



# The Doon School WEEKLY



Saturday, November 24, 2007 • Issue No. 2172

REGULARS

2

FOUNDER'S  
SPEECH

3

HINDI  
PAGE

6

HOME  
'WORK'

5

## Editorial



A strange smell permeates Chandbagh; it is the smell of nostalgia; the smell of remembrance. The conclusion of another year heralds goodbyes to be said and memories to be cherished for the rest of our lives. Chandbagh will never be the same again; the ivy-clad Main Building will never be the same again, and yet The Doon School will never change. For our own part, we can definitely say that there are memories attached with this Sc form batch that will “*never ever be forgot*”.

Another year has come to an end. But, as Winston Churchill said, “Now this is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning.” We walk down memory lane... again. Impish little D formers metamorphosed into responsible and, in some cases, irresponsible, Scs. It is unbelievable that in a few days from now, we will find them emerging from the cocoon of Chandbagh. Seventy-two such batches have come and gone, giving to the School something unique; something special. It's a very incomprehensible feeling: bidding adieu. Yet, for some reason, we know it's not a real goodbye.

And as they leave, all we can say is: “*Look at the stars, / Look how they shine for you, / And everything you do*”. The world ahead has as many promises as they have dreams. We hope their dreams translate into reality. It's not going to be a cakewalk. We know that. But, it suffices to say that *the long and winding road will never disappear* for them.



## Roving Eye

Ch. Ed and COP

The poison pen is here again. Notice the devious rhythm in the line. The *scoping* season is coming to an end and, now, the *scoping* seems to have reached its peak. The contenders for the highly-coveted post of captaining the School are those from Jaipur, Kashmir and Hyderabad, sources have revealed, but mum's the word on who these nominees would be.

In the Nizams' quadrangle, *stars are shining bright above you and night breezes have whispered I love you*, but the tree is stretching its branches in far-away Delhi. The 'I love yous' are not only happening between Doscocs and people from outside School, but inside the House itself as well. We fear that this may lead to some sort of partiality and the *media* seems to be getting on someone's case (evidently so). We will refrain from mentioning the men in black and blue, for fear of not doing justice to their *scoping*.

In the House of Warriors *toh bhai, arrey bhai*, the smiles of the South Indian are never wiped from his face when the highest authorities find themselves sitting at his table. This warrior is definitely fighting gallantly and it so seems that his efforts to beguile the regime will not go unheeded. Then there are two particular Sikhs: one of whom has not been able to go through one hundred pages of *Danny the Champion of the World* since D form and the other who loves Adnan Sami's song *Aye Udi Udi Udi*.

One 'acting' prefect of the House of Swans has recently been overworked due to a few wrestling incidents that occurred and caught his attention only later. And hmm he has also hmm become the hmm dramatist in hmm hmm hmm hmm hmm hmm. The George of the Jungle was last seen breaking the walls and his head, incidentally, with his head when the Physical Torture eluded him.

In the Chinar House: *banega, School Captain pakka hi banega!* Anyway, we are only to guess if the expedition had ulterior motives. It was the 'prince' of the *Mazdoor Union*, backed by the supplier of mangoes to School; unfortunately, now he is out of stock (*aam na raha*).

Now, moving on to the House of Eagles: we didn't manage to catch someone in the dark. But, he seems to be shining in the eyes of the authorities, if it wasn't for certain problems that were re-awarded to him. The *Kamine ka toh gala babut hi kharaab ho gaya tha*, which hindered his *lending* abilities.

Sorry to all those *scopats* who were *scoping* to be featured in this special Roving Eye. But, you are just not important enough (we sincerely hope you don't get shattered, though). So, hope the food's good on Golden Night.

## TAKE A BREAK

We wish the entire School community a very merry winter break.

## SPORTING COLOURS

### School Boxing Colours

#### Half Colours

Aditya Yadavalli  
Udai Singh  
Dhruv Gupta  
Vivaan Shah

#### Full Colours

Prateek Ghei  
Saket Mahajan  
Srivats Chandra  
Tanuj Bhramar

### School Athletics Colours

#### Half Colours

Ambar Sidhwani  
Suryajit Singh  
Sumer Boparai  
Aaditya Vikram Gupta  
Tanuj Bhramar

#### Full Colours

Aryaman Sengar

### School Tennis Colours

#### Half Colours

Harnaresh Singh  
Abhishek Gupta

#### Full Colours

Abhimanyu Chandra  
Shantanu Garg  
Vivaan Rai

Rituraj Raizada (Re-awarded Full Colours)

Congratulations!

