

Established in 1936



# The Doon School WEEKLY

Saturday, July 22, 2017 | Issue No. 2471



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## On Blazers and the Blazed

**Omar Chishti** *scrutinises the points scheme for the Scholar's Blazer.*

After some prodding from Masters, juniors, and form-mates, I flipped open our School's Codes and Policies handbook to the section on The Scholar's Blazer (Page 62 of the edition I hold, as I'm sure some over-ambitious D-Formers are already familiar with) over the summer vacations. The upcoming change of uniform this Founders, the final change for my batch, was also, of course, on my mind.

Now I always thought I'd be the last person to write or raise debate on any point scheme for any of the many accolades our school bestows, given how much crucial minutes our School Council seems to be forced to devote to such questions, but some aspects of the scheme escape my (admittedly limited) understanding after careful study and I'd like to take this opportunity to present my views on it. Before I'm accused of identifying problem after problem and never once daring to present a solution, I present first an alternative vision. In a scheme of my design, there would be three Blazers. A Blazer for the physical gifts: for the toil of sweat and coordination, for the labour of muscle and sinew, a celebration of speed and strength and vigour – our existing Games Blazer, in short. A second Blazer for the intellect: for cerebral endeavours, for deep thought and mental finesse – i.e. a Scholar's Blazer. The third Blazer would encompass all that lies between: a manifestation of the rich gamut

**“Why the distinction between a scholar and a musician or an artist or an actor? The question sort of answers itself, doesn't it?”**

of activities that inhabit the spectrum between the purely physical and the purely cerebral. The visual arts, the performing arts, skilled oratory and music could be rewarded with this coat. Why the distinction between a scholar and a musician or an artist or an actor? The question sort of answers itself, doesn't it?

Though semantics are generally a game for the petty or the overly exacting, I believe the difference between a scholar and a virtuoso runs far beyond that of slight meaning. Mozart is definitely one of the greatest musicians of all time, but I'd pause before calling him a 'scholar'. Likewise, Picasso, while a great artist, is no scholar. This in no way means to detract from the greatness or genius of either of these icons; all it means to establish is that there is a clear line between scholarship and art in the real world which we are instinctively cognisant of. As soon as we step within the walls of Chandbagh, however, we're suddenly quite content with clubbing a vast variety of talents into a single umbrella Blazer.

The established justification behind the traditional scheme is quite compelling: Doon's ethos believes in celebrating polymaths ('skilled jacks of all trades' in common parlance). Our Scholar's Blazer is for the Da Vincis (famed painter, sculptor, architect, inventor, military engineer and draftsman), not for the Einsteins (famed theoretical physicist). I don't have any problem with that logic, and do agree that Markers Cups and Colours already exist to celebrate focused achievement. What bothers me, instead, is the 'cheapening' of the purely scholarly attributes to make way for this vision of all-rounders. The academic points, excuse my language, are a joke. With our ICSE Board average consistently hitting above the 90% mark, it seems strange that one can claim academic points for attaining distinctions on school exams with a 'below average' mark. The bar for a distinction in an internal exam is around 85%, if I recall correctly. That's a full 10% south of where it should lie. If it's to be similar to the difficulty of attaining a point towards the Games Blazer for being a School team member, then an imbalance is clear (Roughly 15 boys out of 500 play for a given School team, while roughly 40 out of every 100 attain distinctions).

In this manner, we contribute to the sidelining of the conventional academic achievers and create a culture

*(Contd. on Page 3)*



## Regulars

### Perfect Placement

Twelve students participated in the **IPSC Badminton Tournament** held in **Pune, Maharashtra**. In the **Individual Category**, Mayank Kukreti made it to the **Pre-Quarter Finals**, while Jehan Jhaveri and Atreya Guruprasad reached the **Quarter Finals**. Krish Agarwal reached the **Semi-Finals** and was adjudged the **Best Player** in the **Under-17 Category**. Jehan Jhaveri, Atreya Guruprasad, Krishna Agarwal and Krish Agarwal have been selected to represent the **IPSC Team** at the upcoming **SGFI National Games**.

Congratulations!

