

Established in 1936

The Doon School WEEKLY

"I sketch your world exactly as it goes." - Arthur Foot
December 2, 2017 | Issue No. 2488



LETTER TO THE EDITOR

An opinion on the Freedom of Expression present in School today.

Page 3

PUNISHING BYSTANDERS

A debate on the effectiveness of Collective Punishment in School.

Page 5

CROSSWORD: BANNED MEDIA

Movies, books and artists that are banned in India.

Page 6

Collateral Damage

Adit Chatterjee writes on the Lebanon's ongoing political turmoil.

The resignation of Lebanon's Prime Minister has sparked a political crisis that has escalated tensions between Saudi Arabia and Iran. The suspension of this resignation just two weeks later, however, has slightly dissipated some of these tensions, potentially ending a political crisis that could have developed into a political war. When Lebanese Prime Minister Saad Hariri announced his resignation by reading a statement on live television from Riyadh, the capital of Saudi Arabia, this immediately fueled speculation in Lebanon that the Saudi Arabian government forced him to resign against his will. However, Hariri stated that the rising Iranian influence had made him fearful that he would suffer the same fate as his father, Rafik Hariri, who was assassinated by a car-bomb purportedly implanted by Iranian Agents. Interestingly, Hariri, in his first interview after his resignation, stated, "I am free in the Kingdom of Saudi Arabia. If I want to leave tomorrow, I will leave tomorrow," adding, "I will go back to Lebanon very soon and will take all the necessary constitutional steps to resign." This was before making the sudden move to withdraw this decision.

The important thing to understand here isn't the fate of a single Lebanese politician. It is that Hariri, willingly or unwillingly, helped provide cover for a government



that is partly controlled by Iran-backed Hezbollah, the group that is supposedly responsible for his father's death. His resignation removed that cover, and opened up a political vacuum that Hezbollah could exploit. His withdrawal from resigning provides some respite to this problem, and Hariri stated, "Our nation today needs at this sensitive time exceptional efforts from everyone to protect it against danger, and dissociating from wars, regional conflicts and external struggles is the way to do this." This change of heart caps a tumultuous two weeks, two weeks that may have perhaps increased Iranian influence in Lebanon, but Lebanese officials believe that Hariri's return may put an end to the conflict.

Due to Hariri's resignation, Lebanon was placed in the front line of a regional tussle between Saudi Arabia and Iran that could exacerbate tensions. Lebanon's political system requires power sharing between different religious groups. Lebanon's Prime Minister must be a Sunni Muslim, the

President must be a Maronite Christian, and the Parliamentary Speaker must be a Shia Muslim. Saudi Arabia, as the regional Sunni leader, usually backs the Prime Minister - as it did with Hariri. Since the increase of Iranian influence is perceived as a threat to the Saudi leadership, the conflict escalated that, in the near future, could have had grave implications for the entire region.

The potent rise of the Iranian influence, however, has clearly angered some Saudi Arabian officials, with many accusations being hurled by the Saudi Government. Accusations of Saudi Arabia having declared war on the supposedly "Hezbollah" government in Lebanon are now surfacing. As tensions run high, and powers are locking horns, it seems that the power to decide the outcome rests on Hariri's, and Lebanon's shoulders. As the world looks on, there seems to be two outcomes: Another Middle Eastern war, or potential peace in a region that has been locking horns for years.

TURNING THE PAGES

The following are the **appointments** for **Editors-in-Chief** of School publications for the year **2017-18**:

- The Doon School Weekly:** Kushagra Kar
- The Yearbook:** Ranvijay Singh and Ojas Kharbanda
- The DSIR:** Aayush Chowdhry
- The Econocrat:** Pritish Dugar
- VIBGYOR:** Amal Bansode
- DS Tech:** Pratinav Bagla
- The Circle:** Armaan Verma and Kanishkh Kanodia
- The Grand Slam:** Kushagra Bansal
- The Infinity:** Abhiraj Lamba
- The Echo:** Darsh Garg
- Yuv Arpan:** Amritansh Saraf
- Srijan Prayas:** Abhyanshu Utkarsh

We wish them a fruitful tenure!

