was tension; there was anxiety. It was indeed a mad rush from then on.

This year was the year of the seniors in many of the extra - curricular activities. A house with lots of juniors had necessarily to suffer.

Also, this year, like in the previous year, the Summer House suffered the loss of a very sweet singing bird in Manoj Kumar and an artiste par excellence in Shelly. In spite of that the remaining Summerites have put up a keen fight. And the results were — some appealing and pleasing and some, appalling.

Now let us look at the results of the various competitions held in September-October, 1981 with an open mind and analyse our success and short-comings. "Let us not become proud when we are rewarded and let us not become humiliated when we are punished for our mistakes", but constantly put up a good fight when a competition is announced and aim at excellent results to soar high and get back the position which we held consecutively in the years 1978 and 1979.

First and foremost is Academics. Here, I must congratulate all our fellow - Summerites. For, they have conscientiously and constantly put up a fight and as a result we have secured the second place this year. Hope you remember, we held the third place last year. Beyond this generalisation, let me specially draw your attention to the following Summerites who have produced embellishing records in Academics: Rasheed A, Santhosh M. Nair, Rajesh Raj, Praveen Francis, Madhu T, and Sonia Tannan. Well done chums.

Next we come to the co-curricular activities, a field which had been entirely ours. And when I say that it is lost to us now, my heart aches. But a glorious compensation is there. In all the senior items of co-curricular activities like Debate, Short-story writing, Essay writing, Elocution, Art and Music (solo), our Summerites have come first individually with a good lead. And here it is worth mentioning that Rajesh Raj — that 'little' walking library — has attained a unique credit. He is indeed an asset to our house, including the first place in Academics in his class, he has bagged five 1 prizes, the other 4 being Debate, Short story, Essay writing and Elocution, Art has for ever been our forte. And we have retained it this year also. Special mention has to be made of Nanda Kumar and Srinivas Reddy among the Seniors and Nawab Abdullah among the Juniors who have attained positions of high esteem. Srinivas Reddy has won a creditable prize in the Art Competition conducted by the 'Coonoor Club.' Congrats, Srinivas! Among the Juniors a name worth mentioning is that of Rekha Chandran Kolary who stood first in Essay Writing. In Geoffrey, a new comer, we have a fine replacement for Manoj Kumar. He stood first in solo singing which is another creditable credit. Aniqua and Veena are two other sweet singing birds of the summer "Nest" and hold much promise for the coming years.

As far as the Extra - Curricular Activities are concerned, though we did not secure any worthy position as such, we have some credits worth mentioning. We stand first in Volley Ball and second in Cross Country, Kho Kho for girls and Senior Foot Ball. Rasheed gains a second place in Senior (boys) cross country. We missed the basket ball Trophy by the lowest margin of half-a-basket: How sad!

In our 5th Annual Athletic Meet, the contributions made by the senior boys and girls and sub-junior girls, were remarkable. They all took part with zeal and zest and healthy sportsman spirit. Though we have retained the same third place in Athletics this time also, we are proud to have produced two champions viz-Sarina Salins and Rohini, as Senior and sub-junior champions among the girls.

The athletic events brought into focus the excellent athletes in Resheed, Geoffrey, Anil T. P, Sarina Salins, Rohini G, Veena, Radha and Muthamma. Special mention must be made of Senior boys Medley Relay and Senior Girls relay. For, both the events were won by the Summerites. Let me congratulate the winners.

We are happy to introduce Rasheed as the best all-rounder of our house.

Before I conclude, let me take this opportunity and privilege to thank our House Master, the Junior House Mistress, and the House Tutors for their able guidance, and encouragement and everyone of you for your kind co-operation.

Thank you.

ANIL. T. P.



AUTUMN HOUSE

| | | |
|--------------------|---|-----------------------------------------------------------------------------------|
| House Master | : | Mr. Muraly Cherukunnam |
| Jr. House Mistress | : | Miss. Nirvana Thomas |
| House Tutors | : | Mrs. Syamala Muraly Miss. Geetha Kurup |
| House Captain | : | Master Benny George |
| Senior Prefect | : | Master Sanjay Mathew |
| Prefects | : | Master Girish Raj Master Vinod K. Master Viswanath H. Miss Beena Johnson |

The year flew past never to return. The zest, the joys and the travails of time treasured within were all that remained. We had our share of ups and downs.

The Inter-house competitions of this year were keenly contested. We report here how we fared in all these competitions.

In Academics, which takes a prominent place in the activities of the school we have done very well. Our position was first throughout the year. Though all our boys have done well, the following students maintained good progress steadily during the academic year: Afzal Ahmed, Girish Raj, Benny George, Murugendra, Suhail Kasim, Mini Oommen, Jessica Bashear, Sanjeeva Reddy and Pramod.

We have not been very lucky in the Co-Curricular activities because some of our stalwarts like Vineeth, had to leave us suddenly. We missed the second place just by six points. We regained the trophy in group singing and elocution for seniors and secured the second place in Group Dance, Hand-writing, Recitations, Senior Quiz and Debate.

We made a great leap forward in athletics. We moved from the fourth to the second place. Special mention must be made of our athletes like E. S. Raju, Sunil Kumar, Vinod K, Ashish Patel, Simmi George, Sanjeeva Reddy and Beena Johnson. E. S. Raju got the first place in all the items in which he

competed and was declared the Junior Champion. We were the runners up in Basket ball, Shuttle badminton and Volley ball, In Cross Country Race for Seniors Vinod from our house came fourth and in Juniors, Sanjeeva Reddy and Nelson John came second and third respectively. In girls Cross Country Race Beena Johnson secured the second place.

Since the inception of the school ours is the only House that released a manuscript Journal, Viz. 'THE AUTUMNAL'. I would like to say farewell to Masters Shaji K. Nair and Sanjay Mathew who are leaving our school this year. On behalf of the house, I wish them all success.

This year we had three new additions to our house staff. They are Mrs. Syamala Muraly, Mrs. Nirvana Thomas and Miss. Geetha Kurup. I take great pleasure in thanking our House Master, Jr. House Mistress and the Tutors for their able guidance.

BENNY GEORGE.

WINTER HOUSE

| | | |
|-----------------------|---|---------------------------|
| House Master | : | Mr. J. M. Bright |
| Junior House Mistress | : | Mrs. Snehalatha Bright |
| Tutors | : | Mr. Sunder |
| | : | Mr. Sashi Kumar |
| | : | Mrs. Lalitha Viswanathan |
| House Captain | : | Master Sriraj Viswanathan |
| Vice - Captain | : | Master Anil Kumar |
| Senior Prefect | : | Master Kurian John |
| Prefects | : | Miss. Leena George |
| | : | Miss. Mona Rajey |
| | : | Master Ameen Alladin |

Winterians, in the year 1981, have been up against many obstacles, but have been able to overcome these extremely well.

We started off with great enthusiasm to prove ourselves as the best house throughout the calendar year 1981. All our zealous members took great interest in the various competitions. With all that, deep down we feared that we might not be able to succeed in reaching our goal. But by God's grace and our hard endeavours, we were able to establish ourselves in satisfying positions.

It was really unfortunate that Roopkala who is an adept in music, debate and elocution could not compete in these events. We were fortunate to have good speakers like Prasad and Ameen who were the main participants who lead us as the best house in both Elocution and Debate. This year we were very unlucky as Sriraj our star athlete and senior Individual Champion of the Interschool Meet was not competing in the Interhouse sports Competition. But athletes like Manoj, Thaju, Kurian, Prasad and Leena George were able to carry off the show well.

We stood second in the extra-curricular activities. We missed the first place by a margin of a very few points. Anyway, we hope to try and do better next time.

We fared quite admirably in the field of academics too; we have some really brilliant students like Vinod Unni, Afaq and Mona, who have excelled in the academic field which brought us a lot of points and put us a step closer to the top rung.

Before I conclude this write up about my house, I take pleasure in thanking our House Master and the Junior House Mistress, Mr. and Mrs. Bright who have been our guiding lights unfailingly throughout our bad and good times. I also thank Mr. Sunder and Mrs. Viswanathan who have sorted out many of our problems.

Thank you dear Readers for having given us this opportunity to enlighten you all on the doings of the Winter House.

SRIRAJ.



Speech Delivered By Brig Dilbagh Singh, On 13 Oct 81

AT THE ANNUAL ATHLETIC MEET OF THE SCHOOL

Principal, Mr. Thomas, Staff and Students of Good Shepherd Public School, and friends.

It is indeed a matter of great privilege and honour for my wife and myself to have been invited to participate in your 5th Annual Athletic Meet, for which we are extremely grateful to the Principal and the school Administration.

On an occasion like this, I should not venture to give many platitudes except to remind that as worthy students you are very fortunate to be part of this Institution which has a very promising future. You are being educated and trained as leaders of tomorrow under able guidance and care. I am confident that you will live up to the trust your teachers and parents have placed in you. As such you should endeavour to build up the character qualities, like personal discipline, integrity and dedicated hard work. As you grow, the emphasis may shift; however, the basic attributes that go towards your success in life will always remain same.

I would like to congratulate the Principal, staff and students on their constant efforts to achieve a very high standard both on the educational plane and other fields.

From what I have seen this afternoon the credit should go to the Principal and his dedicated team. It is primarily due to your sincere hard work, esprit-de-corps and guidance that you have put across a fine performance in sports.

Finally, I wish you all God's hand in all your undertakings in future. I would like to commend both on my own behalf and on behalf of my wife, the prize winners for having excelled and others who participated with so much of zeal and enthusiasm to make this function a memorable success.

Thank you, Jai Hind!

STATEMENT ABOUT OWNERSHIP AND OTHER PARTICULARS

OF "THE SHEPHERDIAN"

FORM IV
(See Rule 8)

- | | |
|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Place of Publication | Fern Hill, Ootacamund, (Nilgiris), Tamil Nadu. |
| 2. Periodicity of its Publication | Annual. |
| 3. Publisher's Name | Mr P C Thomas |
| 4. Nationality | Indian |
| 5. Address | Principal, Good Shepherd Public School, Ootacamund, (Nilgiris) 643 004. |
| 6. Editor's Name | (i) Col (Retd) M M R Menon Editor — in — chief (ii) Mr. K N Menon (Hindi) (iii) Mr. Muralidharan Nair (Malayalam) (iv) Miss. Esaikiammal (Tamil) |
| 7. Nationality | Indian |
| 8. Address | Good Shepherd Public School Ootacamund (Nilgiris) 643 004. |
| 9. Printer's Name | Mr. J S Kesari. |
| 10. Address | Allets Printers, Cash Bazaar, Nilgiris, Tamil Nadu, Ootacamund |
| 11. Name & Address of Individual (s) who own (s) the newspaper | Mr. P C Thomas, Principal, Good Shepherd Public School, Fern Hill, Ootacamund - 643 004. |
| 12. I, Mr. P C Thomas hereby declare that the particulars given above are true to the best of my knowledge and belief. | |

(Sd)

(P C THOMAS)
Signature of the Publisher.

The Editorial Board expresses its grateful thanks to Miss. Achamma Thomas, who assiduously prepared the type-scripts for this issue of the SHEPHERDIAN.

