

# The Doon School WEEKLY



*"I sketch your world exactly as it goes."* - Arthur Foot  
November 16, 2019 | Issue No. 2556

## A TRYST WITH SELF-EXPRESSION

A commentary on the implications of modern art.

Page 4

## POLITICS MAKES STRANGE BEDFELLOWS

An update on recent political events in the country.

Page 5

## HAPPY CHILDREN'S DAY!

Masters share memories of Doscoc and their own childhood.

Pages 6 & 7

# Editorial

Adit Chatterjee

There are two types of institutions, those that stand the test of time, and those that don't. The *Weekly* falls in the former category, and it does so for good reason. That reason is you, dear reader. For more than 82 years, the *Weekly's* existence has not relied on who serves the institution, but rather who the institution serves. It is now our privilege – mine, and of my fellow members on the Editorial Board – to serve this institution, the *Weekly*, for the course of the next year. It is due to this nature of the *Weekly* that makes it prestigious, and as the Senior custodians appointed to safeguard its prestige, we hope we shall live up to this monumental task of service.

However, what I would urge our readers to realise is that the *Weekly* does not exist without them. The six or eight pages distributed in the CDH on Saturday mornings is not what is significant about the *Weekly*; any child with a printer could do the same (assuming they had the resources and, more importantly, the patience). Nor is it the regular meetings, the never-ending workload, or the glamorous Founders' issue. No, none of those things make the *Weekly* special. What does

*(Continued on Page 3)*

Featured

# A New Rationale

*The Weekly interviewed the newly-appointed School Captain, Ajay Grewal.*

**The Doon School Weekly (DSW): What values do you think you make you fit as a School Captain and what are the areas you think you can improve in?**

**Ajay Grewal (ASG):** To be very blunt, I lack communication skills and that will make people question my position. However, I think that people are very open to me and can easily talk to me about anything. For me, this position is not only about putting my point through but also about gathering and considering other viewpoints. Time management is another required skill and I think that unlike most people, I have learnt to strike a balance between all things in my senior forms and am not overburdened by other responsibilities.

**DSW: A major concern shared by the School is that you only interact with one group of people in the School and only cater to their needs. How will you ensure that the opinions of others will be heard?**

**ASG:** The entire school votes for a School Captain and he is not voted for by a few individuals only. Of course, my personal interaction is limited to people who play sports with me. However, the whole point of being a School Captain is that even if someone does not interact with you, he should still be

comfortable enough to approach you for anything. Now that the School has entrusted me with this position, I will surely do justice to it and cater to everyone's needs. To get different perspectives, I can get involved in other activities. For example, I could come to the *Weekly* room to have a conversation with your Editorial board once in a while. This helps me to step out and interact with those with whom I generally don't interact with in School.

**Now that the School has entrusted me with this position, I will surely do justice to it and cater to everyone's needs.**

**DSW: As you mentioned that one of your shortcomings is communication; how do you plan on effectively communicating with the student body?**

**ASG:** Even if I am not able to express the views of the students personally, my first point of contact will be the House Captains and prefects who can then convey the message to their

*(Continued on Page 3)*

## PASSING ON THE MANTLE

The following have been appointed as **School Prefects** for the forecoming year:

**School Captain:** Ajaypratap Grewal

### Hyderabad House

**House Captain:** Vansh Gupta

**Prefects:** Arnav Goel, Paarth Tyagi, Shubhangm Choudhary

### Jaipur House

**House Captain:** Aryaman Khosla

**Prefects:** Adit Khosla, Armaan Batta, Pranav Sachdeva

### Kashmir House

**House Captain:** Vedansh Kokra

**Prefects:** Arijit Sannamanda, Keshav Singhal, Nand Dahiya

### Oberoi House

**House Captain:** Sriman Goel

**Prefects:** Aryaman Sharma, Eeshan Mehrotra, Vedang Patel

### Tata House

**House Captain:** Kanishk Parmar

**Prefects:** Aviral Kumar, Inderveer Oberoi, Ishan Singhee

Congratulations!