## WRITING PRIZES

The following are the results of the **English Literary Society Short Story Writing Competition:**

**1st:** Saurav Sethia

**2nd:** Ayyappa Vemulkar and Saksham Sharada

The following are the results of the **English Literary Society Poetry Writing Competition:**

**1st:** Saurav Sethia

**2nd:** Dilsher Dhillon

Congratulations!

The following are the results of the **Historical Circle Essay Writing Competition:**

**1st:** Ayyappa Vemulkar

**2nd:** Shantanu Garg

Congratulations!

## IAYP AWARDEES

**Bronze:** Rishabh Chatterjee, Uday Shriram, Arvind Sharma, Prateek Agarwal, Netesh Dev, Devansh Khaitan, Rishi Sood, Pranit Verma, Aayush Jain, Abhishek Sharma, Vinayak Agarwal, and Uday Singh.

**Silver:** Vinayak Thapliyal, Armaan Malhotra, Anirudh Gupta, Jaspreet Singh, Ayaan Patel.

**Gold:** Ramakrishna Pappu, Ankit Durga, Nikunj Nagalia, Anant Johri, Gaurav Sood and Prannay Shah.

Well done!

## APPOINTMENTS

Dushyant Sapra and Armaan Malhotra have been appointed boys-in-charge of **RLSS** for the forthcoming year.

Jayvardhan Singh has been appointed the boy-in-charge of the **Implement Store** for the coming year.

Dushyant Sapra has been appointed boy-in-charge of the **Motor Mechanics STA** for the coming year.

We wish them a fruitful tenure.

## NEW ARRIVAL

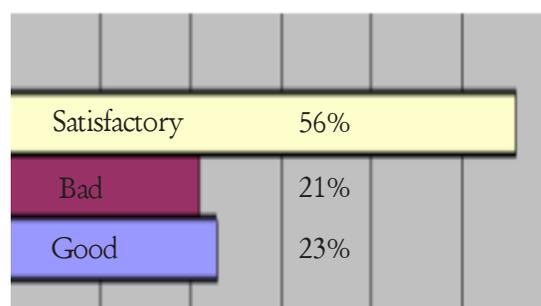
Skand and Shivani Bali have been blessed with a baby boy. The School extends hearty congratulations to the family.

## INTER-SCHOOL QUIZ

The School was represented by Ashish Mitter, Eeshaan Tiwary and Ramakrishna Pappu in the **Riverdale Quiz**. The School was placed third amongst the seventeen teams that participated. Kudos!

## Opinion Poll

Rate the term gone by: Good, Bad, Satisfactory



420 members of the School community were polled

## Unquotable Quotes

*The dog was standing on its hings.*

**Arjun Midha** shuts the dog.

*It is freezed water.*

**Rishab Verma** feels the chill.

*I am watching my heartbeat.*

**Arjun Khaitan**, surgeon.

*I am getting disattracted.*

**Rishab Nautiyal** is repelled.

*Albert Intestine stated the theory of relativity.*

**Arjun Midha** digests information.

*India is a country of many nations.*

**Manik Garg** flies the flags.

*The tailor cuts my hair.*

**Eeshat Tiwary**, does he stitch it too?

*India was under UK occupation in 1945.*

**RSF**, pre'occupied' historian.

*No, I never say you that.*

**Khalid Amin** speaks out.

*This is the last I'm caughting you here.*

**VKL** warns.

*When I get angry... mujhe gussa aata hai.*

**VKL**, lost in translation.

*The barber cut my hair too long.*

**Sushmit Sen** complains.

*Can I please borrow your swimming googles.*

**Shaurya Kuthiala** surfs the net.

## CAREER CALL

The Careers' notice board will feature information on the **Merchant Navy** as a career prospect. All budding shippies should look it up.

## OLD BOY'S NEWS

**Tariq Sayeed** (ex- 1900B '97) has been blessed with a son. Our heartiest congratulations to the family.

**Founder's Day, 2007:**  
**School Captain's Address**  
*Ashish Mitter*

Good evening ladies and gentlemen. It is my great pleasure to, on behalf of the School, thank Mr Mani Shankar Aiyar for having been our Chief Guest this Founder's Day. I am sure everyone here would agree that Founder's is a very special time for us here at The Doon School, and this year it has been made all the more so because we have had Mr. Aiyar here with us. I don't think that anyone seated here today will forget his words in a hurry.