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Hindi Section

हैदराबाद शहर

हैदराबाद एक बड़ा शहर है। वह आंध्र प्रदेश की राजधानी है। इस शहर हम सभी चीजें पा सकते हैं। इस शहर की आबादी लगभग चालीस लाख है। इस शहर का मौसम बड़ा सुहावना रहता है।

हैदराबाद शहर में कई बड़े बड़े बाजार हैं। सब से बड़े बाजार का नाम मौजमजाही है जहाँ हमें सभी चीजें मिलती हैं। हैदराबाद अपने ऐतिहासिक स्थानों के लिए बहुत मशहूर है। इस शहर को उल मुल्क ने आबाद किया। गोलकण्डा, चारमीनार सालारजंग अजायबघर आदि हैदराबाद के प्रसिद्ध तथा दर्शनीय स्थान हैं। सालारजंग अजायबघर एशिया भर में सब से बड़ा और सब से प्रसिद्ध अजायबघर है। इस में संसार भर की बड़ी बड़ी अमूल्य वस्तुओं का संग्रह है।

गोलकण्डा एक पुराना किला है। कहा जाता है कि इसी स्थान से बहुमूल्य हीरा कोहिनूर प्राप्त हुआ था। चारमीनार शहर के बीच में है। इस में 180 फुट ऊँचे चारमीनार हैं। वह सोलहवीं शताब्दी में कुतुब कुलु शाह द्वारा बसाया गया था। हैदराबाद में कई पूजास्थान हैं। मेक्का मसजिद और बिड़ला मन्दिर उन में मुख्य हैं। मेक्का मसजिद में दस हजार मुसलमान एक साथ नमाज़ पढ़ सकते हैं। बिड़ला मन्दिर सफेद संगमरमर से बना है। वह एक पहाड़ी के ऊपर बना है और शहर के सभी भागों से साफ दिखाई देता है।

हैदराबाद अपनी संस्कृति तथा धार्मिक सहिष्णुता के लिए प्रसिद्ध है। यहाँ हिन्दू, मुसलमान, सिख, ईसाई सब मिलकर रहते हैं। हैदराबाद में कई बड़े-बड़े पुस्तकालय हैं जहाँ लोग अपने अवकाश के समय जाते हैं और पुस्तकें तथा समाचारपत्र पढ़ कर अपना ज्ञान बढ़ाते हैं।

हैदराबाद में करीब 80 सिनेमाघर हैं जहाँ लोग मनोरंजन के लिए जाते हैं। कई सुंदर बाग-बगीचे भी हैं जहाँ शाम के समय लोगों की बड़ी भीड़ रहती है। हैदराबाद में यातायात की अच्छी व्यवस्था है। रेलवे स्टेशन बहुत बड़ा है, सड़कें चौड़ी, सुंदर तथा साफ हैं, मोटर-गाड़ियों का प्रबंध भी काफी संतोषजनक है। यहाँ का हवाई अड्डा काफी बड़ा है। दिल्ली, कलकत्ता, बंबई, मद्रास आदि भिन्न-भिन्न स्थान हवाई-जहाजों द्वारा जुड़े हुए हैं।

मैं हैदराबाद का निवासी हूँ और मुझे वह शहर बहुत पसंद है। आप भी अवश्य हैदराबाद आइये और शहर की सैर कीजिये।

अफजल अहमद,
कक्षा-आठवीं

मेरे प्रिय नेता

मेरा जन्म स्वतंत्र भारत में हुआ। मेरे जन्म के पहले ही सन् 1947 में भारत स्वतंत्र हो चुका। इस स्वतंत्रता को प्राप्त करने केलिये प्रयत्न करनेवाले कई नेताओं के बारे में मैं ने पढ़ा। उन सब में महात्मागाँधी जी की जीवनी मुझे सब से अच्छी लगी। हाँ, महात्मा गाँधी मेरे सब से प्रिय नेता हैं।

महात्मा गाँधी के मुख्य सिद्धांत सत्य और अहिंसा हैं। ईश्वर पर उनको अटल विश्वास था। वे नर में नारायण को देखते थे। गरीबों के प्रति, दलितों के प्रति तथा समाज के निम्नकोटि में रहनेवाले लोगों के प्रति उन को सच्ची सहानुभूति थी। वे पापी से नहीं, पाप से घृणा करते थे। वे जीवन-भर अपने को विद्यार्थी समझते थे। वे समय की पाबंदी के बड़े कायल थे। उनकी एक सूक्ति मैं ने कंठस्थ कर ली है। वह है—“धन गया तो कुछ नहीं गया, स्वास्थ्य गया तो कुछ गया, चरित्र गया तो सब कुछ गया”।

आज की दुनिया में सुख-साधनों का होडसा लग गया है। हर व्यक्ति दूसरे व्यक्ति पर, हर देश दूसरे देश पर आक्रमण करना चाहता है। लड़ाई-झगड़े निरंतर होते रहते हैं। ऐसी स्थिति में महात्मा गाँधी जैसे शांतिदूत का अभाव हम भारतीयों केलिये अत्यंत निराशाजनक है।

मेरा विचार है कि गाँधीजी के आदर्शों को अपनाने से सब का कल्याण होगा। गाँधी जी के सभी गुण सेरे लिये आदर्श बन गये हैं। मैं उन्हीं के आदर्शों को आचरण में रखने का प्रयत्न कर रहा हूँ। हाँ, गाँधीजी मेरे सब से प्रिय नेता हैं।

जी. विनयसुधीर. कक्षा नौवीं

ग्राम्य जीवन

“अहा! ग्राम जीवन भी क्या है—

क्यों न इसे सबका मन चाहे।

थोड़े में निर्वाह यहाँ है—

ऐसी सुविधा और कहीं है।

राष्ट्रकवि डाक्टर मैथिली शरण गुप्त की उपरोक्त पंक्तियों से यह स्पष्ट हो जाता है कि ग्राम का जीवन बहुत ही मधुर और सरल होता है। किसी प्रकार के आडम्बर, किसी से द्वेष की भावना, किसी से शत्रुता आदि यहाँ छू तक नहीं जाती। यहाँ की जलवायु इतनी स्वच्छ होती है कि वह लोगों को मोहित कर देती है। यहाँ के किसान साढ़े कपड़े पहनते हैं और रूखी-सूखी रोटियाँ खाते हैं। वे भारत माता के सब बच्चों केलिए अन्न जुटाते हैं। कितना महान त्याग है उनका?

लीना मेरी, कक्षा पाँचवीं

मेरे जीवन की एक घटना

मेरे पिताजी की सलाह थी कि रोज तड़के उठकर दौड़ा करो, यह एक अच्छी कसरत है। मैं उनकी सलाह मानकर रोज दौड़ा करता था।

जाड़े का मौसम था। रोज की तरह मैं तड़के उठकर बाहर गया और दौड़ने लगा। उस दिन घना कुहरा था। एक मोटर गाड़ी बड़ी तेजी से मेरे पीछे आ रही थी। आवाज सुनकर मैं ने पीछे मुड़कर देखा। दूसरे ही क्षण गाड़ी मुझे से टकरायी और मैं बेहोश होकर गिर पड़ा। फिर मुझे कुछ याद नहीं रही।

धीरे धीरे मेरी आँखें खुलीं। मैं ने चारों ओर नज़र दीढ़ायी। मेरे माता-पिता पास ही खड़े थे। मुझे होश में आया देख उनकी आँखों में आनन्द के आँसु भर गये। मैं फौरन समझ न सका कि मैं कहाँ हूँ। बाद में मैं समझ गया कि मैं अस्पताल में था। पूरे एक सप्ताह तक मैं बेहोश पड़ा था। दो सप्ताह के बाद मैं अस्पताल छोड़कर घर आया।

इस घटना को मैं जीवन-भर नहीं भूल सकता।

मधु टी, कक्षा-सातवीं

ब्रौनी

मैं कुत्ते को पसन्द करता हूँ। मेरे घर में एक छोटा कुत्ता है। हमारे स्कूल में छः कुत्ते हैं। मेरे घर के कुत्ते का नाम ब्रौनी है। मैं उसे पसन्द करता हूँ। मैं उसको रीटी देता हूँ। वह दूध भी पीता है। मैं जहाँ भी जाता हूँ वह मेरे पीछे आता है। कभी कभी वह मेरे साथ खेलता भी है। वह मेरी माँ के पीछे पीछे भागता रहता है। मेरा ब्रौनी देखने में बहुत सुन्दर है। वह मेरे पिताजी के साथ दपतर में जाकर खेलता है। वह बहुत चलाक है। वह मछली नहीं खाता है। उसके गले में एक घंटी है। वह बिल्ली को पसन्द नहीं करता है। मेरे घर में सब उसे पसन्द करते हैं।

लिजू तोमस, कक्षा तीसरी

पब्लिक स्कूल

मेरी शिक्षा भिन्न-भिन्न स्कूलों में हुई है । अब मेरी शिक्षा एक पब्लिक स्कूल में हो रही है । इस शिक्षा-प्राप्ति को कई कारणों से मैं अपना अहोभाग्य समझती हूँ ।

पब्लिक स्कूल में विद्यार्थी-विद्यार्थिनियाँ, अध्यापक-अध्यापिकाएँ सब के सब मिलकर एक कुटुंब के समान रहते हैं । शिक्षक और शिक्षित के बीच कुटुंबियों जैसा निकट संपर्क रहता है । अन्य स्कूलों में ऐसा संपर्क संभव नहीं है ।

पब्लिक स्कूलों में सहशिक्षा होती है । सहशिक्षा के कारण विद्यार्थी-विद्यार्थिनियों की हिचक दूर होती है । पुरुष और स्त्री समाज रूपी गाड़ी के दो पहिये हैं । सहशिक्षा इस गाड़ी को सुचारु रूप से चलाने में सहायक बनती है ।

पब्लिक स्कूलों में शारीरिक शिक्षा-व्यायाम-पर काफी जोर दिया जाता है । इस से हमारा शरीर स्वस्थ रहता है । स्वस्थ मन केलिये स्वस्थ शरीर अत्यंत आवश्यक है । नियमित रूप से व्यायाम की जैसी उत्तम शिक्षा पब्लिक स्कूलों में होती है, वैसी शिक्षा अन्य साधारण स्कूलों में नहीं मिलती ।

पब्लिक स्कूलों में कई स्पर्धाएँ होती हैं । जैसे, भाषणस्पर्धा, लेखनस्पर्धा, संगीतस्पर्धा आदि । इन सब के लिए शिक्षक आवश्यक सहायता देकर हमें तैयार करते हैं । पब्लिक स्कूलों का अनुशासन बड़ा कड़ा होता है । नियमों का पालन करना अनिवार्य है । नियम तोड़ने पर कड़ी सजा पाने का डर रहता है । ये सब हमारे भावी जीवन को उज्ज्वल बनाने में सहायक होते हैं ।

अन्य साधारण स्कूलों में अकसर हड़ताल आदि के कारण शिक्षा में बाधा पड़ती है । लेकिन पब्लिक स्कूलों में ऐसा कभी नहीं होता । पब्लिक स्कूलों के शिक्षक काफी योग्य और अनुभवी होते हैं ।

हाँ, पब्लिक स्कूल की शिक्षा बड़ी खर्चीली होती है । फिर भी ऐसी शिक्षा से मिलनेवाले लाभों को देखकर खर्च की परवाह नहीं करनी चाहिए ।

अंजली मेनोन, कक्षा-सातवीं

एक अनोखी बात

आप ने 'बरमूडा ट्रायंगल' नाम सुना है? नहीं तो आगे पढ़िये । यह समुद्र में एक स्थान है । इस स्थान पर आकर बहुत से जहाज गायब हो जाते हैं । अब तक किसी को इसका कारण मालूम नहीं हुआ है । कई साहसी लोग इस का पता लगाने केलिए उस स्थान पर गये, वे भी गायब हो गये । वहाँ से कोई आदमी ज़िन्दा नहीं लौटा है । यह सचमुच अनोखी बात है न ?

मधु टी, कक्षा-सातवीं

ज़िन्दगी का तराना

ज़िन्दगी क्या है ? हमें समझना है कि ज़िन्दगी एक परीक्षा है । बहुत से लोग इस परीक्षा में हार जाते हैं और कुछ भाग्यवान लोग इसमें विजय प्राप्त करते हैं । ज़िन्दगी में गम होता है, खुशियाँ भी होती हैं । कुछ लोग अपनी ज़िन्दगी को कामयाब बनाते हैं और बहुत सारे लोग उसे बरबाद भी करते हैं ।

ज़िन्दगी को कामयाब बनाना आसान नहीं है । उसके लिये दिल चाहिए, मेहनत चाहिये । बचपन से ही इककेलिये अच्छी शिक्षा मिलनी चाहिए । अच्छी संगति में रहना चाहिए । हमेशा सच्चाई के रास्ते पर चलना चाहिए सभी काम ईमानदारी से करना चाहिये ।

कुछ लोग शुरू से ही अपनी ज़िन्दगी बरबाद कर लेते हैं । और कुछ लोग दूसरों की ज़िन्दगी भी बरबाद कर देते हैं । ऐसे लोगों से हमें सतर्क रहना चाहिए ।

हमारी ज़िन्दगी फूलों की सेज नहीं है । ज़िन्दगी के कण कण में हमें काँटों का सामना करना पड़ता है । यह देखकर हमें हिम्मत नहीं हारना चाहिए । जो साहस खोता है वह सफलता से हाथ धो लेता है । मैं ने पक्का इरादा कर लिया है कि मैं अपनी ज़िन्दगी में जरूर कामयाबी हासिल करूँगा ।

अफक आलम, कक्षा-आठवीं

मेरा दोस्त

मेरा दोस्त हनुमान है । हम दोनों एक साथ पढ़ते हैं । हनुमान अच्छा पढ़ता है । हनुमान मुझ से बड़ा है । इसलिए वह मुझसे नहीं कभी लड़ता । हम दोनों साथ-साथ पढ़ते और खेलते हैं । हमारी पाठशाला का नाम गुड रोपर्ड पब्लिक स्कूल है और वह ऊटी में है । हमारी पाठशाला में कई अध्यापक और अध्यापिकाएँ हैं । मेरी कक्षा में बाईस बच्चे पढ़ते हैं । हम कभी कक्षा में नहीं लड़ते । हम भाई-बहनों की तरह मिल जुल कर रहते हैं । पढाई में एक दूसरे की सहायता करते हैं । हम अच्छे बालक हैं ।

राजशेखर रेड्डी, कक्षा तीसरी

पहेलियाँ

नानी : एक चिड़िया ऐसी है जो दुम से पानी पीती है ।

बच्चे : दिया

नानी : रात-रात मैं जागा करता, पी फटते ही भागा करता, बताओ मैं कौन हूँ ।

बच्चे : तारे ।

अनीका, कक्षा चौथी

पिता कँटीले, माता रेशम पर बैठी है, चाँद समान, बताओ मैं कौन हूँ ।

(कटहल)