“

The difference between genius and stupidity is:  
genius has its limits.

—  
Alexandre Dumas

## ERRATA

The *Weekly* regrets the omission of **Swimming Half-Colours** being awarded to Meer Singh Bhai and Mehraab Pannu.

## APPOINTMENTS

### Infinity

**Editor-in-Chief:** Arnav Agarwal

**Chief-of-Production:** Keshav Singhal

**Hindi Dramatics:** Kartik Rathore

**Cycling:** Udaya Goel

**Doon School Poet's Society:** Tamim General

**Cooking STA:** Gobind Bhatti

**Motor Mechanics STA:** Yash Sarin

**Art Secretary:** Shivya Majumdar

**Boy's Bank:** Paavan Agrawal

**Entertainment Committee:** Aryan Mahajan

**RLSS:** Udaya Goel

**Stage Committee:** Chaitanya Baid

**Video Club:** Shrivar Kanudia

We wish them a fruitful tenure!

## Around the World in 80 Words

Bolivian Senator Jeanine Añez Chavez was sworn in as the interim President of Bolivia amid protests. Venice saw a record-setting flood after the water level hit the highest in 50 years. The first day of US President Donald Trump's public impeachment hearings took place on Wednesday. An air raid conducted by Israel in Gaza saw over 24 people dying. Various parts of Hong Kong were shut down due to violent protests. Liverpool defeated former Premier League champions, Manchester City, 3-1.



*(Editorial continued from Page 1)*

make it special instead, is the D Former who timidly approaches our meetings after dinner and asks if he can submit a poem he has written, or even the A-former who sends us the article he wrote when he decided he couldn't study for his board examinations any longer. It is the buzzing energy of our students whenever a rather 'spicy' article is published, and it is the bellowing laughter of the masters whenever one of our doodles make fun of them, or their colleagues. The *Weekly* is an institution, but also so much more than that. It is a community for people of all ages, from our youngest D-formers to our oldest Old Boys. It is a platform for debate and discourse, where the community can debate to their hearts' content. It is an outlet for creativity, where our most artistic minds use the white pages of the *Weekly* as their own canvas. Dear reader, put very simply, it is for you.

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**We strive to help all writers reach those standards, and we do so because apart from being custodians of the *Weekly*.**

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It does hurt when we hear the *Weekly* being called elitist, 'a publication that looks down upon any articles that are of a lower standard than Shakespeare's writing.' That is the exact opposite of what we strive to be. Of course, we do maintain a certain standard of writing, but we do not turn away writers when their articles do not match up to such standards. Instead, we strive to help all

*(Interview continued from Page 1)*

respective houses. Me speaking to the students in the CDH is merely a monologue, but in the houses, debate can be carried out in small groups and the opinions of the student body can be heard.

**DSW: Looking at the evident paradigm shift in School from non-academic activities such as sports to academics, what your views on this shift?**

**ASG:** I think that School has never been known for producing students only with a specific set of skills. We have been known for an all-round education that involves a balance of all activities. I believe this change is due to the recent fall in grades of DoscOs such as the first IGCSE batch and previous SC Formers having dropped their predicted grades by a huge margin. Looking at this, the Senior Management decided to prioritise academics over other activities, but these activities are not being done away with and are still being pursued by everyone in School.

**DSW: Every year, a School Captain brings a different change to the School**

writers reach those standards, and we do so because apart from being custodians of the *Weekly*, we are also guides of our community, whose job is to help our students grow and nurture their writing skills, therefore opening up numerous forums of discussion and allowing the pages of the *Weekly* to be ever more inclusive. Inclusivity is at the base of what we stand for, and we shall always welcome new pieces of writing, no matter how raw. So, echoing what last week's Editorial said, we would like to encourage all forms of writing and creativity: contemporary and School-based articles, or even creative stories and poems.