### The Winning Move

The School participated in the **All India IPSC Chess Championship** held at the **Emerald Heights International School, Indore**. In the **Under-14 event**, the team stood **fourth** while the **Under-17 team** comprising Yash Singh, Harshvardhan Agarwal, Arjun Agarwal and Shathaayu Patil stood **third** overall. In the **Individual Events**, Raghav Bagri won a **Bronze Medal** in the **Under-19 category** and was selected for the upcoming **SGFI National Games**.

Well done!

### Rhetoricians

Over the summer vacation, six students attended the **World Schools Debating Academy Training Camp** held in **Kranjska Gora, Slovenia**. During the camp's concluding tournament, a **team** comprising Aryan Bhattacharjee, Karan Sampath and Aarsh Ashdhir came stood **ninth**. Aryan Bhattacharjee was adjudged the **third best speaker** of the tournament while Aarsh Ashdhir stood **seventh**.

Kudos!

*"The greatest minds are capable of the greatest vices as well as of the greatest virtues."*  
- René Descartes

### Breaking Records

The **School Swimming Team** participated in the **32nd All India IPSC Swimming Championship** held at **Genesis Global School, Noida**. In the **Under-14 Category**, Aryan Prakash stood **third** in 200m Breast Stroke event and **second** in 200m Freestyle event. Tarun Bhide stood **second** in the 50m backstroke event and Balam Suri stood **second** in 100m and 200m Butterfly events. In the **Under-17** category, Aditya Jain stood **third** in 100m Backstroke event. In the **Under-19 Category** Rishit Thakur stood **second** in the 200m Butterfly event while Shiven Dewan stood **first** in the 50m, 100m and 200m Breast Stroke events respectively. Nehansh Saxena won stood **second** in the 50m and 200m Backstroke events and **third** in the 50m Freestyle event.

Congratulations!

### Obituary

We regret to report the passing away of an Old Boy, Daljit Singh Tony (78-H, 1955), on July 10, 2017 in Jodhpur. He is survived by his wife, Shakti, sons Dalpat and Digvijay, daughter-in-law Mahima, daughter Mamta and his grandson Jasmer.