माँ की चादर जिसे मोड़ा नहीं जा सकता है ।

(बादल)

दामकृष्णन जी, कक्षा छठी

प्रार्थना

हमें प्रतिदिन सुबह और शाम को प्रार्थना करनी चाहिए ! प्रार्थना से हम अपने को शुद्ध कर सकते हैं । मन को शान्ति मिलती है । हम अपनी पाठशाला में प्रति दिन दोनों वक्त प्रार्थना करते हैं ।

श्रीकान्त, कक्षा पाँचवीं

घूमने का आनन्द

मेरा भाई रोज प्रातःकाल घूमने जाता है । वह हमेशा कहा करता है कि प्रातःकाल घूमना शरीर की तन्दुरुस्ती के लिए लाभकारी है । वह सुबह ब्राह्म-मूर्त में उठता है और भगवान का भजन कर घूमने निकल जाता है । वह प्रति दिन चार या पाँच मील तक चल कर आता है । घूमने से आलस्य दूर हो जाती है और मन को प्रोत्साहन मिलता है । उसे किसी प्रकार की बीमारी छू तक नहीं जाती । मैं भी छुट्टियों में अपने भाई के साथ घूमने जाता हूँ ।

रामु, कक्षा छठी

मेरा प्रिय मित्र

हर आदमी के लिये कोई न कोई मित्र जरूर होता है । मित्रता बड़ी नियामत है । मेरा भी एक मित्र है जिसका नाम माजिद है ।

माजिद मेरा सच्चा और प्रिय मित्र है । वह हर काम में मेरी सहायता करता है । हम दोनों की मित्रता कब और कैसे शुरू हुई, यह बताने में मुझे बड़ी खूषी है ।

दो साल पहले की बात है । एक दिन दो लड़के मुझ से लड़ पड़े । मैं उलका सामना न कर सका । उन्होंने मुझे घायल कर दिया । उस तरफ से जाते हुए माजिद ने यह देखा । वह रुक गया और फौरन मेरी सहायता के लिए आया । दोनों लड़के हार कर भाग खड़े हुए । इस के बाद माजिद चुपचाप वहाँ से चला गया । मैं खड़ा खड़ा देखता रहा । उस को मैं घन्यवाद तक न दे सका ।

कई दिन भीत गये । रोज की तरह मैं घर से बस में स्कूल आ रहा था । कण्डक्टर ने टिकट काट कर दिया और पैसे के लिए हाथ बढ़ाया । यकायक मैं ने देखा कि मैं जल्दी में अपना बटुआ लेने भूल गया था । मैं घबरा गया । कण्डक्टर मुझे नीचे उतरवाने ही वाला था कि पीछे की सीट में बैठा एक लड़का आगे बढ़ा और कण्डक्टर को मेरे टिकट का पैसा दे दिया । मेरी खुशी का ठिकाना न रहा । हम दोनों साथ उतरे और बातें करते हुए एक साथ स्कूल पहुँचे । उस दिन से माजिद मेरा लंगोटिया यार बन गया ।

मुहम्मद मजहर नवीद, कक्षा-सातवीं

बंबई के मूर्ख

एक दिन दो मूर्ख घूमते घूमते एक अस्पताल पहुँचे । कई रोगी डाक्टर के कमरे के बाहर बैठे थे । दोनों मूर्ख उनकी कोई परवाह न कर डाक्टर के कमरे के अन्दर चले गये । सब रोगी देखते ही रह गये । वे अन्दर जाकर मेज पर पड़े अखबार उठाकर पढ़ने लगे । एक मूर्ख अखबार को उल्टा पकड़कर पढ़ने लगा । दूसरा अपनी पीठ के सहारे पहले मूर्ख पर झुका था । डाक्टर के पूछने पर पहले मूर्ख ने उत्तर दिया—मैं अखबार लिख रहा हूँ और वह रोगी के लिए मेरी पाठ पर लटक रहा है । इस पर डाक्टर समझ गये कि वे मूर्ख हैं और हँसने लगे ।

निश्चल एन राजे, कक्षा-पाँचवीं

जादूगर और काला बोतल

एक बूढ़ा जादूगर था । उसके पास एक काला बोतल था । उस बोतल में एक भूत रहता था । वह भूत अपने मालिक जादूगर की सभी आज्ञाओं का पालन करता था ।

जादूगर को मालूम हुआ कि उसकी मौत जल्दी ही होनेवाली है । अपने मरने के पहले जादूगर ने उस बोतल को बेच डालना चाहा । वह एक दिन शहर में गया और उस बोतल को एक अमीर आदमी के हाथ बेच दिया । अब भूत अमीर आदमी के घर के सभी काम करने लगा ।

संयोग से एक दिन बोतल टूट गया । भूत बाहर निकला और वह बहुत बड़ा हो गया । वह खून का प्यासा हो गया । इतने में दो ईसाई लडकियाँ वहाँ आ पहुँचीं । भूत उनको पकड़कर खाने के लिए झपटा । उनके हाथ में धर्मशास्त्र (बैबिल) था और गले में क्रॉस था । यह देखकर भूत ठिठक गया । वह धर-धर कांपने लगा । इतने में गिरजाघर का पादरी वहाँ आया और कुछ जपकर अपने हाथ से भूत पर क्रॉस की निशानी लगायी । भूत वहीं डेर हो गया ।

सरीना, कक्षा आठवीं



Tamil Section

மது விலக்கு

முன்னுரை :— குடி குடியைக் கெடுக்கும், அறிவையும், ஆற்றலையும் கெடுக்கும், பொருளையும் புகழையும் கெடுக்கும். ஆகவே, அத்தகைய தீமை பயக்கும் மதுவை நாம் மறந்தும் கைக் கொள்ளக் கூடாது. மதுவினால் விளையும் கொடுமைகளைச் சற்று ஆராய்வோம்.

மதுவின் தீமைகள் :— மதுவின் தீமைகளை அளவிட்டுரைக்க இயலாது. மதுவினால் ஏற்படும் தீங்கினை பண்டைக் காலம் முதல் இன்று வரை அறிவு சால் பெரியோர்கள் எடுத்து இயம்பிக் கொண்டிருக்கிறார்கள். ஆயினும் மக்களின் மனதில் தெளிவு ஏற்படவில்லை. மாற்றம் ஏற்படவில்லை.

மதுவின் மாயை :—

மது மதியைக் கெடுத்து ஆன்றோர்களால் வெறுக்கத்தக்கச் செயல்களைச் செய்யும்படித் தூண்டி, அதன் பயனாக பெரும் பழியை ஏற்படுத்தும். புகழோடு விளங்கிய ஒருவர் பிறரால் இகழத்தக்கப் பெரும் பழிக்கு ஆளாவார். ஆகவே மதுவை அறவே நீக்க வேண்டும்.

நஞ்சும் கள்ளும் :—

கள் உண்பவன் தன் உள்ளத்தைக் கெடுத்துக் கொள்வதோடு உடலையும் கெடுத்துக் கொள்கிறான் “ உடலை வளர்த்தேன் உயிர் வளர்த்தேனே ” என்கிறார், திருமூலர். ஆனால் கள் உண்பவன் நஞ்சை உண்பது போல உண்டு தன் உயிருக்கு ஊறுதேடுகிறான். தன்னை நம்பிவாழும் மனைவி, மக்களை அனாதைகளாக்கும் அவல நிலைக்கு ஆளாகிறான். தமிழரின் தந்தையாம் திருவள்ளுவர் கள் உண்பது நஞ்சுண்பதற்கு ஒப்பாகும் என்பதனை “ துஞ்சினார் செத்தாரின் வேறு அல்லா எஞ்ஞான்றும் நஞ்சுண்பார்கள் உண்பவர் ” என்கிறார். ஆகவே கள்ளைக் கனவிலும் நாடக் கூடாது.

சமுதாயத்தின் வீழ்ச்சி :—

தனி மனிதர்களின் வீழ்ச்சி சமுதாயத்தின் வீழ்ச்சியாக உருவாக்கும். ஆகவே தீமைகளை முனையிலேயே கிள்ளி எறிய வேண்டும். மது உண்பவனைச் சான்றோர்கள் வெறுத்து ஒதுக்குவர்; அவர் கருத்தை சமுதாயம் ஏற்றுக் கொள்ளாது. ஆகவே எதிர்காலத்தை இருளாக்கும் மதுவை நீக்க வேண்டியது அவசியமாகும்.

முடிவுரை :—

மக்களின் மாண்பினைக் கெடுக்கும் மதுவை மக்களை மாக்களாக்கும் மதுவை, வாழ்க்கையின் வெற்றிக்குத் தடையாக விளங்கும் மதுவை, ஆன்றோர்களால் ஒதுக்கப்படும் மதுவை ஒழித்து புதியதோர் சமுதாயத்தைப் படைக்க ஒன்றுபடுவோம் வெற்றி பெறுவோம்.

“ மனிதன் மதுவை அருந்துகின்றான்
மது மேலும் மதுவை அருந்துகின்றது
மது முடிவில் மனிதனை அருந்தி விடுகின்றது.

வீழ்க மது!

வளர்க மதி! வாழ்க மனிதன்!

எஸ். கே. ரமேஷ்

பத்தாம் வகுப்பு.

முயற்சி திருவினையாக்கும்

முன்னுரை :- “ முயற்சி உடையார் இகழ்ச்சி அடையார் ” என்பது பழமொழி செய்யும் செயலை, சிறப்பாக செய்து முடிக்க வேண்டுமானால் ஊக்கமும், உழைப்பும், விடாமுயற்சியும் வேண்டும். முயற்சி உடையவர் வாழ்க்கை ரோடும் சிறப்பாக அமையும் என்பதில் ஐயமில்லை.

முயற்சியின் சிறப்பு :

விடாமுயற்சி உடையவர் எடுத்த காரியத்தை வெற்றியுடன் முடிக்க முடியும். ஊழையும் உப்பக்கம் காண்பர் உலைவின்றிற் தாமாது உரற்றுபவர் ” என்கிறார் திருவள்ளுவர். “முயற்சி திருவினையாக்கும் என்பது நம் முன்னோர் கண்ட முதுமொழி. ஆகவே, வாழ்க்கையில் ஒருவன் முன்னேறுவதற்கு முயற்சி மிகவும் இன்றியமையாததாகும்.

உள்ளத்தின் உயர்வு :

உள்ளம் எந்த அளவுக்கு உயர்கிறதோ, அந்த அளவிற்கு செயல் உயரும். செயலாகும் எண்ணத்தின் மறு வடிவே இல்லாதவன் செயல் திறன் வாழ்க்கையில் இருள் சூழ்ந்து விடுர். எண்ணங்கள் உயர் உயர் வாழ்க்கை உயரும் என்கிறார் திருவள்ளுவர்.

“ வெள்ளத்தலையது மலர் நீட்டம் மாந்தீர்தம்

உள்ளத்தலையது உயர்வு ”

என்பது அவரது கருத்து ஆகவே வாழ்க்கையில் உயர்வடைய, உயர்ந்த எண்ணமும் அயராத உழைப்பும் மிகவும் அவசியமாகும்.

முயற்சியின் ஆற்றல்:

முயற்சியுடையவர் தான் எடுத்துக் கொண்ட செயலில் கண்ணுயிருக்க வேண்டும். செயலில் வெற்றி பெரும் வரை மெய்வருத்தம் பார்க்கக் கூடாது. பிறரால் வரும் துன்பங்களைப் பொருட்படுத்தக் கூடாது. இன்பத்தை நாடக்கூடாது. தனக்கு வரும் அவமதிப்பை எண்ணி வருந்தக்கூடாது. அத்தகைய மன உறுதி படைத்தவன் வாழ்க்கையில் வெற்றி பெறுவது உறுதி.

முடிவுரை : “ முயற்சி திருவினை ஆக்கும். முயற்சி இன்மை, இன்மை படுத்தி விடும். ஆகவே வாழ்க்கையில் உயர்வடைய முயற்சி இன்றியமையாததாகும். முயற்சி இல்லாதவன் வாழ்க்கை வளமற்ற பாலை வனமாக மாறிவிடும். வாழ்க்கை ஒளி பெறச்செய்ய முயற்சி என்னும் விளக்கு இன்றியமையாததாகும்.

சி. ரமேஷ்

ஏழாம் வகுப்பு.

பருவம்

பருவம் என்றதும் பல காத தூரம் பறக்கின்ற மனமே!

மானிடர்தம் வாழ்விலே வருகின்ற பருவங்கள் தான் எத்தனை!

பால் குடிக்கும் பருவம் முதல் பாடையில் செல்லும் வரை ஆடுகின்ற ஆட்டங்கள் தான் எத்தனை! எத்தனை!

பல் முனைக்கும் வரை பால் ஊட்டிய அன்னைக்கு இளைஞர் பருவத்திலே ஏற்படுத்திய இன்னல் தான் எத்தனை! எத்தனை!

