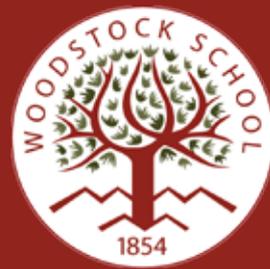


Life @ Woodstock

Magazine for Parents



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Upper Years Talent Show Photo: James, Grade 11

From the Principal



“Education is not the filling of a pail, but the lighting of a fire.” That’s what the great poet, W B Yeats, had to say about the nature of real learning! Sadly, much in education today is like filling a bucket – cramming young heads full of facts and figures or focusing only on the content of a curriculum. We can easily forget that the very word “education” in the original Greek means to draw something out, not to put something in!

I am convinced that the capacity to live life successfully can only be developed through an education which is holistic – designed to address the needs of body, mind and soul. It includes the kind of learning which takes place in the residences, through our unique enrichment programme and in the unpatrolled opportunities of our beautiful outdoor environment in these stunning Himalayan foothills. This is a perspective which acknowledges that academic excellence alone does not do justice to human potential – nor does the

**“Education is not the filling of a pail, but the lighting of a fire.”
-W B Yeats**

mounting evidence from psychology, biology, neuroscience and educational research.

Examination results and university placements only tell part of the success story in any education. The essence of education lies elsewhere and is extremely hard to measure – but must, surely, include what Robert Sternberg (Dean of Arts and Sciences at Tufts University) has called “successful intelligence”. This is the idea that real achievement and meaningful success in life comes not from test scores and exam results but from what he defines as a synthesis of wisdom, intelligence and creativity. In fact, Sternberg experimented with a new admission test called the Kaleidoscope System. This was deliberately designed to identify students’ unique strengths -

how they capitalise on them and how they compensate for weaknesses.

At the heart of Sternberg’s work is the recognition of the uniqueness of the individual, the varied intelligences and the diversity of talents which define us. This intelligence is cultivated in quite different classrooms than those which characterise many schools today. This is the intelligence which we aim to develop in our students – and it is far more like a fire than a bucket of water!

Jonathan Long
Dr Jonathan Long, Principal

Advisor Groups

Being part of an advisor group at Woodstock is an extremely enriching experience. It not only instills confidence, but also helps in building strong relationships among students and teachers alike.

We meet in our advisor group once a week to discuss everything from how our studies are going to the Upper Years theme of the week. We also meet with our entire class during homeroom for announcements, devotions, and occasionally group games. These weekly meetings, along with class nights, help to build a sense of identity as a class.

“I share a deep bond with my advisor and the other students in my group.”

At least once a semester we have advisor night, where we get to enjoy food, relax, and just hang out with each other.

Woodstock School’s ethos is based on the foundation of healthy relationships. Talking from experience, I can say that having advisor groups provides a holistic approach to education which strengthens the school.

I share a deep bond with my advisor

and the other students in my group. We share everything with one another and this openness creates a deep sense of kinship, caring — and as clichéd as it may sound — the true meaning of friendship.

I have now been at Woodstock for over 6 years. I have come to realize that my experience here would not be the same without the friendship, support and fun we experience in advisor groups.

-Aalia, Grade 11



Photo: Shikhar, Grade 12



Photo: Dana Crider

The Breakfast Club

It's 7am on a Friday as I walk through the empty Quad into the cafeteria. Expecting to find a few early-rising staff members, I stumble upon a small group of students, books open and happily studying. Next to them sits Marcus Shaw, Admissions Director and Home Room Head for Grade 10. He offers me a piece of his famous spinach quiche.

I strike up a conversation with one of the students. "So what are you doing here so early?" "It's Breakfast Club," they respond.

"Like the movie?"
"What movie?"

While all of the students were born more than a decade after the 1985 cult classic, they seem to enjoy being part of the Breakfast Club.

It was initiated at the beginning of the semester by Mr Shaw as a way of helping students who were struggling with their workload. "The Breakfast Club has helped me finish homework that I was not able to complete the previous day. Also, I can concentrate better in the morning than after school when I am tired," says Joon, Grade 10.

"The Breakfast Club has helped me finish homework that I was not able to complete the previous day. Also, I can concentrate better in the morning."
-Joon, Grade 10

Originally, teachers would email Marcus the names of students who had missed an assignment deadline, and they would then be required to show up for breakfast and study time the following day. By the second week students not on the list started showing up to be part of the study session.

