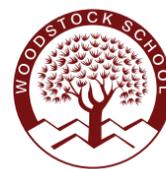


# BROWN & GOLD

Celebrating the enduring value of a Woodstock education



The theme of this semester's *Brown & Gold* is *Ubuntu*. This is the South African philosophy of our shared humanity and interconnectedness as human beings, and how we cannot exist meaningfully without one another. The concept was introduced at the beginning of the semester when a TED talk by a South African conservationist Boyd Varty was shown to all staff and students. We hope this edition of *Brown & Gold* highlights how through our shared lives at Woodstock we help one another to fulfil our potential and live life in all its fullness.

Woodstock Says Hello in the Quad  
Photo: Alex Manton '84

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From the Principal Thatyur Update	Alter Ridge Refurbishment Photos	2020 Vision: Four Exciting New Ventures	The Return of <i>Motif: Creative Writing at Woodstock</i>	Round Square Exchanges	Enrichment at Woodstock	Academics: Science and Fishing, Psychology, Music and Art	Alumni Update: Hoshyar and Distinguished Roll	Sport Round Up

## From the Principal: "Make a Career of Humanity"



There is a word in Zulu which has its equivalent in many other cultures. The word is, *Ubuntu* – literally translated it means, "I am myself through others". *Ubuntu* tells us that we find ourselves – our identity, our meaning, our purpose in life – in the company we keep. It is a word which speaks to us of the inter-connectedness of things. It is a word which speaks to us of community and relationships and learning.

The great American poet William Stafford must, surely, have had this concept in mind when he penned these evocative words – words which remind us of how important the wisdom of *Ubuntu* really is:

*If you don't know the kind of person I am and I don't know the kind of person you are a pattern that others made may prevail in the world and following the wrong god home we may miss our star.*

In this extraordinary international community young people discover who others are – others from different circumstances and different contexts. And in so doing,

they discover themselves. Most profoundly, they can discover their humanity – a humanity which transcends the destructive patterns which prevail in the world. These are the patterns defined by the superficial differences of colour, creed, culture and caste.

This global perspective is one of the most precious gifts a Woodstock education confers on young people. It is not a form of text book knowledge or a statement – it is, fundamentally, an insight which springs from living and working together. It is more about seeing the connections between people than the differences. There is a well-known Sanskrit phrase which captures this insight perfectly *the whole world is one single family.*

This insight brings with it a capacity for discernment and an ability to see things beyond the fragmented divisions of the world today. It enables young people to choose wisely, to find new ways of thinking about old problems and to develop a profound sense of self.

"Make a career of humanity," said Dr Martin Luther King, "and you will make a greater person of yourself, a greater nation of your country, and a finer world to live in."

**-Dr Jonathan Long, Principal, Woodstock School**

## Living the High Life Down in Dorms



Students arriving back after the long winter break were bowled over by the stunning renovation of Alter Ridge. After more than 30 years of wear and tear by Woodstock students since it first opened in 1983, Alter Ridge was in dire need of a facelift.

The girls in Grades 4 to 8 who live in Alter Ridge could have been forgiven for thinking they had checked into a five star hotel, such was the startling transformation of the residence. This was thanks to the generosity of Woodstock alumnus Sanjya Narang '81.

The residence is named after Bob and Ellen Alter, who served as staff at Woodstock from 1947 to 1952, and 1966 to 1978. Bob served as Principal for ten years from 1968 to 1978.

The new Alter Ridge has huge bay windows allowing in lots of light, bright colourful murals, comfortable beds and sofas, and even red English phone booths!

Check out the photos and read comments below from girls who have been hugely impressed by the revamped residence.

**Photos: Manish John/Ed Beavan**

## One Year On: Project Thatyur Update



Woodstock has continued to work with two villages in the Thatyur region which were badly affected by the devastating floods of summer 2013. This project is being coordinated by Sanjya Mark, head of junior school. In March the school was praised by NGOs such as EHA and GOONJ for its "pioneering work" in response to the disaster at a conference at Landour Community Hospital, one of the school's partners in the work along with the Mussoorie Church Fellowship.

Woodstock initially supplied short term basic foods, such as flour and rice, to help villagers in the Thatyur area in the immediate aftermath of the flooding. We then adopted two villages – Dunda and Nikurchi – in order to develop a long term relief programme. Both villages had been completely cut off from the road by landslides and had not been accessible after the intense rains.

who had lost all his equipment in the disaster, while potato plants were bought and sown to replace the wheat which was washed away. The villagers were paid a daily wage (cash for work) since they had no other source of income.

There is huge potential for Woodstock to be involved with the villages in a long term and sustainable way, with many opportunities for multi-disciplinary learning, from physical work to projects such as helping to design a water filter system, giving advice on waste management, organic farming and budgeting. One example of this during the past semester was a group of 8th Graders taking water samples from the three main sources of drinking water at Dunda and having them tested, finding dangerous levels of bacteria and fecal content. They are soon to share their results with the people of Dunda with suggestions on how to overcome this serious condition. It is hoped that the 8th Graders are able to make and supply slow sand filters to the villagers. They also went to clear rubble from fields during the outdoor learning day in late April. - **Sanjya Mark**

A team from Woodstock went to assess the situation in the villages. The views of the villagers were listened to, and several priorities emerged: the restoration of their irrigation system which had been destroyed, the replanting of crops which had been decimated, and clearing rubble from fields.

In December 2013 alkathene pipes and other building materials were bought, costing around four lakh rupees, and taken to the village which was now accessible again by vehicle. Villagers excitedly helped unload the pipes, even women and children, before the pipeline was restored. The school also bought a new set of tools for a village blacksmith

## Sanjya Mark to be Director of Community Engagement



From next semester, Sanjya Mark will move from head of junior school and take up a exciting new role as Woodstock's director of community engagement, overseeing the school's outreach into the surrounding community, including the ongoing relationship with two villages in the Thatyur area (see left), and the plan to set up a new school for underprivileged children (see article, p4). Last semester she visited several other schools and the Akshara Project in Pune to examine best practices in setting up this type of venture.

Mrs Mark said she is looking forward to taking up this role: "It is my hope that children from poor backgrounds in this area will have access to a quality education which will eventually give them the opportunity to continue their education in colleges and universities of good repute. It's a really worthwhile venture, and it seems it is the time for the school to give something back to the community. It's been amazing the numbers of staff, students, and alumni who have been getting enthusiastic about the project."