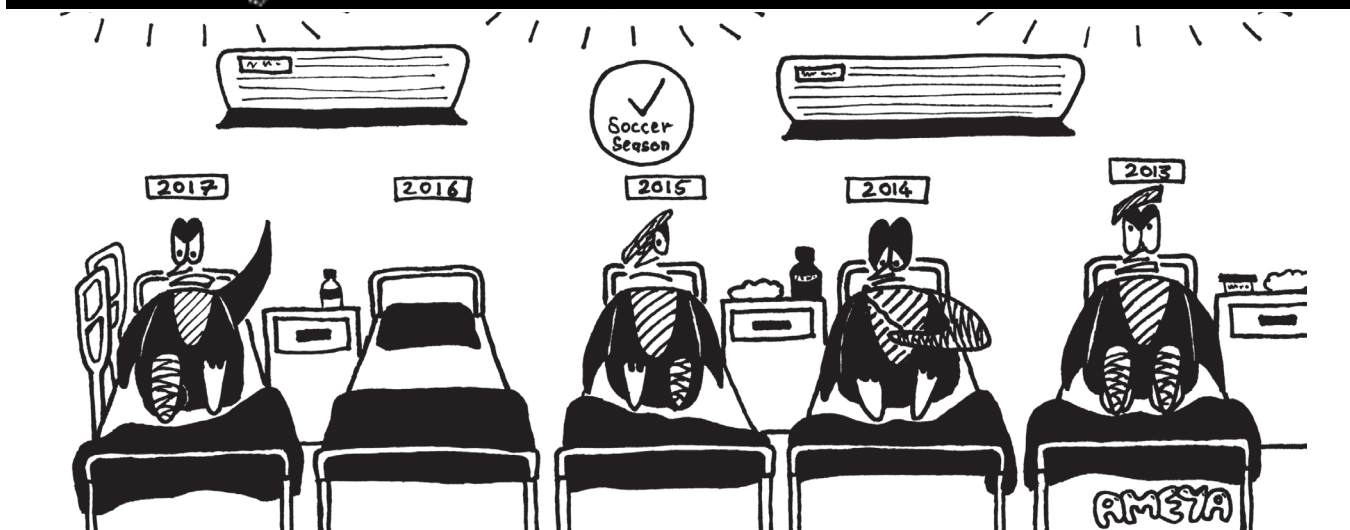
### Around the World in 80 Words

The U.S. Republican Party's plan to repeal Obamacare recently failed. Ravi Shastri was appointed the Head Coach of the Indian Men's Cricket Team with Sanjay Bangar as his assistant. Roger Federer clinched the Wimbledon Trophy for a record eighth time, after beating Croatian Marin Cilic in the finals. China's military moved ten thousand tonnes of military equipment to Tibet. Former Bihar Governor Ram Nath Kovind was elected the fourteenth President of India, clinching over 65 percent of the vote.

**Dosco Doodle**

**Kicked**

*Ameya Shavak*



(Contd. from Page 1)

of celebrating academic mediocrity. No matter how much Doon may be a school which goes beyond the classroom and mark sheets, to take the Scholar's Blazer and essentially stamp upon it a requirement for art or music or dramatics is a disservice to its students. Let everyone have a Blazer to aspire for, and let not a scheme dictate the choices we make in our school lives. Worry not; our Da Vincis will not vanish into their textbooks just because the scheme adjusts. They will instead be the ones who hold different Blazers in the fields where they're accomplished, instead of the vague blazed halos they hold - making awards more equal for all.

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## Virtuvian Men

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**Viksit Verma** recounts his experience at Eton College, United Kingdom.

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*An impediment to action becomes the action; what stands in the way becomes the way*, so said Marcus Aurelius. In this spirit, to ensure the legacy of Doon's most prestigious and historic exchange with Eton College in the United Kingdom, I was honoured to have been given the opportunity to step up and shoulder this responsibility. At Eton, I learnt some important lessons on how DoscOs are viewed in the wider world, which I believe should be known to us all.

I was aware of the expectations that I had to live up to and the great opportunity it was to exploit my potential. One of the challenges that exchange students often face is to blend in and accept various customs, traditions and a foreign culture. However, since Arthur Foot shaped Doon on the foundations of Eton, I was familiar with certain systems that prevailed. This helped me adjust myself to the conditions faster than usual. We're all aware of the general stereotype about students of a school like Doon in India: privileged, wealthy, elite and a tinge of arrogance. While I had heard the same about Eton, to the contrary, just like our school, Etonians were humble and utterly hospitable, with the rules being somewhat more liberal. Owing to the culture, sincerity and discipline were largely common features. With such similarities, I noted something worth highlighting. Owing to their society's prevailing beliefs, the boys and the parents like the idea of individual rooms, privacy and personal freedom. I felt that this allowed space for disconnect, lack of form unity and procrastination. Doon has an unprecedented system of dormitories and sharing rooms for at least five years, which creates bonds and a sense of fraternity, which makes for a healthier environment. Meanwhile, something that fascinated me at Eton was the



absence of a structured hierarchy, unlike most boarding schools in India. I have always believed in a system of mutual respect among juniors and seniors and it was heartening to see such being practiced by Etonians.

Just the way our School has expectations from us, exchange schools expect a fair bit from DoscOs. We are expected to be chivalrous, ethical and indulge in nothing dishonourable to ourselves and the institution. DoscOs are known to be scholarly, athletic and above all gentlemen who are actively involved in the community. Keeping these ideals in mind, I set out to explore my options. I was exposed to a whole new level of cricket after I, through my Inter-House performances, was offered a place in two cricket clubs, Slough and Free Foresters. We played on some of the finest English grounds, including at Harrow School and the lush Royal Air Force pitch. I benefited immensely as I learnt more about the gentleman's sport, and was happy to take my house and clubs to victory in a few crucial games. I continued to experience the similarities between the two schools as we played tennis against the ex-Etonians at Queen's club, reminding me of the Sheel Vohra fixture that I missed. Watching Andy Murray play live was a delight for all tennis fans.

