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Striking a Note

Priya Chaturevedi reviews the piano recital given by Sriyash Kishorepuria in the Music School on November 12



If the gleaming black Schiedmayer grand piano (the gift of former Headmaster, Shomie Das) took centre-stage in the Music School auditorium on November 12, the pianist, Sriyash Kishorepuria, undoubtedly held everyone's attention. His recital was a musical journey to remember, with an eclectic choice of pieces, ranging from 17th century Baroque to 20th century jazz, on display.

Sriyash has gathered many musical accolades, both in and out of School, and this concert was a culmination of his years of dedication to his art. By introducing each of his pieces, he certainly enhanced the listening pleasure of his audience, as many were not familiar with the styles and composers of Western Art music.

It is almost a cliché to call Bach the 'father of western classical music', but the tag is true enough, and the concert fittingly began with a Prelude and Fugue from the challenging *Well-Tempered Clavichord*. This tricky, polyphonic music was rendered with admirable clarity, incisive attack and the attention to detail that Bach requires. Works by Ludwig van Beethoven, that other music icon, followed. He is Sriyash's favourite composer and his thoughtful, mature and deeply-felt interpretation of movements from two sonatas, made this quite obvious. The restless, shifting moods and keys, so typical of Beethoven, were handled with flair and confidence. Another great master of the first Viennese School, Franz Schubert, was a natural choice to follow the Beethoven. The virtuosic *Klavierstücke* (translated 'Piano Pieces') were all fire and eloquence, while the *Impromptu in A flat, opus 142*, a much-loved work in the concert repertoire, was lyrical, with the singing melody line brought out skilfully. Beethoven and Schubert's works form the core of music written for the piano, but there are many others which are real pianistic gems. One such is the 20th century Czech composer Leos Janacek's hauntingly beautiful collection, *From an Overgrown Path*. As the poetic title suggests, it is a distillation of moods and images, each piece a little sketch of life in the Moravian countryside. The wonderfully ex-

ecuted trills of *A Blown Away Leaf* and the jaunty, skipping chord-work of *Come With Us* showed admirable understanding of a difficult musical idiom. As a rousing, upbeat finale, Sriyash pulled out all the stops to play Duke Ellington's jazz hit, *Take the 'A' Train*. The chugging bass line underlying the dissonant chord progressions vividly portrayed the noise and bustle of a New York subway.

It ended with the pianist getting a well-deserved standing ovation. The Music Society Secretary, Yashvardhan Jain, promised us that this concert was the first of a series planned to showcase student talent. Going by the quality of this recital, we have rich fare to look forward to.

Play 'Re'-view

Kamal Bhagat (ex-47-K '52) reviews this year's School English Play, Peter Shaffer's Black Comedy, staged on October 30 in the MPH

When I went to see Peter Shaffer's *Black Comedy*, I did not know that I was going to have to review it. As a result I did not carry with me the knife that critics so happily use to disembowel plays or, for that matter, any artistic presentation. Instead, I wanted to enjoy myself, even if it was in the MPH (horrible hall for plays) and not in the Rose Bowl. Therefore this review is short and, I hope, not pontifical.

So: first impressions first. Was the transfer of the social milieu from London to Delhi, as Arjun Rao made happen, a success? No, I don't think so. There was not, for one, that particular current running through the evening's performance. So am I nit-picking? Yes, I suppose I am, because I came away with the satisfied glow of an evening happily spent. I do not believe that a play must carry a 'message' or discuss/dissect society's dialectic, to be successful. The evening was, and if you want proof, you just had to listen to the roar of approval that came from the nether regions of the hall – packed as it was with Doscocs with a wicked and, often, prurient sense of humour.

For me, a play is successful when the Director sticks to the basics: make the play move (it did), let the cue-ing be rapid (it was), make the cast enjoy itself (it did), involve the audience (we were). Schoolboys dressed as girls and involved in canoodling on stage is guaranteed to get a laugh from their school-mates. It can make them even more self-conscious. They know they will be teased later. Our lot did not seem to care, they performed with panache and style, and if Rhea (Shashank Peshwaria) upstaged the other women it was not because he/she was better, but because the part lent itself to it.

(contd. on page 6)

Regulars

APPOINTMENTS

The following are the various appointments for the forthcoming year:

Boys-in-Charge, The Astronomy Society: Utkarsh Garg and Rishi Aggarwal

Boy-in-Charge, Electronics STA: Arjun (re-appointed)

Boys-in-Charge, Aeromodelling STA: Aayush Jain and Ishaan Khanna

Boy-in-Charge, English Dramatics: Uday Shriram

Secretary, Quiz Society: Shoumitra Srivastava

The following are the appointments to the **Editorial Board of *The Circle*:**

Editor-in-Chief: Umang Newatia

Chiefs of Production: Bharat Ganju, B Dinesh Reddy

Editors: Ishaan Nagpal, Arjun Badal, Shashvat Dhandania

Senior Editors: Sarthak Singh, Uday Shriram, Revant Nayar

Associate Editors: Abhinav Mittal, Sachit Taneja

Junior Members: Adarsh Lanka, Imaan Mehta, Manas Poddar, Varun Pais

We wish them a fruitful tenure.