"It's really nice, there's a lot more space now. It's a lot more comfortable than before and the rooms are really great, we have lovely big bay windows. It also looks really nice from the outside."  
-Tara B, Grade 8

"I like the telephone booths, it's very quirky and it gives us some privacy when making calls. The sofas in our rooms are also awesome!"  
-Shruti K, Grade 7

"It's much more spacious and we have bedside lamps now which are really useful at night. It's much better for studying now, we have bigger desks which really make a difference."  
-Mehar B, Grade 8

"I like the kitchens as they're much bigger, the lounges are cool too because they're much cosier. Our mattresses are wonderful too, they are very comfortable – if feels like you're staying in a hotel!"  
-Diya S, Grade 7

"The paintings on the walls are really bright and encouraging, and the new floors are really nice. The TVs are much better, and there is also a movie room and a multi-purpose room which are great."  
-Aarushi S, Grade 8



## Community Engagement at Woodstock



SONYA CRIDER

The distance by road between the Woodstock School campus and Dunda village is about 30 kilometres. But the distance between the life experience of those who live on the Woodstock campus and those who live in Dunda village can be measured in light years.

Dunda village is close to Thatyur, a town overwhelmed by the flash floods which devastated Uttarakhand in June 2013. Woodstock joined Landour Community Hospital and other local schools in temporary relief operations to provide food, clothing and essentials to the village immediately after the flood.

However it soon became evident that longer-term assistance was needed in the area to rebuild homes and restore livelihoods. Woodstock staff and students became deeply

involved with two villages close to Thatyur, Dunda and Nikurchi. A team of Woodstock staff and students met with the villagers to discuss their immediate needs. High on the list of the next priorities they are discussing is the need for a small primary school in Dunda village so that children do not need to walk four to six miles a day to school.

These initiatives form the impetus for one of Woodstock's four identified priorities drawn from 2020 Vision. There has always been a community service component as part of the Woodstock educational experience. The goal now is to intentionally engage more deeply and collaboratively with local communities to address identified needs and to provide Woodstock students with the understanding, knowledge and tools to become agents of change. Mrs Mark has been appointed the full-time Director of Community Engagement to coordinate this expanded link between the school and the surrounding communities.

In late April I had the privilege of being part of a retreat of

At their April meetings the Woodstock Board gave its approval to four primary goals which will significantly move forward the objectives of the 2020 Vision. Four board members here reflect on the importance of these developments.

a few Woodstock board members, community partners and students who spent a day and a half envisioning, exploring and discussing Woodstock's role in community involvement. The conversation has just begun – we don't know yet where it will lead. Certainly with more collaborative community programmes that provide students with intentional learning experiences and genuine engagement with people, we can bring change to the communities.

One idea is perhaps teacher training in local schools – maybe even a related but separate NGO. But wherever it leads, even in this initial conversation a few things emerged. One is that the projects and process of engagement contribute to the educational experience for the students. Another is that we believe that community development is a two-way horizontal process in which there is deep authentic engagement between those who benefit from the project and those who help develop and implement it. Through the process both the community and the students are transformed. The whole community is excited about these plans to really engage at a deep and meaningful level with our surrounding community.

-Jane Cummings, Woodstock Board member

## Using Our Imagination

*"I am enough of an artist to draw freely upon my imagination. Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."* -Albert Einstein



One of the four new initiatives approved by the Board is the establishment of a Centre for Imagination. What is the Centre for Imagination? It is to be a place, a programme, and a new way to realise the idea that the primary role of education, as G K Chesterton put it, is "the transfer of a way of life." Simply put, the centre will engage Woodstock students and staff in new ways of learning and teaching.

Woodstock students observe, experience and ask questions, questions whose answers require knowledge and action. The centre offers a place to ask and seek answers to those questions. One question could be: "If Everest House is a

national landmark, why is it being allowed to deteriorate? What can be done to halt its ruin?" Or "Can several of us design and propose an economically viable trash solution for the city council of Mussoorie?"

The place is to be a renovated Tafton, the oldest building on campus—a legacy from the 1840s. Here, in a large open space, there will be room for debates, discussions and conversations. Or a studio for dance or drama. A design lab will be equipped with an array of electronic and computer equipment. The students pursuing questions like the ones above can meet in another room designed for brainstorming, possibly with a Woodstock alum who has carved out a career in recycling.

To ensure a comfortable stay for alumni and those invited to share their expertise, there are plans for two guest apartments. The students can meet in the well-equipped online learning room, the World Café. The whole place will be alive with students and also staff doing various kinds of independent work—research, reports, videos and films. Ultimately ways would be found to spread what Woodstock is doing into the wider world of education and social action.

At the centre of all of it will be the director of the Centre for Imagination, a multi-faceted teacher and learner, who has a passion for helping young people identify their questions and their gifts, and connect them to resources and people as they act on these wonderful ideas in ways that could spread far beyond Woodstock. They will be empowered, as Kiran Bir Sethi of the Riverside School in Ahmedabad has led the way, "to be the change they want to see in the world."

-Dr Eleanor Nicholson, President of the Woodstock Board

## Developing Diversity



I recently sat in a central town square in Northern Sweden in the crisp mid-morning and watched. There were several people strolling by with children in pushchairs – all men. A young woman speeding herself along in a wheelchair, talked animatedly on her phone. Two men holding hands ambled past while a group of elderly women with backpacks and trekking poles marched towards the river, chatting at a great pace.

While Scandinavia is not renowned for cultural heterogeneity, it does a great job of welcoming the "other". I pondered on this microcosm and aspirations for Woodstock in the coming years.

Fostering, seeking and developing true diversity seems critical if we are to produce students who are resilient and adaptive to deal with the challenges of life in the 21st century. Diversity must look at more than colour and passport country. Surely we will all gain if Woodstock students come from a truly wide range of socio-economic backgrounds, are differently-abled, have a deep belonging to heterogenous cultures and faith backgrounds and who are happy to look for new ways to include men and women.

The best chance we have of developing empathy – that curious and essential capacity to get into someone else's shoes – is through creating a place where we have friends who come from backgrounds and environments beyond our own experience. By sharing a room with someone who prays five times a day, we learn more about what our own faith could mean. By standing in a lunch queue with someone who has eaten only rice and dhal three times a day for their first ten years, we may learn to be grateful for all food. With empathy comes the possibility of engagement. Deciding I care to speak up, take action, work for justice. Making a world of difference.

I am excited about diversity being one of our Wildly Important Goals for the next three years. While Woodstock has got some diversity in terms of passport countries, currently most of our students belong to a fairly homogenous world where holidays often include foreign travel and its outsize carbon footprint. Many student households might have shopping malls as an axis and nearly all retain a significant distance from communities and people in the world who have the least.



