

Established in 1936

The Doon School WEEKLY

"I sketch your world exactly as it goes." -Arthur Foot

April 20, 2019 | Issue No. 2534



POINT-COUNTERPOINT

A debate upon whether we require more academic time in School.

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WHAT'S IN A NAME?

A look at media callousness and how it threatens School's reputation.

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THE PERFECT PITCH

A report on a match between the Cricket School Team and Old Boys.

Page 6 & 7

Hypocritical Times

Aryaman Kakkar *comments on the nature of hypocrisy that is prevalent in School.*

The jewel of the court. For the last eight decades, we have been at the crest of the coming wave, the epitome of innovation in education. School has always excelled at doing things differently, but for the last few years, in our endeavour to be unique, we have constructed the façade of a jewel around ourselves. We may make those beyond Chandbagh believe what we want them to, but inside this lush, green campus it's another story. We perpetrate acts of hypocrisy every day, and we even stopped acknowledging it!

Education is not only our academia. It does not solely comprise textbooks or tested knowledge, but what we learn in totality as well. It is what we mean when we hear the phrase 'a well-rounded education'. However, it has also become the epicenter of the fractures in our jewel. An integral quality we look for in our new inductees is their love for reading. Yet, beyond the interview, it holds no importance. On entering the Doon stream of life, we are submerged in layers of sport, co-curriculars, and academia with neither the time nor the opportunity to learn of new perspectives and worlds, of our own histories, of knowledge outside our prescribed texts. We no longer read as much as we used to. Parents are led to believe that DoscOs are well-read

creatures while there is no change in the status-quo. In an attempt to address his issue, at the School Council meeting last month, the School has become aware of the decline in reading across all batches. With the proposal to making reading a certain number of books mandatory, we can surely expect some change in the DoscOs' reading habits. That's one issue that might be dealt with, but there are others...

**...in our endeavour
to be unique, we
have constructed
the façade of a jewel
around ourselves.**

Since 2017, we have been participating in the global 'No Shave November' movement. The way it is treated within our campus shows that it is nothing more than a publicity stunt. In the first week of November, for the last two years, we have been having Assemblies that announce the start of the movement and of the 'Best Beard' competition and have the School doctor talk about men's health. In the end, it boils down to a day of speeches, with an award ceremony for 'Best Beard' a

month later. Ultimately, however, there is no meaning behind the movement in School. Ironically, the most stressed upon subject throughout the movement is our mental health; ironic because beyond that one Assembly talk, no one takes any action, despite the gravity of the issue. In a bubble of five hundred and eighty teenagers, one would expect it to be the most seriously taken issue. Our teenage years are a time of confusion and stress, only exacerbated by the hyperactive ecosystem that is Doon. It is the time when we begin to understand our mentality, our sexuality, the people we choose to become. Further compounded by the life-changing decisions we must make, we are constantly under great strain. In all honesty, we know more about the curricula we study than our mental well-being. There is little use in explaining academics to a child if they experience constant stress for a decade until adulthood/maturity. This constant strain combined with the pressures of being DoscOs, from our parents and our teachers, puts us at risk.

Our hidden curriculum also plays a part. A recent addition to my vocabulary, the 'hidden curriculum' is a set of perspectives and values that we unknowingly integrate into our being by being a part of any institution, in this

(Continued on Page 3)

SCHOLARLY SCIENTISTS

Aditya Garg, Aneesh Agarwal, Vansh Gandhi, Shantam Gilra, Shourya Agarwal, Vijayaditya Rathore, Arjun Agarwal and Pratham Bansal were successful at the **Department of Japan-Asia Youth Exchange Program in Science**, organised by **The Japan Science and Technology Agency** in which young people are selected for short-term stays in Japan in order to broaden their experience in the field of science and technology. They will visit Japan in June 2019 under a fully funded program.

Well done!

THE WHO?

Who is Reginald Kenneth Dwight?

Vikram Sahai Gupta: Politician

Vinayak Pratap Singh: Revolutionary

Sushmit Das: Author

Shaurya Sharma: Scientist

Reginald Kenneth Dwight, also known as **Sir Elton John**, is an English musician known for hit albums like ‘Madman Across the Water’ and ‘Goodbye Yellow Roads’.