AWARDS

The following are the results of the various competitions and awards this year:

Best Aeromodeller: Vishnuu Mallik and Ishaan Khanna

Best PT Leader: Tarang Khurana

SR Das GK Prize Test:

1st: Saadman Mahmood Chowdhury

2nd: Manit Bhandari and Shoumitra Srivastava

Reading Awards:

Seniors: Prateek Agarwal (**Bronze**)

Mediums: Uma Shankar Goswami (**Bronze**)

Juniors: Arnav Joshi (**Silver**), Deepanshu Upadhyay (**Bronze**), Udbhav Agarwal (**Bronze**)

Dr S R Vohra Tennis Tournament (Juniors):

Runner-up: Raghav Nath

Winner: Arush Sood

Sardar Mohammad Tennis Tournament (Seniors):

Runner-up: Kanav Mehra

Winner: Har Naresh Singh

German, C form:

1st: Ritesh Popat Shinde

2nd: Harshvardhan Singhania

3rd: Namanshree Jain

Congratulations!

RACQUET RESULT

The following are the results of the **Inter-House Squash Competition, 2009:**

1st: Hyderabad

2nd: Tata

3rd: Oberoi

4th: Kashmir

5th: Jaipur

Well done!

ON THE DISTRICT'S TRACK

In the recently concluded **District's Athletics Meet**, held on November 14th and 15th, the School emerged champions in the **Under-20** section, winning six gold, six silver, and four bronze medals. In the **Under-18** section, the School won three silver and four bronze medals. In the **Men's** Section, the School won two gold and one bronze medals.

The following are the individual positions secured at the meet:

Open Category (Men's Section):

High Jump: Neel Madhav (**Bronze**)

4 x 100m Relay: Aditya Gupta, Aayan Patel, Jai Sharma, Vidur Vij (**Gold**)

4 x 400m Relay: Nikhil Sinha, Adhiraj Thakran, Aaditya Vicram Gupta, Udai Bothra (**Gold**)

U-20 Category:

100m run: Vidur Vij (**Silver**)

200m run: Vidur Vij (**Gold**), Aayan Patel (**Silver**)

High Jump: Tushar Gupta (**Gold**), Vishnu Dev Datt (**Silver**)

Long Jump: Uddhav Prasad (**Gold**), Amit Gupta (**Silver**)

Discuss Throw: Amit Gupta (**Gold**), Devvrat Patney (**Silver**)

400m run: Nikhil Sinha (**Gold**), Adhiraj Thakran (**Bronze**)

800m run: Vedant Chandra (**Silver**), Vijay Karan Kapur (**Bronze**)

Javelin Throw: Vedant Chandra (**Bronze**)

1500m run: Vedant Chandra (**Silver**)

4 x 100m Relay: Aditya Gupta, Aayan Patel, Jai Sharma, Vidur Vij (**Gold**)

U-18 Category:

400m run: Anuj Bhatia (**Silver**), Aditya Sukhia (**Bronze**)

1500m run: Sarthak Singh (**Bronze**)

High Jump: Vikram Gill (**Silver**), Neel Madhav (**Bronze**)

Javelin Throw: Nandan Rai (**Bronze**)

Discuss Throw: Nikhil Narain (**Silver**)

Well done!

Opinion oll

Do you think there were too many activities too close to the Trials as usual?



(316 members of the community were polled)

Next Week's Question: Are you satisfied with what you have accomplished this term?

THE HEADMASTER'S ADDRESS

FOUNDER'S DAY, 2009

Peter McLaughlin

The last twelve months have been a strange year for the world. Many certainties have crumbled, along with huge banks and other long-established financial institutions, with economies across the globe crashing into recession, and many companies and vast corporations disappearing before our astonished eyes. The afflictions that have hit the world have demonstrated that cleverness is not enough, and that it is intelligence that is required to run the world well and wisely. Intelligence embraces cleverness – it is one strand of it – but intelligence is deeper and fuller than cleverness. Character, reflection, wisdom and experience all play their part in forming intelligence, as does a sense of responsibility towards something bigger than oneself.

This is an unusual Founder's Day because of the restrictions placed upon us by the state authorities and this time we have only two brief speeches before the music programme begins. Normally, the Headmaster reports to the Chairman and Board of Governors, the guests and parents on the achievements of the School over the previous year, but they are not with us this evening, and you have lived through and already celebrated those achievements in School. So I have decided to strike out in a new direction this Founder's and to reflect on something different. I have decided to try to answer the questions: "What would our Founder, Mr SR Das, think of The Doon School of today? What would our report card from him look like after 74 years?" Most of you will know that, sadly, he passed away before he had a chance to see his dream come to fruition. He had decided that India needed Indian public schools to serve its future as a free nation. There were good schools in India, often set up to educate British children but which took some Indian children, but there were no Indian public schools as we know them today. Mr. Das had studied in England at Manchester Grammar School, then became a barrister before returning to India, and he had a vision of establishing schools for Indian boys that were modelled on the best of the British education system. In *Doon: The Story of a School*, Sumer Singh describes part of that vision: "... Das visualised public schools which would be distinctively Indian in their moral and spiritual outlook and yet open to all castes and communities, fostering a sense of comradeship among the students that would transcend social, communal, religious and provincial prejudices."