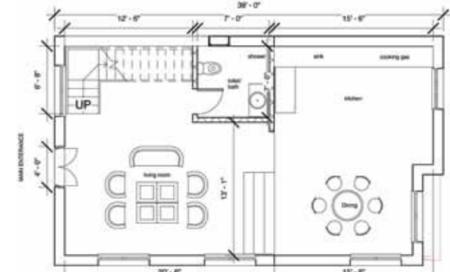
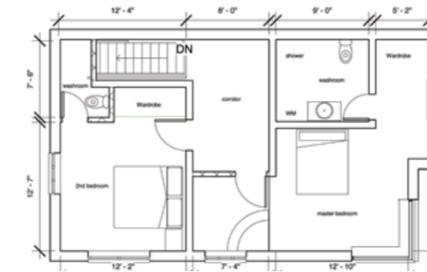
If we can actively build more diversity, we have a "resource" among our own students who represent creeds and cultures that are currently invisible or absent. We can cultivate an environment where students have a clear, strong and individual identity – rather than running the risk of turning out cookies that all look and taste the same. We have skills and relationships that can engage with the challenges, conflicts and opportunities the 21st century throws at us.

How can this diversity happen? I'm guessing in 20 different ways we need to actively and intentionally build diversity into Woodstock life and culture.

Of course in admissions policy. Of course in our HR policy. Of course in who and what we celebrate. Maybe also in making Woodstock accessible for people with physical disabilities. Maybe by thinking aloud about how to see and welcome the "other". Maybe in our choices of where we eat on school trips. Could we try Indian dhabas and restaurants instead of multinational fast food outlets? And of course, if we believe that we can learn from people who have had less privilege, we need to have thoughtful and generous grants and scholarships that allow students who are able and curious to participate in a Woodstock education, even if they come from home backgrounds where there is not one book in the house.

-Dr Kaaren Mathias, Woodstock Board member and parent

## Facilities for the Future



When I walk the halls of the high school, I am amazed at how little has changed in the past 50 years. It makes me imagine and long for a Woodstock environment that matches our vision, that supports our mission to become the leading institution in Asia. Imagine buildings that complement, rather than deter, our talented teachers. We can complete a renovation that makes the school outstanding in every way! Take a minute to think about what is possible.

Effective teaching methods and practices have changed, but Woodstock's high school buildings have not. Just like last century, they remain in a classical configuration, with the teacher up front and rows of desks. Classrooms are like an icebox in February. There is limited flexibility. Today's learning environment has changed. It combines internet with hands-on teaching. That is why the school's vision of what could be and what would make our teachers even more effective has moved the renovation of the media centre, the upper school, and Parker Hall into one of the top four priorities for the this decade.

Demographics and class sizes have changed. Class sizes have gone from 30 in my day to almost 100 students per class in the junior and senior years. Parker Hall can no longer accommodate the entire school for its expanded theatre, musical performances, and community activities. It needs to be expanded and updated.

Classroom design needs to be rethought. Classrooms need to be flexible, open, allowing group learning as well as lectures. Internet education has brought the best teachers in the world into our classrooms, but we need the equipment, connectivity and configuration to make this work. Science labs can be improved and equipment layout enhanced. Old designs no longer work.

We need basic utilities, like heat in the winter and better lighting. These need to be updated or centralised. I can remember being huddled around wood-burning pot-bellied heaters in the late winters. They are still there! Energy efficient designs abound, and are cost-effective. Basic needs are centralised heat, insulation, large thermal windows, the use

of alternative energy. Result: a reduced carbon footprint that can make our school more efficient, comfortable and conducive to learning.

Imagine an integrated set of buildings. The outdoor programmes at the Haniff Centre, academic spaces at the upper school and Quad, combined with the establishment of an innovation centre at Tafton, all effectively interacting and complementing each other. That is an exciting vision.

Libraries have become digital, allowing resources to be available at costs a fraction of what they were just a few years ago. Our library can be such a resource, a place to study and to research online any subject efficiently and thoroughly. It can be better integrated into the whole Woodstock experience and architecturally integrated into the iconic existing buildings.

Renovation takes money. We have the footprint to make all of this happen and both Woodstock's development office and Friends of Woodstock School will be taking on the challenge to fund this vision with a goal of \$3 million. Our ideas can become reality with the help of alumni, companies and foundations. Join me in the transition from imagination to reality.

-David Schoonmaker '62, Woodstock Board member

## The Return of Motif

In 1965 the first journal of creative writing at Woodstock was born – named *Motif*. The publication continued until about 2009 but then stopped being produced. This year *Motif* has been revived by head of English Melanie Reichwald. Woodstock alumna Margo Warner Curl '67, who has been helping organise the school's historic archives, was on the editorial board for *Motif* in 1967, and retrieved some archive editions (pictured right).

Margo remembers fondly her time working on *Motif* in 1967, with classmates Sue Scott Swanson '67 and Gregg Rabe '67 among others, under the guidance of English teacher Bill Starr.

She said: "It's good to see *Motif* is up and running again. At Woodstock there are plenty of outlets for music and drama, but not so much for creative writing, so it's great to have this outlet available too."

**Woodstock's head of English Melanie Reichwald explains why creative writing is so important for students today, and why she re-started the *Motif* club and magazine.**

It sometimes seems like our semesters are packed with opportunities for analytical and argumentative styles of writing, but that there is a lack of emphasis on creative writing. With this in mind, the English department is exploring ways to celebrate creative writing, and the introduction of the PASSAGE *Motif* club gives students the chance to develop these skills and showcase successful pieces.

A while back I saw copies of the old *Motif* books and thought "Wow, we should be doing something like this!" Creative writing is essential for giving students a voice and a way to express their own perspectives on the world. As an English department we're trying to create a culture of creative writing, and to this end we're implementing several ideas to use the Sally Stoddard Creative Writing Endowment.

We hope to reinstate creative writing awards and to develop a robust writer-in-residence programme. Hopefully his interactions with students will help them see that writing can be a full-time pursuit, and will motivate them to pursue it.

Read *Motif* short stories and poems and look at some artistic submissions from last semester on these pages.

MOTIF



IMMUBEKELE UNIYAL

### The Mile by Bobby S, Grade 9

Well, this is not good. Yup, this is definitely not good. Why am I so slow at running? Look, I mean, a girl beats me in a mile run... again? What is everyone else going to think about me? Ah, well, I guess I'm used to it. The hot weather melted the turf onto my white running shoes as the sweat slowly dripped down my face. The line of boys and girls in front of me made me want to give up and just stop running. The thought of giving up rushes through my body. I'm going to be last anyways what does it matter?!

I heard the rage coming out of the PE teacher's jarred face. I made my final sprint, feeling my lungs expand inside of me about to blow up. I finally finish the run. I am last.... again. My time was 8:24, the worst in my class. Oh, well I guess that's another C- for the running test. I pulled myself up off the ground, when I realised the whole class was looking at me. The 50 eyes looked at me with shock and disbelief.

Okay, so maybe I got a slow time, but why is everyone looking at me like this? I feel small, unconfident, trapped and troubled. The teacher announced my time, and faint chuckles hauntingly echo throughout my head. I can't stand being humiliated in class anymore. I stand up looking shy and unconfident...