However, I would like to address a more pertinent issue with our community. 'Free speech' and

**community, so, what is your vision and what modifications are you looking at for the School as a whole?**

**ASG:** For me, it is not only the 21 elected students who are responsible for the development of the students. It is, in fact, everyone, whether it be a junior or an SC Former. We should not give the prefects the need to check on us for petty things such as polishing our shoes and should be self-disciplined for such small things. The ideal situation is one in which students are self-disciplined and punishments are not needed. However, I know that this is a little unrealistic. That is why I feel we should not remove punishments entirely, but cut down on the number of punishments given out. Junior forms need to understand the rationale behind why these punishments are being given. This can't happen over a single year. It will take four to five years, and I will require the support of the coming batches to help actualise this dream.

'rant' are two awfully different interpretations of what we stand for, and it must be made very clear that we stand for the ability to put forward ones' thoughts as long as they are substantiated and maintain a sense of purpose and the intent to debate rather than simply rant. Debate and discourse are always welcome, but a polarisation of debate, where it turns into an 'us versus them', isn't something that we would like to see.

I am hopeful that the following year is fruitful, and I look forward to receiving your thoughts and inputs, no matter what they may be. Till next time!

# A Tryst with Self-Expression

**Armaan Rathi** *explores the importance and beauty of modern art.*

From the first caveman's attempts at figure drawing to Monet's impressionism, the field of visual art has seen radical experiments with form, colour and shape. New paradigms were defined and destroyed in attempts to mould ideologies into something tangible, on paper, or on photographic film. If one looks at this journey, it could aptly be termed a 'tryst with self-expression'. In recent times, too, art has evolved to question previously held beliefs and methods of creation and innovation.

One of the most prevalent arguments against modern art, especially the abstract form, is that it showcases no skill. Simply put, "a 5-year-old can make it!" These loose remarks often raise questions like, 'does art need to be an exhibit of skill or a medium of expressing one's feelings?' An artist who was often subjected to such remarks was Jackson Pollock. Most of this American artist's paintings didn't have any structure, form, or even subjects. Often garnering polarised reactions, Pollock's paintings were in the eyes of many either pure genius or a tangled mop of hair.

Another example is cubism, which questions almost all ideals of realism, and captures a single scene from multiple angles and renders it in haphazard linear strokes. The first reactions to Picasso's paintings - which followed the cubist ideology - were often harsh, as most of his figures appeared warped, contorted, and grotesque. But when looked at from a historical or analytical perspective, the viewer understands the

depth that dwells in the thin canvas stretched onto a wooden skeleton. Take Picasso's most acclaimed work, Guernica, as an example. The viewer, knowing nothing of Franco's fascist regime's bombing of Picasso's native France, will not understand the dark undertones that Picasso put onto the canvas, and will look at it only as an iconic piece of art, simply because of its place in a museum or gallery.

Pollock's radical and abstract approach caused viewers to think, and impute meaning to chaotic, shapeless splashes of paint. Meanwhile, Picasso's zeal and skill created an implicit thread of emotions out of morbid figures - and that, in my opinion, is the primary purpose of art. Art doesn't have to depict skill, beauty, or be shackled by inflexible aesthetic standards. Art's only function is to stimulate thought. Artwork should always retain its progressiveness, its humane aspect, for if it loses that, the word art in all its sense is murdered, and a mechanical clone replaces it.



# Politics Makes Strange Bedfellows

**Aarnav Sethy** *sheds light on the recent political events of the country.*

Dear Readers, my absolute love and interest for Indian politics is almost ironical due to the fact that I was cursed with the blessing of not having either Indian History or Civics in my IGCSE curriculum. However, awareness of our political condition is something that every Dosco must have as it is our responsibility as citizens of the world's largest democracy. One day, our finger will be painted blue, and when that happens, we must make informed decisions to prevent being burdened by our own actions in the future.