Around the World in 80 Words

The U.S. Department of Justice released the ‘Mueller Report’ which investigated Russian interference in the 2016 Presidential Elections. A fire broke out in the Notre Dame cathedral in Paris. The Mali PM, along with the entire government, resigned after the Ogossagou killings. Three professional mountaineers were presumed to be dead after they went missing in an avalanche in the Banff National Park, Canada. Phase Two of the Indian General Elections started yesterday. Lionel Messi scored a brace against Manchester United.

Back to Board One

Anant Ganapathy

It is a chemical process.

Firas Khullar, firing his neurons.

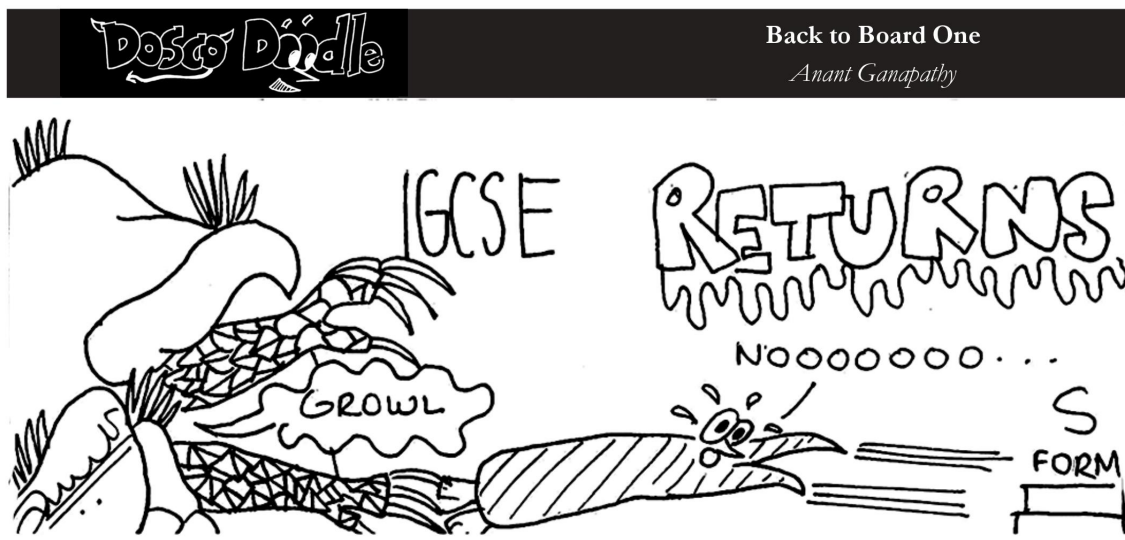
They went for an Inter-House School competition.

Varen Talwar, going places.

“

A man watches his pear tree day after day, impatient for the ripening of the fruit. Let him attempt to force the process, and he may spoil both fruit and tree. But let him patiently wait, and the ripe pear at length falls into his lap.

Abraham Lincoln



(Continued from Page 1)

case Doon. Here, we learn to adopt an air of toxic masculinity and aggressiveness as part of our creed. From experience and general practice, we learn that to be vulgar and thick-skinned, with emotions all corked up, are seen as the best qualities by our male majority, something that certainly does not hold true for the world outside. What we fail to understand is that corked emotions do age like wine, but into a more poisonous mixture; a toxic form of emotional stunting. We adopt aggressiveness through our love for competition, with 20 competitions of various natures taking place in the last thirty days of this calendared term. By adopting such a violent creed, we become the ideal, misconstrued idea of a Dosco. In the eyes of Arthur Foot, "The foundations of your career that have been laid in the last five years will have given you the discipline of mind and body, the love of many good things in books and art and music and sport that will always be there to make your life more vivid and more worth living. But have you been able to learn

the secret of non-attachment to material things—that what you are and what you do and what you feel are more important than the material things that you have?"