As the hot summer heat turned into the cold misty winter, I started to become less and less confident. I started to shy away from everything, even if it has no connection with running. There was only one thing I truly love. That was football. The football season was coming up after winter break, and I always wanted to be the best at it. I want to be the best... but how? I decided from then on until school and the football season starts all I was going to do was practise running, as my main flaw was running.

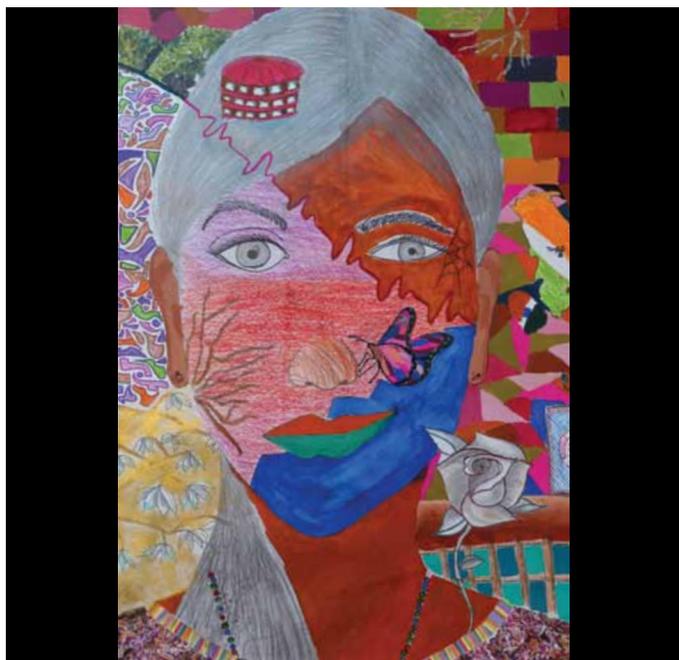


### Silence by Ein J, Grade 12

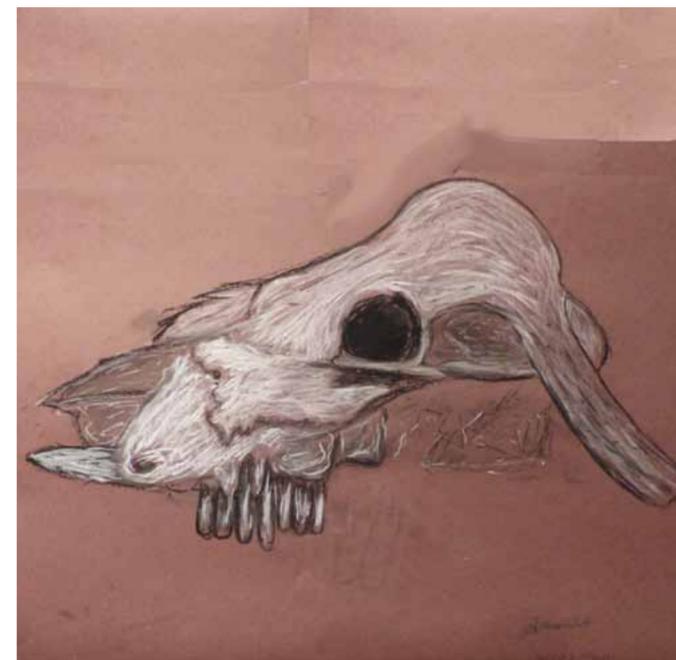
Silence. Then a flicker of leaves mutters a few notes across the windowpanes. A soft hum begins as rays of warm light slide across the desks dappled with colour. A glimpse of the white peaks of the Himalayas starts off the melody. The tin roof above starts crackling in an irregular beat under the stark sunshine. A whiff of still wind carries scents of oil and paint. Sloshes of water trickle down from the tap, singing low notes of a clarinet. Thuds of monkeys, fiddling above the roof, play out the bassline. The tinkling of brushes and pencils tops off the dissonant concert of art.

Suddenly, a frantic hand disturbs the cacophony of the studio. It flutters, here and there, tuning sharp brushes and flat paints across the room. The symphony starts to take its shape when a solo cadenza confidently interrupts the piece. The performer lashes trills of harmonious colour, bottomless tones of composition, and shrill notes of variety into the room. The orchestra does not intimidate her. She is so immersed in her work that everything else around her disappears. What lies around her cannot bind her passion for creation. Imagination fills up the studio as she flows, throwing chords of ideas and expression onto blank staffs of paper. Contorted images, stretched colours, and unexpected displays of forms appear across untouched canvases. Her back aches and her legs go numb. Yet her hands are alive and keen, stroking out lines and shapes across the paper. Her perseverance and concentration let her continue on the show.

Soon, the artist has upstaged the studio. But there is no animosity between the two performers; they both know that they cannot exist without each other. She knows that she belongs here, where no one limits her mind, her potential, and her real self. The room knows that without her it would be lifeless, without purpose. As the performance continues to this day, the girl understands that this place actually has no walls. It is, at its heart, a prairie where true freedom breathes, a secret getaway for the thirsty mind, the birthplace of genuine inspiration: the art studio.



Self Portrait by Khushi A, Grade 7



Abstract Charcoal Sketch by Apurv K, Grade 11

I went up the stairs, onto the road where there is a sandy path in the centre, and tall skinny green trees surrounding it. The icy air hit my red cheeks as I ran from the school to the ocean. The distance is exactly one mile, the mile that humiliated me. The mile that made me so unconfident, the mile I must beat, the mile I have to be faster than everyone else. As I turned on my hard grey stopwatch and wrap it around my wrist, the path seemed to be getting longer. I clicked the cold metallic button on the stopwatch as it made a small beep, urging me to hurry up and go. The grains of sand grinded against the hard path as I lunged towards the start of success. The temperature was well below ten degrees Celsius. My lungs got larger as I took in the dry cold air. The cold wind seemed to scrape the back of my throat; burning it slowly and making it seem warm in the back. I crossed the bridge, which opened up a panoramic view of the ocean. I paced myself as best as I could, I didn't stop. I didn't want to stop. I kept going. I finally reached the ocean where I turned back.

The salty air sent a buzz through my nose and reminded me of the fact that I was not done yet. I turned my back on the ocean, as I heard the sounds of the waves crashing onto the concrete wall. The grey skies reflected onto the scenery ahead of me, a path going onto the bridge, and behind that, a large mountain that can be seen from a distance. The mountain can barely be seen, as the grey skies seem to enclose it. It was harder to breathe. The back of my throat seemed to burn more, and the cold air I inhaled made it worse. I backtracked to the starting point and I felt my inner clock tick, saying it was too late. I went back the way I came, panting and sweating. When I finished the course, I collapsed onto a nearby bench.