I would first like to consider what SR Das would find to concern him about The Doon School of today. What would he worry about? This is, of course, speculation but these are the things I believe would worry him. I think he would worry about our fees and the level of income needed to come here. It now costs so much to provide an outstanding education such as ours in the twenty-first century that fewer and fewer people can afford it. That is why the Board of Governors and I are concerned to build the number of scholarships available for able boys to come here and so that we can remain true to the Founder's vision. I believe that it would worry him that so few Doscos are now serving in the armed forces or going into Indian administrative service. They used to do so but hardly any are serving India in that way at present. We need people from The Doon School to participate in serving their country in these professions if it is to remain free and to be a prosperous nation in the future.

It is my belief that our founder would have been bewildered by the plethora of modern technology and its impact, especially on morality and behaviour. He would be fascinated and pleased by the many benefits technological progress has brought but I think that he would also have been upset at the many abuses and misuses it has brought in its wake. Given the mission of the School, I believe that he would worry that the caste system and other divisions are still there in a free, modern India. His vision of every Indian as an equal human being with equal opportunities has not been fulfilled yet. But I am sure that he would have been pleased by ex-Dosco Rahul Gandhi's stance against caste divisions that he enunciated just this week. And, finally, I believe that he would be saddened that some boys pass out of Doon not having enjoyed their time here, that not every Dosco leaves with positive feelings about his experience at School.

So, what would he be happy and pleased about if he were with us today? A great deal, I believe, and the list of what would concern him would be vastly outweighed by the positive achievements he would find here: He would be proud that The Doon School had played its part in creating a great new nation, a free, democratic Indian republic standing on its own two feet and now emerging as one of the world's great powers. I am confident that he would be proud of the record of sacrifice, service and achievement in India and across the globe of Doscos, the many things they have contributed to this country and the world in such a relatively short span of history. I believe that were he here today he would be pleasantly struck by the beauty of the campus because it is just the kind of place he wanted boys to grow up in: a lovely environment with wide, open spaces. He would be pleased with the calibre of the boys the school has always attracted and still attracts. I am sure that he would be very happy with the spirit of the DSOBS and the life-long loyalty of its members to the school. Given his vision and reasons for wanting to establish Indian public schools, I believe that the fact that The Doon School is still an Indian school first and foremost would please him greatly. He would be happy that we are still committed to an all-round public school education and that our belief that a cricket game or a soccer match or a play or a musical performance, a debate or a trek in the mountains can be as educational as a formal academic class remains undimmed. He would be proud of our record of SUPW, especially since it was so important to Gandhi and the other founders of this nation. He would be proud of the school's sporting record. And he would be pleased with our academic record and all of the associated activities such as debating, publications, societies and so on. I think that he would be particularly proud of the *Weekly* and its continuous record of publication since the 1930s.

In short, I believe that our founder would give The Doon School an excellent report card were he to see us today in our 74th anniversary year. Above all, whatever our imperfections – and every human institution is imperfect because that is how humans are – he would have been immensely proud that he had helped to found one of the great schools of the world.

THE SCHOOL CAPTAIN'S ADDRESS

FOUNDER'S DAY, 2009

Sriyash Kishorepuria

Good evening, Teachers and DoscOs. In spite of the Founder's Day celebrations not being as what we all expected them to be, it is still an honour and privilege to be here today at this podium, addressing the School as the School Captain.

I regret never having attended any Founder's Day Speeches, as I was always tucked away in the Music School with the participants of the evening's music performance, waiting eagerly to come on stage and perform for the audience. Ironically, here I am today, attending my first Founder's Day speech, not as a part of the audience, but on stage, giving one. Having never heard a Founder's Day speech but only having read them, printed in the *Weekly* a few weeks later, I have noticed that School Captains of the past have tried to define the undefinable. People have, in fairly similar ways, tried to describe a typical Dosco, and one of the definitions of a typical Dosco says that he is supposed to be soft-spoken, well-mannered, intelligent, witty and even athletically fit. Honestly, asking for all these characteristics in one individual is asking for too much. I believe that a typical Dosco does not exist. Yes, there are certain values embedded in the traditions of this School and are there for the learning but in the end, we are still individuals, unformed when we enter School, embarking upon a journey through our formative years in our own different ways.

Some of these values are loyalty, the importance of equality, social awareness and the willing shouldering of responsibility. A Dosco is taught to be loyal to his form, House and School through various stages of his life. This is brought about through encouragement from seniors and the desire (which is inculcated in him) to do his House and School proud. The ethos of Doon has always encouraged equality. We all know the stories about the Maharajas of pre-Independent India, who were requested to leave their entourages, which sometimes included elephants, at the gate and enter School the way other parents did. It has been a tradition and a matter of pride at Doon that every boy is equal irrespective of his caste, creed or social status. A Dosco is taught this, and every Dosco knows this. He is asked to eat the same food, wear the same clothes, play on the same fields, use the same books and, to my initial horror, even bathe together. He is taught that respect and esteem are earned and cannot be bought or inherited.