பெண்ணென்று பெற்றேனென பேருவுவகை கொண்டார்
தந்தை அந்நாளில்

ஆயின், பெண்ணுக்கு பொன்னாயென பெருமூச்சு விடும் ஓலம்
எம் காதில் இந்நாளில்

ஆணென்று பெற்றேனென அளவிலா மகிழ்ச்சி கொண்டாள்
அன்னை அந்நாளில்

ஆயின், அவனா இவனென அவநம்பிக்கை கொள்ளும் ஆற்றமை இந்நாளில்

சீருடையுடன் பள்ளி செல்லும் தோற்றம் கண்டு சிறப்புடன் வாழ வாழ்த்திய
உள்ளங்கள் தான் எத்தனை! எத்தனை!

ஆயின் சீருமின்றி, சிறப்புமின்றி, சிரித்து வாழ வழியுமின்றி, வேலை தேடித்திரியும்
காட்சியல்லவோ இந்நாளில்!

வாலிப்பருத்திலே வேலை தேடு. வாழ்க்கையின் இன்பத்தையும் சுவைத்து பாரு,
நீ ஏற்ற மிகு வாழ்க்கையை எண்ணிப்பாரு, என்ற அன்னையின் ஓலத்திற்கு

வாலிபமென்ன அன்னை யே! எம் வயோதிகப் பருவத்தையும், இதற்கென்றே
செலவழிப்பேன் என்றானும் இளைஞன்.

வாழ்க்கைக்கு ஏழும் வருடத்திற்கு நான்கும் பருவங்களாம்.
என் வாழ்வுக்கு ஏற்றம் எப்பருவத்திலயா என்பார்க்கு

எல்லாமே ஈசன் செயலென்பார் சிலர், அவர்தம்
சிறுமை கண்டு சிரிக்கின்றேன் நான்.

எஸ். சுப்பிரமணியன் எம். எஸ். சி.,



ஓ எண்ணங்களே!

இன்பங்கள்

மனத்தின் நிறைவுகள்

ஆசைகள்

துன்பத்தின் படிக்கட்டுகள்

நினைவுகள்

நெஞ்சத்தின் சித்திரங்கள்

உள்ளங்கள்

ஓலமிடும் கடல்கள்

கோவில்கள்

நம்பிக்கையின் உருவங்கள்

உண்மைகள்

உறங்கிடும் ஊமைகள்

எண்ணங்கள்

இதயத்தின் ஏக்கங்கள்

செயல்கள்

கடவுளின் கருணைகளே !!

சொ. இசக்கியம்மாள்



மனிதன் மாறுகின்றான்

திரு. கருணாகரன்

கட்சி மாறும் கட்சித் தலைவன்

கட்சி மாறிக் கொண்டே இருக்கின்றான்;

கட்சி மாறும் கட்சித் தொண்டனும்

கட்சி மாறிக் கொண்டே இருக்கின்றான்;

காட்சி இதுவே இன்றைய அரசியலில்;

ஏழை மேலும் ஏழையாய் மாறுகின்றான்;

பணக்காரன் மேலும் பணக்காரனாய் மாறுகின்றான்

சமத்துவம் இல்லை இன்றைய சமூகத்தில்;

இந்து நேற்றுக் கிறிஸ்தவனாய் மாறினான்

இன்று இந்து முஸ்லிமாய் மாறுகின்றான்;

இந்து சமயத்தின் இன்றைய இழிநிலையிதுவே;

எந்தச் சமயத்திலும் இருக்கட்டும்; ஆனால்

எந்தச் சமயத்திலும் ஒரே சமயம் வேண்டும்;

இந்து சமயம் இப்படி அழிவதை

இந்தச் சமயத்தில் எண்ணிப் பார்க்கின்றேன்;

எந்தக் காரணத்தைச் சொல்லிக் கொள்வேன்?

கட்சி மாறிமாறி அலுத்துவிட்ட மக்கள்

மதம்மாற ஆரம்பித்து விட்டனரோ; அறியேன்!?

சிரிப்புப் பிழைகள்

ஒரு கல்லூரி ஆசிரியர் சொன்னதும் மாணவன் எழுதியதும்

- | | |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------|
| ஆசிரியர் சொன்னது — | மாணவன் எழுதியது — |
| 1 ஆடவன் அவள் மீது ஆசைப்பட்டான். | ஆண்டவன் அவள் மீது ஆசைப்பட்டான் |
| 2 அறத்தான் வருவதே இன்பம். | அத்தான் வருவதே இன்பம் |
| 3 அவர் தாய்மொழிப் பற்று உள்ளவர். | அவர் நாய் மொழிப்பற்று உள்ளவர் |
| 4 குடும்பத்துடன் பார்க்க வேண்டிய படம் | குடும்பத்துடன் பார்க்க வேண்டிய படம் |
| 5 கற்பில் சிறந்தவள் கண்ணகி | கருப்பில் சிறந்தவள் கண்ணகி |
| 6 நெஞ்சு பொறுக்குதிலையே — இந்த நிலைகெட்ட மனிதரை நினைத்து விட்டால் | நெஞ்சு பொருக்குதிலையே — இந்த நிலைகெட்ட மகளிரை நினைத்து விட்டால் |
| 7 ஒளி படைத்த கண்ணினாய் வா! வா! வா! | ஒளி படைத்த பெண்ணினாய் வா! வா! வா! |
| 8 என்று தணியும் இந்த சுந்தரதாகம்? | என்று தணியும் இந்தச் சுந்தரதாகம்? |
| 9 காசி நகர்ப்புலவர் பேசும் உரைதான் காஞ்சியில் கேட்பதற்கோர் கருவி செய்வோம் | காசி நகர்ப்புலவர் பேசும் உரைதான் காஞ்சியில் கேட்பதற்கோர் குருவி செய்வோம் |
| 10 சோலைக்குள் எத்தனை அழகிய..... | சோலைக்குள் எத்தனை அழகிய..... |

.....?

கே. சத்திங்குமார்,
ஒன்பதாம் வகுப்பு.



ஜோக்ஸ்

- ஒருவர் : ஓரம்போ, ஓரம்போப் பாட்டை ஓயாமல் பாடிக்கொண்டிருப்பானே ஒங்க மகன். அவன் இப்போ என்ன வேலை பார்க்கிறான்?
- மற்றவர் : பஸ்ட்ரைவர் ஆக இருக்கிறான்.
- * * *
- ஒருவர் : ஆளுங்கட்சியிலே முந்தி மந்திரியா இருந்தாரே? அவர் இப்போது எதிர் கட்சியிலே சேர்ந்து என்ன செய்து கொண்டிருக்கிறார்?
- மற்றவர் : அவரா நான் ஒரு ராசியில்லா ராஜா என்ற பாட்டைப் பாடிக்கொண்டிருக்கிறார்,
- * * *
- ஒருவர் : காதல் வந்திருச்சி ஆசையில் ஓடி வந்தேன் பாட்டைப் பாடி ஒரு பெண்ணைக் காதலிச்சானே ஒங்க பையன் கல்யாணராமன். அவன் இப்போ என்ன பண்ணுன்?
- மற்றவர் : காதலில் தோல்வி அடைந்த என் மகன் கல்யாணராமன் உலகே மாயம் வாழ்வே மாயம்னு தேவதாஸ் பாட்டைப் பாடிக்கொண்டிருக்கிறான்.
- * * *
- ஒருவர் : மனைவி அமைவதெல்லாம் இறைவன் கொடுத்த வரம்னு பாடிக்கொண்டிருப்பாரே, அவர் மனைவியுடன் இப்போது எப்படி இருக்கிறார்?
- மற்றவர் : மனைவி சரியில்லை என்று சொல்லி, இறைவன் இருக்கிற இடத்திற்கே அனுப்பி விட்டார் அவர்.
- * * *
- ஒருவர் : முதல் முதலாக காதல் ரூயட் பாட வந்தேனே என்று பாடிக்கொண்டிருந்தானே ஒங்க மகன் அவன் இப்போது எப்படி இருக்கிறான்?
- மற்றவர் : கண்மணியே காதல் என்பது கற்பனையோ, காவியமோ என்று பாடிக்கொண்டிருக்கிறான்.
- * * *
- ஒருவர் : ஒரு பையனைக் காதலித்தாளே ஒங்க பொண்ணு அவன் இப்போது எப்படி இருக்கிறான்?
- மற்றவர் : அவள் காதலன் அவனைக் கைவிட்டு விட்டான். அதனால் இப்போது காதலுக்கு நியாயமில்லை என்றுமே உன்னிடம் என்று புலம்பிக் கொண்டிருக்கின்றாள்.

கே. நந்தகுமார்
ஒன்பதாம் வகுப்பு

நாய்க்குட்டி

எம். ரவீந்திரநாத்,
ஏழாம் வகுப்பு.

நாய்க்குட்டி நல்ல நாய்க்குட்டி

நான் விரும்பும் நாய்க்குட்டி

பாலைக் குடிக்கும் நாய்க்குட்டி

பார்க்க அழகான நாய்க்குட்டி

வாலை ஆட்டும் நாய்க்குட்டி

வந்து விளையாடும் நாய்க்குட்டி

வீட்டைக் காக்கும் நாய்க்குட்டி

விரட்டும் திருடர்களை நாய்க்குட்டி

துள்ளி ஓடும் நாய்க்குட்டி

துருதுரு வென்றிருக்கும் நாய்க்குட்டி

நன்றி உள்ள நாய்க்குட்டி

நல்ல நண்பன் நாய்க்குட்டி



விடைகள் சொல்லுங்கள்

1 A என்ற ஊருக்கும் B என்ற ஊருக்கும் இடையே உள்ள தூரம் 100 கி. மீ. A-யிலிருந்து 100 கி. மீ. வேகத்தில் செல்லக்கூடிய விமான மும், B-யிலிருந்து 50 கி. மீ. வேகத்தில் செல்லக்கூடிய இரயிலும் புறப்படுகின்றன. விமானம் B ஐ நோக்கிச் செல்லும் வழியில் இரயிலைச் சந்தித்த உடனே, B ஐ நோக்கிச் செல்லாமல் திரும்பவும் Aக்குத் திரும்புகிறது. பிறகு Aயிலிருந்து மறுபடியும் B ஐ நோக்கித் திரும்பி, மறுபடியும் இரயிலைச் சந்தித்து விட்டு Aக்குத் திரும்புகிறது. இவ்வாறு Aக்கும் இரயிலுக்குமிடையே விமானம் பயணம் செய்கிறது. இரயில் Aஐ வந்து அடையும் போது விமானம் எவ்வளவு தூரம் பயணம் செய்திருக்கும்?

2 A என்பவன் தேங்காய்த் தோப்பிற்கு செல்கிறான். வழியில் மூன்று காவலாளிகள் உள்ளனர். A, தான் பறித்து வரும் தேங்காய்களின் பாதியை முதல் காவலாளிக்கு கொடுத்தால் அதில் ஒரு தேங்காயைத் திரும்பத் தனக்கேத் தரும்படி கூறிச் சென்றான். இவ்வாறே மற்ற இருவரிடமும் கூறிச் சென்று தேங்காயைப் பறித்து வந்தான். மூன்று காவலாளிகளையும் தாண்டி வந்த பிறகு அவனிடம் இரு தேங்காய்கள் இருந்தால் மொத்தம் அவன் பறித்த தேங்காய்கள் எத்தனை?

3 இரு தந்தையர்கள் தம் மகன்களுக்கு 150, 100 நூறு ரூபாய் நோட்டுக்களைப் பரிசாகப் தருகின்றார்கள். இவ்விருவரும் தமக்கு கிடைத்த நூறு ரூபாய் நோட்டுக்களை மொத்தமாக கணக்குப் பார்த்த போது இருவருக்கும் சேர்த்து 150 நூறு ரூபாய் நோட்டுக்களே இருந்தன. எவ்வாறு?

4 ஒரு முட்டை வியாபாரி ஆறு கூடைகளில் கோழி முட்டைகளையும் வாத்து முட்டைகளையும் வைத்திருக்கிறான். ஒவ்வொரு கூடைகளிலும் முறையே 5, 14, 12, 6, 23, 29, முட்டைகள் உள்ளன.

“ இந்த கூடையில் உள்ள அனைத்து முட்டைகளையும் விற்றுவிட்டால் பிறகு என்னிடம், கோழி முட்டைகளின் எண்ணிக்கை வாத்து முட்டைகளின் எண்ணிக்கையைவிட இருமடங்காக இருக்கும்” என்றான்.

வியாபாரி குறிப்பிட்ட கூடை எது?

5 A, B, C என்று மூன்று மாயக்குளங்கள் உள்ளன. இக்குளங்களில் எவ்வளவு மலர்கள் போட்டாலும் அவற்றைத் திரும்ப எடுக்கும் போது இரு மடங்கு ஆகிவிடும். D என்பவன் சில மலர்களை எடுத்துக் கொண்டு A குளத்தில் போட்டு, சில மலர்களை அங்குள்ள கோவில் P-ல் வைத்து விட்டு, B என்ற குளத்தில் மீதி மலர்களைப் போட்டு அங்குள்ள கோவில் Q-வில் சில மலர்களை வைக்கிறான். மீண்டும் மீதமுள்ள மலர்களை C-யில் இட்டு இரு மடங்கு மலர்களைப் பெற்று, அங்குள்ள கோவில் R ல் மீதமுள்ள எல்லா மலர்களையும் வைக்கிறான். மூன்று கோவில்களில் (P, Q, R) வைத்த மலர்களின் எண்ணிக்கை சமம். D எத்தனை மலர்களை கொண்டு சென்றான்? கோவில்களில் வைத்த மலர்களின் எண்ணிக்கை எத்தனை?