My throat turned sore, and it felt like it was bleeding. The taste of iron flowed throughout my mouth, even though I wasn't bleeding. Realising that I forgot to stop the watch, I look down at my wrist. The clock was still moving. That's when I saw it, 8:10. Improvement. Joy fills inside of me, but I still look dead from the outside.

After weeks and weeks of running constantly, I finally realise that I have improved. I realise the changes. I realised I had gotten better in every way. Mentally, I've become stronger, more determined. Physically, I've become faster. I am ready more than ever to prove everyone wrong, and to get on the team for football. There's only two weeks left on my timeline; now it's a race between myself and time, and the limits of my physical body.

Oh man, here it goes. I stand on starting line, along with the others. I feel the PE teacher's eyes bearing down onto me, expecting me to finish last again. No one seems to realise my change, except for some of my friends. The nervousness creeps through my heart, and there is a minor shiver inside my body. The muscles in my body start to tense up, the blood gets pumped faster and faster. My heart's beating extremely hard, the drums of my body beat louder inside me. The cold air hits my face. This isn't a competition between the others and me. This is a competition against myself, against my mentality, against my physical limitations.

I hear the chatter between my peers on the starting line, getting ready to take that first step forward. Suddenly, I can't hear anything around me; all I can hear is the teacher telling us to get ready..... Continued on page 11

## Junior School Poems

### The Jungle

Woodstock is a mysterious jungle  
The student is a playful monkey.  
Woodstock is a colourful jungle  
Of many different things.

Be careful of the Woodstock tigers,  
Listen carefully to the beautiful  
voices.  
So active! So active! Like a tiger.  
The strongest animal in the jungle.

Fly like a bird  
Run like a cheetah  
We are the tigers in the jungle  
We are the Woodstockers.  
-Kyumin K, Grade 6

### Community

Community, love, fights, help, anger.  
Community is not always what you  
think it is, community can be loving,

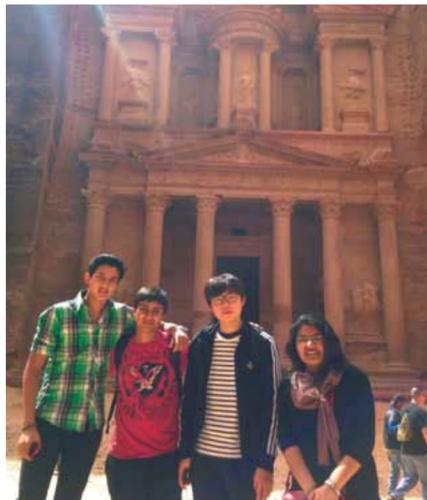
sad, sharing, angry and happy.  
My community is helpful but  
sometimes things go upside down,  
Ooooo. I live in a huge community,  
I mean, I don't even know all of my  
community members' names. Hmm,  
that's too bad. Junior School has a  
lot of students, Senior School even  
more, wow, that's a lot of people.  
Community... too many people,  
get confused with teachers! Who's  
who, oh no! Umm, Mr. ... Mr. ....  
Ahhh, just forget it! Community  
has couples. Aww, just look at that  
cute couple. People have crushes  
on people, Oh la la! Community  
has chaos! Puck, slap... ouch! O...  
okay you shouldn't have to see that  
painful fight, creepy! Community is  
not always happy, mmm, but three  
quarters of this community gives me  
love, help and protection. Yah!  
-Juyoung K Grade 6

Last year Woodstock became a member of Round Square, a worldwide group of about 140 schools on five different continents, which seeks to develop students beyond the academic, and nurture qualities of personal development and responsibility with a strong emphasis on holistic education through outdoor activities. It was founded by educational visionary Kurt Hahn, who also set up the Outward Bound movement.



This past semester Woodstock took part in the first exchanges with Round Square schools. Six Grade 9 students went to three different schools around the world for a period of six to ten weeks. Isabella S and Peyang L went to Markham College in Lima, Peru; Apoorva T and Vashisht A attended St Andrew's School in Turi, Kenya; and Dhruv M and Taegyong L went to King's Academy in Madaba, Jordan.

Woodstock Principal Dr Jonathan Long believes membership of Round Square will benefit the school greatly: "In terms of its founding vision and principles Round Square represents so much of what Woodstock aspires to. Woodstock has been quite insular in some ways but Round Square represents a global collaboration of communities to really inspire a *big picture view* of education. We get to rub shoulders with others on the same path and receive and give encouragement. I believe it really does add value."



## St Andrew's Turi, Kenya

We settled in absolutely fine, and the guys gave us a warm welcome. The country is great! This school owns 300 acres of land, and the campus is extremely beautiful. The classes are going well, particularly RE, PE, and English, although Maths and Science have been extremely different! Some of the teachers here are understanding and just ask me to have a go at the tests. Outside the classroom we have socialised through basketball. I like playing pool in my free time, or roaming around the campus. The food is horrible, please don't ever let a vegetarian come here again! **-Vashisht**

Turi is beautiful. We've had an amazing experience and will dearly miss the staff and students here in Kenya. We have made some really awesome friends and some of the Grade 8 boys really want to come to Woodstock as exchange students! Outside class, Vash and I have taken part in two CARE activities which required us to go to a nearby primary school and teach the children. It was really fun! Academically it has been challenging as the students here are in their final quarter and preparing for their GCSEs next month, and therefore the studies are tough. However, I have done everything possible outside the classroom such as sport, choir, CARE, and drama. I've had an amazing experience, one that I will never forget and I think that matters most of all. **-Apoorva**

## King's Academy Madaba, Jordan

I have settled in well and made friends here at King's and I am enjoying it here. I have made my way and got into the basketball team, in fact we played a game yesterday. The school food here is to die for, it is really good with a lot of variety. Jordan is a beautiful country with wonders like Petra, Jerash and the Dead Sea which I visited. The weather here is superb and the facilities are also very good. I do like the school but I somehow feel that in some ways "Woodstock is Woodstock". I am learning Arabic here which is quite hard. **-Dhruv**

I played lots of sports which helped me adapt to the new school. I like the school but Jordan is very different, very dry and hot. The academic system has been challenging as it's different, but the classes have been very enjoyable. I've made lots of friends, some who I would regard as my best friends now, although I'm looking forward to coming back to Woodstock. I think food over here is really great - they have a wide variety of foods. **-Taegyong**

## Students attend Young Round Square Conference



Five Woodstock students attended the inaugural Young Round Square (YRS) Conference in South Africa in May. Grade 8 student Sophie M and Grade 6 students Asha D, Phasin L and Rohan M were accompanied at the conference by Grade 11 student Setse B who acted as a student facilitator, Woodstock Round Square representative and teacher Mark Windsor, and board member Jane Cummings.