Penultimately, we have the School schedule itself. Despite our administration's best efforts to maintain our well-rounded education, to balance and fulfill our well-being in all aspects, we have been in constant flux for the last seven to eight years. We have changed the term and weekly schedules numerous times. At the same time, we suffer from sleep deprivation because of competitions and examinations being crunched up in the last few days of term. This forces us to juggle more than there are hours in the day. We are constantly running around, trying to complete as much as we can in the available time, but even choosing not to sleep can only go so far. I understand that we as Doscos must adapt to change. But to constantly exhaust ourselves with not enough time for rest makes for a highly toxic term. The trinity of the fragile teenage mind, our toxic masculinity, and our hyperactive ecosystem are the

origin for our heightened stress levels and stunted Emotional Quotient. Despite all the stress on our mental health, our school continues to remain oblivious to an obvious reality. We must realise that we have been so focused on our academic futures that we have never stopped to consider whether we even have the mental capacity and well-being necessary to achieve them. Our institution has forgotten what was once given great importance. A simple remedy would be to have talks and one-on-one sessions with our well-being counsellors before the career counsellors for once. Another remedy would be to have a cost-benefit analysis of all the actions that we as a school take, with the mental fitness of Doscos being at the center of the analysis.

No constituent of this institution is free of hypocrisy, including me. We have, for far too long, ignored what our institution truly stands for, devolving into something misinterpreted all these years. It is time we all took a step forward, out of the ruins of this aristocracy of hypocrisy and into an institution which has earned the right to lead

My First Week in School

Maanat Bhadani *reflects on his initial days in School.*

The day had finally come. After months of anticipation, I geared myself, ready to become a Dosco, that same Dosco I had heard many stories about. As I entered the majestic gate of the Doon School, I stared in awe. So many of us flooding in, slowly creeping in to the next 6 years of our life. Like a lamb, I meekly followed the crowd and made my way to Martyn House, where I was to meet my "guardian" who would guide me through the maze of this "Newfoundland". I went around School, just gazing in wonder. Looking at fellow batch mates, I tried a lot of new things, especially the School food which I had heard so much about. The time had come for me to fully enter School, and become one with the rest. With teary eyes, and a heavy heart, I said bye to my parents, and made my way to the Art and Media centre.

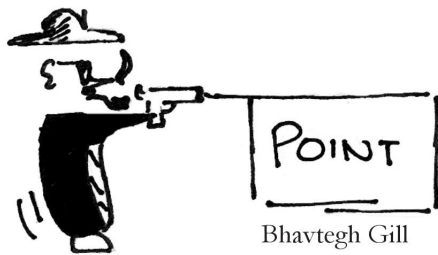
Soon this weird feeling called homesickness struck, and tears started rolling out of my eyes. Later, I got

to know that I wasn't the only casualty; it happened to everyone. Gradually, I started to interact with the rest of my dorm-mates, and we started playing games. It was at that moment that I realised that they were just my dorm-mates or friends for now, but soon they would become my brothers, all 80 of them.

It all happened so quickly, that I lost track of time, and found myself sitting on a bus, on my way to Maldevta farms. Once there, we spent time doing thrilling adventure activities, and made many memories. We did things I would never have done in my previous school, such as night treks, and going to cramped caves. We had lots of fun. On numerous occasions, we laughed till our sides hurt.

I found everyone in School to be very friendly, and although it's been just three weeks, I think I've started to fall in love with Chandbagh. I learn so many new things, day after day; I cannot wait to see what happens in the next six years of my life!

Do we need more academic time?



Bhavtegh Gill

Many people argue that the ethos of our school is to incorporate not only academia into our everyday routines, but give equal importance to co-curricular activities and sports alike. Even though this is true, I believe that in trying to go further with this cultural belief our academics have taken a backseat while the rest of our activities continue to gather momentum. Thus, attempts like putting an extra school to our daily schedule, though not enough, must be applauded.

We make the mistake of thinking that after classes the time for studying is over, but toye is equally important as that is the time where we study by ourselves and can read ahead of what has been covered in classes. Night toye lasts for only two hours which includes a 15-minute break. To add on to that, it has now become common practice to cut down on toye time to hold practices for activities such as dance or play which is also detrimental to our academics. I am not saying that these activities are not important; rather there should be a designated time for them in the daily schedule; maybe after schools and a little

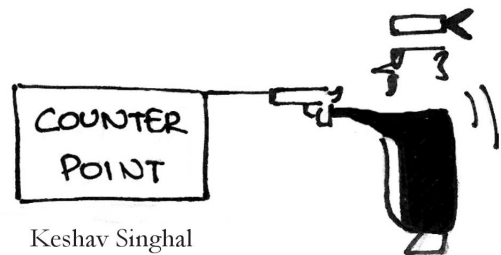
longer on Saturday and Wednesday. This way their toye time can be more productive and can be fully utilised. Many people compromise their academics one time or the other due to some activity which will take up a large chunk of their time. This is absolutely normal, but a decreasing focus does not augur well for the future.