Also, a Dosco is taught to serve society. Social service is compulsory for every Dosco. Yes, we all know that. What we do not realize is that, without knowing it, we do give so much to society (and by this I mean ourselves, at Doon). When a House sports or activity captain calls for practices and trains with his team, he is passing on both knowledge and experience to the Doon community, much in the way he was taught in his junior years. Much of our learning at Doon (both good and bad I must add) comes from the seniors of our houses. Many individuals who are what they are, are so due to the way they learnt from older boys in their junior years. These values and traditions I have just spoken about help mould a Dosco, but do not make us 'typical' DoscOs. As much as I am grateful to them, they have carried along with themselves some negative connotations, much like weeds that flourish alongside a healthy plant. These 'weeds' are what are destroying the individuality in us.

How? Let us begin with loyalty. House Spirit, the first example of loyalty in School, is the reason for most of our problems. Firstly, it encourages negative pressure. We all know how important it has been to win every match ever played for each of the five houses. But one side has to lose, and this, in the past, has had adverse effects. I am glad that times have changed and physical punishment for losing matches has finally been abolished. But there is a huge amount of negative pressure still felt on the field. This not only causes poor sportsmanship, where the desire to win at all costs is felt, but also hampers the true potential of an individual to perform. At times, and I say this through experience, a Dosco goes out of his way to help or rather serve his house, and by so doing, only hurts himself and the community further. A boy who is ill refuses to go to the hospital because his house needs him. At times, people play matches with injuries which, un-treated, can become a lifelong problem. Somewhere, I feel, we need to draw a line between what we *should* do and what we *can* do for the house.

Also, this very loyalty leads to conformity, causing a whole different set of problems. What people refer to as form unity, sometimes degenerates into 'mob mentality.' Somewhere, DoscOs search for power in numbers, and this damages individual identity. As an individual, a Dosco is not as confident as he is in a group. Rarely do we see DoscOs stand up and do what is right when everyone else around them is doing something wrong. It is an unhappy fact, hard to face. I feel a Dosco should reach out and do what is right, in spite of what others think.

As D formers, we see boys wishing teachers, being polite and helpful, but somewhere in the next five years at School, this attitude changes. To be accepted by the larger community, boys often conform rather than pay heed to what is right. When someone tries to speak up against what he thinks is wrong, he is crushed by the majority and is shouted down. When a Dosco tries to be different: for example, if he listens to music that does not conform to popular taste or reads extensively, or is interested in what others would call 'intellectual things', he is called names and in some ways made to feel like an outcast. DoscOs today are afraid of being crushed under the wheels of this formidable system. To be accepted by the majority, a Dosco has to

join the majority and that is where the problem lies.

Also, the idea of equality is great, but Doon is no utopian society. What we suffer from is often referred to as a 'meritocracy'. It is believed that it is not what a Dosco is but what he does that earns him a valued place in School. The more an individual can achieve, the more he is recognized. Agreed, it is great to have a system where instead of one's social background, one's ability to perform is noticed, but this often breeds the kind of ambition which regards only the ends and utterly disregards the means. To be noticed and accepted, Doscos have, in the past, done things that they would not be proud of. Ask the S formers, or every batch which has passed out. What we call 'S form politics', is nothing but a weed clinging to our notion of equality. What we do not realize, is that in such a system, a greater inequality is created. Only the select captains of sports and winners of events are immortalized on the Honour Boards, leaving most of the batch to be forgotten over time. This is no equality.

The social service that is an essential part of the education at Doon, too has become just a medium for boys to get recognized. There are very few Doscos who participate in social service for no reason but a desire to serve. The will to serve has been replaced with the desire to fill up the number of hours in one's IAYP diary or to become a Boy-in-Charge (another plus point for a CV).

Ultimately, I would like to say that we have all grown up here, at Doon. As we are entering the School's 74th year, I think it is time to accept what ails our system and dare to make a difference. Somewhere, our traditions are pulling us back and preventing us from expanding our horizons. We need to be the change; we need to dare to dream of a society, which though not utopian, can rightfully be called an institution of sterling worth and rightful prestige.

Though the Founder's celebrations have not been what we had anticipated them to be, the School is still festively lit up and the Founder's Day Special Edition of *The Doon School Weekly* was also printed. If the masters were looking forward to complaining about us to our parents, I am sorry, but that has to be saved for some other occasion, perhaps in the end-of-term reports. And for tonight we have a production by the Music School and a grand dinner to look forward to. I hope you enjoy the rest of the evening. Thank you.

| Interview |

New Element

The Doon School Weekly's interview with a new Chemistry teacher on campus, **Manish Pant**

The Doon School Weekly (DSW): Have you taught in boarding schools before joining The Doon School?