I watch every election with the same excitement as a football match, with my laptop open at The Indian Express, television projecting the debate from the NDTV War room, and phone buzzing with notifications from the Election Commission's app. Through such articles, I intend to enlighten my readers about political news from the country and promise

to do so without any bias or judgement. I intend to analyse each election and form a developed opinion on the causes of the outcome. I hope that by the end of it, I may be able to use my limited knowledge to increase the interest of a couple of readers in this topic. I hope that I can encourage discourse and engage in debate with my readers with difference of opinions. After all, this is the beauty of democracy.

The past couple of weeks have been really exciting with counting of votes for two legislative assembly elections wrapped up on October 24. The opinion polls had turned their backs on an already distraught and lethargic Congress Party in both Maharashtra and Haryana, predicting a sweeping majority for the BJP in Haryana and for the Shiv Sena-BJP alliance in Maharashtra. The final results contradicted almost a

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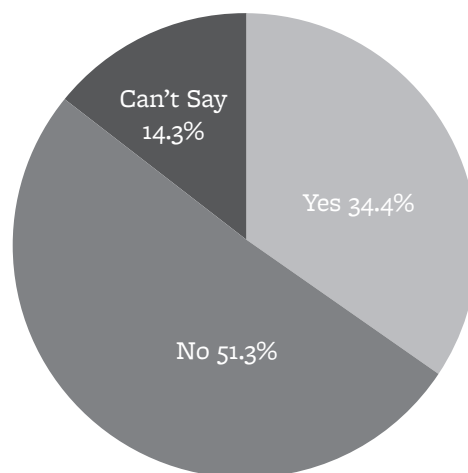
dozen opinion polls in Haryana, with the Congress Party winning 31 seats and the BJP emerging as the single largest party, having won 40 seats but failing to form government. To form government, a party needs to cross the halfway mark to prove its majority in the legislative assembly. The total number of seats in the Haryana Assembly were 90, so the half-way mark was 45 seats. In a case such as Haryana, the BJP or Congress needed support from independent candidates or the other regional parties, like the Jannayak Janata Party (JJP), to form an alliance. The Congress Party was initially hopeful to form Government, as the head of the JJP, Dushyant Chautala, stated that Haryana was ready for change in government. Later, however, Chautala extended his support to the BJP, and the alliance stake d claim to form government with 50 seats. It seems as if the post of Deputy Chief Minister was enough for Chautala to contradict himself.

President's rule was imposed in Maharashtra as the BJP-Shiv Sena alliance fell apart over the disagreement of sharing the post of Chief Minister. The rule was imposed as no party or alliance was able to form government. The state is now under direct rule from the Central BJP Government, until a party is able to form majority. The Shiv-Sena has started exploring

other possible options, including what some would describe impossible! An alliance with the Congress Party and a bitter rival, the Nationalist Congress party (NCP).

Before I conclude, I would like to acknowledge the Supreme Court's judgement on the Ayodhya dispute, but would refrain from forming any opinions.

### Do you think you are politically and constitutionally aware?



*421 members of the student community were polled.*

## Poetry

### Death Bed

**Samarth Kapila**

She lay, bleached,  
Clutching the teddy bear,  
She held most dear.

Cadaverous yet effulgent,  
Young yet hushed.

Her lips still red,  
A glimmer in the eyes,  
Sprawled on the bed,  
Facing the skies.

A sinister breeze brushed past  
And took it,  
Took her lasting glow,  
And everything so fast.

Her hands loosened  
And eyes shut,  
As she lay,  
On the ominous,  
Death Bed.

### Gone Forever

**Aditya Jain**

I reminisce the days when you were here  
Beside me, assuring me to have no fear.  
Now, you have suddenly gone,  
Just when all hopes in me had begun to dawn.

First I shed a tear because we are so far apart,  
Now I shed one because I am not able to make a  
brand new start.