6 ஒரு புற செல்லும் வழியில் குருவிக் கூட்டம் எதிரே வந்தது. புற குருவிக் கூட்டத்தைப் பார்த்து “ ஒரு நூறு குருவிகளே எங்குச் செல்கின்றீர்கள்” எனக் கேட்டது. அந்ற்கு ஒரு குருவி, “ நாங்கள் நூறு குருவிகள் அல்லோம். எங்கள் கூட்டமும் இதைப்போல் இன்னும் ஒரு மடங்கும், அதில் பாதியும், மீண்டும் அதில் பாதியும் உன்னையும் சேர்த்தால் தான் நூறு ஆகும்” எனக் கூறியது. மொத்தம் எத்தனை குருவிகளை, புற பார்த்தது?

செல்வி. ஜெயந்தி



മലയാളം

കേരളത്തിലെ മലയാളികളുടെ ജീവിത രീതികളെക്കുറിച്ചുള്ള വിവരങ്ങൾ നൽകുന്ന ഒരു കൃതിയാണിത്.

മലയാളത്തിലെ പഴയ സാഹിത്യ രചനകളുടെയും ആചാരങ്ങളുടെയും വിവരങ്ങൾ നൽകുന്ന ഒരു കൃതിയാണിത്.

മലയാളത്തിലെ പഴയ സാഹിത്യ രചനകളുടെയും ആചാരങ്ങളുടെയും വിവരങ്ങൾ നൽകുന്ന ഒരു കൃതിയാണിത്.

മലയാളത്തിലെ പഴയ സാഹിത്യ രചനകളുടെയും ആചാരങ്ങളുടെയും വിവരങ്ങൾ നൽകുന്ന ഒരു കൃതിയാണിത്.

Malayalam Section

മലയാളത്തിലെ പഴയ സാഹിത്യ രചനകളുടെയും ആചാരങ്ങളുടെയും വിവരങ്ങൾ നൽകുന്ന ഒരു കൃതിയാണിത്.

തീവണ്ടി

രാജേഷ് രാജ്

ഏഴാംതരം

പണ്ട് 'സുന്ദരൻ' എന്ന പേരായ ഒരു വിഡ്ഢി ഉണ്ടായിരുന്നു. അയാൾ ഭയങ്കര മറവിക്കാരനായിരുന്നു. അതിനാൽ ധാരാളം മായത്തരങ്ങളും അയാൾ ചെയ്തു. അതുപോലൊരു സംഭവമാണീ കഥ.

ഒരിക്കൽ സുന്ദരൻ ഒരു വിനോദ യാത്രയ്ക്കു പോയി. ഭാര്യയേയും മറ്റുള്ളവരേയും വിനോദയാത്രയ്ക്ക് ഉൾപ്പെടുത്തി. ട്രെയിനിൽ പോകാനായിരുന്നു തീരുമാനിച്ചത്. ഹായ്! സുന്ദരനെന്തൊരു സന്തോഷമായിരുന്നുവെന്നോ? അയാൾ എല്ലാവരോടും ഈ വാത്ത് പറഞ്ഞു. ആനന്ദത്താൽ തുള്ളിച്ചാടി. വിനോദയാത്രയ്ക്കായി പല പല സാധനങ്ങളും ശേഖരിച്ചു ടിക്കറ്റിറട്ടെടുത്തു. ട്രെയിനിൽ പല സ്ഥലത്തായി എല്ലാ സാധനങ്ങളും അടുക്കിവെച്ചു. അപ്പോൾ ഭാര്യ പറഞ്ഞു:

"തേ, ടിക്കറ്റുകൾ മറക്കരുതേ. അതില്ലെങ്കിൽ വിനോദ യാത്രയും ഇല്ല. സന്തോഷവും ആശങ്കയും തീരും."

സുന്ദരനോടു്തു 'ഞാനെവിടെയാണത് സുരക്ഷിതമായി വരുക. ആ കോട്ടിലോ യാലോ? വേണ്ട ഇവിടെ തന്നെയാകട്ടെ' സുന്ദരൻ ടിക്കറ്റുകൾ സൂക്ഷിച്ചുവെച്ചു. അടുത്ത ദിവസം അവർ കാനിൽ കയറി. പക്ഷേ ഭാര്യ പറഞ്ഞപ്പോഴാണ് ടിക്കറ്റിന്റെ കാര്യം ഓർത്തത്. സുന്ദരൻ പറഞ്ഞു "ടിക്കറ്റ് എവിടെ വെച്ചെന്ന് മറന്നുപോയി. എല്ലാവരും അന്വേഷിച്ചു. ഫലം ഇല്ല. സാധനങ്ങൾ ഇറക്കിവെച്ചിട്ട് തിരിച്ച് വീട്ടിലേക്കു പോയി. വെറുതെ അവിടെയും അന്വേഷിച്ചു. കോട്ടിലും സൂട്ടിലും നോക്കി ഫലമില്ല. ലക്ഷി സമാധാനിപ്പിച്ചു. "സാരമില്ല. പോയതുപോയി ഇനിയും വേറൊന്നു വാങ്ങാം. ഏതായാലും നമ്മുടെ വണ്ടി പോയില്ല."

അവർ ഉണക്കാൻ ഇട്ടിരുന്ന സാധനങ്ങൾകൂടി എടുത്തിട്ട്. എന്നിട്ട് വീണ്ടും തീവണ്ടിയാപ്പീസിൽ വന്നു ടിക്കറ്റുണ്ട് പക്ഷേ കിടക്കാനിടമില്ല. കൂടുതൽ കാശു കൊടുത്തു് ഒന്നാം ക്ലാസ്സിൽ കയറിക്കൂടി. എന്തെങ്ങ സ്ഥലത്തുചെന്നു തീവണ്ടി. ഭാര്യ ഹാൻഡ്ബാഗ് തുറന്നപ്പോൾ അതാ! ഒരു അരുക്പററി കിടക്കുന്നു രണ്ടു ടിക്കറ്റുകൾ. ഫസ്റ്റ് ക്ലാസ്സിലേറതല്ല. ആദ്യം എടുത്ത മൂന്നാം ക്ലാസ്സ് ടിക്കറ്റുകൾ സുന്ദരൻ പറഞ്ഞു "ഞാൻ വണ്ടി കണ്ടപ്പോൾ ടിക്കറ്റ് വെച്ചിരുന്ന സ്ഥലം മറന്നുപോയി."

സംസ്കൃതയുടെ ദുഃഖം

ലീനാ ജോർജ്ജ്

എട്ടാംതരം

ആകാശത്തു് കാർമ്മേഘങ്ങൾ നിറഞ്ഞു കൂടി
തൃഷാരയുടെ മനസ്സിൽ വേദന അലഞ്ഞു നീറി
അവളെ ചികിത്സിക്കുന്ന ഡോ. മൂണാൾസെനിയുടെ വാക്കുകൾ
അവളുടെ മനസ്സിൽ അലതല്ലി:-

“അമൃതയെ പിരിയാൻ വയ്യാത്ത തൃഷാരയുടെ ഹൃദയം ഒരു തീക്കനൽപോലെ
പൊട്ടിത്തെറിക്കുന്നതു കാണാൻ എനിക്കു വയ്യ”

തന്റെ രോഗത്തെപ്പറ്റി ശരിക്കും അറിയാവുന്ന ഡോക്ടർ അങ്ങനെ പറഞ്ഞപ്പോൾ
താൻ ഒരുപക്ഷേ മരിക്കുമെന്നാണോ കരുതിയതു് ? അതോ തന്റെ നിമിഷങ്ങൾ എണ്ണ
പ്പെട്ടതാണോ. തൃഷാരാ ഇതെല്ലാം ചിന്തിച്ചുകൊണ്ടിരിക്കുമ്പോൾ അമൃത പിന്നിൽ
നിന്നും വരുന്നതവൾ കണ്ടു തന്റെ ഏറ്റവും കൂടുതലായ അവളെ പിരിയുന്ന രംഗം
ഓർമ്മപ്പെടാൻ അവൾ കരഞ്ഞുപോയി. സ്വന്തം കണ്ണുനീർ തുടച്ചു മാറ്റാൻ അവൾക്കു
സാധിച്ചില്ല. അമൃതയുടെ ഹൃദയം തുടിച്ചു. അവൾ ഡോക്ടറോടു് തൃഷാരയുടെ അസുഖം
എങ്ങിനെയും മാറ്റാണമെന്നു് അഭ്യർത്ഥിച്ചു. ഡോക്ടർ പറഞ്ഞു “അവൾക്കു് ലുക്കീമിയ
ആണു്. വൈദ്യ ശാസ്ത്രംകൊണ്ടു് രക്ഷപ്പെടുമെന്നു തോന്നുന്നില്ല ഈശ്വരൻ മാത്രമേ
രക്ഷിക്കാനാവുകയുള്ളൂ.

അമൃത ഞെട്ടിപ്പോയി. അവൾ അവരുടെ പഴയ കാലങ്ങളെക്കുറിച്ചു് ഓർത്തു.
മധുരസ്മരണകളാൽ അവൾ കണ്ണീർ വാർത്തു. അവളുടെ മരണം കണ്ടു നിൽക്കാൻ മാത്രമേ
അവൾക്കു സാധിക്കുകയുള്ളല്ലോ എന്നോർത്തു് അമൃത ദുഃഖിച്ചു. തന്നെ മരിക്കാൻ അനു
വദിച്ചാലും തൃഷാരയെ രക്ഷപ്പെടുത്തേണമേ എന്ന് അവൾ ഈശ്വരനോടു പ്രാർത്ഥിച്ചു.

ദിവസങ്ങൾ കൊഴിഞ്ഞുവീണു. തൃഷാര ക്ഷീണിച്ചു വന്നു. അവൾ എപ്പോഴും
മരണത്തെക്കുറിച്ചു മാത്രം ചിന്തിക്കുന്നതുപോലെ തോന്നി. ആഹാരം കഴിക്കാതായി.
അവളുടെ മുഖം വേദനയുടെ കഥ പറയുന്നതുപോലെ തോന്നി. ഉറങ്ങുന്ന അവളുടെ മുഖത്തു
നിന്നും അമൃത തൂണി മാറി. അവൾ സ്കൂളിലേക്കു പോയി അവളുടെ ചലനങ്ങൾ നിലച്ചിരി
ക്കുന്നു. കൈകാലുകൾ തണുത്തിരിക്കുന്നു. “എന്റെ തൃഷാരേ” അവൾ അറിയാതെ
നിലവിളിച്ചു പോയി. സ്നേഹിതരുടെ ദുഃഖം അവിടെ നിന്നുവരേയും ദുഃഖത്തിലാക്കി.

അച്ചടക്കം സ്വയം ഉണ്ടാകേണ്ടതോ അടിച്ചേൽപ്പിക്കേണ്ടതോ ?

എ. വി. റഷീദ്

എട്ടാംതരം

ഈ ചോദ്യത്തിനുള്ള ഉത്തരമായ മറുപടി സ്വയം ഉണ്ടാകേണ്ടതു് എന്നാണു്.
എന്റെ ഈ അഭിപ്രായത്തിനു് ചില കാരണങ്ങൾകൂടിയുണ്ടു്.

നാം ഒരു സംഗതി നല്ലതാണെന്നു് സ്വയം കരുതി ചെയ്യുന്ന മറ്റുള്ളവരുടെ നിർ
ബ്രഹ്മപ്രകാരം അതേ കാര്യം ചെയ്യുന്നു. ഇതിൽ ആദ്യത്തേതോ രണ്ടാമത്തേതോ ആത്മാ
ർത്ഥമായി ചെയ്യുക? തീർച്ചയായും ആദ്യത്തേതു്. ഒരാളെയും ഒരു കാര്യവും ബലപ്രയോഗം
കൊണ്ടോ നിർബ്രഹ്മപ്രകാരമോ ചെയ്യാൻ അനുവദിക്കരുതു്. ഗുണത്തേക്കുള്ളൊരേ ദോഷ
മായിരിക്കും വരുത്തുക. അച്ചടക്കത്തിന്റെ കാര്യവും ഏതാണു് ഇതുതന്നെ.

ഒരുവന്റെമേൽ ഒരിക്കലും അച്ചടക്കം അടിച്ചേല്പിക്കരുതു്. ഒരുവനെ നേർവഴിക്കു
നടത്തേണ്ടതിനുപകരം ഫലത്തിൽ ദോഷമോ നാശമോ ആയിരിക്കും സംഭവിക്കുന്നതു്.
ഇതിനു് വേറൊന്നു ചെയ്യും അച്ചടക്കത്തിന്റെ വിലയും മഹാത്മ്യവും വിശദീകരിച്ചു
കൊടുത്തു് അതിന്റെ പ്രാധാന്യം മനസ്സിലാക്കിക്കൊ. അങ്ങിനെയാണെങ്കിൽ ഒരുവനെ
എപ്പോഴും നല്ലനിലയിലേക്കു് നയിക്കും.