I had said that Founder's is a special time, and so it is. It is remarkable how, for three days in October, year after year, all of us—students, teachers, parents, Old Boys—gather here in Chandbagh, to celebrate the founding of this school. Founder's has, I am sure, a special significance for each person assembled here today. For some students, it's the exhibitions and all the work that goes into preparing them; for a particular house (this year Jaipur), it's the Pagal Gymkhana; for those Old Boys celebrating their jubilees, it's a chance to get together as a batch; and for many parents it's just a chance to get to see and spend time with their children. However, I think for the Dosco family as a whole, Founder's is a time to look back and admire the institution that is The Doon School, admire it because the story of Doon is indeed a remarkable success story.

The freedom provided to students makes certain that despite a regimented daily routine, they are able to find their own niche in school, their own field of activity, of interest. The opportunities students get here ensure that this school is not a factory churning out like-minded products, but an institution where each and every individual is just that, an individual, where conformity is not a necessity.

The real value of this freedom dawned on me only recently, when I was fortunate enough to participate in the inter-house one act play competition, along with around 150 other Doscos. Not only were we able to act and direct, but we could also play around with lighting, sound, props, costumes, make-up and brochures—a true education. I realized a strange yet wonderful fact—that a Dosco is as likely to become an artist, as he is an investment banker.

The egalitarian spirit prevalent in this school built in the austerity of the boarding house and strengthened by a multitude of shared experiences that are a direct result of living together for six years, is another reason for this success story. Religion, caste, father's occupation, mother's occupation—all has virtually no consequence. Yes, many Doscos do come from affluent backgrounds, but in a school where expensive gadgets are not allowed, where students must be in uniform at all times, and where pocket money is decided according to form, affluence really holds no worth. You are what you are, and what is important is your character.

Another outstanding feature of the school is the sense each student has of being part of a greater com-

munity. The fact that social service is an integral part of the Dosco education has been harped-upon by many people, and yet it is a fact that cannot be over-emphasized, for as someone said 'we make a living by what we get, we make a life by what we give'. However, social service forms only a part of what I am talking of. Doscos are conscious of the fact that they are citizens of India and indeed the world as a whole, and have a responsibility as such. Awareness of what happens around us is a vital component of learning and so Chandbagh is not, as some would believe, overly insular, in a time warp, and cut off from reality. After all, where else would a student, in the space of one year, go on a school trip to Madhya Pradesh, trekking to Garhwal, and do social service in the tsunami affected villages of Tamil Nadu. Just last month, over fifty boys took part in the inaugural Doon School Model United Nations, where issues of global concern were examined and minutely dissected. If one were to walk into the Main Building at any time during the duration of the Conference, one could hear anything from discussions on how to implement arms control measures, to how India was benefiting from outsourcing. Not every Dosco is going to become the next Shashi Tharoor, but he most definitely will not take pride in ignorance. Of course there are other things which contribute to Doon's success—a healthy student-teacher rapport, the ethos of a holistic education, small classroom sizes. It is a composite package. However, if a stranger were to walk into Chandbagh these are not things he would see immediately. What he would observe though, would be the overwhelming change this school is going through.

In a few months time, my batch will pass out of school. As a batch, we have seen a lot of change. When we joined school, we would have yoga classes in the mosquito-infested old Music School, art classes in the old Art School; many of my form mates stayed in the old Foot, Martyn or Jaipur Houses. These buildings do not exist today. We have seen new structures come up all over Chandbagh. We have seen the MPH used as a dining hall and a library. We have seen the introduction of IB and high-speed internet connectivity on campus. We have seen call over abolished then reinstated, cross-country abolished, afternoon toy abolished, night outings introduced. We have seen a lot! The obvious questions that arise are 'is all this change good? Will we lose all that we value in this effort to modernize? I am certainly in no position to answer these questions, but what I know is that we are a young school, a new school—only 72 years old—too young to hold on to tradition for tradition's sake, too new to be afraid of change. In this sense, as indeed in many others, we are a lot like the republic we live in—India. Perhaps we need what this country is said to need—more change with stability of direction. A paradox: yes, but not a contradiction. Looking ahead, the school must resolve this paradox. And from what I have seen over the past five years this resolution is plausible, especially if we as a community were to keep in mind the following words:

'Give me the courage to change that which I can, the serenity to accept that which I cannot, and the wisdom to know the difference.'