Around the World in 80 Words

The bombing of a mosque in Sinai, Egypt left 305 dead and 128 injured. North Korea tested its missile Hwasong-15, which it claims to be its ‘most powerful ICBM yet’. Apple began to fix a bug in its latest software which grants access to users without a password. The Telecom Regulatory Authority of India recommended upholding the principles of net neutrality. The value of Bitcoin crossed \$10,000, an all time high. Manushi Chhillar, an Indian, was crowned Miss World 2017.

MAKING HISTORY

Mr. Gaurav Gupta (ex-456 KA, batch of 1993) has been appointed as the **CEO** of **Qatar National Bank** (QNB), India. QNB is the largest financial institution in the Middle East and Africa. QNB started operating in India since 2017. He is one of the **youngest CEOs** to head a bank in India.

OVERCOMING HURDLES

The following are the results of the **Inter-House Athletics Competition, 2017**:

| Juniors | Seniors |
|------------------------|----------------|
| 1st: Hyderabad | 1st: Hyderabad |
| 2nd: Kashmir | 2nd: Jaipur |
| 3rd: Oberoi and Jaipur | 3rd: Kashmir |
| 5th: Tata | 4th: Tata |
| | 5th: Oberoi |
| Mediums | House |
| 1st: Hyderabad | 1st: Hyderabad |
| 2nd: Tata | 2nd: Kashmir |
| 3rd: Kashmir | 3rd: Jaipur |
| 4th: Oberoi | 4th: Tata |
| 5th: Jaipur | 5th: Oberoi |

Best Athletes:

- Seniors:** Anish Bhide and Keshav Maliah
- Mediums:** Nandil Sarma and Ajay Grewal
- Juniors:** Harsh Sethi

Well done!