ഒരുവനിൽ അച്ചടക്കം അടിച്ചേല്പിക്കുകയാണെങ്കിലോ? തീർച്ചയായും അതു് കുറച്ചു
കാലം മാത്രമേ ഫലപ്രദമാവുകയുള്ളൂ ഉദാഹരണത്തിനു് ഒരു കുട്ടി ഹോസ്റ്റലിൽ താമ
സിച്ചു പഠിക്കുന്നുവെന്നിരിക്കട്ടെ അവിടുത്തെ നിയമങ്ങൾ തീർച്ചയായും അനുസരിക്കാൻ
അവൻ നിർബ്രഹ്മപ്രകാരം പക്ഷേ മാനസ്സികമായി ദുഷ്പ്രവൃത്തികളും ചിന്തകളുമാ
യിരിക്കും അവനിൽ കടന്നുകൂടുന്നതു്. ഹോസ്റ്റലിൽനിന്നും പുറത്തുവരുമ്പോൾ സ്വതന്ത്ര
മായ ഒരു ലോകം കണ്ടു അവൻ അമ്പരക്കും. അവൻ പിന്നീടു് അല്ലവു് താമസിച്ചിരുന്ന
പുതിയ സ്വാതന്ത്ര്യത്തിന്റെ പിന്നാലെ പോകും. ഫലമോ ഒരു അറിയപ്പെടുന്ന വികൃതി
ക്കാരനായി മാറും.

എല്ലാവർക്കും ജീവിതത്തിൽ അച്ചടക്കം ആവശ്യമാണു്. അതു് ഉള്ളവൻ മാത്രമേ
ജീവിതത്തിൽ വിജയമുള്ളൂ. ക്ലാസ്സിൽ പഠിപ്പിക്കുന്ന കാര്യം ശ്രദ്ധയോടെ ശ്രദ്ധിച്ചു
പഠിച്ചാലേ വിജയിക്കുകയുള്ളൂ. അതിനു പകരം അധ്യാപകരെ അനുസരിക്കാതെയി
രുന്നാൽ അവനു് പഠിത്തവും പോകും ദുഷിച്ച അഭിപ്രായവും സമ്പാദിക്കും അച്ചടക്കത്തെ
പറ്റി നമ്മുടെ രാഷ്ട്രപിതാവു് ഒരിക്കൽ പറഞ്ഞു “അച്ചടക്കമുള്ള ഒരു ചെറിയ സൈന്യം
മതി അച്ചടക്കമില്ലാത്ത ഒരു വലിയ സൈന്യത്തെ നിശ്ശേഷം നശിപ്പിക്കാൻ” അതു
കൊണ്ടുതന്നെ അച്ചടക്കമുള്ളവനു് ജീവിതത്തിൽ പരാജയം ഉണ്ടാകുന്നില്ല.

കാട്ടിലെ രാജാവ്

ഷമിം [എട്ടാംതരം]

ഒരിക്കൽ ഒരു വൻകാട്ടിൽ ഒരു ചെറിയ കുട്ടി താമസിച്ചിരുന്നു. അവനായിരുന്നു ആ കാട്ടിലെ രാജാവ്. കാട്ടിലെ മൃഗങ്ങൾ അവനെ വളരെ ഇഷ്ടപ്പെട്ടു. ഒരു കരങ്ങനായിരുന്നു അവന്റെ മന്ത്രി. മന്ത്രി രാജാവിനോടൊപ്പമാണ് താമസിച്ചിരുന്നതു്. ഒരു ദിവസം മന്ത്രിയെ കാണാതായി രാജാവിന് അവനെ കണ്ടുപിടിക്കണമെന്നാഗ്രഹമായി. പിറ്റേന്നു തന്നെ കരങ്ങനെ കണ്ടു രാജാവ് മന്ത്രിയോടു് എവിടെയായിരുന്നു എന്നു ചോദിച്ചു. "ഞാൻ പട്ടണത്തിൽ പോയി" എന്നായിരുന്നു കരങ്ങന്റെ മറുപടി "അവിടെ നിങ്ങളെപ്പോലെയുള്ള മനുഷ്യരെ കണ്ടു നിങ്ങൾക്കു് അവിടെ താമസിച്ചുകൂടെ?" കരങ്ങൻ ചോദിച്ചു. രാജാവ് സമ്മതിച്ചു. മൃഗങ്ങളോട് ഈ വാത്ത് അറിയിച്ചു. അവർ ദുഃഖിച്ചു. പക്ഷേ രാജാവ് പോകാൻ തീരുമാനിച്ചു ഒരു കിഴവൻ ആന ഒടുവിൽ ഒരു കഴൽനീട്ടി ഇങ്ങിനെ പറഞ്ഞു "ഇതു് നിങ്ങൾ എടുത്താലും. നിങ്ങൾ ചെറിയ അപകടത്തിൽ പെട്ടാൽ ഒരു പ്രാവശ്യവും വലിയ അപകടത്തിൽപ്പെട്ടാൽ രണ്ടു പ്രാവശ്യവും ഈ കഴൽ ഊതുക. ഞങ്ങൾ വന്നു് അങ്ങയെ രക്ഷപ്പെടുത്തിക്കൊള്ളാം." കഴലടുത്തു് ആനപ്പുറത്തു കയറി കാടിന്റെ അപസാറംവരെ രാജാവ് പോയി. രാജാവു നടന്നു. ഏകനായി ധാരാളം മനുഷ്യരെ കണ്ടു. അല്പം കഴിഞ്ഞപ്പോൾ കുറേപേർ ഒരു മനുഷ്യനെ ആക്രമിക്കുന്നതു കണ്ടു. അവൻ കഴലെടുത്തു് ഊതി. ഉടൻതന്നെ കുറെ മൃഗങ്ങൾ വന്നു് അവരെ കൊന്നു ആക്രമിക്കപ്പെട്ടയാൾ ഒരു രാജാവായിരുന്നു. അയാൾക്കു് കുട്ടികൾ ഇല്ലായിരുന്നു ഈ കുട്ടിയുടെ പ്രപത്തിയിൽ സന്തോഷിച്ചു് രാജാവ് കുട്ടിയെ തന്റെ കൊട്ടാരത്തിലേക്കു് കൊണ്ടുപോയി. അവിടെ താമസിപ്പിച്ചു.

ഒരിക്കൽ മന്ത്രി കൊട്ടാരത്തിൽ കുതിരപ്പുറത്തു വന്നു് എന്തോ മന്ത്രിച്ചുപോയി. രാജാവിനെ കരഞ്ഞു തോട്ടത്തിൽ കളിച്ചിരുന്ന കുട്ടി ഇതു കണ്ടു. കാര്യം അന്വേഷിച്ചു. ശത്രുക്കൾ തങ്ങളെ അക്രമിക്കാൻ വരുന്നത്രെ. കുട്ടി രാജാവിനോടു പറഞ്ഞു "ഞാൻ നിങ്ങളെ രക്ഷിക്കാം യുദ്ധത്തിന്റെ വിവരങ്ങൾ പറയുന്ന രാജാവ് ഇതു കേട്ടില്ല. യുദ്ധം തുടങ്ങി സൈന്യത്തെ ഒരുക്കിനിൽക്കി. കുട്ടി തന്റെ കഴലെടുത്തു് പല പ്രാവശ്യം ഊതി കാട്ടിലെ മൃഗങ്ങൾ എല്ലാം വന്നു ശത്രുക്കളെ ശരിക്കും ആക്രമിച്ചു. അവരെ കീഴടക്കി. ശത്രു രാജ്യവും അവർ പിടിച്ചെടുത്തു. കുട്ടി അതു് രാജാവിനു് കൊടുത്തു. ഏറെ താമസിയാതെ കുട്ടി മൃഗങ്ങളോടൊപ്പം കാട്ടിലേക്കുതന്നെ പോയി. എല്ലാവരും അതുതത്തോടെ നോക്കിനിന്നു. □ □

ചുരുക്കത്തിൽ ഒരുവനിൽ അവശ്യം ആവശ്യമായ ഒന്നാണു് അച്ചടക്കം. അതുപോലെതന്നെ അച്ചടക്കം ഒരുവനിൽ സ്വയം ഉണ്ടാകേണ്ടതുമാണു്. നല്ല അച്ചടക്കമുള്ള ജീവിതത്തിനു് ചില കഷ്ടതകളും അദ്ധ്വാനവും വേണം. പണ്ഡിറ്റ് ജവഹറിലാൽ ഒരിക്കൽ പറഞ്ഞതു് ഇങ്ങിനെയാണു് "ഒരു നല്ല ശരീരം ഉണ്ടാക്കുവാൻ എന്തെല്ലാം പ്രയത്നങ്ങൾ ചെയ്യുന്നുണ്ടോ, കുറഞ്ഞതു് അത്രയെങ്കിലും പ്രയത്നം മാനുഷമായ, അച്ചടക്കമുള്ള ഒരു ശരീരം നിലനിർത്തുവാനും ചെയ്യേണ്ടതുണ്ടു്. □

ഇന്നു് വിവാഹിതരാകുന്നു

മുരളി ചെറുകുറുന്ന്

"കൊല്ലത്തു് കട്ടത്തു. കരയിൽ കഞ്ഞച്ചന്റെ മകൾ കഞ്ഞമ്മയും (ജമ്നി) കോട്ടയത്തു് പുത്തൻ വീട്ടിൽ ഔസേപ്പിന്റെ മകൻ ഷാജിയും (അമേരിക്ക) തമ്മിലുള്ള വിവാഹം ഇന്നു നടക്കുന്നു." ഇങ്ങിനെയാരു പരസ്യം കണ്ടാൽ ആദ്യം നമ്മളിൽ ഒരു അങ്കലാപ്പുണ്ടാകും. വിവാഹം എവിടെ വെച്ചായിരിക്കുമോ ആവോ? പള്ളിയിലോ, അമ്പലത്തിലോ വീട്ടിലോ? അതോ ജർമ്മനിയിലോ അമേരിക്കയിലോ? അറിഞ്ഞിട്ടു കാര്യം ഇല്ലായിരിക്കും. കാരണം അവരുടെ ഫോട്ടോ ലക്ഷോപലക്ഷം ജനങ്ങൾ ദർശിച്ചിട്ടുണ്ടാവുമല്ലോ. അതുമതി. വരനെ പ്രേമിച്ചിരുന്ന കാമുകി (മാരോ) യോ മരിച്ചു് വധുവിനെ നിത്യേന പ്രേമാഭ്യർത്ഥനയുമായി അലട്ടിക്കൊണ്ടിരുന്ന കാമുകൻമാരോ ഇതൊരു ഗസറ്റു വിജ്ഞാപനംപോലെ കരുതി രണ്ടു പേരെയും തുടൻ വരാവുന്ന ഉപദ്രവത്തിൽനിന്നു് ദയവായി ഒഴിവാക്കണം എന്ന ഒരറിയിപ്പുകൂടി ഈ ഫോട്ടോ പരസ്യത്തിൽ ഒളിഞ്ഞിരിപ്പുണ്ടായിരിക്കാം. മരൊറാണു് വധു കഞ്ഞമ്മ ജർമ്മനിയിലാണു് ജോലി ചെയ്യുന്നതെന്നും വരൻ അമേരിക്കയിലാണെന്നും അറിയിക്കാമല്ലോ. ചിലർ ലോകത്തെ തങ്ങളുടെ പരിശുദ്ധ മുഖങ്ങൾ കാണിക്കാനേ ഉദ്ദേശിച്ചിട്ടുണ്ടാവുകയുള്ളു. പക്ഷേ അവിടെയാണു് കഴപ്പം. രണ്ടു കൃഷ്ണാണികളും വ്യത്യസ്ത ധ്രുവത്തിലേക്കിരിക്കുന്ന നീലോല്പലാക്ഷിയേയും വികൃത മുഖമുള്ള സുമുഖനേയും കാണുമ്പോൾ പേരും പടവും തമ്മിലുള്ള അന്തരം മനസ്സിലാക്കാം. പിന്നെയും കഴപ്പങ്ങൾ ഉണ്ടു്. ചില പത്രങ്ങളിൽ സുമുഖിക്കും സുന്ദാരും പകരം കുറത്തു നരച്ച ചില ഭാഗങ്ങൾ മാത്രം കാണാം. അടിയിൽ ഹതഭാഗ്യരുടെ പേരും മേൽവിലാസവും. റെയിൽവേ സ്റ്റേഷനിൽ തൂക്കിയിട്ടിരിക്കുന്ന പോക്കറ്റടിക്കാരരുടെ ലിസ്റ്റ് പോലെ കാണാം.