In the end, the aim of any school is to prepare students for the examinations and help them; a goal that has been blurred due to the load of other activities in school. Students take their studies lightly up until Trials and then they stay up late, trying to compensate for all the time they did not dedicate to academics. A regular routine of studying will definitely fix this problem and sustain good grades. As we have been hearing quite often nowadays, we should also utilise our free time to focus on academics and work that has been missed as well.

There are ample amount of classes and it will be difficult to hold anymore, but where we can improve is self-study. The only problem is incorporating this time into the busy and jam-packed routine of School. Evening toye can be reintroduced and night toye can be extended which can add around one and a half hours to the total self-study time. This can be a start. One step at a time we have to increase the time dedicated to our studies which will be beneficial to everyone. It will not be easy but it is something that we must deliberate upon.

After having transitioned into the new timetable, I have heard many people talk about the redundancy of the eighth school and question its need in our schedule. While I do believe that the primary agenda of an institution like ours is academics, I think that investing more academic time into our schedules doesn't help achieve that goal. Our approach to prioritizing academics in School shouldn't be achieved by imposing additional schools in our weekly schedules, and increasing the time we spend in our classrooms.

The underlying root of our problem isn't that we have meager academic time; it is the lack of productivity and focus in our classes. Students fail to understand the importance of their classes and engage in mischievous activities; these actions not only undermine the value of our classes but more importantly also hinder the progress of the students. Climbing up the ladder, one can see the senior forms enduring the implications of a packed schedule we have. Lamentably, with P.T, standardised testing, and numerous other tasks on their plates, their roles in



Keshav Singhal

classes are limited to merely staying awake. This goes to show that even though we might force students to devote more academic time, they will not be able to imbibe the knowledge we expect them to. Hence this approach defeats the motive itself.

Secondly, I think that we should now point the needle of attention towards the international curriculums we have introduced. With our IGCSE examinations 'almost' over, we have discovered a new approach to learning. IGCSE highlights self-directed time as a key element of the process; the syllabi of IGCSE and ICSE differ wherein the former deals

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with lesser content. This does not imply that we need lesser academic time; however, a schedule where we devote more time to independent learning becomes an essential requirement. A student in IGSCE needs to spend more time employing and practising the concepts rather than learning them, and such a schedule would favour this need.

My counterparts in the *Weekly* have in their articles pointed out the loopholes in our schedule, but we have been unable to find a concrete solution to this issue. This is one overarching concern that we

have failed to tackle. Although we have not found a solution yet, we have managed to always embrace these problems and look forward.

The question is- are we ready to prioritize and remove certain activities from our school's curriculum to boost our progress and excel? I believe that even though removing certain activities may hurt the sentiments of a few individuals in school, we will definitely be proficient in what we do in the long run. Removing these activities will only ensure that we find energetic heads in classrooms that are ready to absorb the knowledge bestowed upon them.

Response to a Letter

Aryan Bhattacharjee

This is in reference to a letter printed in Issue No 2533 which condemned what was called the "politicisation" of the 'Week Gone By'.

As someone who enjoys debating greatly, I've always taught myself to acknowledge both sides of an argument; and so I acknowledge his point of view and his right to hold it. However, the debater in me couldn't help but notice some gaping holes in his arguments.

I agree with the author in his understanding of what the 'Week Gone By' is, "a report characterised by personal opinion." What I do not agree with are the comments he makes in the following lines, coming to conclusions without displaying reasoning, and when he does, they seem fuelled more by his own inability to acknowledge popular opinion or more simply to face criticism, or worse- a joke.

I believe strongly that the most valuable life skill one must learn is the ability to take oneself lightly, and laugh at one's own follies, reflecting upon them to ascertain for oneself if there may be some learning present...

Quoting Issue No. 2530, he stated that there have been comments in the 'Week Gone By' where I have misappropriated the opinions of the School community. To that, I'd say only that the usage of phrases such as "I have been told", "I believe" that are used generously in my writing strongly indicate that such statements needn't necessarily be the absolute

truth but rather the version of it that I have heard.