Manish Pant (MPT): I have spent ten years of my career in boarding schools. I started from Sherwood College, Nainital and then went to Welham Boys' School, Dehradun, before joining The Doon School.

DSW: What similarities and differences have you noticed between the customs of Welham Boys' and The Doon School?

MPT: There are many similarities between Welham Boys' and The Doon School. I think the education, sports and routine are similar. The functioning of the two schools is also similar.

However, there are some notable differences in the administration. Welham's, being a younger school, has a far more flexible administration than The Doon School. Here certain traditions are still preserved and methods of administration have been used since the time School was founded.

DSW: What are the activities and sports that interest you in school?

MPT: I volunteer for social service activities for underprivileged children. I have regularly taught students in the Sapera Basti in the few months that I have been here. One thing I found common in them was that they all have a love for learning. I am also interested in badminton, cricket and soccer and I am looking forward to participating in them actively.

DSW: In what fields do you think The Doon School has made notable achievements?

MPT: In almost every field, the School has made significant achievements. Even with a very hectic schedule, boys from our school have made remarkable academic achievements in terms of scores and college placements. On the

sports field also, I have seen the School obtain laudable positions in various tournaments.

DSW: On what front do you think the School can make improvements?

MPT: The boys need to be a little more disciplined and focused in class. Punctuality and time-management skills need to be sharpened. Call-over before first school was held because boys were unpunctual. Also, I think boys need to work more on their fitness as that is a very important aspect of a school like this. We had a very impressive Athletics Competition, but still there are many in School who need physical training in order to be fit.

DSW: You must have witnessed a lot of debates regarding the abandonment of certain traditions. What views would you like to express about this?

MPT: I believe it is important to work on the senior-junior relationship. A senior must be authoritative, but that authority must not be misused. At the same time I believe there must be a sense of brotherhood between seniors and juniors and seniors must give their juniors lessons on ethics and moral values through leadership by example rather than just imposing them unreasonably.

DSW: Do you think that it is correct to make boys perform under pressure, as it is done in many ways in The Doon School?

MPT: It is too idealistic to think that one can perform without pressure. You need to have punishments in order to ensure participation in certain activities and you also need to have awards to make students want to do them. It is, after all, a human tendency to perform under pressure.

DSW: Finally, do you think Doscos actually have the personality they are known to have?

MPT: Doscos most certainly have the qualities they are known to possess. Doscos have this zeal to be different from the crowd. Doscos seldom give up – on the sports field or in the classroom. If a boy has not understood a concept in class he will do everything he can to understand it, not matter how busy or preoccupied he is.

| Report |

In the Ring

Kanishka Malik reviews the Inter-House Boxing Competition that took place last week.

Boxing is a test of everything a gentleman needs: courage, self-control and strength. As the Headmaster remarked in his speech, the boxers who had proven their courage in the ring would not have to prove it again outside it. This perhaps explains why boxing has been preserved as a sport in School and why so many members of the community willingly witness it, even though it takes place so close to Trials.

This year's boxing competition was an eventful one. The boxers who had won in the past had to put in a lot of effort to maintain their positions, while the new boxers who craved their first victory, entered the ring with a fierce fervour. Many of them had been preparing for months to satisfy their ambition. It is for this reason that the School saw unprecedented results, with newcomers winning in their respective weight categories. In the featherweight category, Aryaman Scindia emerged as the victor after winning both his bouts. Similarly, Tarang Saxena of Oberoi House fought bravely in both his bouts (winning one in a split decision against Sachit Taneja) to become the frontrunner in his category. In the senior categories, Anmol Joshi, the Kashmir House boxing captain, won against Aditya Gupta in a well-contested bout. The School will never forget the extremely close bout between Amit Gupta and Saarthak Singh. Aside from the powerful punches, there was the added drama of contact lenses being hunted for on the floor of the ring!

If one were to compare the performance of the victors last year to their performance this year, one would conclude that most of them were undoubtedly consistent. Arvind Sharma defeated his opponent (Pranoy Bohra, who fought bravely) to ensure he retained his position. Vigya Singh won in his category for the second consecutive year, but did so with great difficulty against Raghav Chandra and Karmanya Malhotra of Hyderabad and Oberoi Houses respectively. Trivikram Singh's performance was exceptional, and the fact that he was adjudged the Most Scientific Boxer is strong enough to support this claim. The School Boxing Captain, Melvin Michael too must be lauded for his performance. No one who witnessed his two bouts will ever forget the unique boxer's stance that he has. Karan Bir Dhariwal, who lost to Melvin in the super-heavy weight category, had earlier shown his prowess by winning a well-contested bout against Shivam Pal. The end result of the competition was that Oberoi House took the Junior Cup and Tata House lifted the Senior Cup.

A few noteworthy things that were exhibited in this year's competition – more scientific boxing, improved footwork, higher level of physical fitness, greater sportsmanship, and gentlemanly bows to the judges and referee before leaving the ring. All of these bode well for this sport which was almost on the brink of extinction at School. Happily, the Headmaster has assured its continuance through his tenure!