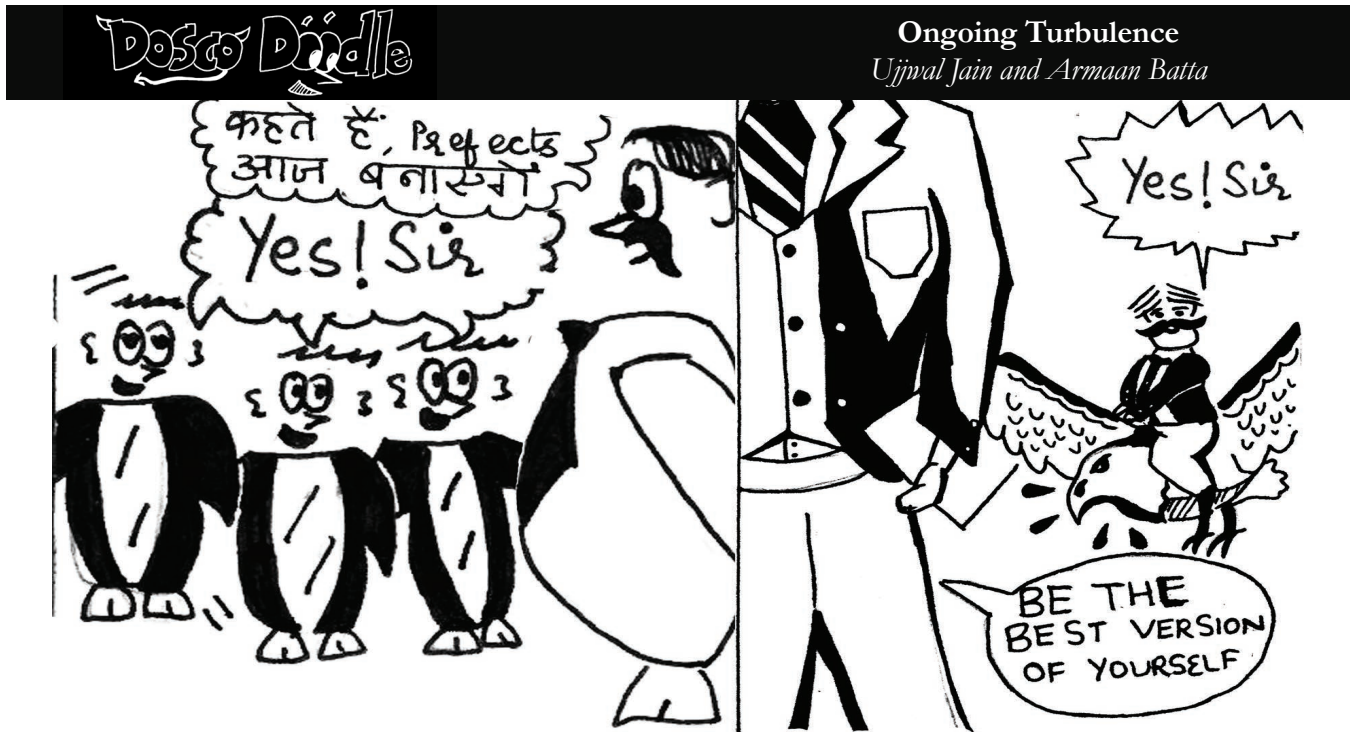
DESIGNING THE FUTURE

A team of eleven boys represented the School in the **Indian National Round** of the **International Space Settlement Design Competition**. The team emerged as **national winners** and will now represent **India** at the **Asian Semi-Finals**.

Kudos!

“
If you don’t want to be mute, start by not being deaf.”

Eduardo Galeano



Letter to the Editor

Dear Editor,

This letter is with reference to the Assembly talk delivered on Saturday on free speech, mostly pertaining to writing for (and in this case outside of) The Doon School Weekly, as well as the conversation surrounding it. Although we acknowledge the validity of some points raised over the course of the speech, such as the anti-intellectualism running rampant inside the walls of Chandbagh and the *Weekly's* status as an avenue for expressing oneself, we do have concerns regarding a few statements made, and in the spirit of discourse, we felt it a duty to express our own opinions on the matter.

As the community is probably aware, a supposedly illegal "LTTP" was distributed, the reason for it being denied printing was cited to be its length. Nevertheless, articles in last week's issue did exceed a page's length. According to the Codes and Policies, the *Weekly* must not print submitted articles only under two conditions: if the article is offensive or if it is too long. We strongly feel that the power of free speech transcends word limits, and that, if there are rules that enforce them, then perhaps the rules need to change. LTTEs are far more imperative to publish immediately because the issue they usually cover is already fading from memory two weeks later. Furthermore, neither does the first condition apply in this scenario since the LTTP merely reiterated what is made explicit in The Journalistic Code of Ethics for The Doon School Weekly: the *Weekly* "is a journal of comment on the life of the School" and that "it may serve as a forum for commentary and debate on issues outside the School". Since it moved on to spark such heated debate, this letter will also argue against the entire idea of practicing free speech "within the system" that was spoken of in the Assembly talk.

Free speech can sometimes involve speaking about the system, which is only possible from outside the system.

The whole notion of free speech deals with the individual's right to express. So, to constrict it to a "system" would be going against the very concept. After all, free speech can sometimes involve speaking about the system, which is only possible from outside the system. Keeping it limited in such a manner, therefore, violates what the *Weekly* propagates and stands for. We personally love the standing the publication has held in our lives for the past five years, which is why clarifying

the concept of free speech and its pivotal place in The Doon School seemed so naturally crucial to address. We do not condone the handing out of pamphlets in the CDH, but we certainly do not condone them being collected and locked up like records of North Korean government, or the ban on their sharing through e-mail. Is that free speech? Or is it just what the "system" does not want seen? What propaganda is so heinous and provocative that the public's oh-so-gullible eyes must be shielded from it?

