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MUSIC-MAKING

Jayant Mukhopadhyaya reports on the recently-concluded Inter-House Music Competition

The Inter-House Music Competition, as always, was eagerly awaited by everyone in the School community and the boys did not fail to impress the audience and the judges with their performances which clearly showed that they had been practising over the past several months.

The first day's categories began with the traditional lamp-lighting by the Chief Guest, renowned veena player, Ajit Singh, who taught music in School for many years. The first event of the evening was the Solo Piano. Yuv Khosla's technical ability in the virtuoso piece, *Tarantella*, reflected fluency and facility. Shatrunjai Rai Dewan's musicality came to the fore in his interpretation of Grieg's *Prelude*. Tanuj Kumar gave a fine performance with his rendition of Chopin's famous *Nocturne in E flat*. Sumer Sehgal and Yuvan Kumar, the young soloists from Jaipur and Tata Houses held their own amidst the competition.



From the cascading notes on the piano, we went to the hard-hitting beats of the Drum Solos. Vigya Singh and Siddharth Bathla showed their control of and regard for the subtleties of rhythmic patterns; Darshdeep Hora gave an innovative performance using various percussion instruments that hadn't been seen before on stage, including water glasses! Aashray Batra stole the show with a scintillating performance of his piece entitled *Sounds of Silence*.

The Green Day mania continued from last terms *Battle of the Bands* with Kashmir House performing *Viva La Gloria* and Tata House with their energetic rendition of *Holiday*. This year we saw some courage onstage with bands picking up great anthems like *Highway to Hell* performed by Oberoi House and *Money for Nothing* performed by Jaipur House. The performance by Hyderabad House was noteworthy for its instrumentation in Coldplay's *Fix You* with the solo vocal well-backed by harmonisation.

The first day came to an end with the greatly anticipated Dance section. Jaipur House impressed us with stunning visual effects and slick footwork in *Rise and Fall of the Machines*. Kashmir House gave us an extremely entertaining dance with their theme *Old School vs. New School*. Oberoi House's patriotic theme *War and Peace* showed great choreographic unity. Tata and Hyderabad Houses displayed energy and some intricate steps in their dances with memorable performances by Agni Raj Singh and Rishabh Chatterjee.

The second (and final) day of the competition started with the Tabla section. All the performers played in *Teen Taal*. Yashaswat Kapur and Kartikey Pandey of Tata House showed skill and coordination. Divyam Agarwal of Kashmir



House and Uday Shriram of Hyderabad House played solo and gave powerful and well-structured performances. The young soloists of Jaipur and Oberoi Houses made their debuts in this competition and displayed remarkable confidence for first-timers.

The MPH was next filled with melody with the Light Vocal Section showcasing *ghazals* and a *bhajan*. The poetry of songs such as *Aaj jaane ki zid na karo* and *Man Baawara* had an appreciative audience. The Hindustani Instrumental Section saw some innovative combinations: harmonica and flute (Harsh Singhania and Pranoy Bohara of Tata House), and flute and violin (Prashant Bhandari and Hamza Khan of Jaipur House). Shreshtha Khaitan mesmerised

us with the clarity of his playing and musical understanding in his rendition of Raga *Kirwani*, played on the mandolin.

As a grand finale, the House choirs took the stage. In tribute to Rabindranath Tagore, whose 150th birth anniversary is being celebrated this year, the choirs presented *Rabindra Sangeet. Aguner Parashmani* from the 'Prayer' series and the lyrical hymns to nature like *Akash Bhara* and *Phagun Legeche...* showcased vocal devices like modulation, voicing and part-singing. The choirs did full justice to the lilting melodies.

After a vote of thanks by PCH and a nostalgic speech by the Chief Guest in which he recounted his memories of past music competitions, came the much-anticipated announcement of the results. Great cheers erupted from the crowd with each announcement and after dominating over the last two days, Hyderabad House was rewarded with the Inter-House Music Competition Trophy. And so we came to an end of yet another year of hard work, dedication, confidence, mistakes, emerging new talent and, above all, the celebration of making music.