The conference hosted students from 53 Round Square schools from around the world at the outdoor adventure centre Camp Discovery near Pretoria, and was hosted by Round Square member Dainfern School from Johannesburg. The theme of the conference was *Endangered...A Guide to Survival*, and looked at ways human, animal and plant species can continue to thrive and survive on planet Earth.



## Markham College Lima, Peru

I have settled in great! I really like it here and I am slowly remembering my Spanish. My host family is really nice and we have done a lot of sightseeing. The country is a bit different to what had expected. It is still developing, and it is hot here (but the students sometimes consider it cold). The subjects are a little bit challenging but at the same time it is easy to learn. I have taken Music, Art, and History, outside class I am busy all week long. I have swimming and basketball twice a week, and I've joined the chamber choir. The activities are a lot of fun, but not as hardcore and intense as at Woodstock. I have made a lot of good friends, people are really nice. I have tried some traditional Peruvian food which tasted really interesting. They make a lot of their food from corn and I have heard that they have over 1500 types of potato! **-Isabella**

Everything is different but Peru is a great place, it has a lot of rich culture and people are usually very friendly. The classes are fine too, although they follow the British system so they are a semester ahead of us which is a little tricky. Outside the classroom I do activities after school and go to different places over the weekend. I have basketball, swimming and choir after school, every week. I have made a lot of friends, but miss my Woodstock friends. The food here is really tasty, it is very different from the Woodstock food. **-Peyang**



YOUNJUNG N

## Adventure Time Club

Last semester members of the Adventure Time club regularly abandoned their academic lives and put on their backpacks for a few days' hiking. For the Nag Tibba hike each person packed their clothes, pieces of the tent and one or two kilos of food, before jumping into the jeeps to get away. On the first night, we stopped the jeeps in a small village restaurant for some delicious thali. With full stomachs, we were back in the jeeps, followed by a quick hike to our first campsite.

Packing quickly the next day, we hiked a steep incline for four hours or so to finally come upon the ridge of the mountain. There, we stopped, set up camp under the boiling sun, and overlooked the incredible view of the surrounding areas. The rest of the day was spent sunbathing, sleeping, and playing games.

With the setting of the sun came the setting up of a campfire and the preparation of dinner. Our campfire conversations ranged from drones that work for Amazon, to books, to politics, and beyond. This is one of my favourite things about



PRABIR P

## Urinetown Drama

The day I stepped into Parker Hall for auditions, I knew I was in for a treat. A show with a title *Urinetown* would definitely put into question whether the cast members were to take this show seriously. Nonetheless, the gruelling hours and ridiculous amounts of singing only brought us cast members closer as a family.

The role of Caldwell B Cladwell especially appealed to me because let's face it everyone enjoys bossing people around. Tensions were high and every second was important. To put on a show that wows the crowd was first priority. Also taking the fact into consideration that we had two months to prepare was definitely nerve wracking. However, with the help of Mrs Okie and the crew the short time span did not seem intimidating. The songs and dance moves were alluring, most of us found each other dancing at random intervals during the day. I think the most satisfying feeling that I experienced was the adulation from our audience. The experience was nothing short of magical and all in all, the play was a major success.

**-Rishi T, Grade 10**



ZACH CONRAD

## Pizzeria club

Each week under the expert guidance of Math teacher and food connoisseur Zach Conrad, the pizzeria club have been making pizzas to order for the Woodstock community. Using the school kitchen, group members have perfected the art of making the delicious pizzas using toppings such as olives and ricotta cheese. The Italian delicacies are always in demand, and profits from the pizza sales have gone towards the Thatyur fund, so far totalling an impressive INR 20,000. Group member and school president Arpit Lall said being in the club had been a lot of fun. "It's been a real blast, and having these pizza-making skills is certainly going to be a useful asset for many of us as we head on to college, meaning the transition to independent living might be a bit easier. I would highly recommend the club to anyone in the future."

## WS TrIBE

TriBE stands for Traditions, Ideas and Beliefs Explored. TriBE is an open environment for students and staff to share their views freely without the fear of offending others or being offended. It is here where students can truly begin to hear the voices from different cultures, backgrounds, and religions on topics such as the existence of God, LGBT issues, and various other moral questions. In TriBE voices from Christians, Hindus, Muslims, atheists and agnostics are heard and understood by each other. Through this people from different religious and cultural backgrounds start to truly understand the deeper and fundamental ideas and beliefs that we all have.

In a diverse society such as Woodstock knowing one another's traditions and values are just as essential as making friends. Friends become closer friends through better understanding. Cultural clashes between various people begin to dissolve as TriBE explores the different circumstances of life, thinking processes and beliefs of each group of people. As students understand each other's roots and life experiences they begin to truly understand who their friends really are. Values of are understood, different thinking is accepted and cultures are respected merely by the simple act of sharing and listening.

TriBE helps build friendships through understanding of each other's cultures, values, religions and backgrounds. Lastly to end each session of TriBE, an amazing and absolutely delicious dinner is served for TriBEers to enjoy. Not only do members get lots of food for thought, they also return back each time with content and full bellies! **-Brian Y, Grade 11**

## Monitoring the Mahseer



MARCUS SHAW

In April a group of Woodstock students and staff helped at an international workshop for the conservation of the mahseer on the Ganges near Rishikesh. They worked with experts from the University of Massachusetts Amherst. Grade 11 student Eriko S describes the experience:

The fishing hook stretches away from the rod and fully submerges under the water. As the line aimlessly floats around with the current, the angler slowly begins to turn his spool, hoping his bait will work its magic this time. What you don't see from above is the Tiger of the Ganges viciously swim against the current and bite the hook with

determination. The bite releases immediate adrenaline responses by the mahseer which can be classified into three stages.

The primary stage would be the fish's fight or flight response, where an immediate flow of adrenaline and cortisol is released. As it flows into the bloodstream, the secondary stage involves an increase in the pH levels as lactate is released changing the in behaviour of the fish. The behaviour includes observations like the side on which the fish decides to roll while trying to break free. Finally, the tertiary stage involves long term changes that produce a shift in patterns like reproduction. Extensive research has also proven that removing a mahseer's head from the water alarmingly decreases its chance of living.

The collaborative team of scientists brought top-notch gear



MARCUS SHAW

for their research. Ranging from a variety of colourful baits to pH indicators and fin samplers, there was plenty of work to be done. As an angler hauled a fish in, the scientists rushed to observe the bite type and gather fin clippings, blood samples as well as measure the water temperature. The blood would immediately be tested for glucose and lactate levels. By comparing this to a baseline for the specific water temperature, it would be easy to presume the impact of the catch on the fish.