An exchange student is always in the limelight initially, but slowly gets camouflaged as he imbibes the foreign culture. What distinguishes you in life and in any institution are your actions and the ability to grasp opportunities. DoscOs have been ambassadors of this quality and I hope this article encourages the community to do the same in public life, and shoulder the responsibility of any kind of service to the School. I sincerely appreciate Eton College for being the ideal hosts and rewarding me with a token of appreciation in the form of House Colours.

It was indeed an honour to have been a part of one of the most renowned institutions in the world. I urge all fellow DoscOs to live by the values we're taught at the crux of our education, and be extremely welcoming to the many exchange students who are about to arrive at Chandbagh.

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# Science at Singapore

**Shivya Majumdar** recounts her trip to the National University of Singapore's Science Camp.

On June 18th, 2017 a delegation comprising seven students and myself, chaperoned by GYA, travelled to the National University of Singapore to attend a science summer camp.

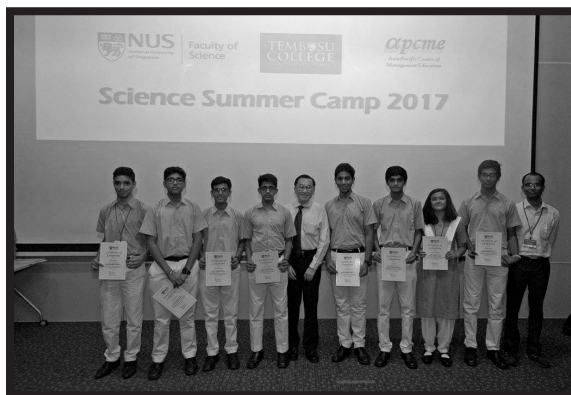
With nearly 120 students from different countries participating, we were divided into different teams. The day started with a session on 3-D printing where we designed fidget spinners using software called Fusion360. We learnt about the different ways of printing in three-dimensions using materials like plastic, metal and bio ink. Interestingly, the same materials are now used in medical industries to print synthetic human organs.

Over the week we attended two lectures by professors of the university. The first one discussed clinical drugs made of a salt called deoxy-fluoroglucose (FDG). In an interesting procedure, the drug decays and emits gamma rays which are then used to detect cancerous cells and tumours in our body. The second talk was about nanoscience: a field which deals with the study of particles at a scale of  $10^{-10}$  metres. Many structures can be made out of nano-materials, by arranging atoms in a certain way using computers and lasers. The students of the university had made structures like the Stonehenge, Great Wall of China and even a portrait of Albert Einstein using nothing but raw atoms!

The other sessions were held by university students, some of which involved calculating the orbit of a body moving in space and the working of electric motor. During hands-on activities, we made a lens for a phone camera and observed things like onion cells at a microscopic level. We also visited the Science Centre of Singapore to learn about using DNA in forensic sciences, especially its use in catching criminals the way it's shown on TV.

To learn about the animal kingdom, we visited the university's Lee Kong Chiang Natural History Museum, which had interesting exhibits varying from the giant coconut crab, the skeleton of a female sperm whale and fossils of three Sauropoda dinosaurs.

Our trip concluded with a tour of the city (or country!) and its many landmarks. All of us who attended believe that the Camp was deeply informative and exciting. Anyone who is interested in science and learning about the growing technology should attend this camp in the future.



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## An Invitation to *Allegro*

**Zoraver Mehta** discusses his initiative to promote music appreciation.

More than two decades ago, the living room of the headmaster's residence used to fill up with Doscocs enjoying and appreciating western art music. A weekly get-together, the late headmaster's wife Ms Ramchandani used to de-alienate tone poems by Strauss, fiery symphonies by Beethoven, romantic piano works of Chopin and bright experimental works by George Gershwin; all of this, along with the essential much-appreciated snacks became immensely popular in school!

While everyone enjoys good music, classical music is too often considered as something only 'the music school boys' listen to. There is perhaps, some degree of intimidation we have towards art music which is by all means, dumbfounded. This intimidation, ignorance whatever the case may be, leaves us missing out on more than three hundred years of art. On asking few of my batch mates what they think of the music playing on the MPH speakers before assembly, the reply is often 'weird', 'different', etc. I believe that the reason for this, like my music teacher says, is that the ear is a very lazy organ. For instance, if one hears a 70's rock song they probably won't like it at first, but will soon be shaking their head to the rhythm of 'Highway to Hell', as seen in previous inter-house band competitions. Therefore, you have to feel comfortable with the timbre of the music, the same principle applies to classical music.