INTER-HOUSE RESULTS

The following are the winners in the different categories of the **Inter-House Music and Dance Competition, 2010**:

Solo Piano: Shatrunjai Rai Dewan (Hyderabad House)

Drum Solo: Aashray Batra (Hyderabad House)

Dance: Jaipur House

Popular Band: Hyderabad House

Tabla: Tata House

Light Classical Vocal: Vinayak Agarwal and Shatrunjai Rai Dewan (Hyderabad House)

Hindustani Instrumental: Shreshtha Khaitan (Oberoi House)

Choir: Hyderabad House

The following are the overall **House** positions:

1st: Hyderabad House

2nd: Kashmir House

3rd: Oberoi House

4th: Tata House

5th: Jaipur House

The following are the results of the **Inter-House First Aid Competition, 2010**:

1st: Hyderabad House

2nd: Kashmir and Oberoi Houses

4th: Tata House

5th: Jaipur House

Rohan Shriram was declared the **Best First Aider**.

The following are House positions of the **Shanti Swaroop Science Essay Writing Competition, 2010**:

1st: Oberoi House

2nd: Jaipur House

The following are the results of the **Inter-House Chess Competition, 2010**:

1st: Hyderabad House

2nd: Jaipur House

3rd: Oberoi House

4th: Tata House

5th: Kashmir House

Well done, all!

Opinion Poll

Do you read the newspaper regularly?



(163 members of the community were polled)

Next week's question: Do you think the School should introduce 'specialization'?

VOTALYSIS

It is evident that there is a large section of our community that does not read the newspaper regularly. However, we cannot declare that those who do read the newspaper regularly, indulge in quality reading and are aware of national and international events. There are certain aspects of newspaper reading, other than these statistics, that need to be considered.

Firstly, we need to know how much and what part of the newspaper is read by the majority of students. Many students are not able to read important sections of the newspaper due to time constraints or interests in only specific issues. Reading gossip on Page 3, poring over tabloid-style celebrity pictures or skimming through the sports page does not qualify as quality reading. The number of students who read the editorial page and other sections that actually make one 'aware' of national and international goings-on is still questionable.

Secondly, we also need to consider the newspapers that are being read. This will not only give us an idea of the newspapers popular in School but also a clearer idea of what students look for in their daily read.

As for the students who do not read the newspaper regularly, the reasons for not doing so are multifold. It might be due to shortage of time or due to disinterest in contemporary affairs. If the former is the reason, then the only solution would be to find time and read important sections of the newspaper as they are the most handy way of knowing what's happening in the world. If the latter is the reason, then it is either due to interest in other forms of reading, say literature, or disinterest in reading anything at all. In either case, the students must recognise the importance of contemporary affairs as they also constitute the 'knowledge' we proudly mention in our motto.

Another reason for not reading the papers could be the availability of other sources of information such as journals, magazines or certain websites which might be considered more interesting. People might find the newspaper useful only for getting daily updates.

The Weekly conducted this poll as it is important to know how interested Doscos really are in using the newspaper as a means for acquiring knowledge about national and international affairs and whether they are interested in acquiring such information at all. However, we cannot make any definite conclusions, as these results are not enough to do so. What we can do is encourage the community to read the newspaper thoroughly as it is the most convenient means of being up-to-date with current affairs. It is also not a good idea to insulate oneself from the happenings in the country and the world at large. In a closed community like ours, it is all the more imperative that we connect with other places, people and events.

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Madhav Dutt



It doesn't rain, it pours.

Unparliamentary Parliamentarians

Abhinav Mittal comments on the increasing misconduct of politicians

Politicians are representatives of the people, not merely in the legislative aspect, but as representatives of the general public. The way some of them conduct themselves, however, is hardly a matter of pride for the people. Increased stalling of the proceedings of the Houses, both at the state and central level, marks this misconduct, which is a matter of grave concern. It was noted that 25% of working hours were wasted in the last Lok Sabha due to the want of quorum as also the adjournment of the House due to violent behaviour and failure to adhere to the Speaker's demands (and pleas). Not only do such politicians waste the taxpayers' money, but they leave little scope for debate on pressing matters. This represents a greater lack of discipline and responsibility amongst politicians.