Your voice still echoes in my head,  
And now that you are gone, I feel misled.  
Everything seems to be a hoax,  
Now that you have gone forever.

You took me alongside you every step of the way,  
And deep down I knew I could always count on you  
Be it night or day.

With you, a part of my heart has also left me  
And I have become like a leaf falling off a tree.

The dust settles and the sun slowly sinks.  
Everything now feels worthless and meaningless,  
Now that you have gone forever.

# Happy Children's Day!

## Masters pen down some anecdotes, reminiscing about times with DoscOs they will always remember.

On the occasion of Children's Day, I remember a student of my time in school and the year when the inception of the Mathematics Publication "Infinity" took place. A quiet yet steady individual, a School Prefect and a sincere academician. What was inspiring for me as a master was his readiness to ensure that it was shared across all students and the department compiled his work and shared across the batch. This booklet was used for many years before we saw changes in the curriculum yet it reiterates the value of exemplary work done by our students.

-ANC

I remember, four years ago, a mild earthquake took place. I was inside my house and was not aware of the tremors. Very chivalrously, some boys came and knocked loudly on my door and helped me get out of the house. On the way out, I was running with my dog, and I tripped on the stairs. The boys were very kind and helped me up and made sure I was okay. Another instance of DoscOs' helpfulness was six years ago, when I fell and hit my head on the edge of a glass table. My forehead had a deep cut and I was bleeding profusely. Naturally, I started panicking. Some boys came inside and helped me calm down. They escorted me all the way to the hospital and took great care of me. I am very thankful to them.

-SBS

When I analyze my journey so far in The Doon School, I cherish the wonderful moments I have had with the DoscOs. The love and affection the boys have showered upon me is very touching and gives an "aha" feeling. The bonding they have developed is incredible and it motivates me to 'keep on doing the good work.' I recalled the first day in the School, when SC Formers asked me, "What is love?" In a jolly mood, I explained the boy that love is "Learning Objective Value Education." Later in another conversation, some of them mentioned and endorsed the importance of values in education. In the last couple of years, I enjoyed many life-skills questions apart from the Math teaching and enriched my knowledge and broadened my intellectual horizons with the boys. Year after year, I enhanced my knowledge in the company of DoscOs. Indeed, DoscOs are unique, as they are hardworking and are extremely talented.

-CSG

It is often difficult to assess how we as teachers impact the students and how do they impact us. I wonder if there is any other relation, which is not created out of natural or vested interests but still continues to manifest itself in many different ways throughout a teacher's life and throughout the life of a student, whose impact is both immediate and far reaching. While our life can be filled with plenty of such anecdotes one is particularly interesting. Here is a junior boy in the house, who had attended a rigorous swimming programme. The rigour of training was such that it left him extremely tired and 'anxious'. While one can understand that it could be tiring, the word 'anxious' needs to be elaborated. He was very anxious because he swallowed water while swimming and he puked as well. He had a strong belief that such dual impact can be fatal and it may cause his life. This belief was a result of his 'research' on the internet, which made him feel that he has only a few hours of life left with him. He created a "will" and "donated" his belongings (precious possessions of C Formers!) to his peers. However, one "wise" form mate of his was able to convince him to come and meet me. Knowing this, I first took technical advise and then comforted the child. The least and the most one would possibly do under the situation. I wonder if he trusted at all about this. Obviously the child was safe that night and later on and he learnt swimming, but I never knew until after a very long time, that he believed that I "saved" his life. When I came to know about this, I had a good laugh about my new role as a 'savior'. I reflected on the incident deeply as well. It reinstated my core belief on the student-teacher relation in Doon. The beauty in the mess, unstructured yet tuned, motivated yet careless!