In the later stages of the speech, the speaker insinuated that any idea or debate that can't be expressed from inside the system is an idea that does not need to be expressed. What the speaker, and we think, the community, needs to understand is that the system holds the power to employ the tool of heavy censorship in many regards and with such a system it sometimes becomes impossible to freely express your views, making it natural to resort to ways that are not strictly a part of it. Second in this regard comes the *Weekly*. Perhaps the use of the *Weekly* as a mode of expression for people of the school community outside the editorial board has drastically plummeted because of the heavy censorship that an article now undergoes when expressing views about School, even when with politically correctness and the highest civility. We believe that criticism and attacks are distinct and should not be clubbed together under the banner of 'resentful comments' or 'rants'. It disconcerts us that the new leadership has chosen to sideline school affairs as a topic of discussion—despite the clause in the Codes and Policies stating that it should be otherwise—further proving that it is uncertain where the future of democracy is headed in our tightly knit community.

In conclusion, we hope that this letter has elucidated a few facts and laid bare a few fallacious arguments in exactly 849 words since, apparently, there exists a cap on one's expression. It is, of course, 849 words if, and only if, the content has not been censored. One cannot tell these days. Nonetheless, let us celebrate the freedom of expression by using this channel we are fortunate to have to its fullest. However, let us not forget that human expression cannot be quelled and clogging outlets of that expression is the very cavernous darkness that revolutions are born in. We think that it is apt to end with a thought that Winston Churchill rightly expressed, "Some people's idea of free speech is that they are free to say what they like, but when someone says something back, that is an outrage."

Regards,

Armaan Verma and Ojas Kharabanda

From the Editor's Desk

Devang Laddha

What is the *Weekly*?

This is a question that has featured in many discussions across School and has fetched myriad responses. Some call it a crib column, some an instrument for propaganda, some a forum to address the 'elephant in the room' and some a piece of paper that symbolises immense hard work put in week after week. At some point over the past eight decades, the *Weekly* was one of these things. Its identity has continuously changed over the years and with every new Editorial Board it is moulded into something else. This year, above all else, we on the *Weekly* board strive to ensure two things: that the *Weekly* remains an independent forum for discussion and that it is accessible to all and that it is relevant for its readership (the School community and those attached to it).

Over the course of last year, the *Weekly* was constantly criticised for being a publication that highlights problems in School and whines/rants about them. However, we see this in a very different light. Today, we all agree that our School is excellent at doing a lot of things. It is excellent at providing a holistic education, at instilling in boys a set of values and at making Doon feel like home. However, while it does do so much good, it simultaneously has a lot of problems and it is these that we hope to point out and hopefully start the discussions that could help solve them. While often we might not give solutions to the problems we raise, we believe that for any possible solution, a discussion needs to be started. It is for this the *Weekly* stands.

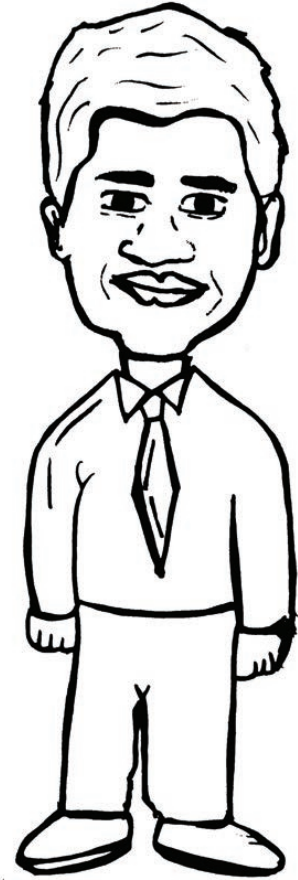
Our readership has a common goal: to see Doon be at its best. For this, a platform for discussion must be made available where people can share their ideas and freely address issues within School and outside. The onus for this

does not only lie on us but on the entire School community. All we can do is get a discussion started but it is only when engagement from other corners of School is evident, can fruitful dialogue ensue. While some would have us branded as propagandists who have a set agenda that they wished passed through school, this is far from the truth. The *Weekly* does not endorse any particular ideology, it stands as a forum for discussion and is here to foster dialogue among the school community.