On July 21, 2010, a pair of slippers was flung at Bihar Legislative Council Speaker, Udai Narayan, following his announcement of suspending sixteen Opposition members. Congress MLC Jyoti Devi was marshalled out of the House as she protested, following which she flung several flower-pots outside the hall. There is little justification for such actions. However, it is possible that politicians behave in such a reckless manner to grab headlines or simply to ensure that no constructive debate can take place, as instructed by their party. It is noticeable that the misconduct is carried out by junior MPs and MLAs, often before the eyes of the party high command that diplomatically remains silent on the issue. Putting two and two together, it is plain that such planned misconduct is sanctioned by the party itself. While the core of the party may publicly censure the politician later, the job at hand (to disrupt the House) is successfully completed.

It is appalling to note that politicians get away with merely an apology. Memories are short and, having weighed the situation, they can afford to demean themselves and their image in order to please the party high command as the consequences of such actions are rather inconsequential! There is also the promise of a reward from the powers-that-be. Such acts, though, speak poorly about the House, about the people who voted the parliamentarians into power and finally, about a country represented by these very politicians.

It is imperative then to impose greater penalties for such rowdy behaviour, wherein legal action should be taken against the person disrupting the proceedings. There must be greater accountability on the part of MPs and MLAs who disrupt the House – they must first explain their action to the House; penalties must be imposed on them which may include suspension from the affairs of the House; also, the Speaker must be vested with greater power to decide the punishments to be imposed on the politicians. Lastly, the party that the politician belongs to must justify or apologize for the action and should recommend action to be taken against the politician.

Finally, it is up to us to choose whom we put our faith in and elect to be our voice. Thankfully, there are politicians who show a fair amount of decency and can set an example for the others. Voters can, apart from other aspects, take into consideration the personality, demeanour, turnout and attitude while voting for the candidate. What is certain is that the situation can only be resolved with the consideration of both the voter and the candidate.

| Report |

H-DAY

Srinivas Swamy reports on the talk conducted on the "Himalayan Day", celebrated on September 9, 2010

The School celebrated 'Himalayan Day' on September 9, 2010, organized by the Nature Club, in association with the Science Department, to inculcate the values of 'Himalaya' among the students, and to sensitize them to the degradation it is facing today.

On this occasion ASH shared his experiences related to the receding glaciers that he has observed over two decades as a mountaineer and his expeditions to the terrain. He expressed his deep sorrow for the same and related it well with the climate-change pattern. This was followed by MCJ's talk concerning the recent developments on the socio-economic front of the whole South Asia region, which is influenced by the Himalaya and our role in promoting sustainable development in the region. This was followed by my presentation on the pollution created due to tourism in the Himalaya (including that 'created' by Doscors when they go for mid-terms). The presentation also focused on the discoveries of new species of animals and plants in the region.

| Health Report |

IN THE AIR

Shashvat Dhandhanja on the current viral infection in School

It's that time of the year again: into the second month of the autumn term, an epidemic has broken out. The only consolation for us this time round, is that it is only conjunctivitis! With the DS-75 Founder's impending, any other epidemic could have created problems as the Headmaster remarked at Assembly one morning.

The monsoons of course, are primarily and mainly responsible. Conjunctivitis, being a communicable eye-infection, has spread across School with great speed. Another reason is that once the Hospital is full to its capacity it shifts boys to their Houses, to rest and be treated there. This inevitably facilitates the spread of infection.

The Inter-House Music and Dance Competition did play a role in boys restraining themselves from going to the Hospital. With Test Week around the corner and boys admitted in the Hospital having to take tests under electronic surveillance, they did try to follow Hospital instructions to prevent the spreading of conjunctivitis.

With wishing that the rains would go away we can only wish, too, that conjunctivitis makes its stopover in School a brief one.