## अजी, नाम में क्या रखा है?

विनय पौडे

अध्यापकों संक्षिप्त नाम दून स्कूल के लिए कोई नई चीज़ नहीं है, पर मुझे याद नहीं पड़ता कि कोई पुराना अध्यापक या फिर ओल्ड बॉय मिस्टर वोहरा की बात कर ते समय उन्हें एस. के. बी. कहता हो। उन्हें तो हम मिस्टर वोहरा या फिर बॉण्ड के नाम से ही जानते - पहचानते हैं। मैं तो शायद कुछ दशकों के बाद लोगों को याद भी न रहूँ, पर मेरी दिली इच्छा है कि जो भी मुझे याद करे वो या तो मुझे विनय पौडे या मिस्टर पौडे के नाम से याद करे न की बी. एन. पी. से।

यह मेरी व्यक्तिगत धारणा है कि किसी को उसके पहले नाम से बुलाने से आपनापन झलकता है। अब चाहे सारा स्कूल उसे पिट्टी कहकर बुलाये पर मैं तो उसे विष्णु कहना ही पसन्द करूँगा। क्या आप जानते हैं कि अध्यापकों में किसका नाम देवेन्द्र है? यह न कहियेगा कि आपका पाला श्री डी. बी. एस या डी. के. एम से नहीं पड़ा। मेरा तात्पर्य यह बिलकुल नहीं है कि मैं अपने से कहीं ज़्यादा तजुर्बेकार और उम्रदराज़ डी. बी. एस. को देवेन्द्र कहूँगा। मेरे लिये तो वे श्री सिंह या 'सर' ही रहेंगे। अब यदि पी. बी. आर को मैं जनसाधारण के सामने सम्बोधित करता हूँ, तो कहता हूँ मिस्टर बरेट, किंतु मैं व्यक्तिगत रूप से उन्हें फिलिप ही बुलाता हूँ न कि पी. बी. आर.।

हमारे कैम्पस की कुछ भद्र महिलाएँ जब मुझे पौडे कहकर सम्बोधित करती हैं तो मुझे अजीब तो लगता है पर शायद यही उनके सम्बोधन करने का तरीका हो। दून स्कूल में हम सभी इन तीन अक्षरों की पहचान को ऐडमिनिस्ट्रेटिव कन्वीनियंस या ईमेल आई. डी तक ही सीमित न रखकर इन्हें एक व्यक्ति की पूरी पहचान बना देते हैं।

मेरी ईश्वर से हार्दिक प्रार्थना है कि लोग मुझे विनय कहें या श्री पौडे कहें। चाहे डाल्टन, मैडेलीफ या फाराडे कहें, पर बी. एन. पी. न कहें!

### भूमण्डलीकरण और अमेरिकी साम्राज्यवाद

अंकुर सक्सेना

'अमेरिका के दोस्त या दुश्मन नहीं होते, वह अपना हाथ केवल लाभ को देखकर ही आगे बढ़ाता है'; यह हेनरी क्रिसिंगर से सी. आई. ए. के पूर्व निदेशक ने अमेरिका की नीति के सिद्धांत वाक्य - 'अमेरिकी हित' की व्याख्या करते हुए कहा था। इस ही विषय पर विचार करते हुए मैं इसका गुडार्थ समझने का और इस विषय के कई व्यंजनात्मक अर्थ समझाने का प्रयास करूँगा।

पहले राजनैतिक व्यवहार के द्वारा भूमण्डलीकरण की इस आधुनिक अवधारणा को समझते हैं। अधिकतर देश अमेरिका के निर्णय के खिलाफ जाने की हिम्मत तो दूर उसके खिलाफ बोलने तक का साहस नहीं कर पाते। इराक, अफ़गानिस्तान, दक्षिण अमेरिका में खासतौर से चिली, यहाँ तक कि पाकिस्तान भी इसके अपवाद नहीं हैं। अमेरिका के राजनीतिक प्रभाव के कारण ये सभी देश कठपुतली मात्र बन कर रह गए हैं। संयुक्त राष्ट्र संघ जिसको वॉच डॉग कहा जाता है, एक ऐसा कुत्ता बन गया है कि जिसके भौंकने पर भी अमेरिका उसे अनदेखा कर आगे बढ़ जाता है। इन सब बातों को नकारते हुए लोग कहते हैं कि अमेरिका इन देशों की सहायता कर रहा है। जबकी अधिसंख्य लोगों का मानना है कि वह सहायता नहीं कर रहा, बल्कि उस मीके की प्रतीक्षा में है जब ये देश उसके कर्ज के नीचे दब जाएंगे और वह उन पर सुलकर अपनी मर्जी चला सकेगा। शायद राजनीति की इतनी बातें समझने के बाद पाठकों को अमेरिकी साम्राज्यवाद के कुछ लक्षण तो दिखाई देने ही लगे ही होंगे। आज पीप - रॉक कल्चर आदि को हमारी संस्कृति से बेहतर माना जाता है। हर नौजवान लड़का अमरीकी विश्वविद्यालयों में पढ़ने के सपने देखता है। पूरी दुनिया भूमण्डलीकरण के कारण अमेरिका जाना चाह रही है। यह विचार अस्तर उठता है कि आखिर इसका कारण क्या है? इसके अनेक कारणों में एक कारण तो यह है कि अमरीकी प्रचार के साधन जिनमें से हॉलीवुड के चलचित्र भी एक है, अमेरिकी सोच को तेज़ी से दुनियाभर में फैला रहे हैं। हम भी उनके प्रभाव में आकर ऐसा ही मानने लगे हैं।