Last year saw a positive change in the terms of Letters to the Editor and articles we received from outside the Board. These pieces have been indicative of the fact that we have been able to generate discussion and address issues that were previously left untouched, harming School. We would encourage this wave of change and ask members from all spheres of the Dosco community to be a part of the *Weekly*, whether you are an avid scientist, a football fanatic, a computer geek, someone feeling out of place, a fierce critic or an observant individual, you all have a place on the *Weekly*.

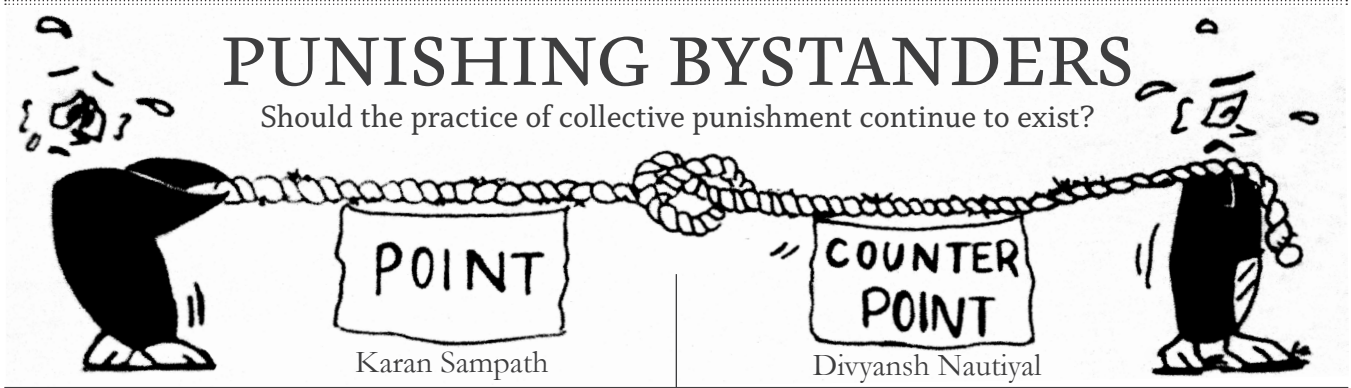
It is to cater to these varied individuals that we have tried to fulfil our many roles: to inform the Community about events across the world; to record events in School; and to be able to facilitate healthy discussion. We shall continue our commitment to these roles. Through our various contemporary pieces (the Under the Scanners and other full-fledged articles) we continue to inform the community about issues across the world. Last year we tried to add variety to our coverage by featuring more popular culture and sports pieces. This year we hope to further that endeavour and try to cover even more issues, adding books and movie reviews to this list. As for our objective

of recording events, we have consistently maintained our Page 2 regulars and the various reports that are printed across issues.



Despite all this, at the end of the day, we are the 'Doon School Weekly': a School publication. To satisfy our primary goal we need to represent the School and show it as it is. To fully uphold this burden we *need* people from the entire community contributing to the identity of the *Weekly*. The *Weekly* is not a mere publication that is under the control of a handful of boys but rather is something that – if it is not already – should be a part of every Dosco. This contribution can come in any form, whether it is articles, ideas or just dialogue with members of the Board. Editorial boards are transient, the *Weekly* simply isn't.

What is the *Weekly*? The answer: an institution that chronicles the lives of everyone in and related to Doon, one that is part of each of its readers and all its readers are part of.



Collective Punishment is a system where many are punished for a single individual’s fault, and before understanding why it should continue to exist, it is important to understand whom it affects and to what extent. Collective Punishment is disproportionately used for those in junior forms, and it steadily reduces as one advances up the ladder. More importantly, though, there are two facets of this punishment which should not be ignored. Firstly, it is not used for severe cases of indiscipline, and neither is it used for repeat offenders. These two clarifications are vital as they mitigate the damage the opposition to it speaks so fervently about.