Moreover, many of my batch-mates, and indeed juniors would vouch on my behalf when I say that never have I written a Week Gone By without first talking to multiple people and trying to make a sense of their mood at the moment; trying, on my part, to collect as many points of view as I can. With regard to the instance quoted, it was my reading, after talking to many across the School community, that this year's appointment to the position of President of DSMUN was not what popular gossip had predicted. However, it wasn't ever stated that this was unfortunate, or even undeserving. Don't football commentators say often that a team's victory was surprising? Does that mean that they think the match was fixed? Certainly not!

Quoting from Issue 2532, he believes that I make implicit statements. That of course is what he thinks I do, and I am glad he said this on a public forum, because that gives me the chance to make clear my intentions. The purpose of that statement was simply, again, to give voice to the palpable disappointment among some in the community with regard to the Chairperson appointments- only expected in such cases. The seven words which appear hurtful to him, recognise that there always are slips and regrets whenever any appointments are made.

I believe strongly that the most valuable life skill one can learn is the ability to take oneself lightly, and laugh at one's own follies, reflecting upon them to ascertain for oneself if there may be some learning present with regard to our perception in the eyes of others. This is, perhaps, what makes me take the liberty of pointing out the follies within our own community. If, however, in this process I have truly hurt someone, I sincerely apologize and urge you to come up to me and tell me that.

I look forward to working with the author and understanding his qualms better to improve both my writing and knowledge of our community.

What's in a Name?

Aryaman Khosla *discusses the defamation of School due to the media's constant errors in reporting.*

With an 84-year-old legacy, our School is inextricably linked to the identity and personality of the once quiet, now thriving city in which it dwells: Dehradun. Founded in 1935, on the pristine foothills of the Himalayas, nestled in the Doon Valley, it was almost inevitable that our Chandbagh would be named 'The Doon School' by our founder Satish Ranjan Das. But with India's rapid progress and with Dehradun becoming a significant academic hub, having a generic name which is so strongly associated with the city could potentially prove to be problematic. Today, where the media seems to be most focused on increasing ratings and readership at any cost, rather than on honest reporting, there is indeed a serious threat posed to the name, and therefore, the dignity of our School.

On March 28, 2019, Doscocs and teachers alike, were flooded with anxious calls and emails from their friends, families and even alumni, inquiring about the newspaper headlines from that morning, which explicitly read, 'Doon school buries boy's body to hush up murder by seniors'. In another such instance earlier, on the September 19, 2018, the Times of India published an article titled, 'Doon school covers up girl's rape, tries to force abortion'. The careless misuse of 'Doon school' appears as an implied reference to 'The Doon School'; through a small but significant shift in grammar, it jeopardises our school and its reputation. We

Doon school covers up girl's rape, tries to force abortion

4 Students Held, Principal Among 5 Officials Arrested

must consider whether these links made by the media is deliberate, subconscious, or an oversight. It is important to question whether sensationalism and defamation is what truly sells today, as opposed to truthful, factual and honest journalism. I believe that the media's responsibility lies in bringing attention to these heinously violent acts that have been committed, by stating nothing but the truth, allowing viewers and readers around India to actually focus on the issues and problems at hand. Is there absolutely no thought given to the potential impact that irresponsible journalism could have on the reputation of both an esteemed institution like ours, as well as on the sentiments of all it's members: committed and nurturing faculty, current students (most still quite young and impressionable), and our proud alumni?

At the crux of journalism itself are the 'Seven Canons of Journalism', set in 1923 by the American Society of Newspaper Editors. This set of codes and guidelines state that "The primary function of newspapers is to communicate to the human race what its members do, feel and think" and state responsibility, freedom of the press, independence, sincerity, truthfulness, accuracy, impartiality,

fair play, and decency as their basis. My primary concern lies in that, over the course of the 96 years since 1923, political and economic gain has often been given more importance than ethics and honesty. Therefore it might seem difficult to propose a viable solution to avoiding these false reports and misconceptions. However, if the media could give less attention to personal and monetary gain, and instead be driven by the ethics of responsible reporting, and be accountable for the impact of their words, it would indeed be possible to avoid such malpractice and damage, as we have all recently been witness to. It is important to note that 'fake news', in the form of deliberate misinformation, has become a large source of propaganda and advocacy, not just in the context of politics and business but also on a much smaller scale; one that is confined to the four walls of Doon. After witnessing the effect that this has had on our esteemed institution first hand, it is imperative that we as a community, make a collective effort to be aware and well informed of such misreports, and the potential consequences they may have on all their stakeholders.