'ഇന്നു വിവാഹിതരാകുന്നു' ചിലരെങ്കിലും ഇന്നു വിവാഹം കഴിക്കണമെന്നില്ല. ഈയുള്ളവന്റെ ഒരു സുഹൃത്തിനു് അനുഭവിക്കേണ്ടി വന്ന ദുഃഖിയി ഇതിനു് ഉദാഹരണമാണു്. തലേ ദിവസം കൂടി ഒന്നിച്ചു് ഒരാപ്പീസിൽ പണിയെടുത്തതാണു് പ്രസ്തുത കൂട്ടുകാരനും മഹതിയും. പുലർച്ചെയുള്ള പത്രത്തിൽ ധൂതിയിൽ കണ്ണോടിച്ചു് അപ്പീസിലേക്കു പുറപ്പെടാൻ ബഹളം കൂട്ടുമ്പോഴാണു് തന്റെ ഉറ്റ സുഹൃത്തിന്റെ വിവാഹ ഫോട്ടോ കണ്ടതു്. "സുഹൃത്തുക്കൾ ഇതൊരറിയിപ്പായി കരുതി എന്റെ വിവാഹത്തിൽ പങ്കെടുത്തു് ഞങ്ങളെ അനുഗ്രഹിക്കണം" എന്നുകൂടി എഴുതിയിട്ടുണ്ടു്. ജോലിക്കാരൻ വശം അധുധിക്കു് ഉള്ള അപേക്ഷ കൊടുത്തിട്ടു് വേഗം വിവാഹ മണ്ഡപത്തിലേക്കു് കുതിച്ചു. അവിടെ ചെന്നപ്പോൾ മറ്റു കൂട്ടുകാരെയും കണ്ടു. സന്തോഷത്തിനുപകരം മരിച്ച വീട്ടിലെ അനുഭവമാണു് തോന്നിയതു്. 'പ്രതിശ്രുത വരൻ' വേഷം ചെയ്തു് ഓഫീസ്സിൽ

ലേക്ക് ഇറങ്ങാൻ തിരിച്ചപ്പോഴാണ് സ്വയംവരത്തിനെത്തിയ രാജാക്കന്മാരെപ്പോലെ മന്ദമന്ദം ഗമിക്കുന്നത്. ഇരകൂട്ടരും പമ്മി എന്നു പറയുന്നതായിരിക്കും ഉത്തമം. ഒരു ചെറിയ അച്ചടിയെറ്റു വരുത്തിയ നാശം! 'ഇന്നു വിവാഹിതരാകുന്ന' ചിലർ തലേ ദിവസം രാത്രിയിൽ പഴയ കാമുകനുമായി ഒളിച്ചോടിയിട്ടുണ്ടാവും. മറ്റു ചിലർ സ്വർഗ്ഗത്തിൽവെച്ച് ആഘോഷിക്കുന്നുണ്ടാകും. ചിലർ ഈയാഴ്ചയിലായിരിക്കും വിവാഹം ചെയ്യുക. അവർക്കെല്ലാം മുകളിൽ സൂചിപ്പിച്ച ചൊവ്വാഴ്ചോടും സംഭവിച്ചേക്കാം. ചിലർ പത്രത്തിൽ പടം വരുത്തുന്നതിൽ എതിർപ്പുള്ളവരായിരിക്കും. പക്ഷേ ഒഴിച്ചുകൂടാൻ വയ്യാത്ത ഒരു കൂട്ടുകാരൻ വന്നു രണ്ടു ഫോട്ടോകൾ സംഘടിപ്പിച്ച് പത്രമാഹിസ്സിലേക്ക് ഓടാറുണ്ട്. കൂടെ ഒരു കുറിപ്പും 'ഇന്നു വിവാഹിതരാകുന്ന ഇരുവർക്കും ഞങ്ങളുടെ മംഗളാശംസകൾ' ചിലർ ഫോട്ടോകളുടെ കൂടെ ബ്രാക്കറ്റിൽ വരൻ എന്നും വധു എന്നും ഇടാറുണ്ട്. ഒരു രീതിയിൽ നല്ലതാണിത്. കാരണം മീശപോലും കരുക്കാരെ മുടി നീട്ടി വളർത്തിയവനെ മനസ്സിലാക്കാൻ പ്രയാസമാണ്. അതുപോലെ രോമം മാറാൻ മരുന്ന് പുരട്ടി വീണ്ടും മുഖം കൂടുതൽ വികൃതമായിത്തീരുമ്പോൾ വധു എന്നുതന്നെ വിളിക്കണം.

ഇന്നു വിവാഹിതരാകുന്നവരിൽ ഒരു ന്യൂനപക്ഷമെങ്കിലും വരന്റെയും വധുവിന്റെയും ഇരട്ടപ്പേരുകൂടി ചേർക്കും. ഇനിയൊരു വിഭാഗം ബിരുദം ചേർക്കുന്നവരായിരിക്കും ഇതേപോലെതന്നെ വേറെയൊരു കൂട്ടരുണ്ട്. നാലാം ക്ലാസ്സു പാസ്സായി കള്ളത്തരം കാണിച്ച വിദേശത്തുപോയ ചിലർ കാണും. മോളമ്മ (USA)യും മോനച്ച (USSR)നും തമ്മിൽ വിവാഹിതരാകുന്നതു നോക്കാം. പരോക്ഷമായി എങ്കിലും ഇതിന്റെ പിന്നിൽ അരു അറിയിപ്പ് ഒളിഞ്ഞിരിപ്പുണ്ട്. അതായത് പതിനായിരക്കണക്കിനു രൂപാ മുടക്കി ബിരുദമെടുത്ത് തൊഴിലില്ലാതെ നടക്കുന്നവരെ, ഞങ്ങൾ ഇന്നു രാജ്യത്തു ജോലി ചെയ്യുന്നതിനാൽ VISA ക്ക് ഞങ്ങളെ സമീപിക്കുക. ഇനിയൊരു കൂട്ടർ ഇതിൽനിന്നും വിഭിന്നരാണ്. അവർ ഇന്നു വിവാഹിതരാകുമെങ്കിലും അവരുടെ ബന്ധുക്കളുടെ വിവര പട്ടിക കൂടി നിരത്താൻ മറക്കുകയില്ല. ഉദാഹരണത്തിനു "ഇടപ്പള്ളി പുത്തൻ വീട്ടിൽ മോഹനന്റെ (USA) അനിയനും കാഞ്ഞിരപ്പള്ളി ബാലചന്ദ്രന്റെ (Dubai) അളിയനും തിരുവനന്തപുരം ഗാന്ധിനഗറിൽ താമസിക്കുന്ന പത്മിനി (Germany) യുടെ മകനും എൻജിനീയറുമായ വിജയകുമാരന്റെയും.....ജോളിയുടെയും വിവാഹം" എന്നു കാണാം. ഇതിൽനിന്നും യഥാർത്ഥ വരനെയും വധുവിനെയും കണ്ടു പിടിക്കാൻ വളരെ കഷ്ടപ്പെടേണ്ടി വരും. ചിലർ പരസ്യം മാത്രം കൊടുത്ത് കൂട്ടുകുണം നടത്തും. ഇതൊരറിയിപ്പായി കരുതി എല്ലാവരും പങ്കുചേരണം. സത്യത്തിൽ എല്ലാവരും വരണമോ? ഇല്ലെന്നാണെന്റെ അഭിപ്രായം. ഇനി എല്ലാവരും വന്നാലോ? വിവാഹ സംഘാടകർക്ക് ഹാ! കഷ്ടം. ഏതായാലും ഇന്നു വിവാഹിതരാകുന്ന എല്ലാവർക്കും എന്റെ അഭിനന്ദനങ്ങൾ!

കഥ

ഇ ണ യ യ തേ ടി

ബെന്നി ജോർജ്ജ്
ബന്തംതരം

കോളേജിൽ സമരം കൊടുമ്പിരിയെടുക്കാനിരിക്കുന്ന കാലം. പ്രേമാണ് നേതാവ് സുന്ദരനും തന്റേടിയുമായ അവൻ സ്കൂളിൽ ബഹളമുണ്ടാക്കുന്നു. കാരണം നിസ്സാരം. ഒരു വിദ്യാർത്ഥിയെ ഹെഡ്മാസ്റ്റർ പിരിച്ചുവിട്ടു. ഒരാഴ്ചയായി ബഹളം തുടങ്ങിയിട്ട്. എല്ലാ വിദ്യാർത്ഥികളും പിന്നാലെ കൂടിയിട്ടുണ്ട് ബി. കോ. വിദ്യാർത്ഥിനിയായ ഹേമമാത്രം ശാന്തയായി നിന്നു. അവളെ പലരും സമരത്തിൽ ചേരാൻ നിർബ്ബന്ധിച്ചു സുന്ദരിയും സൽസ്വഭാവിയുമായ അവൾ അവളുടെ ഭാവിയെ ഓർത്ത് ബഹളത്തിൽനിന്നും ഒഴിഞ്ഞുമാറി.

പ്രേമയുടെ ക്ലാസ്സിലാണ് ഹേമ പഠിച്ചിരുന്നത്. പ്രേമ തന്റേടിയായിരുന്നു. ജോസ് എന്നൊരാളിനെ അവൾ പ്രേമിച്ചു. ജോസ് ജി.നേഷ്യത്തിൽപോകുന്ന ഒരാളാണ്. ശരീര സൗന്ദര്യമത്സരത്തിൽ സമ്മാനവും ലഭിച്ചിട്ടുണ്ട്. അവൻ പ്രേമിക്കുന്നതിനോടു എതിരാണ് കാരണം വിവാഹം കഴിഞ്ഞാൽ തന്റെ ശാരീരികഭംഗി നഷ്ടപ്പെടുമ്പോകുമെന്ന് ജോസ് ചിന്തിച്ചിരുന്നു. പക്ഷേ പ്രേമ വിട്ടില്ല. അവൾ അവൻ കത്തുകളെഴുതി. ഒന്നിൽ ഇങ്ങിനെ എഴുതിയിരുന്നു. "പ്രേമേട്ടാ ഇന്നു വൈകിട്ട് ബീച്ചു വാര വരണം. ഞാൻ കാത്തിരിക്കും." ജോസ് രണ്ടും കല്പിച്ചു ബീച്ചിലെത്തി. അവൾക്ക് സ്വന്തം വികാരം പിടിച്ചുമുട്ടാൻ കഴിഞ്ഞില്ല. ജോസിനോടുള്ള ഗാഢമായ സ്നേഹം അവൾ ആവർത്തിച്ചു പറഞ്ഞു അവൻ ചെവികൊണ്ടില്ല. പ്രേമക്ക് ദുഃഖം സഹിക്കാൻ കഴിയാതെ കോളേജിൽനിന്നും മാറി.

കാലം കൊഴിഞ്ഞുവീണു. ജോസ് തന്റെ ശരീരഭംഗിയിൽ അഹങ്കരിച്ചു. എപ്പോഴും സ്വന്തം ബൈക്കിൽ അവൻ ചുറ്റിക്കറങ്ങി വീട്ടുകാർ അനേകം ആലോചനകൾ നടത്തി അവൻ അതിനെയെല്ലാം എതിർത്തു. കായികവിദ്യാർത്ഥി ജീവിതം എന്ന് ജോസ് ചിന്തിച്ചുപോയി. അവസാനം അവൻ വിവാഹം ചെയ്യാൻ തീരുമാനിച്ചു. വീട്ടുകാർക്കിഷ്ടമായി. ഒരിക്കൽ ജോസ് സ്വന്തം വണ്ടിയിൽ പോവുകയായിരുന്നു. ഒളിഞ്ഞിരുന്ന അപകടം അവന്റെ കാലുകളെ നഷ്ടപ്പെടുത്തി. നിശ്ചയിച്ചിരുന്ന വിവാഹം മുടങ്ങി കാലോടിഞ്ഞ ഒരാളുമായി സുന്ദരിയും വിദ്യാഭ്യാസവുമായ മകളെ വിടാൻ മാതാപിതാക്കൾ സമ്മതിച്ചില്ല. ഗുണമില്ലാത്തതും ആർക്കും വേണ്ടാത്തതുമായ തന്റെ ശരീരത്തെ ഓർത്ത് ജോസ് കണ്ണുനീർ പൊഴിച്ചു. തന്റെ ശരീരഭംഗി മോഹിച്ചു തന്നെ വിവാഹം ചെയ്യാൻ അഭ്യർത്ഥനയുമായി വന്ന പലരേയും ഓർത്തു. അങ്ങിനെ പ്രേമയെ വിവാഹം കഴിക്കാൻതന്നെ തീരുമാനിച്ചു. അവൻ പല സങ്കല്പങ്ങളും മോഹങ്ങളും ഉണ്ടായി. ചെപ്പുകാലുമായി ജോസ് പ്രേമയുടെ വീട്ടിലെത്തി. അവൻ അതിശയിച്ചു പോയി. പ്രേമ കല്യാണമണ്ഡപത്തിൽ ഇരിക്കുന്നു. ജോസിനു അതു കാണാൻ കഴിഞ്ഞില്ല. അവൻ തിരിഞ്ഞു നടന്നു. ഇണയെ തേടിയുള്ള അവസാനിക്കാത്ത നടത്തം.