हमारी सोचने समझने की प्रक्रिया को पूरी तरह से सिद्धांत विहीन किया जा चुका है। 1939 में जब अमेरिका का शेयर बाज़ार 'वॉल स्ट्रीट' गिरा था तब अमेरिका से अधिक नुकसान तो अन्य देशों का हुआ था जिनकी अर्थव्यवस्था अमेरिका पर निर्भर थी। अमेरिका की बहुराष्ट्रीय कम्पनियों ने विश्व के अनेक देशों में प्रवेश किया और वहाँ की कम्पनियों से बेहतर वस्तुएँ सस्ते दामों पर बेचकर बेतहाशा लाभ कमाया। इस लाभ को वह अमेरिका में वापस ले जाया गया और उस ही पैसे से अपने

लाभ और दूसरों की हानि का विषैला चक्र चला दिया गया। दादाभाई नौरोजी ने इसे धन-सम्पत्ति एँठने की जटिल व्यवस्था का नाम दिया था। यह सब जानकर भी हम कुछ नहीं कर सकते और अब इस बेबली को हम भूमण्डलीकरण का नाम देते हैं। यह सब असल में भूमण्डलीकरण से ज़्यादा अमेरिकीकरण है। अब कुछ लोग कहेंगे कि आलेख में तो केवल अमेरिका के ही लाभ गिनाए जा रहा है। उनका कहना है कि बाकी देशों को भी फायदा हो रहा है। तो उनके लिये यह जवाब है जो लाभ बाकियों का हो रहा है उससे सौ गुना लाभ तो अमेरिका का हो रहा है। यह ऐसा वसुधैव कुटुम्बकम् है जिसके शिखर पर अमेरिका आसीन है।

### दून स्कूल की वैश्विकता

चन्द्रचूड शुक्ल

मित्रों, आज मैं आपके सामने एक ऐसे विषय पर विचार करने वाला हूँ, जो हमारे विद्यालय की शिक्षा - प्रणाली से जुड़ा हुआ है। आज के बदलते दौर में जब सारी दुनिया पास आती जा रही है तब दून जैसे विद्यालय का महत्व अपने आप ही बढ़ा जाता है। सारा भारत देखने की कोशिश कर रहा है कि दून स्कूल की शिक्षा यहाँ के छात्रों को वैश्विक नागरिक बनाती है या नहीं। मैं इस ही विषय पर अपने विचार प्रस्तुत करने का प्रयत्न करूँगा।

हमारे पूर्वजों ने सैकड़ों - हज़ारों साल पहले ही वसुधैव कुटुम्बकम् का नारा देकर वैश्विक नागरिकता के विचार को हमारे रक्त में बो दिया था। यह बात अलग है कि आज वैश्विक नागरिकता का अर्थ बदलने लगा है। आज देशों के बीच में पहले की अपेक्षा कहीं ज़्यादा आवागमन, संवाद और सम्पर्क होने लगा है। आज स्थिति बदल चुकी है। देशों के बीच सुलते जा रहे दरवाज़ों की वजह से उनके बीच आर्थिक, सामाजिक, साहित्यिक, सांस्कृतिक, व्यापारिक तथा राजनैतिक सम्पर्क बढ़ता जा रहा है। दुनिया एक वैश्विक गाँव बनती जा रही है। मेरा स्पष्ट रूप से मानना है कि दून स्कूल आज के बदलते परिवेश में, ज़माने की ज़रूरत के हिसाब से, युवा मस्तिष्क और हृदय तैयार कर रहा है और अपनी शिक्षा के माध्यम से छात्रों को वैश्विक नागरिक बना रहा है।