(contd. from page 1)

Raghav Puri's Persis Daruwala and Jai Sharma's Jai Jauhar were strongly portrayed and if they overdid it on occasion (I think with the Director's approval), they were, nevertheless, 'in character' all the time. But the strong legs that carried the play belonged to Uday Shriram and Vihaan Khanna. They were, terrified, hysterical and busy right through the evening and created the basis on which the play moved. Poor Uday – (he must have lost many kilos moving furniture!). Col Sidhu barked his way through the evening while Ankit Chowdhury did what he had to do with the electricity and with the critical assessment of the artistic works on offer.

So, Arjun Rao, what do I say of you? In culinary terms, your soufflé (the production) was well-set but not stodgy. It frequently produced a piquancy that was not just of a single flavour. It was, like all good puddings, satisfying, and asked for a second helping. And may I add, the handling of the play showed an ever-growing confidence and maturity. Well done all of you.

* * *

Unquotable Quotes

It's freezing hot.

Shivaan Seth, 'reports' the weather.

Is this expiry?

Yash Aggarwal is absolutely fresh.

Tonight is a fine morning.

Sagar Agarwal, it is?

Come on guys, brave lightly!

SRY boosts morale.

I've got photogenic memory.

Aayush Jain, we'll remember that.

It's written in bharatnatyam.

Aayush Jain invents a language.

I hadn't spoken that!

Devashish Singal, then who had?

Afterlife

Arifeen Chowdhury

His pain increases,

Little by little.

He buries his head in his pillow,

Grasps it tight

And screams silently in pain.

One minute he was in the park,

The next, on his deathbed.

Uncertain youth facing a certain end.

Crushing, breaking pain

Is all he feels.

He senses his life being pulled away.

Beautiful memories of the past,

Appear in front of him,

Bright, colourful and vivid.

He cherished those memories,

Which will soon be lost.

He feels a final surge of pain

Flow through his body,

Leaving him dead

On the cold, hard floor.

But his moment of glory,

Has just begun.

Wm ht,,

mVU y~e

fUtVle Xlz fe Wm ht,,
 fUtufUtNtg" CF ~de fe,
 WXflh FtsI u~dt,
 fVA l t rb~t,
 Jtvm Wme oftl vh cX dgtš
 ~rfUl CF fVA Bgt"t ne fe Ntg",
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 fgl r" Ft,,t,
 Dp,,t hn,,t ni Wm yt"be fl veAš
 stl ,,t l nekrflhfle dir tbe flh hnt ni-
 yt"be flë gt htuxe flëš

mth - mth flutudrn ~ u

ai, ág VU, vnhgt

" h"Nd gt xir Jsl rJÖttl fle ytFtumuYfU yl tFt
 Jh"tl niyfJt YfU y"Cu, ytrJiflth niš gn ytrJiflth cigzaÄtht
 rflgt dgt fš

" h"Nd flutst" qflut rvxthtl Ce flnt st mfl,, t nš cáatiü
 flutvZtRogt" hnu l t hnu ~rfUl xe0Je0 fl fltgflutüfle mape Wank
 nbnt gt" hndš cZü~ tid yvl useJl biufztz rbXtm Rm xe0 Je0
 flt ytl ä" ~vflh Ce zt~, unš Dh bürm yvl t fltb sÖ"e vqt flh
 ~u, uni,, trfl mc YfU mtf rb~ flh xe0 Je0 " iF mflkšxe0 Je0 l u
 Rm gud bürmcfU r"~ yth r" btd vh st" qflh r" gt nš

" h"Nd vh " N-rJ" N fle FchüEö,, u, fle st,, e nš rflme
 " Dxl t fltumcmv n~u" h"Nd vh ne Emth,, rflgt st,, t nš
 ytvrut fl mbg bü" h"Nd fl Ätht ne ~tctü bü Rämrl g,, fle
 CtJl t v"t fle st mfl,, e nš bl thks l fl Gft biCe " h"Nd l u
 cy,, ~tflEg,, t nrm~ fle ni, smicáatiüfl r~ gufltxq yth yäg
 fltgflubš atnu" ml gt biufVA Ce ntuhnt ntunb WmuDh cXuxeo Je0
 fl Ätht " iF mfl,, unš xe0 Je0 YfU rflöb flt rJÖttvl ni stunh Gft
 biuvkoni - Rmmunb seJl flt vpe ,, hn mu~ ÄVU WXt mfl,, unš xe0
 Je0 büyt,, vflVA fltgflubö nbüEhKt Ce " u, uni- Rl fl btEgb munbü
 cy,, stl flithe (EÉ,, ntu, e nš yts fl gud bi~ tid yvl e rNGt Rme
 fl bEgb mu(EÉ,, flh hnunš Rm Atikumuzçcumunbüyvth ~tC
 rb~, unš