In that spirit, *Allegro* – The Doon School music appreciation society, will be held in the music school hall each Wednesday evening. The presentations will give an overview of the evolution of western art music, as well as the origin and development of jazz. Each module will be followed by a short concert by a member of the music society, explaining what has been shown. This will be a six module presentation distributed over this term. I invite all members of the school community to attend.

4. The Doon School Weekly **Saturday, July 22**

# The Return of the King

**Divyansh Nautiyal** *reviews the comeback of Roger Federer.*

At the age of thirty five, when many a career starts to dip or drive one to retire for many a tennis star, only a few like Roger Federer manage to keep themselves burning on the court. When many thought that all was coming to an end for Federer, it was then that he showed his worth on the grass courts of Wimbledon this year.

Federer's form saw an unexpected rise at the start of this year. As the year kicked off, Federer won the crowds at the Rod Laver arena in Australia as he fought for his eighteenth Grand Slam title against Rafael Nadal. Playing and most importantly winning a five set intense match for a player of such an age is a sight which one rarely witnesses in tennis. Although he pulled out of the French Open this year, it gave him the time and preparation to up his game for the upcoming grass court season. The strategy did its part with Federer's sterling performance at the Wimbledon Finals, where he managed to crush his opponent, Marin Cilic, in straight sets. After a drought of four years, such an upswing for Federer was almost unpredictable. Federer struggled to find his form, lost his ranking and saw the likes of Novak Djokovic soar way above him in the sport in the last few years. Perhaps the only thing which kept him going was his willpower and the incentive to be the best once again. While a player cannot ask for a more gifted game than what Federer already has, age plays a crucial factor in winning games. On entering your thirties in a game like tennis, a player generally finds himself losing his grip on the game and the same kind of fitness and nerve with which he previously played his matches.



However, Federer fought against the odds stacked against him and broke these notions about a player's performance in the sport. Federer has been imposing his dominance since 2004 and has made his presence felt on the tennis courts since then. What also makes this victory so distinguished in nature is the path which he undertook for it for the past four years. Federer traced his way back to the court after fighting multiple injuries and constant pestering by the critics telling him to retire. With nineteen Grand Slams to his name now, he truly has established himself as the greatest player in the game.

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## Gentlemanly Ambitions

**Jaiveer Misra** *interviewed Michael Clarke, the former captain of the Australian Cricket Team.*

**Jaiveer Misra (JMS):** What contributed to your successful tenure as the Captain of the Australian Cricket Team?

**Michael Clarke (MCL):** As a young boy my dream was to play cricket for Australia. It took a lot of work and practice to achieve my dream but it was all worth it. To captain your country is very special. It was an honour and privilege and something I can look back on as a great time in my life. I would not have had any success as a player or a captain if it weren't for my family and my close friends.



**JMS: What inspires you to maintain the high standards for yourself?**

**MCL:** My goal everyday is to try to become better. This determination drives me to get out of bed every morning and serves as my biggest inspiration.

**JMS: What is your view on true sportsmanship?**

**MCL:** Respecting others is the most important virtue of my life. Sometimes you win, sometimes you lose but you should always respect the people around you. According to me, this is what constitutes true sportsmanship.

**JMS: What is the program 'Master Class with Michael Clarke' all about?**

**MCL:** We are inviting boys and girls from India to come to Australia and train at my cricket academy. I'm very excited and hopefully I can pass on some of my experiences to them. I have been doing a similar thing for kids in Australia, and now I have planned to expand it to India as well.

**JMS: What message do you have for the next generation who will soon inherit the world and work towards fulfilling their dreams?**

**MCL:** I would advise them to chase their dreams. Anything is possible if they commit to it. Life is about making choices; make more good ones than bad ones. This is my mantra for success.

# Lessons For My C-Form Self

Rishabh Goel shares the lessons he's learnt over his School tenure.