Fishing is delicate. You need to know which type of hook and reeling technique will be most effective for the species of fish. When taking a blood sample, you have to insert the needle right below the anal fin since that is the only part which is not covered by scales. Such are the intricacies of the mysterious creatures under water, and science is helping us slowly unravel them. -Eriko S, Grade 11

## The Hoshyar Foundation: Empowering Girls Through Education



Carla and Kathy in the Quad

LALITHA KRISHNAN

In March Woodstock alumna Carla Petievich '73 visited Woodstock and spoke passionately in assembly about the NGO she has set up – The Hoshyar Foundation. With her colleague Kathryn Hansen, a fellow scholar of South Asia, the pair had a vision to set up schools for girls in Pakistan, one of the most underrepresented groups in society there.

Since it was founded in 2007, Hoshyar (which means intelligent, aware, or on the ball in Urdu) has set up six schools for girls in Pakistan, one in near Lahore, and the others in the Manshera district bordering Kashmir. Carla explained what prompted them to set up the charity. "We both wanted to give back something to South Asia. We've spent most of our lives doing research and travelling around the region. But the idea really took shape in 2006 when I was in Pakistan and I heard of a primary school outside Lahore closing down due to lack of funds. We thought we could set up a free school in this village and make an impact on these populations which are so often neglected."

The foundation works through local partners and helps cover the cost of teachers' salaries, transportation and funds for facilities. The schools they set up are always part of a community development scheme, which means the local community has embraced the idea and provided various amenities such as housing for teachers or donated land for the school. The charity also wants to encourage vocational training for girls in Pakistan, in areas such as nursing and midwifery, and to this end has set up three adult literacy and vocational training centres in Lahore. In the future they hope to open supervised boarding hostels for girls to live and study.

Carla continues: "We felt the need was so great for girls' secondary education in Pakistan, particularly as research has shown when you educate a girl you educate a family, and this in turn helps educate society, away from things such as fundamentalism. There is also evidence that if a woman is earning cash in a community there is far greater food security for a family." The next school they hope to set up in Chota Bala in the Manshera district will be called the Malala Yousaf High School, after the girl who was shot by the Taliban for promoting women's rights.

The group also has another connection with Woodstock through current English teacher Jonny Seefeldt '00, who previously worked with Carla at the University of Texas and helped set up their website. [www.hoshyar.org](http://www.hoshyar.org)

## Distinguished Alumni Roll

*Forward, aim at the better goals,  
Onward, find what the future holds,  
Upward—rugged and steep though  
the pathways may be,  
Palms come from striving, you know*



Dr Shobha Arole '78, Distinguished Alumna 2014

**One broke ground as the first woman to practice commercial law in New Delhi, another became dean of his law school and a member of the American Association for the Advancement of Science; a third sat on his state's supreme court for decades.**

One completely revised accepted theories about Indus Valley civilisations; another rose to lofty posts in a huge high tech company, then led programmes at one of the oldest charities in the US to train people outside the classroom in high tech; several used their success to help people less fortunate. Yet another alum's life work advanced equitable health care for people worldwide. A potter carried out original research in his field, exhibited around the world, founded a magazine read internationally, taught in numerous colleges, was elected to the International Academy of Ceramic Arts.

A scholar worked with rural women in South Asia, illuminating the plight of widows and building a global network of women in the informal sector. An entrepreneur in information technology founded a non-profit to spread great ideas and help people achieve outrageously exciting goals. A writer gave the world elegantly crafted works of fiction and non-fiction. An actor entertained millions and received one of India's highest awards.

Public servants are distinguished alumni: one rose near the top of the Indian Army, another as Principal Secretary for Power reformed the sector and saved India huge sums of money; a third advanced political and economic development with the US Peace Corps, the Agency for International Development, and later the private sector.

Others dedicated their lives to the Himalayas: one was a naturalist, another promoted a holistic integrated rural community development programme that helped people identify and resolve problems in their own communities.

By their lives, these alumni show Woodstock students how they can embody the values of their school. The list is incomplete.

Do you know an alum whose lifetime contributions to their field, philanthropy, or service reflect Woodstock's values? Please tell us. Email [alumni@woodstock.ac.in](mailto:alumni@woodstock.ac.in)  
-Phil Wellons, Woodstock Board member

## Pop-ular Psychology



ANDY FRANCIS

AP Psychology continues to be a popular subject choice in senior school, and is now in its third year at Woodstock. The one-year course is taught in two sections by Head of Social Studies Greg Miller.

The course is designed to introduce students to the systematic and scientific study of the behaviour and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology, such as developmental psychology, social psychology, and memory. They also learn about the ethics and methods psychologists use in their science and practice. The advantages for learning psychology are numerous, Mr Miller says. "It's the scientific study of human behaviour, so to have a grounding in psychology helps students understand themselves, people around them and society better."

Some students plan to go on and take Psychology at college level, such as Grade 12 student Nina K who hopes to study in the UK. "I want to do a Psychology major. I like the subject, it's really interesting and it has prepared me to understand how to better communicate with people, and what people want from me and expect from me. It's really helped me understand people's personalities better." Another Grade 12 student Param S also praised the course. "You learn a lot about yourself and how you function and how society functions, and gain a better understanding of the world."

Some examples of what students have done this year include observing a junior school student making choices to learn about developmental psychology, egocentrism and cognitive development. They also looked at the behaviour of twins as part of testing genetics, noting the differences between identical and fraternal twins.

## Monkey Business in Art

Often feared, frequently annoying, yet fascinating to watch, monkeys are part our daily lives here at Woodstock and have been a subject of art for millennia. Inspired by art from many cultures, but particularly the sculptures in Nek Chand's Rock Garden just outside Chandigarh, students in the 3D Design class created life-size monkeys out of chicken wire and paper mache. They also researched the cultural significance of the monkey in their home country and painted their monkey with colours, symbols and patterns to reflect this. The 15 monkeys created are now installed in the rafters of the third floor media centre classroom, overseeing the art being made there every day and, perhaps, communicating with the live monkeys peering in the windows! -Margaret Groff '67, Head of Art



IMMUBERELE UNIYAL

## Leading Conductor Visits Woodstock

Music is a huge part of the Woodstock experience, and our music programme is world-renowned. Last semester the eminent American composer and band conductor Dr Jack Stamp (above, left) visited Woodstock. He was invited by band teacher Lindsay Boyd (above, right) who met him at a conducting symposium last summer.

Dr Stamp thoroughly enjoyed his time at the school, and described Woodstock as an "incredible place".

Grade 11 student YeonSol L. said it was an honour to have Dr Stamp as the conductor for their last concert, and there was an "intense connection" made with him through music.