ydh mcfl fl " qhuvn~ qfltu" iFt stgu, tugn Atxt mt
 zçct nbücy,, nrl vjät mfl,, t nš cáauvZtRobüyv l t bl xe0
 Je0 fl fltgflubö fl cthubimta l vflë Jsn mul né ~dt vt,, š Bgt"t
 xe0 Je0 " iF l umuytFüFhtc ntumfl,, e ni yth fltVle flub Wbš/vh
 aëbt Ce ~d mfl,, t nš cáauxeo Je0 fl yt"e ntu, uni yth F~ fl"
 l né flh,, ursmfle Jsn muWl fl öJtölg vh cht ymh vz,, t nš
 ytsfl~ xe0 Je0 vh fVA Ymufltgflubö r" FtY st,, unistucáatiüfl
 r" btd vh cht ymh zt~, unš Yxeve fl aCflh bü,, btb ,, hn flt
 flzt " Nflütüfl mtbl uvhtmt st,, t nš rhgr~ xe Nts fl l tb vh
 ~tctüfle CtJl tytüfl mtf rF~ Jtz rflgt st,, t nš rflme rJNM
 rJathÖth flt (Eath rflgt st,, t nš ml ml e fltucZtJr" gt st,, t nš
 rJÖttvl tü fl btEgb mu WvCtjütJt" flt (Eath rflgt st,, t nš
 yvmbfl,, fltu(Eq)g r" gt st,, t nš vh ct,, DpDtb flhuJné yt

st,, e ni - mtdh blfl fl ct" rJM Ce r l fl~t ft yth ybl, Ceš
 rflme flturJM rb~ t yth rflme fltuybl, š gn nbthüQvh niffl nb
 xe0 Je0 muçgt ~u, unš sc agl nbtht ni,, turflme yth murNfltg,,
 flhl vflë çgt,, fl unš yvl e hñra fltumÖthl t amY yth stüWvgtdë
 ni Wmu~d t atrnY,, ft yl vgtde fltuAtz " l atrnY - mth mth fltu
 dtrn ~u ftyft " ig Wztgš

stl uyl stl u

mtdh ydžt~

bl ig yvl useJl biustl uyl stl ubi flurocth Ymu
 d~, fl"b WXt r~gt flh,, t niffl rVlh ytdufüt mth seJl Wme
 flt " irvthKtb Ctcll vflutubscq ntl t vz,, t nš Rme flthK biyvl u
 ytv murÖCflth,, t nqyth flCe flCe,, t yvvl uQvh htuce vz,, t nš

biYfl cy,, ne ybeh Dh flt r l Jtme,, tul né, ~rfUl nta
 YfU yäAuFt,, uve,, uDh flt sÁh fš bt,, t rv,, t fl ~tz-Égth fl
 flthK bisht rsæ mt cl dgt fš yvl e bhse flt btr~ fl biF
 ne fš biyvl e htšbht fle rsà"de biYfU ytJth muBgt"t yth
 fVA l né fš Rm ,, hn " iF,, une " iF,, ubiA: JMo flt ntudgš rVlh
 YfU" l YfU C~uyt"be fle ct,, btl flh bhurv,, t l ubiSuctäl fl
 (Etrfbfl rJ' t~g biuvZl uCis r" gš

mtfe yth YfU l ge sdn vflh bi ath-A: r" l tü,, fl
 vtXNt~ t mbg vh st,, t hntš vZl t çgt ft bi,, tu cm vZl vflut
 yrCl g flh,, t ft çgtüfl bne Rmbisht Ce hñra l né fš Nth,, e
 ntl vfl flthK bšü" äz Ce rb~ l u~dš " äz mucal vfl r~ Y bil u
 rJ' t~g stl t Atz r" gš

ctsth biYfU yat l fl yRobir flt,, fl " thtl bhübtöxh
 mtnc l ubhurv,, tse mübhurJ' t~g l t ytl vflut flthK vqšs bhü
 btöxh mtnc mübhurJ' t~g l ytl vflë Fch ml flh bhurv,, t
 nhtl ntudgš

sc bi Dh ytgt ,, tubil uWanufUtü,, vtgt, rsmfl ct"
 Wäntü ubhe sb fl rvxtRoflës Wl fl Dh muhJtl t ntl vfl ct" bšü
 v,, t l né çgt mçst fl bimcfle l shtümica,, uyY hü JuöxNI fle
 yth r l fl~ vzšs öxNI vyäl uvh biYfU hJtl t ntu, e YfU dtze bü
 st cXt, aqfl bhuvtm rxflix l ne lft, bšurxflix aifl h l uhü mu
 W,, th r" gš mth r" l bi hü JuöxNI vh Cft Égtmt Dp,, t hntš
 ht,, Z~ l uvh biöxNI vh ne mtudgš ytOeht,, fl ct" YfU ögrjöl
 l ubšusdtgt yth bšmu(Eé vfl u~dt rsl flt Wuth bhuvtm
 ft ne l nš bšüDchtgt mt " iF flh Wml uyvl umtfe muflnt-
 l~d,, t ni Rm flt ÖDt Fç a~dt, fltb vh ~dt " ts