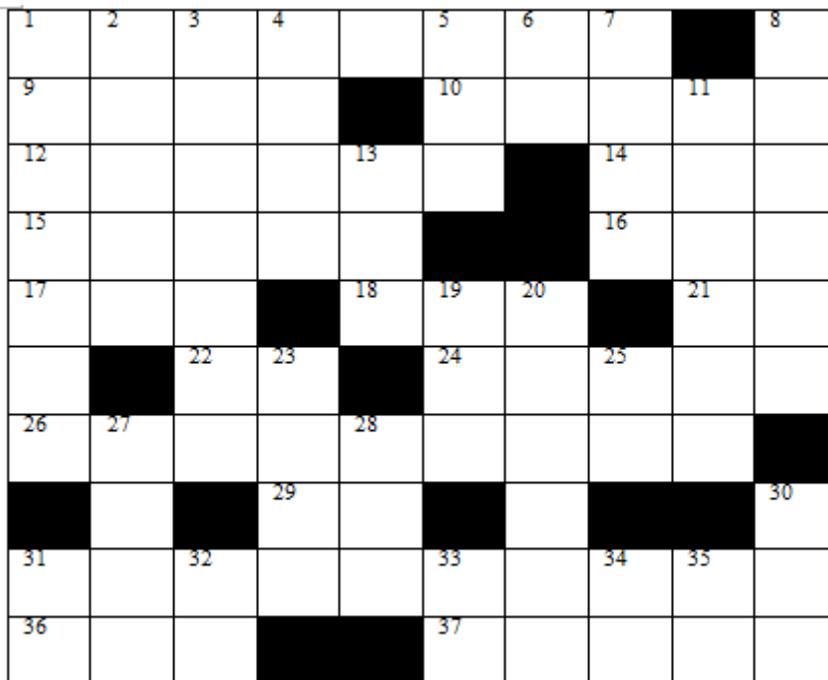
वैश्विक नागरिक का अर्थ है, ऐसे लोग जो दुनिया के किसी भी देश में खप सकते हैं। उसका अपने परिवेश में ढल जाना बहुत आवश्यक हुआ करता है। वैश्विक नागरिकता के लिए जिन गुणों की आवश्यकता होती है उनमें से कुछ प्रमुख इस प्रकार हैं - आपसी मान-सम्मान, अपनी बात को पुरजोर ढंग से कहना, दूसरे की बात को ध्यान से सुनना और आवश्यक तबज्जो देना, स्वावलम्बन, अपनी ज़िम्मेदारी को निबाहना, स्वतंत्र चिंतन, अपने कार्य के प्रति समर्पण तथा विविध परिस्थितियों के साथ सामंजस्य बिठा पाना। मेरा मानना है कि स्कूल में आयोजित होने वाली वाद - विवाद प्रतियोगिताओं, लेखन प्रतियोगिताओं, प्रश्नोत्तरियों, प्रकाशनों तथा विभिन्न समितियों के संचालन आदि के द्वारा सभी छात्र इन गुणों को अपने में ढाल लेते हैं। आवासों में भी अलग अलग भाषा-भाषी छात्र जो कि अलग अलग संस्कृतियों से आते हैं, एक साथ रहना तथा एक दूसरे की मदद करना सीखते हैं। साथ ही उनका परिचय दुनिया की सभ्यता और संस्कृति होता है।

स्कूल में अंतर्राष्ट्रीय मुद्दों से भी छात्रों को समय समय पर परिचित कराया जाता है। पर्यावरण, जल-संरक्षण, निःशस्त्रीकरण आदि अंतर्राष्ट्रीय मामलों पर समय समय पर भाषण आयोजित किए जाते हैं। मूना के माध्यम से अंतर्राष्ट्रीय मुद्दों की समझ को बढ़ावा दिया जाता है। समय समय पर आयोजित किए जाने वाले विदेश - भ्रमण, एक्सचेंज कार्यक्रम, विदेशी वक्ताओं के साथ संवाद तथा इण्टरनेट की उपलब्धता आदि विश्व से छात्रों को परिचित कराने में सहायक होते हैं। हाल ही में स्कूल ने आई बी के पाठ्यक्रम को अपने शिक्षण में स्थान देकर छात्रों को वैश्विक नागरिक बनाने की दिशा में बड़ा कदम उठाया है।