Being an SC-Former, I'm merely a few months shy of leaving this institution: a time that we SCs begin to reflect on our tenures in School. In this, I've wished that I could've taught my C-Form self a few lessons that would have undoubtedly enriched my school life. This article is addressed to every junior on campus, who we seniors are supposed to guide and nurture for their own future, as well as the School's. To clarify, this is not to say I have many regrets as I prepare to leave; on the contrary, this period has included the most enjoyable moments of my tenure. I also couldn't be more content with this institution, and for all that it has taught me. However, on introspecting, I feel that I could've had a smoother journey up to this point. I always believed that my junior years would be the best years of my life, but I was mistaken.

My junior years had been harsh primarily because I made many mistakes and had gone through many failures, which I didn't deal with correctly. For that, the first lesson I would teach my younger self is that it's not wrong to fail in any endeavour. In fact, your school life is where you will probably go through the most failures and make the most mistakes. I remember that in my B-Form, I failed to make it onto the squash team, yet all I did was brood over my failure. My friend was in the same situation, but he dealt with it differently: he practiced longer and harder so as to beat the guy who'd secured his spot on the school team. He eventually did make it into the team and managed to get back his coveted spot, whereas I was left with nothing. Looking back at this incident, I've realized that you must learn to embrace these failures with the same spirit in which you embrace your successes. It sounds clichéd, but it's the hard truth. You should let your mistakes and failures bother you until you train yourself towards progress. You have a good deal of failures stacked up ahead of you, but each failure is a stepping-stone towards something greater. In this School, you have to find your 'niche', and work towards being the best in it. There is no harm in not being a part of everything, as long as you are excelling in your distinct 'something'.

During my junior years, I was faced with various incidents that made me realize that 'destiny' (as Doscocall

**“The third lesson I would teach my younger self is to never pick-up a vice. Never do anything that you know is immoral...”**

it) doesn't exist, which is the second lesson that I would teach my C-Form self. You are not destined for anything; you will get something only if you deserve it, and you will deserve it only if you work hard enough to deserve it. In my junior years, I remember sitting back, gloating at others' successes, grumbling that he was destined to do well. Remember, he was not. While others sat back grumbling, he got up and did what was required to be done to get what he wanted. Also, and more importantly, you will never get something that you do not deserve, so using dishonest means to get something will snatch that 'something' right from your hands and leave you more helpless than you may have been. Therefore, if you want something, make a move right now; work towards your goal, and make yourself deserve the success that you have always wanted to achieve.

The third lesson I would teach my younger self is to never pick-up a vice. Never do anything that you know is immoral, for each of your vices will eventually catch up with you.

Recently, I picked the path of academic dishonesty, because although I knew that it was wrong, forging someone else's work seemed an extremely convenient option at the time. Believe me, doing so is just not worth it because you will eventually get caught, and you will face consequences that could be life devastating. As is evident across human history, what takes years to build can be brought down in minutes; in this case, your reputation and, only prestige will be tarnished by one big misstep. Such vices aren't restricted to academic dishonesty; they include drinking, smoking, stealing and all self-devastating things imaginable. You won't realise it, but the vice will take away your originality and positive character, which leads to a feeling of dejection in the long run.

Although there are only three lessons that I have talked about in this article, there are several more lessons that I – and I'm sure many others, too – would want to teach my C-Form self. It would probably take many pages to list them all, but these are just the few important ones. On that note, however, you must know I've barely learnt about the mystery of life ahead. I'm only 17, after all, and anyone who says or acts otherwise is lying. I was wrong about umpteen things in my junior years and believe that in the future, I'll realise I was equally wrong about many things in the present. The truth is, nobody really knows what to expect from life, but the over-arching lesson I have learnt from life so far, is that we must learn to learn from whatever we go through. A lesson not just for my C-Form self; but all boys, masters, alumni and staff who have passed through this place in which we dwell.



| Humour |

# The 'Girls' On Campus

Aayush Chowdhry pens a contemporary story of a boys' boarding school.