Wm yt"be fle ct,, ml l uvh bicý,, ne FIN ýyt yth
 bil umtæt fle a~tuyt bi fltb Ce fhWct, flbtWct - FtWctš Jn
 bšuyvl uyÉuvh ~udgš Jtö,, rJfl, t ytFtflv mtbl u,, c ytRo
 sc bil uWmfU yÉuvh yvl e ytgüfl yäg " qhucáatiüfltu" iFš
 Wm yt"be l uyvl umtfe muflnt - Rmuath-An r" l xel ld " rflh
 fltb vh ~dt " ts

v,, t l né rfl, l ur" l, rfl, l ubnel uyth rfl, l uJMoce,,
 dgs gq~ q~ u~ dzu fltze flt bfllyv flh CeF btcl, uyYš mthe
 flbtRoWm ögrjöl fl vtm a~e st,, e nš Dh murl fl~ l vfl vn~u
 fVA r" l tü, fl vA,, tJt ntu, t hnt, vh yc biJn mc Cq aifl nš
 yc,, tuCeF btcl, une bh l t nš

xtRo

flhK l thtgK rnh

bntNgtüfl d~umu~xfl, e nq
 flCe vltine flt vlt t cl flh
 ,, tuflCe dir tbe flt vÖt cl flhš
 d~umu~xfl flh cZt,, e biNtl,
 " Ü,, htuyth öfl~ tübücy,, nqytbš
 bšuctÖl ubücy,, tüfluntü, e flXl tRo
 d~umu~xfl, e bi nqYfU xtRš

Quotable Quotes

The Weekly asks some masters for their favourite quotations

“Honesty is the best policy.” (AKS)

“Life is too short, so spread happiness.” (MLB)

“Live and let live.” (BKC)

“Life is a journey, not a destination.” (DES)

“Be the star that you are.” (JNX)

“This above all: to thine own self be true.” – *Hamlet*, William Shakespeare (STB)

“No man is an island entire of itself” – John Donne (SSM)

“Live no longer in fragments ... just connect.” – EM Forster (SJB)

“A journey of a thousand miles begins with one step.”

– Lao Tzu (SBL)

“Take the first step, look at the staircase later.” – Martin Luther King (SDA)

“History is just one damn thing after another.” – Henry Ford (SNA)

“Madness is like gravity; all you need is a little push.” (SRY)

“It is not important to run, but it is important to start walking on time.” (MNP)

“Keep going, keep going.” (MCJ)

“Life is hopeless, but not serious.” – Old Viennese saying (PCH)

Letter to the Editor

In Clarification

This is to serve as a clarification to the article I had written a fortnight ago [*Accrediting Pages* (issue 2234, dated November 7)], as well as a rejoinder to DEB's Letter to the Editor on the same subject [published in the subsequent issue]. I was asked to write *Accrediting Pages* in order to constitute one half of a *Point-Counterpoint* debate, and the contents of the article were meant solely to form a case against the Reading Awards. As Mr Chakrabarty will readily understand, it would be a little odd for me to act the turncoat and debase my own arguments, when I am trying to prove them to begin with. To put it briefly: what was written in that article did not constitute the entirety of my opinion.

Secondly, one must also note that the arguments were written from the point of view of an avid and passionate reader, and while possibly biased, were necessary so that I could prove a point. In effect, the purpose of the article was not to voice my disgust or abhorrence of the awards (which, I apologise, it may have seemed), but to question their existence and the way in which they were implemented, so that one could initiate a healthy debate in School. Therefore, in such a case, ideas for the improvement of the awards were naturally irrelevant to the point of the article.

As for the allegation of my 'lack of ethical sense', I wonder what is wrong with trying to identify flaws in the system with the aim of remedying them. This is, after all, something I had always tried to do throughout my tenure as Editor-in-Chief of the *Weekly*. During my time as “the guardian of journalistic ethics” (as DEB put it) I had perpetually striven to pick apart the flaws in the School's systems. And I had done this despite not having “passed on the baton”, contrary to DEB's beliefs. I was invited to join the interview panel – I did not ask to join it – for the Awards, and did so, because while I had certain qualms about the awards, I felt I might be party to a different point of view if I were to represent them, as it were. Nothing could be more ethical.

Finally, not to say anything about a system simply because we are part of it would only mean that we are allowing our ignorance and complacency to wreak havoc within the system. It would only mean that we are too cowardly to redress our evils, and that we are all too happy to live under oppression. Besides, it sounds too chillingly like a line I hear oft-repeated nowadays, that begins indignantly with “If nothing good can be said then ...”

If Mr Chakrabarty has misgivings about my criticism of the Reading Awards on the grounds that I was a member of its interview panel, why is it that he seems accepting of the criticism of the School's other systems in the *Weekly*, despite them having been written by members of the community? Why is it, then, that he not too long ago castigated two students in the *Weekly* because they refused to tolerate criticism? While I agree with his defence of the Reading Awards, as well as his concerns over the spate of incentives we are unnecessarily offered, I think Mr Chakrabarty has contradicted himself. Finally, had he known the context in which I had written the article, I do not think that he would have made such scathing comments about my character.

(Dhruv Velloor)

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