The School Should Introduce Specialisation

| Point |

| Counterpoint |

Kanishka Malik

If there is anything a Dosco realizes in his initial years at School, it is that the School practically enforces omnipresence in all activities instead of specialisation. If we review the prevailing idea of role-models ('studliness'), we understand that diverse participation is popular at School. Most students follow and cherish the example set by those involved in many activities. A 'stud' is one who plays many sports and not one who specialises in just one sport. However, what the community does not realize is that this is an inherent fault in our thinking. Although this goes against popular opinion, it is nevertheless flawed for several reasons.

First of all, specialisation is useful for a person. It promises excellence in a field while omnipresence just guarantees mediocrity in every field. A person who is talented in a particular field should be allowed to specialise in that field rather than being forced into fields in which he cannot perform. That will bring about excellence and, perhaps, guarantee the person satisfactory levels of success.

Secondly, as School also prepares students for college, it is important to note that excellence in one field is valued far more than mediocrity in many fields. For instance, playing at the national level in one sport is appreciated more than playing just at the school level in three or four sports. Most advisors who have visited School have pointed out that colleges look for a high standard in one area rather than participation in many. Such achievement can be made only if School introduces specialisation by, firstly, emphasising the need to choose one area of excellence and secondly, by reducing the number of compulsory activities for students. For the initial years, compulsory participation for many activities might be acceptable, as one is still discovering one's talents then. After B form, the School should encourage specialisation.

Thirdly, students have a lot of difficulties in choosing careers or knowing whether they are capable of using their talents as a career. This problem can be partly resolved if a student is given time to hone his talent and specialise in a field at School itself. This is an extremely important responsibility the School has, as it is at this stage that one can be either encouraged or discouraged from specialising in one field and choosing that field as a career.

Also, if students are allowed to specialise, it ensures that they are doing what they want to willingly. On the other hand, if students are forced to participate in other compulsory activities, it inevitably breeds unwillingness to give one's best. We all know what it is like to take part in something reluctantly. Reluctance, after all, adversely affects your performance in any activity.

Bringing about the kind of change I have described will be difficult as it is going against the existing notion that Doscos uphold and believe in, but it is nevertheless, a much needed one.

Yuv Vir Khosla

It is very difficult to enforce specialisation in School. In order to choose the right field for oneself, one needs to be acquainted with all the options that are available. And ideally, one should have an interest one wishes to specialise in. In today's day and age, we cannot be masters of anything just because we have a liking for it or are good at it. What one requires above all is experience. School life is the time of self-exploration and discovery.

In our initial years in School, we cannot expect all Doscos to discover their talents and, at the same time, be interested in the fields related to their talent. Many of us are exposed to a number of things for the very first time here.

Besides that, every Dosco may not be inclined towards specialising at all. To be honest, how many boys are there with a talent so special that would benefit from such a policy? On the other hand, there are hundreds who gain tremendously from the widespread exposure.

Some people seek pleasure in pursuing various activities at a time, and that is the way they like to be. It would be unjust of School to force students to specialise in only one or two fields when they have interests in more activities. In such a case, students might lose touch with what they like by specialising in one, particular field. Perhaps, later, had they not been asked to specialise, they would have found their niche in what they would have already lost. We must use these years at School to understand ourselves and find our interests. If we do not use them, we may regret later in some way.

One must understand that by not specialising, your interests are not necessarily taken away from one field to another, from what you could have specialised in to something else. And even if that happens, it only gives you a chance to know whether your interest in that field was going to last or not.

We should leave all doors open for ourselves at this stage and walk in (and out, if need be) of them to get a gist of each activity and task. Specialisation would be absolutely counter-productive as it would only narrow our thinking and leave no room for experimentation.

In School, we must let ourselves be, doing what we like doing. This does not mean that I am asking Doscos to stop paying attention to their studies. For, at the cost of academics, any activity, even when specialised in, can be harmful.



doonspeak

Specialisation to you is . . .

Very boring – **KAR**

Impossible – **Sachit Taneja**

A far cry – **Saarthak Singh**

Against the whole idea of The Doon School – **Dhruv Sirohi**

A myth – **Arnav Sahu**

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