The first reason for continuing with Collective Punishment is derived from its very nature. When a group of twenty is punished for the faults of one, the group begins to identify itself as a single unit. This identity becomes more and more pronounced with each punishment, ensuring that we identify ourselves to be part of something greater.

Moreover, this punishment ensures houses and forms within them to become more united, having shared all of their experiences, be it good or bad. It is due to this very reason that the army is extremely united in nature, because each and every soldier knows what his or her compatriot has gone through. This unity is vital, both for the happiness of the individual Dosco as well as for the coordination and compatibility this group needs to have when they reach the top of the ladder in SC form.

Finally, Collective Punishment also strengthens an individual’s moral compass. When a peer misbehaves, his fellow peers are forced to correct him, leading to their moral conviction being strengthened. This system of constant correction gets ingrained in the Dosco brain, ensuring this mindset is carried by us wherever we go. This makes sure that within a given unit, there is a semblance of self-discipline, where there is no need for an overarching elderly presence, and forms remain disciplined within themselves.

In conclusion, Collective Punishment may not seem justified for the individual Dosco at first, but it serves a far greater long-term purpose. The benefits it has in no way compare to the harms, a realisation made late into our School life. Hence, it is for these reasons it should continue to exist in its current state.

Collective Punishment is now a central part of the punishment table in School. The aim of Collective Punishment is to find the culprit or to punish a certain set of people for one’s mistake. However, the practice is counterproductive and is rarely able to get the desired results. As an individual who has undergone such punishment multiple times, I strongly discourage the use of this unfair system.

Firstly, Collective Punishment is generally unable to find a culprit. This is so because the aim of Collective Punishment is to create pressure on the guilty by innocent peers. However, the reason why it fails is because almost every individual would have been guilty at some point, meaning that in another situation they would have been innocent. This makes way for a brotherhood of thieves, and the guilty is never caught. While one might argue that the individual might feel guilty for his action, such is not the case and the culprit gets away after facing the same punishments as everyone else.

Moreover, Collective Punishment is fundamentally unfair and ineffective. Why should one suffer for someone else’s mistake and undergo an entire cycle of punishments, that too to no avail? One simply should not have to pay for someone else’s fault and waste his time doing essays, changes and extra PT. But let’s take a case where the culprit is known. Serving a punishment (because of one person’s fault) to teach everyone else a lesson does nothing but divide the form. The person at fault undergoes severe humiliation from peers for making the others pay for his fault. This leads to the person being targeted by his form mates. If people argue that this serves as a strong deterrent, then it must be said that other alternatives can solve the issue too. Making the person undergo mental agony is not the best way to make him learn from his mistakes.

To conclude, I personally believe that dialogue is the right means to make a person realise his mistake. Dialogue has the power to have an impact on the person and make him truly understand where he went wrong and why he shouldn’t do it again. Merely giving a punishment is a short term solution. If the person still continues with the mischief, only then should stronger action against the individual be considered. However, Collective Punishment, being counterproductive and futile, should not be used under any circumstances.

The Week Gone By

Aayush Chowdhry

The musical notes from the 'Concert in the Park' were a good source of entertainment for the entire community. Spectators were mesmerised by the music as it pierced through the amplifiers on a bitterly cold Saturday night. Boys relished the lavish spread on Sunday brunch as some scratched their heads, digging the pencils halfway through their thick books, in preparation for the upcoming standardised tests.

A tidal wave of enthusiasm washed over many *best versions* of the boys as the week kick-started with the Prefects' MUN Workshop. Paralleling this were the mock Common Rooms for the position of the Housemaster of Jaipur House that were conducted for the

various candidates. The junior boys also learned a more ideal set of life skills, compared to the senior boys, as Ms. Naella Grew held sessions. It was almost comical to see the boys with fake beards—for the No Shave November picture—talking about puberty and teenage problems.

On the basketball courts, fierce competition took place—both during Inter-House boxing and during the intense basketball House practices. The pugilists demonstrated tremendous enthusiasm and captivated the audience. As the respective Houses gear up for the eagerly-awaited senior section of the competition, the Hyderabad House juniors celebrated their sweep of the junior's cup. With the final stretch of the Inter-House competitions inching closer, it will truly be a race to the death for the Dosco Cup.