The Perfect Pitch

Veraj Goel *reports on the recently concluded annual Sheel Vohra match.*

On April 13, Doscocs of all forms were packed into two buses and sent to Abhimanyu Cricket Academy to watch the annual Sheel Vohra match held between the Old Boys and our own Cricket School Team.

Thoughts of delicious food and so called "unlimited coke" were on everybody's mind as they took their seats in the stands. The Old Boys Team won the toss and chose to bat. The openers of the Old Boys Team

walked on to the pitch followed by the School Team. Cheers erupted from the crowd as Fatehbir Dhillon opened the bowling.

Occasional songs blasted from the speakers and cheers from the crowd resounded through the stadium as our School Team smashed some breath-taking boundaries.

The Old Boys' Team started slow with occasional runs in the middle but gradually as the wickets started to fall, there was a discernible shift in their style. Singles turned into spectacular boundaries. Some spectacular shots were seen, but not everybody got lucky as Manan Agarwal took splendid catches.

Our spin attack proved to be lethal as Arnav Jain took three wickets while Arijit Sannamanda and Tamish Agarwal took two each. After a decent innings from the old boys with Itihas Singh scoring half a century

the final score put up was a total of 126 runs.

Meanwhile, the Doscors, who had come with great expectations and promises of food and drinks, were rewarded with a snack box. As the match continued after the short break, the audience grew in number as more teachers and Old Boys trickled in. Our openers went onto the pitch with their hearts and minds settled on lifting the trophy for the first time. Occasional songs blasted from the speakers and cheers from the crowd resounded through the stadium as our school team smashed some breath-taking boundaries.

The swelling crowd watched with bated breath as the gravity of the match slowed. Wickets now slowly fell as PTV Sir and Raghav took two wickets each while Aditya Roy left everybody stunned with his quick fielding. Arnav Jain played a marvellous innings of 37 runs supported by Harshit Agarwal. In the end, Manan Agarwal finished the match with crackling boundaries making the school team win by three wickets and an over to spare. Our boys had finally lifted the Sheel Vohra trophy after nine years. Arnav Jain was awarded the most valuable player from the Doon School while Itihas Singh clinched the award from the Old Boys side. We congratulate the School Team on a well-deserved victory.

Matemático Masterminds

Gurmehar Bedi *reports on the recently held International Schools Mathematics Teacher Foundation competition in Spain.*

When the six of us, along with MMR Sir, boarded the train for Delhi, I thought that it would be an ordinary trip. However, we ended up missing our flight from Turkey to Spain, where our Maths competition was to be held. But every cloud has a silver lining and due to this unfortunate incident we got to see one of the most beautiful cities in the world - Istanbul. Witnessing the Blue Mosque at night and the Hagia Sophia Museum is everybody's dream, and we were lucky enough to live it.

Upon reaching Spain, we immediately headed for the beach, eager to meet the rest of the teams. Beach activities centred around tesseracts and sandcastles were organised for us. The official competition commenced the next day.

The morning of the competition was full of bustle. We travelled to Aloha College where the competition was being held. Upon arrival, we were allotted our table and given a set of instructions. The tension in the hall was palpable, with nervous students from all around the world who had been practising for months for this one day. There were a total of ten rounds; each round containing three to four extremely complex questions which were beyond the capabilities of an ordinary thirteen year-old.

Each question was a combination of numerous maths concepts including area and perimeter, square

roots, cube roots and number systems. After five gruelling rounds, we had a much-needed break. The next five rounds, however, were taxing. Finally, the rounds came to an end. Lunch was next in line. Post lunch, we were sent on our way to different rooms. In those rooms we explored various mathematical concepts we rarely think about in School.

Witnessing the Blue Mosque at night and the Hagia Sophia Museum is everybody's dream, and we were lucky enough to live it.