Shreya G, Grade 11, with her monkey

MARGARET GROFF

## The Mile (continued from page 7)

"GO," I hear the PE teacher shout at us to make our first step forward, to my first step forward to prove them wrong. I can do this... I can do this... I will be the fastest. I'm aligned with all the other tireless runners, but I'm in the middle. I can't seem to get forward. My legs are caught up on the short turf, afraid to move forward. Why are you so afraid? Why can't you take that one lunge that would take you forward? Just be the best Bobby you can be. That's it. The thoughts of all those times that I've been humiliated come back to me, as the feeling deep inside urges me to be the best.

That's when my heart starts racing, my muscles start to work harder, my lungs expanding and shrinking with immense speed. It starts off with one person; I hear their huffing and puffing. I see the white smoke coming out of their tired mouth. I grin as the person inside of me gains confidence, and makes the inner engine work harder. One after another, after another, I pass people like I would pass a deck of cards out. I realise then I am almost done with the mile run, but I'm still behind some people. I force my legs to move forward as my heart beats harder and harder. I go past one last person, as I realise the first person finishes the mile run.

I only have a little bit to go, c'mon, run. Faster. I sprint faster than I had ever done in this challenge for myself. I extend my legs like I've never extended them before. My cheeks grow red. My eyes grow wider and larger as I approach the finish line. My heart is beating fast. I start to feel faint and weak as I collapse after I cross the finish line. The usually grim PE teacher is smiling with delight as I improved by two minutes 24 seconds. I can't breathe... I'm pretty sure I was slow... What! Six minutes flat? I was shocked by my vast improvement. My body starts to relax; my lungs slowly stretched back and forth tattooing my ribs onto my skin. The drums of my body start to beat slowly from a forte to piano. I start rolling on the rough turf to get away from the other finishing runners.

The condensed air slowly disappears, as the speed of my breathing slows in satisfaction. Satisfaction, something I haven't felt in a long time with myself. I can't believe I did it. I can't wait to see the others' faces. As my peers finish the race, they seem to be astonished by the alien sight. The slow, the unconfident, the weak Bobby, waiting in front of them with a large grin on his face. The PE teacher announces everyone's time. Here it comes. My time. It's my time. He announces my time, and all the bodies seemed to lose air as they gasp. My teacher congratulates me on my extreme effort, and major improvement. It isn't over for me yet. I'm only going to get better. I'll surprise you again. Just wait for it. Watch me.

- Bobby S, Grade 9

## Woodstock Girls Victorious in Win Mumby!

**Woodstock's girls' basketball team won the Win Mumby tournament for the first time in ten years this April. Team member Raya K, Grade 11, describes the experience.**

It was amazing to win, we had worked so hard all season and we came together as a team during the tournament, we had such a flow which we'd never had before. We were really connected this season and we knew it was going to be our time this year. We'd started training before the winter



break, and were given lots of workouts to do during the holiday. This was important because to progress to the next level, we had to be in the best shape possible so we could concentrate more on skills and not on fitness. Our coaches Ms Shannon Schultz and Mrs Tina Hazlett were amazing, they pushed us to the limit, and in the important pool game against Delhi Modern they made great decisions with the time outs, to help us when we were struggling. We won quite comfortably in the end. Ms Katie Erikson, our coach from last year, also sent us a letter which inspired us to do well. I hope it's not another ten years before the girls win again!

## Running With Tigers at Corbett



STEVE LUUKKONEN

The ungodly hour of 6.30am was the starting time for the 10K and 5K runners at Corbett. The sun had already started to shine, and the mighty half marathon runners had started half an hour ago. I ran the 10K which is something I love running as it helps me improve and achieve something I can grasp. It was great to be running with my coach Mr Luukkonen, and I came in third right behind him. The younger grade students, including my brother Ayan, had decided to run the 5K. They dominated the 5K run finishing in the top eight places! After the races we went and swam in the river next to the campsite. Relaxing there was just amazing after a run in the scorching sun, it was awesome getting wet and cooling off. It was great to have Mr Luukkonen, Mrs Millican, Ms Weiss, Mrs Kaplan, Mrs Blank and the Beavans joining us, not to forget baby Charlie. We also did a safari in Corbett Park, unfortunately we didn't see a tiger but we were really lucky to get up close to an elephant. One of the highlights of the trip was eating at what is probably India's best pizza restaurant in Kathgadam before we headed home. Overall it was fun to have gone for the fourth Corbett marathon. I enjoyed the people as well as the run. -Aman J, Grade 11

## Going Down Under in the Quad

It may surprise you to hear that every week junior school kids play Australian Rules football as a sporting activity. This is thanks to Grade 5 teacher and Aussie Rules aficionado Andy Francis, who shares his passion for the game with his students. Here's what some of them think of the activity:

*"Australian Rules football is really fun because there is a lot of action happening at the same time like running to get the*



ANDY FRANCIS

*ball, kicking and hand passing the ball, shepherding, bouncing the ball and marking. My favourite part of Aussie Rules footie is kicking and trying to get the ball."* - Anna S, Grade 4

*"I really like Aussie Rules footie, I've learnt a lot, but you need a lot of energy and to be active all the time, and you need to be a bit rough too!"* - Abhik M, Grade 6

An interview with Woodstock's senior cricket captain Dilsher Singh K, Grade 12, on this year's season.

**How has cricket been different this year to the previous years you have been involved? Why do you think this is?**

This year the younger students coming into the team have been a lot more dedicated to cricket and put in a lot more effort and hard work. Some of these kids came in at the last minute but because they had a good grounding in the junior team they were ready. We also had better coaches this year, Mr Fidler and Mr Chaudhri, who motivated us to do better. They were also really serious about cricket which helped us to perform better. Cricket being part of the PASSAGE programme, meaning it was an obligatory commitment every week, also helped a lot.

**How is cricket perceived in the Woodstock community?**

For those of us from India cricket should be a really big thing, but in the Woodstock community it's not such a big thing as football and basketball. If cricket was taken as seriously we would probably compete more seriously with other schools. It's a shame it's not more popular, but at least we have a team and we did much better this year in getting to the Dhruv Pondove Memorial Tournament in Patiala. We don't get as much practice as other schools.

**Woodstock finally broke the elusive 100 run milestone – what enabled the team to finally achieve this after so many years?**

The better coaching than before, and a more serious attitude from the players. We were never demotivated and always kept our spirits up after defeats. As well as getting above 100 runs, our fielding also improved vastly, there were very few dropped catches, and other coaches praised our fielding skills.

**What is something that cricket has taught you as a person, aside from the technical skills of the game?**

It's taught me to be committed to the team and to stand by it, and to see something through to the end, even in the face of adversity.

**Aside from a dedicated cricket field, what facilities do you think the team really needs in order to help strengthen cricket at Woodstock?**

Proper nets at Hanson would be really helpful, as that would help so much in bowling and batting practice. This would help more kids to get interested in cricket. A bowling machine would be really useful too, so a student could practice on their own. This would help improve our competitiveness and bring on the next generation of cricketers.



OWEN FIDLER