अंत में मैं डा. राधाकृष्णन की बात के साथ अपना वक्तव्य समाप्त करना चाहूँगा कि जिज्ञासा शिक्षा का आधार है, प्रश्न शिक्षा की नींव है, और सिद्धांत को व्यवहार में उतारना ही सच्ची शिक्षा है। मेरे विचार में दून स्कूल अपने छात्रों को प्रश्न करना सिखाता है साथ ही प्रश्नों के उत्तर खोजना भी सिखाता है। यही कारण है कि जब हमारे छात्र अभ्यन के लिए बड़ी संख्या में विदेश जाते हैं तो वहाँ सफलता के साथ अपने लक्ष्य को प्राप्त करते हैं। इससे सिद्ध होता है कि दून स्कूल न केवल अपने छात्रों को सर्वग्राह्य बनाता है बल्कि इस लायक भी बनाता है कि वे दूसरों को स्वीकार कर सकें। अतः यह कथन पूरी तरह से सही साबित होता है कि दून स्कूल की शिक्षा यहाँ के छात्रों को वैश्विक नागरिक बनाती है।

# Cruciverbalist's Corner

Vivek Santayana



**Across:** 1. Meant to be followed. 9. Asterix author \_\_\_\_ Goscinny. 10. Useful or valuable quality. 12. Joined into a single entity. 14. Variable Length Array. 15. Money or property brought by a woman to her husband at marriage. 16. Dog, cat, fish, etc. 17. International Nursing Index. 18. East Australian Current. 21. European Union. 22. Negation. 24. Kind of house. 26. Critical situation. 29. Company. 31. Kind of training relating to one's occupation. 36. Title of respect. 37. Recurring series of events.

**Down:** 1. Having profound knowledge. 2. Noble gas. 3. Tie or twist together. 4. Jewish sage Rabbi \_\_\_\_\_. 5. Boy. 6. An adverb. 7. Please reply soon. 8. Sculpture. 11. Kind of poem. 13. Sense

organ. 19. Alcoholic beverage. 20. Land vehicles travelling together. 23. Species of whale. 25. Washington \_\_\_\_\_. 27. Open land with peaty soil covered with moss. 28. Past tense of 'get'. 30. A Spanish expression common in bullfighting. 31. Versus. 32. A hundred and one in Roman numerals. 33. Suffix for higher valence. 34. North Carolina. 35. Aluminium.

# What To Do These Holidays?

## Books To Read



- The Blue Door* – David Fulmer
- The Dead of Summer* – Camilla Way
- Lady of the Snakes* – Rachel Pastan
- My Enemy's Cradle* – Sara Young
- Saturday's Child* – Ray Banks
- The Lost Luggage Porter (A Jim Stringer Mystery)* – Andrew Martin
- Sixty Poems* – Charles Simic
- Be Mine* – Laura Kasischke
- Grayson* – Lynne Cox
- The Mosaic Crimes* – Giulio Leoni
- The Konkans* – Tony D'Souza
- This Human Season* – Louise Dean



- Beowulf*
- Love in the Time of Cholera*
- Southland Tales*
- American Gangster*
- Bee Movie*
- Dan in Real Life*
- The Game Plan*
- National Treasure: Book of Secrets*
- Walk Hard: The Dewey Cox Story*
- There Will Be Blood*
- Before the Devil Knows You're Dead*
- No Country for Old Men*
- The Mist*
- Awake*
- I'm Not There*
- Ru Ba Ru*
- Halla Bol*
- Taare Zameen Pe*



- GTA 4*
- FIFA '08*
- Assassins Creed*
- NFS Pro Street*
- Pro Evolution 2008*
- Quake Wars*
- Far Cry 2*



- Burnout Paradise*
- Brothers in Arms: Hell's Highway*
- Star Wars: The Force Unleashed*
- Fable 2*
- Devil May Cry 4*
- Rise of the Argonauts*
- The Sims Cast Away Stories*

Gaming  
2007-08

## “ House Captains should be elected by the students.”

### Point

*Bharat Ganju*

The whole point of democracy is to elect a representative of your choice. Though the School Captain is elected by the boys, he doesn't come in direct contact with them. That's where the House Captain steps in. It is for this very reason that the boys' point of view should be taken into account when choosing such a post of responsibility. The point that I am trying to get across is that at the end of the day, the House Captain is the one person you should always be able to approach with ease, can confide in and the one person who you can always rely on; not somebody who you have never had any interaction with and are not comfortable speaking to.