സൂക്ഷിച്ചാൽ ദുഃഖിക്കേണ്ട

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കാര്യങ്ങൾ മുൻകരുതലോടുകൂടി ചെയ്യാൽ പിന്നീട് ദുഃഖിക്കേണ്ടി വരില്ല. മുകളിൽ പറഞ്ഞത് ഒരു ചൊല്ലാണ്. ഈ പഴയ ചൊല്ല് ശരിയാണെന്ന് എനിക്കും തോന്നിയിട്ടുണ്ട്. പ്രസിദ്ധരായ എല്ലാ ആരക്കാരും ഈ അഭിപ്രായത്തോടു യോജിക്കുന്നവരാണ്. സൂക്ഷിച്ചാൽ നമ്മൾക്കുതന്നെ അതിന്റേതായ നന്മ പിന്നീട് ഉണ്ടാകും. സൂക്ഷിക്കാതിരുന്നാലോ? അതുപോലെ നാശവും സംഭവിക്കും. പല ഉദാഹരണങ്ങൾ എനിക്കു പറയാൻ സാധിക്കും. വളവിൽകൂടി പോകുന്ന ഒരു കാറ്റ് സൂക്ഷിച്ചു തിരിച്ചിട്ടില്ലെങ്കിൽ തീർച്ചയായും അപകടം ഉണ്ടാകും. സൂക്ഷിച്ചാൽ ഒഴിവാക്കാവുന്നതാണ് ലോകത്തിലെ അപകടങ്ങളെല്ലാം. ശ്രദ്ധക്കുറവും അലസതയും മടിയും ആണ് അപകടത്തിന്റെ കാരണക്കാർ. ഇതെല്ലാം സൂക്ഷിക്കുവാനുമാണ് ഉദ്ദേശ്യം. പരീക്ഷകൾ കൂട്ടിക്കൊണ്ടു നന്നായി എഴുതിയാൽ പരീക്ഷാഫലം വരുമ്പോൾ വിഷമിക്കേണ്ട. അതിനുപകരം പരീക്ഷ കഴിഞ്ഞു പ്രാർത്ഥിച്ചുകൊണ്ടും ഫലമില്ല അന്നുള്ള പഠനം അന്നു പഠിച്ചാൽ പരീക്ഷ എളുപ്പമായിരിക്കും. നമ്മൾ ആരെല്ലാമുണ്ട് അതുപോലെ ചെയ്യുന്നത്?

സൂക്ഷ്മത എവിടെയും വേണം? രാവിലെ ഉണരുന്നപ്പോൾ മുതൽ രാത്രി ഉറങ്ങുന്നതുവരെ സൂക്ഷ്മത വേണം. ഓരോ നിമിഷവും ഓരോ കാര്യവും ശ്രദ്ധിച്ചു ചെയ്യാവൂ. സൂക്ഷ്മതയില്ലെങ്കിൽ നഷ്ടം സംഭവിക്കുന്നത് ആർക്കാണ്? അവനവൻ തന്നെ. സൂക്ഷ്മത കുറവുകൊണ്ടുണ്ടാകുന്ന വാഹന അപകടങ്ങളും മറ്റും എത്രമാത്രമാണ് നമ്മൾ ദിനപ്രതിങ്ങളിൽ കാണുന്നത്! ചെടിക്കു തളിക്കേണ്ട വളം മരുമെന്നു പറഞ്ഞ് കടിക്കുക; ഓപ്പറേഷൻ നടത്തുമ്പോൾ കൃത്യമായ ഉള്ളിൽവെച്ചു മറക്കുക, തുടങ്ങി അനേകം ഉദാഹരണങ്ങൾ എനിക്കു പറയാൻ കഴിയും. അതിനാൽ എനിക്കു നിങ്ങളോടു പറയാനുള്ള ഒരേയൊരു കാര്യം ഏതു കാര്യവും സൂക്ഷിച്ചു ചെയ്യുക എന്നതാണ്. ഒരു സംശയവുമില്ലാതെ പറയാം ഏതു കാര്യവും സൂക്ഷ്മതയോടെ ചെയ്താൽ ജീവിതത്തിൽ ഉയർച്ചയുണ്ടാകും. കൂടാതെ സന്തോഷവും ലഭിക്കും. ഇല്ലെങ്കിൽ ചെയ്ത തെറ്റൊന്നും പശ്ചാത്തപിക്കേണ്ടതായി വരും.

ടിപ്പ് ?

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ഏഴാം തരം

നൈറോബിയിൽ ഒരു വലിയ കുടുംബത്തിലെ ഒരംഗമായിരുന്നു രാംസിംഗ്. പാഠനയായിരുന്നു അദ്ദേഹത്തിന്റെ ജന്മദേശം. അയാൾക്ക് ഒരു നായാട്ടുനായ ഉണ്ടായിരുന്നു പേരു ടിപ്പ്. വളരെ ചെറുപ്പത്തിൽതന്നെ അതിനെ വേട്ട വിദ്യകൾ എല്ലാം പഠിപ്പിച്ചു. അതിനു എപ്പോഴും അദ്ദേഹത്തിന്റെ ക്ഷേണത്തിൽനിന്നും ഒരു ഭാഗം കൊടുക്കും. രാംസിംഗിന്റെ മക്കളായ അജിത്തിനും സുജിത്തിനും നായയെ വളരെ ഇഷ്ടമായിരുന്നു. എവിടെ പോകുമ്പോഴും ടിപ്പ് കൂടെ ഉണ്ടാകും.

പതിവുപോലെ ഒരു ദിവസം നായാട്ട് ഉപകരണങ്ങളുമായി രാംസിംഗ് ജീപ്പിൽ കയറി നായാട്ടിനു പോയി കൂടെ ടിപ്പുവും. വനങ്ങൾക്കുള്ളിലേക്ക് ജീപ്പ് പാഞ്ഞുകയറി ഒരു പുലി ചീറിക്കൊണ്ടു മുനയിൽ നില്ക്കുന്നു. അന്നുവരെ താൻ കണ്ടിട്ടില്ലാത്ത രീതിയിൽ ആഘാതവും വലിപ്പവും ഉള്ള ഒരു ഉഗ്രൻ പുലി. രാംസിംഗ് ജീപ്പ് നിർത്തി പുലി കാടി മാഞ്ഞു. സിംഗ് വിചാരിച്ചു ഉള്ളിലേക്ക് പോയാൽ കൂടുതൽ മൃഗങ്ങളെ കാണാൻ സാധിക്കും. ചിലപ്പോൾ ആ പുലിയേയും. അയാൾ പോയി. അതാ നില്ക്കുന്ന ആ ഇഴറപ്പുപുലി. രാംസിംഗ് തോക്കെടുത്തു ഉന്നംവെച്ചു. കാഞ്ചി വലിച്ചു റേ.....പുലിയുടെ മാറത്തുതന്നെ ചെടി ഏറ്റു. പക്ഷേ ആ പുലി ചത്തില്ല. അതിന്റെ ശക്തി വർദ്ധിക്കുന്നതുപോലെ തോന്നി. രാംസിംഗിന്റെ നേരെ അതു ചാടി. രാംസിംഗ് അതു മായി മല്ലിട്ടു. ടിപ്പ് യജമാനനെ രക്ഷിക്കുവാനായി പുലിക്കു നേരെ ചാടി. അതിയേക്കു പോരാട്ടം. നായയുടെ ഒരു വാലും ഒരു കാലും നഷ്ടപ്പെട്ടു. രാംസിംഗ് അതു പിന്നീടാണ് കണ്ടത്. പുലി മലൻപിണ തക്കംനോക്കി രാംസിംഗ് കാഞ്ചി വലിച്ചു. പുലി ചത്തു. അവിടെതന്നെ മലൻപിണ. ടിപ്പുവിനെയും പുലിയേയും ജീപ്പിലാക്കി രാംസിംഗ് വീട്ടിലേക്കു പോയി. ടിപ്പുവിന്റെ മുറിവുകളിൽ മരുണവച്ചു. എങ്കിലും വേദന സഹിക്കാനാവാതെ ടിപ്പ് ജീവൻ ചെടിഞ്ഞു. രാംസിംഗിന്റെയും മക്കളുടെയും മുനയിൽ ടിപ്പ് ഒരു ഓർമ്മയായി മാറി.

കഥ

രാമുവും രഘുവും

സന്തോഷ് എം. നായർ
എട്ടാം തരം

പണ്ടൊരു രാജ്യത്ത് രഘു, എന്നു പേരായ ഒരു ആൾ താമസിച്ചിരുന്നു. അച്ഛൻറെയും അമ്മയുടെയും കൂടെ അയാൾ താമസിച്ചു. ആ രാജ്യത്ത് രാമു എന്നൊരു റൗഡിയും താമസിച്ചിരുന്നു. അയാൾ നാട്ടിൽ എല്ലാവരെയും ഉപദ്രവിക്കുമായിരുന്നു. നാട്ടുകാർ രാമുവിനെയും അയാളുടെ സംഘത്തെയും യോജിപ്പിച്ചിരുന്നു. അവരെ പേടിച്ചിട്ട് ആരും പുറത്തു വരില്ല. ദിവസവും ഒരു കൊള്ളയെങ്കിലും രാത്രിയിൽ അവർ നടത്തുമായിരുന്നു ധാരാളം ആരോണങ്ങളും പണവും രാമുവും സംഘവും മോഷ്ടിച്ചു. പോലീസ് അവരെ പിടിക്കാൻ വളരെ പരാശ്രമിച്ചു. പല അടവുകളും പ്രയോഗിച്ചു നോക്കി. ഒന്നും ശരിയായില്ല. ഈ വാർത്ത നാടാകെ പരന്നു. എല്ലാവർക്കും പേടി വർദ്ധിച്ചു ഒരു ദിവസം രാത്രിയിൽ രാമുവും കൂട്ടരും രഘുവിന്റെ വീട്ടിൽ കടന്നു. ഓട്ടം പൊളിച്ചാണവർ ഉള്ളിൽ കയറിയത്. രഘുവും അച്ഛനും അമ്മയും ശബ്ദം കേട്ട് ഉണർന്നു രാമു രഘുവിന്റെ അമ്മയോട് ആരോണങ്ങൾ ആവശ്യപ്പെട്ടു. അവർ കൊടുത്തില്ല. രാമുവിന് ഭോഷ്യം വന്നു. അവൻ രഘുവിന്റെ അമ്മയേയും അച്ഛനേയും വെടിവെച്ചു കൊന്നു, ആരോണങ്ങൾ കൈക്കലാക്കി അവർ സ്ഥലം വിട്ടു രഘുവിന്റെ ദുഃഖം പറയേണ്ടതില്ലല്ലോ. എങ്ങിനെയും രാമുവിനെ കൊല്ലണം എന്നൊരു ഓര ആഗ്രഹം മാത്രമായിരുന്നു രഘുവിന്. എല്ലാ നടപടികളും തയ്യാറെടുപ്പുകളും രഘുചെയ്തു. അടുത്ത ഗ്രാമത്തിൽ പോയി അവിടെ നിന്നും ഒരു നല്ല തോക്കു വാങ്ങി. രാമുവിനും സംഘത്തിനും മാത്രമുള്ള ഒരു തോക്കായിരുന്നു അത്. രഘു തന്നെ പാത്തിരുന്നു. പല രാത്രികളിലും അവൻ തോക്കുമായി നടന്നു. അവസാനം ഒരു കററിക്കാട്ടിൽ അവർ ഇരിക്കുന്നതു കണ്ടു. സമയം രാത്രി. എന്തൊക്കെയോ അവർ സംസാരിക്കുന്നു. ഒടുവിൽ രാമുവിനെയും കണ്ടു. മറ്റുള്ളവരെ ഉപദ്രവിക്കുന്നത് രഘുവിന് ഇഷ്ടമല്ലായിരുന്നു എങ്കിലും മാതാപിതാക്കളെ കൊന്ന അവനോട് പകരം വീട്ടണം. രഘുവിന്റെ കണ്ണുകൾ എന്തുകൊണ്ടോ നിറഞ്ഞു. അവൻ രാമുവിനെ നോക്കി ഉന്നം വെച്ചു. രാമു മരിച്ചു. അവൻ മറ്റുള്ളവരെയും വെടിവെച്ചു. എല്ലാവരും ഓടിമറഞ്ഞു രഘു പോലീസിനോട് എല്ലാം പറഞ്ഞു. രഘുവിനെ ഒന്നും ചെയ്യില്ല. പകരം എല്ലാവരും അവനെ അഭിനന്ദിച്ചു.

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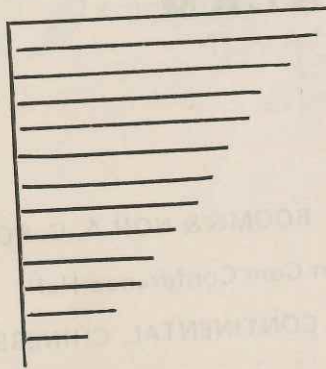
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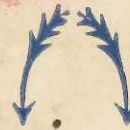
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