Then came the eagerly awaited part of the competition: the result. Scores of anxious students hoped for their name to be called out. The team comprising Yuvraj Sarda, Tanmay Gupta and Aviman Pratap Singh came joint sixth. That evening we visited the old town of Marbella. It had innumerable shops for souvenirs and delicious Spanish food. After a lavish dinner, we went back to the hotel.

All in all, it was a fabulous trip. One I shall cherish for the time to come.

The Week Gone By

Divyansh Nautiyal

As the Welhamites entered the Multi-Purpose Hall and the Doscocs started backing off, one knew that the next two hours would be spent on forced and awkward conversations. Nevertheless, some did manage to find their love interests amidst the noise, while the Popular Band set the tone for the event. The SCs found themselves in Round 2 of Socials with Unison where everyone was in great anticipation as to what will happen with a rather skewed up male-female ratio.

Meanwhile, the School pulled off another successful Terry Fox Run as people ran in the 'Marathon

of Hope'. The School was also brought together in a beautiful session of *Daastaangoi* - an exquisite form of story-telling - where a packed Rose Bowl was entertained and humoured. The S-Formers find themselves, rather oddly, in between Pre-Boards and Boards as they prepare for their Language and Math exams. While so much brews on, many moan as the PT competition gets delayed till the end of the term. All dreams of an added twenty minutes of sleep to a usual jam-packed schedule for an SC-Former seem to have shattered with another month of PT early morning.

Rain, which came unusually early, brought the much-needed relief from the sweltering heat. Hockey season also runs in full swing with our School team presently competing in the 'United for

Hockey' tournament. We wish them the best of luck as they compete with other School and their Old Boys' teams on turf. For those of you who remain unaware, gear up as SAT, PT, Hockey, Drama, Band, Dance, Debating and Assessment Week find themselves packed in a period of twenty days. Consensus has it that we have hit an all-time high (density of activities) and School authorities look seriously into decluttering the calendar for the following term.

As for the many Game of Thrones fans on campus, Winter has finally arrived. As revision of the TV series begins for many, the others silently contribute to the soaring TRP ratings of Hotstar from Chandbagh. To everyone who is a part of this fraternity in School, beware of spoilers!

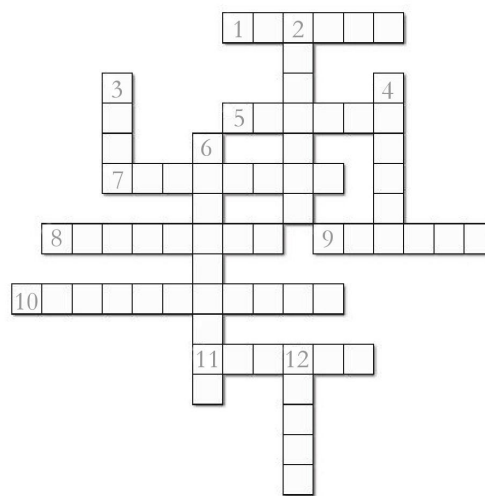
Crossword | Famous Books

Across

1. This author is popular for writing the novel 'Lord of the Flies'.
5. This renowned female writer is known for her book 'Pride and Prejudice'.
7. This novel follows the journey of a pirate seeking revenge on a whale - 'Moby _____'.
8. Classics such as '1984' and 'Animal Farm' were written by this author.
9. 'The White _____' received the Booker prize in 2006.
10. 'The Old Man and the Sea' was written by this Nobel Laureate.
11. Anna _____ is the leading character in a novel by Leo Tolstoy named after her.

Down

2. 'To Kill a _____' received the Pulitzer Prize for fiction in 1961.
3. This Afghan-American novelist is famous for his works 'A Thousand Splendid Suns' and 'The Kite Runner'.
4. This half-giant was the Keeper of Keys at Hogwarts.
6. The Artful _____ is a character from the book 'Oliver Twist'.
12. A really famous detective who solves crime with his partner Dr. Watson.



Note: All answers to this crossword are the concerned persons' surnames.

Answers to This Week's Crossword		8. Orwell
Across		7. Dick
Down		5. Austen
1. Golding	9. Tiger	11. Katemina
2. Mlockingbird	3. Hosseni	10. Hemingway
4. Hagrid	6. Dodger	
12. Holmes		

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

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