*Note: Do not let the title mislead you; this article doesn't pertain to the idea of having girls on campus (that was just to grab your attention). Also, for all the 'avid readers' of the Weekly, this piece – like all others – is a 'want to be' literary piece, not a cribbing rant.*

In PKB's literature class, I was told that most literature consists of dyadic pairs. Well, I wouldn't go to the extent of calling this literature but if there is anything to learn from what I am about to write, it's that 'one must always strive to be what one isn't.' I mean we can always change for what's better, sure, but as our debater friends keep reminding us 'change for the sake of change is the mentality of a cancer cell'. Anyway, let's begin (as I have a word limit)...

Once upon a time, there was a boy who was admitted to, by one ranking standard, "the best boys' boarding school in the nation". He felt blessed, lucky but also, hollow. He was leaving his nest, giving up comfortable mattresses, chewable *rotis* and hot showers. This left him a little disheartened, obviously, but the consolation was eight months of school terms and four months of at home. One fine day during his first year, the boy broke a glass, which made him cry. He thought his greatest fears would come true, in his D Form itself: his parents might get informed! However, one of the kind masters, whose name he didn't know (only three letters for identification purposes) stopped and asked him what happened. He turned the other way when a teacher initialled PKJ told him, "We are a boarding school, you are responsible for what you do, not your parents." I mean if you, say, kill somebody... even then the school won't tell your parents; the police will. I was on exchange and recently missed a few classes, so I'm really not clear on the whole 'dyadic pairs' thing, but the contradictions are clear. Poor little guy was promised four months with his beloved family but then came the three term (or 'trimester') system, stealing ten days straight away. No protest was staged. In the minds of some, the students would only "waste their time during vacations like irresponsible dependent boys" and hence, it was a step forward. Not like the website claimed that the school produces "responsible and independent gentlemen" (yeah right!). After this was a leadership change, probably as significant as Tyrion becoming Hand of the Queen. This resulted in more 'tyranny' as the fifteen day-breaks promised in April by the three-term plan were effaced. The boy was on exchange in Cape Town then and went straight back home, only to realise he had just a week before returning to school. On returning, his Diwali break was cut to a week but thank the heavens he had ten more days in winter. Let's do the math here,  $2+2=4$  (as promised) and now  $0+ 1.5+ 0.25+ 1.25= 3$ . I mean, he was in the school's council once and was told there would be no change. Guess thirty days don't matter to some.



Second, the boy's blanket was lost by the linen room, tuck was banned so strictly the unchewable *rotis* were reluctantly chewed and the showers were fancier yet, cold. Third, and the Manto bit, the boy thought he was safe in school, but it turns out private parts space are free to meddle with. As these cases had shown, there were few 'girls on campus'.

Lastly, he was made known: if the boy gets a bad chit, his parents would be sent "a mail". For a late mark: a letter. Jump the wall? They send you home with the mail. Recalling PKJ's words, it saddened him that he was no longer in a real boarding school. After his slavery in C-Form, the boy felt that no 'favours' might be a step in the right direction, but removing punishments was eradicating the traditional concept of seniority. While the boy felt that giving favours to juniors may be wrong, the ability of a junior to say a blatant no or answer back was equally worse. I think it's because all humans are fallible, but my story goes. The juniors became disrespectful and received an unfair benefit of the doubt when issues with seniors occurred. Yet, the school professed to produce 'trustworthy' boys. According to me, that school should've started working on its own contradictory literature piece.

But clearly, the boy – and his many friends – found their school's changes to be unfair and contradictory. They proclaimed to be a 'pupil-involving administration' but made underhanded decisions about holidays. They introduced 'school games' for four months as a 'return to older systems' but tried to eradicate seniority. Some of the changes were good: a new Brunch and schedule system, but was made with the students' inputs. It was high time, he decided, that he must speak out. The school had to slow down,

*(Contd. overleaf)*

(Contd. from previous page)

after all the student angst (and this is the boy's way of protesting, using all the bits learnt in a literature class).

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## The Week Gone By

Salman Mallick

A perfect start to the term was hampered by a slightly unusual number of late (apparently ill, we all know otherwise) arrivals, especially in the SC-Form. Meanwhile, the bane and boon of the monsoons with showers occurring virtually every day in our five full days at school (boon: no PT).