-SKD

## Masters share a few of their childhood memories.

As a kid from the Military background, life was full of surprises for me. From shifting to different places and schools time and again, after every two to three years, to travelling the length and breadth of the country, to a feeling of always losing friends and anxiety of always trying to find your place and fit in a new place. I recall how as a new student (just about 10 days in schools) in class XI, I somewhat had the courage to participate in Inter-House Basketball match, just to complete the team. I can't recall now if it was to just fit in, get noticed, but I should have given a little more thought before agreeing to this. So a little bit of each of my intentions got fulfilled, but because of very different reasons. 5 minutes into the game, the ball comes to me, I bounced it as I caught it but then onwards, I had no clue that it had to be dribbled; I just held it and ran. All I could sense in that less than a minute was a constant whistle blowing, students laughing but never knew why. My goal was to take the ball close to the basket! Well, in the next minute I realized what was wrong, I was so embarrassed, more so for the image I had put up, but was glad this opportunity made me meet people who stood by me, although till date they recall this episode and laugh. It made me understand how momentary episodes and feelings are and that intentions and beliefs always last longer. I want this experimental child in me, the courageous child in me to never be overshadowed by the rigid, conscious adult, so a salute to the child within.

-RHS

As a seven-eight year old, joining boarding school, food became the first major problem and the reason for my home sickness. The bullet proof *chapattis* served with insipid *daal* and *sabzi* was the usual fare served and we were made to push it down our throats. We looked forward to the days when rice was served, and when served with *paneer* or mutton curry we would celebrate. Later on into the term on a bright sunny morning we were packed into a bus and taken for a picnic to a spot which had a huge pond. We played, sang songs and performed skits but all the while the aroma of something 'good' cooking kept bothering us and we started demanding lunch. Soon lunch was laid out and behold it was rice with *daal*, *paneer* and pickle! I asked my teacher why we had been given such good food. She replied "It's children's day". Just when I was going to ask her what is children's day about a *gulab jamun* was dropped into my plate and I forgot the question. It was sometime later that I learnt that children's day was Nehru's birthday and that he loved children.

-PMV

I must have been about seven and remember being very upset with my village school master *sahib*. I think he'd scolded me for not completing my work. At the time, I had a rescue leopard cub, *Bageera* who was growing bigger rather rapidly, but a very friendly sort none the less. To extract revenge, I decided to take *Bageera* with me to school the next day. The details are hazy now, there was large amounts of shouting and panic. *Bageera* was behaving more like a kitten with a ball of wool; friendly and curious. Needless to say, hilarity (from self) and pandemonium (in school) ensued. I was given a strong talking to by my grandmother on etiquette and the rudiments of *pakka* behaviour, post that. *Bageera* was packed off to the Patna zoo and yours truly to The Lawrence School, Lovedale rather sharpish, after that!

-MHS

When asked by the *Weekly* to recount an anecdote from my school days, a smorgasbord of memories rose inside of me. When one spends thirteen years, from age five to eighteen, in a school – that too a residential one – there are any number of incidents and happenings that begin to flood one's mind. It is impossible to recall that one seminal one. I, literally and figuratively, grew as a person on that school campus and became who I am. Every boy in this school knows that it is what transpires in the classrooms and corridors, dorms and common rooms (also, pantries now!), sports fields and activity spaces (like the Weekly room, for example), on the mountains and the tracks, the journeys home and back (the fun-filled school parties are almost extinct, I know), and through the countless conversations that one has that our school life enables us to gather memories which become an indelible part of our lives. I was enriched in every way at my school and carry all the precious life lessons learnt with me to date. Perhaps, I shall share them with you on occasion when they resonate with what you are experiencing while on your journey here at Doon!

-STK

# The Week Gone By

Aviral Kumar

This week, as cities across the country were plagued with thick, toxic smog in the aftermath of Diwali, the chilly Chandbagh mornings played their part in grinding our joints (and brains) to a halt.