"At first it was surprising to see students voluntarily coming in so early. After a while, it just became the norm," says Marcus. The Breakfast Club achieves an important goal Woodstock seeks to establish: motivating students by inspiration rather than by compulsion.

Woodstock provides a wealth of resources and academic assistance to students through the learning support programme. Sometimes, however, help comes through a staff member who fills the role a parent would. Summer, Grade 10, explains, "As my advisor, Mr Shaw keeps track of my educational progress and helps me catch up and understand work from the subjects that I find difficult."

Summer continues, "Oddly enough, coming up to school early is enjoyable. It removes the stress of being late. Plus the food is tastier." Joon agrees, "A major part that I greatly enjoy is the quiches that Mr Shaw makes for those who come!"

The Breakfast Club might not last forever, but if you are visiting on a school day, I highly recommend waking early and swinging by the cafeteria to see the Club in action. If you are able to help them with their homework, they may even share some quiche with you!

-Ben Bowling



Photo: Mathai, Grade 12

AP Environmental Science



"In APES class, every trip outside and every extra reading not only prepare us for our upcoming exams but teach us to appreciate the world around us."

Entering the classroom, scribbles lace the walls and misplaced beakers from the previous class appear in the distance. An organic compost box and several large translucent dishes—home to many different insects—come into focus. "It's not EVS, it's APES," comments the teacher, "EVS sounds too boring." Indeed. The class of ten nod their heads in synchronization. How can someone explain the fun, educational atmosphere of our APES class in a few words when the learning itself is not confined within the boundaries of the green walls? Well, here is an attempt.

It is difficult to imagine the APES class without the bimonthly "scrAPES" assignments, or field trips. A recent expedition to the Hanifl Centre revealed that butterflies and moths were indicator species (a species that defines a trait or characteristic of the environment). A climb up Flag Hill showed the importance of our natural landscape because of the biodiversity. A few life lessons were picked up, such as how to remove leeches from your skin or the fact that grasshoppers do not bite when they climb your shoulders. In this process, our love for the environment and all that nature has benevolently bestowed upon us was invigorated. In APES class, every trip outside and every extra reading not only prepare us for our upcoming exams but teach us to appreciate the world around us, that prevention is better than cure, and firmly roots how we, as individuals, can contribute to cure our world from the damage that is being done. Of course we cover the syllabus, which ranges from environmental systems to geological processes, but we here in Woodstock just do it in our own unique and fun way.

-Arshiyah, Grade 11

Educational ecstasy would best describe what happens in Mr Fried's classroom. The sound of his voice often permeates through the walls, but when sitting at the wooden desks it helps you focus on the topic of the day so very successfully. AP Environmental Science is by no degree an easy subject to study. However, in class we have learned that it is easy to determine the definition of a word if we can determine the roots of the word itself. "Biology" for instance, where "bio" means life and "logy" refers to study. Often times you can find ten cryptanalysts in class trying to expertly decipher the meaning of multiple environmental terms.



An Audience



Our Activity Week trip to Dharamsala focused on the unique experience of Tibetans in exile. We wanted to understand the Tibetan community's efforts to preserve their language, religion, culture and government. We did not know until the day before that we would have an audience with His Holiness, the Dalai Lama.

As we passed through security, we began to notice a group of older Tibetans in front of us. We found out that they had travelled from Tibet, and that this meeting with His Holiness would be one of the most important moments of their lives. They scooped the soil from the gardens at the residence as they waited, prostrated themselves and several of them wept openly. As the students took all of this in, they began to understand the privilege and honour they had been given. The following are student reflections on their experience.

-Trish Pearson, Head of Social Studies

"Meeting His Holiness the Dalai Lama was unreal. Even though I am not religious, holding his hand actually made me feel blessed. Watching other people from Tibet sacrificing so much to get one glimpse of him made me feel unworthy of this experience."
-Sara, Grade 11

"Meeting His Holiness the Dalai Lama will be an experience that I will always cherish. It was a surreal and very humbling moment. When I told my dad that I was going to Dharamsala, he told me I might meet His Holiness. I told him it was quite unlikely, but at the last minute we got the news that we would have an audience with him! When I told my dad, he was quite excited. He was also quite envious of me which made the whole experience even more worthwhile."
-Zane, Grade 11