Soccer season has limped off the starting line, with the infamous curse pronounced on School Football Captains (which exempts School Captains, like last year) striking on the very first day of the season. With a couple of tournaments coming up, let's see how the team fares without its captain.

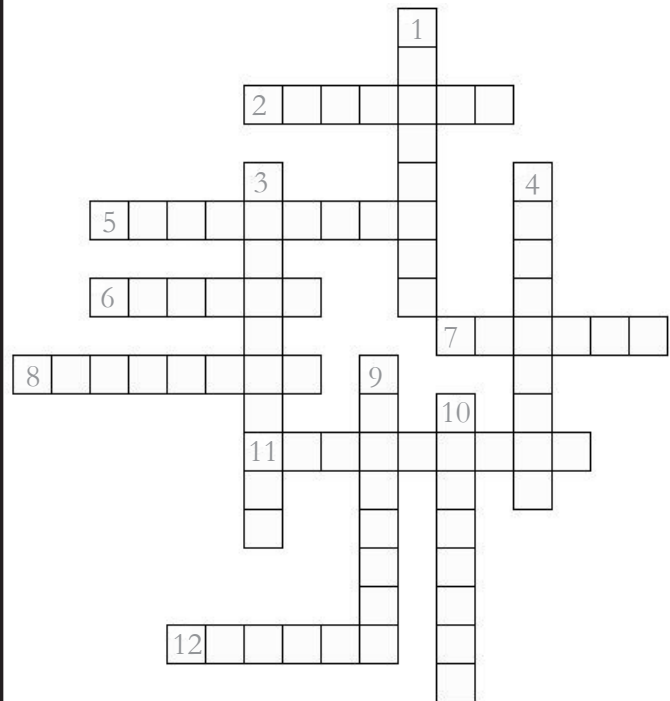
One thing which has certainly not limped off is the notorious S-Form Second Term, with certain individuals taking to social media to start gaining favourable ratings. After all, being away for exchange has certainly put certain people behind in the so-called race (ahem, Snapchat stories). The noble tradition of P.T. has also been afflicted, with S-Formers trying to show their 'authority' over juniors during the same. Lots of them are also going through the motions of the P.T. leader test to get a head start.

As usual, the gym is filled with an unusually high number of people (much to the delight of the gym instructor), with many desperately trying to build up their muscles before DSMUN rolls out next month. The sweet smell of college applications is also in the air, with many of the SCs using the summer to spice up their CVs with a wide range of internships and other such aids. Many would find SCs buried deep within their books in preparation for mid-year trials. After the fiasco of IB grades last year, there are very slim chances of good predicted grades this time around.

The grind has not yet begun, with everyone still realising their respective roles at this stage. Soon they'll all settle into their roles (with masks), and the next leg of our grand, comic production of a term shall swiftly unfold before us.

## Crossword

### Anagrams



Note: The following clues are synonyms or antonyms of the words above. The anagram of the word has also been provided in each clue.

#### Across

2. Antonym for mourning; eevylrr
5. Synonym for assurance; eegtnruaa
6. Synonym for persuade; hxrote
7. Synonym for maiden; igirnv
8. Antonym for hasty; pndeeruc
11. Antonym for submissive; bsotneacti
12. Synonym for difficulty; selsah

#### Down

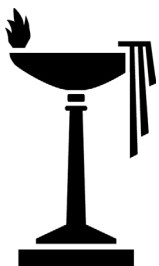
1. Antonym for careless; iidglnte
3. Synonym for unpredictable; souiccpriira
4. Synonym for impact; tfaamrht
9. Synonym for prosecute; tgiileat
10. Synonym for allusion; nnndeoidu

| Answers to This Week's Crossword |  |
|----------------------------------|--|
| Across:                          | 2. Revelry 11. Obstinate 1. Diligent   |
| Down:                            | 10. Imnundo 9. Litigate 4. Aftermath 3. Capricious 12. Hassle 7. Virgin 6. Exhort 5. Guarantee 8. Prudence |

Source: <http://worksheets.theteacherscorner.net/make-your-own/crossword/>

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Published by: PK Nair, The Doon School, Dehradun.

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