Hindi debating also witnessed its rather hectic closure with Kashmir and Tata House reaching the finals, as its participants were due to leave for

their interviews overseas. Speaking of interviews, the Scholars Blazer's interviews also took place this week along with a Games Committee meeting to award the end of the year accolades. As the term draws to a close, and Doscos scramble on in hope of surviving the last week, we wish everyone good luck for their upcoming standardised tests and examinations assessments.



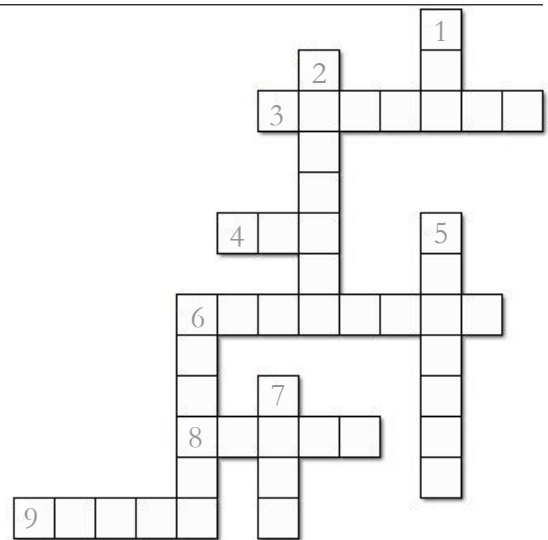
Crossword | Banned Media in India

Across

3. This artist was expelled from India for portraying nudity in his paintings.
4. Javier Moro's 'The ___ Sari' was temporarily banned in India due to violation of Sonia Gandhi's privacy.
6. Joseph Lelyveld's biography of Mahatma Gandhi was banned in Gujarat as it suggested that he was ___.
8. 'Jodhaa Akbar' was not released due to threats from the ___ Sena.
9. Charles Bettelheim's '___ Independent' was banned for criticising the Government's policies.

Down

1. 'The Da Vinci Code' was rejected considering 'public sentiments' in this Indian State.
2. The author of 'The Satanic Verses', a book banned due to hate speech against a religious group.
5. This developer of 'Pokémon Go' was penalised when 'poke eggs' were found in Jain and Hindu temples.
6. 'Lipstick Under My ___' is a film whose release was delayed as it contained sexual scenes and abusive words.
7. This Sam Taylor-Johnson film was banned due to obscene content.



Note: All answers to this crossword are the last names of the concerned people.

| | |
|-------------|------------|
| 8. Karni | 9. India |
| 6. Bisexual | 7. Grey |
| 4. Red | 5. Niantic |
| 3. Hussain | 2. Rushdie |
| 1. Goa | 6. Burkha |

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

The views expressed in articles printed are their authors' own and do not necessarily reflect those of the Weekly or its editorial policy.

Online Edition: www.doonschool.com/co-curricular/clubs-societies/publications/past-weeklies/ weekly@doonschool.com



©IPSS: All rights reserved. Printed by: The English Book Depot, 15 Rajpur Road, Dehradun, Uttarakhand-248001, India. Published by: PK Nair, The Doon School, Dehradun.

Editor-in-Chief: Kushagra Kar Editors: Devang Laddha, Kanishkh Kanodia Senior Editors: Aayush Chowdhry, Zoraver Mehta Hindi Editor: Amritansh Saraf Associate Editors: Ansh Raj, Aryan Bhattacharjee, Divyansh Nautiyal, Karan Sampath Cartoonists: Anant Ganapathy, Ameya Shawak, Armaan Batta, Krishnav Singhal, Pratham Bansal, Ujjwal Jain Webmaster: Vishal Mohla Assistant Managers: Ishaan Saxena, Purnima Dutta, Arvindanabha Shukla Technical Assistant: KC Maurya Picture Credits: The Times of Israel (Page 1)