Speaking of brains, it is greatly ironic that the week during which we are meant to exercise our neural muscles (more on that later), our boys took to the ring to thoroughly bash each other's heads in. Graphic descriptions aside, this year's boxing competition, like most that have come before it, delivered a

perfect blend of technique, ferocity, and above all, sporting character. For the victors, whether they won through sheer power or graceful footwork, recognition was duly awarded; for those less fortunate, at least you might feign a 'hand injury' for the upcoming exams.

As for the elephant in the room – Trials, there is not much to say that hasn't been said already. The new SC/(S Form? Still haven't figured that out yet) spent the entire week combatting the administration regarding the Trials schedule, with the ISC stream in particular, leading the vanguard. A small reshuffle aside, their efforts were largely in vain, and so they turned their attention to the Masters, employing various strategies in a bid to get their syllabus cut down. For them,

and the whole School in fact, we hope that the brilliant performance by the School Popular Band on Thursday night served to remedy their frustrations.

To conclude, I must advise the Dosco community that amidst the bitter-cold and impending dread of trials, the newly-appointed prefects have still found it within them to stand at the gates of the CDH *en masse*, preying upon any unfortunate soul who arrives after the bell. Perhaps we should count ourselves blessed (or cursed, depending on who you ask) that as the term winds down their enthusiasm is unwavering, but I can only suggest that you sit tight and stick to the books, even if term always ends "one week too late".

## Wordsearch | Prominent Plays and Playwrights

1. 'Uncle \_\_\_\_\_', a tragi-comedy, is said to be Anton Checkov's most famous work.
2. This playwright is best remembered for his last play, 'The Importance of Being Earnest'.
3. This playwright wrote 'Death of a Salesman', which won the Pulitzer Prize for Drama and the Tony Award for Best Play in the same year.
4. The Globe Theatre was associated with this playwright.
5. This British playwright worked as a conscript in coal mines.
6. This playwright was made Catholic against his will.
7. This ancient Greek tragedian wrote the play, 'Oedipus Rex'.
8. This playwright wrote the famous play 'Waiting for Godot', which premiered in 1953
9. This Norwegian playwright chose exile due to the fact that his plays weren't being received well within his native country.
10. This absurdist playwright, famous for his play 'Who's Afraid of Virginia Woolf' came out as gay at the age of 8.
11. This American dramatist was widely seen as the successor to Nobel-Prize winning playwright Eugene O'Neill.

E O C P O Z W R D O V B V D Y S V N F R  
 V H T N T T Z U T W G Z E U T J P P P N  
 T E V N D G F P P N R T C N G E O V B O  
 V F U R N Y P S R P D N Z A T Z C W T J  
 D L Z E T P T M F R G V S M F Y A I M B  
 B Z M I U W B U Q V U M A L B E E Y E L  
 R D L P V R I Q Y E P W K C T X J C W F  
 J Q F H O F E Q V O B N D U M H K V E A  
 P D X J Q E B G W V Y D M Y Y E U S W L  
 C B Z H J O Q R I X Z K O A T V T I E U  
 B U S W A Y N B E Z F V N T W M L K V W  
 P I R O X Y S P J L E T I R T D L L B K  
 Y L P M P E X C K U L W I X E J D K N B  
 K H B N N H S P X U D I D G S F W I P H  
 Q E M G W C O V M T J L M G N L F W D G  
 I W C I X V G C G N R L G U Q L B A I Q  
 T O O Q R U M T L G G I Z X A Q O J H V  
 M O D E T S L B B E R A E P S E K A H S  
 B R I D S M V S D A S M T I U B K Y I E  
 H R O Z V A Y N A V V S P T Z M H V Z S

- Answers to This Week's Wordsearch
- |           |                |              |           |
|-----------|----------------|--------------|-----------|
| 1. Vanya  | 4. Shakespeare | 7. Sophocles | 10. Albee |
| 2. Wilde  | 5. Shaffer     | 8. Beckett   | 11. Ode   |
| 3. Miller | 6. Williams    | 9. Ibsen     |           |

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

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