As the House Captain will be leading the students, they should have the right to decide who the House Captain should be. If they are deprived of such a right, then what is the point of democracy at the school level? The process of voting could be as follows: we should elect whoever we want as House Captain out of two candidates nominated by the Housemasters' Council per House at the end of the second term itself. Out of the five selected House Captains, three could be short-listed to be School Captain nominees; hence a boy who is nominated for School Captain and is not elected becomes the House Captain of his respective House. If the boy does become School Captain, then the second candidate for House captaincy is appointed.

People may say that the boys will pick the person who they like the most, who is maybe not capable of handling such a responsibility, but the boys are mature enough to see through the sycophancy and will elect a worthy captain. If you say that this is not true, then you are hinting towards the futility of the election of the School Captain.

The voting by secret ballot will always leave out the possibility of canvassing, or getting votes through unfair means. As a matter of fact, our system of election has no flaws at all. The idea of canvassing is outright baseless. If such a problem existed, how come it doesn't have any effect in the election of the School Captain and even if it did, we should use the same method to tackle them? Saying that voting will put the future of the House in danger is absolutely wrong. The fact that the Housemasters' Council is nominating two boys of their choice rules out the possibility of the House being in danger.

My last point is that giving boys a responsibility can also be looked at in a good sense. By allowing boys to vote, we have lost the option of blaming the Housemasters' Council for appointing a House Captain who is not favoured by the majority. You are vesting upon them a responsibility which a boy, in my opinion, will not misuse, and on the whole, it will actually contribute to his all round development.

### Counterpoint

*Vatsal Khandelwal*

A democratic environment enables a person to vote for the person he thinks is capable and can do things for the betterment of society. Unfortunately, false promises, fear, lack of sensibility and pressure are some aspects that hamper the process of voting. It is for this reason that I think that voting for House Captains in school is not good.

James Bovard has truly said, “Democracy must be something more than two wolves and a sheep voting on what to have for dinner!” India is a democratic country and has given the liberty to people to vote. But this is only for people above the age of eighteen, people who are mature and sensible. We need to ask ourselves if we are equipped with the sensibility to make the right choices at an age that is easily influenced by myriad factors. The future of the House cannot be put in the hands of immature children.

Another reason why I don't support voting for house captains at all is that juniors get easily affected by what we call 'lending' and fear. A person who does not have enough abilities to become House Captain can gather votes by sycophancy. This is a very serious issue and sycophancy can lead to unfair vote results. Also seniors could start promising juniors that the next year in school will be 'party time' and enjoyable if they become House Captain. The senior promises with impunity, immunity from punishments and favours. Though this helps him to gather votes, the next year is as hard and tough as it is supposed to be. There is an Irish saying: 'When mistrust comes in, love goes out'.

Fear also acts as a vote-collecting agent. Statements like 'If you don't vote for me then....' provoke many DoscOs to vote for someone. Voting for School captaincy is not that big a problem like voting for House captaincy because the nominees cannot go to the whole school and gather votes.

By voting for the House Captains we lose the excuse of blaming our Housemasters for anything that goes wrong. If something goes wrong we have nobody to blame but ourselves. Housemasters have the right knowledge of someone's capabilities and do not get affected by any kind of sycophancy or fear. They are sensible enough and I think they have the right to choose their House's Captain.

Insensible voting puts the future of the House in danger. For a whole year, you may end up with officials who do not create a conducive atmosphere for all to prosper. It may hamper the future of some boys. At the school level, do we really need the added pressure? That is why I feel that voting for House Captains is not good.

**Online Edition:** <http://www.doonschool.com/magazine>

[weekly@doonschool.com](mailto:weekly@doonschool.com)



IPSS® All rights reserved. **Printed by:** The English Book Depot, 15 Rajpur Road, Dehra Dun, Uttaranchal - 248009, India. **Published by:** Philip Burrett, The Doon School, Dehra Dun.

**Editor-in-Chief:** Saurav Sethia **Editor:** Shaurya Kuthiala **Senior Editors:** Abhaas Shah, Mansher Dhillon **Associate Editors:** KP Somaiah, Dhruv Velloor, Pranjal Singh, Sriyash Kishorepuria **Special Correspondents:** Bharat Ganju, Arnav Sahu, Shoumitra Srivastava, Chandrachuda Shukla, Vivek Santayana, Uday Shriram **Correspondents:** Vatsal Khandelwal, Vihan Khanna, Vibhav Gaur, Revant Nayar **Chief-of-Production:** Vishnukaant Pitty **Webmaster:** Vishal Mohla **Assistant Managers:** Stuti Bathla, Priya Chaturvedi, Arvindanabha Shukla **Special Assistance:** K.C.Maurya