"Meeting His Holiness the Dalai Lama was a special experience as I got to see the spiritual leader and ruler of Tibet. Not a lot of people get to meet him; so many Tibetan people die without seeing him, but I got the chance to meet him on this trip."
-Dipankar, Grade 11

"Meeting His Holiness was a very special experience for me. It was fascinating to see Tibetan refugees meet His Holiness for the first time. Seeing their reactions was very sobering. It was a once in a lifetime experience that I will not forget."
-Aalia, Grade 11

"We met His Holiness for only a few short minutes, but it was an incredibly meaningful time. When we saw the Tibetan refugees crying, we were struck by how deep an experience it was for them. It meant the world to them and it made me think how lucky I am."
-Shahyan, Grade 11

"Meeting the auspicious and holy leader of the people of Tibet, and seeing how simple and humble he is, amazed me. As a Tibetan, my heart was warmed and I was reminded of my duties as a part of the refugee community. His Holiness is not only the inspiration and hope of the Tibetan people, but for all refugees around the world."
-Tenphel, Grade 11

"Meeting His Holiness the Dalai Lama was a special and unique experience. To have the opportunity to meet him at this age is a blessing. I have heard a lot about him in school and even seen him, but to hold his hand and be in that environment taught me a lot. I learned that your accomplishments are not always about how much money you get or what you have done for yourself. It's about how much it helps others, because those accomplishments are ones that really matter."
-Aseem, Grade 11

"Meeting His Holiness the Dalai Lama was a completely different experience for me. I didn't think it would be such a great deal until I was standing there watching other people's reactions. I'm glad I came on this trip."
-Urja, Grade 11

"Meeting His Holiness the Dalai Lama was something special for me. It felt like I was no longer the same person. I felt blessed. The Dalai Lama made me feel like there was a greater power looking out for me and guiding me. I was really inspired by him and his presence left me awestruck. I was impacted by the way he lived and the way he presented himself. I even got to hold his hand, which was something special. I felt like it was a privilege and thanked God for the life he has given me."
-Dhruv, Grade 11

"To meet His Holiness once is an incredible blessing. Meeting him twice borders a miracle. I experienced that miracle in Dharamsala. It was a strange feeling when I was there, for I did not have the anticipation that consumed most of my classmates. Instead, I felt a sense of nostalgia of his visit to Woodstock four years ago. I was impressed by his dedication to meet with visitors and bless them, despite his age. I feel incredibly lucky and thankful to be able to meet someone of his caliber, not only once, but twice."
-Linh, Grade 12



Photo: Mathai, Grade 12



Photo: Kerry Hanifl



Photo: Mary Ellen Pesavento



Photo: Mary Ellen Pesavento



Photo: Kerry Hanifl



Photo: Andy Francis



Photo: Kerry Hanifl



Photo: Adam Hubbard



Photo: Zach Conrad

Mountain Lions and Minions



Are you a mountain lion or a minion?

The Upper Years RE retreat this semester revolved around the question of who we were and whether we are good servant leaders. There were five sessions in all. Three of them were led by Pastor Cornelius of Union Church in the bazaar. After we arrived, the sessions began and we were introduced to the topic of being a good follower of Jesus. To be like him we have to be committed to serve others before ourselves. This was a hard concept to grasp mainly because helping yourself in dire situations is

“I think it’s safe to say we all felt rejuvenated and have taken all the lessons to heart.”

just a part of human nature. Especially in Woodstock! In such situations, just ask the simple question, “What would Jesus do?” After each message, we were divided into groups to discuss the topic and give our own perspective.

Along with the spiritually energizing messages, we had great music every session with amazing singers. The food was especially good and it was nice to treat our taste buds to new flavors. Many

teachers also made baked goodies which is always a plus. We had lots of free time in which many of us played games together (courtesy of the chaperones who provided board games and cards). It was a great break from the hectic life at WS. I think it’s safe to say we all felt rejuvenated and have taken all the lessons to heart.

Maybe we can be servants and leaders at the same time. **-Abigail, Grade 10**



MOUNTAINS A PASSION FOR CLIMBING IN MY HEART



GERLINDE KALTENBRUNNER
WITH KARIN STEINBACH TARNUTZEN | TRANSLATION BY BILLI BIERLING

As an addition to my English class and in accordance with the Mussoorie Writers Mountain Festival, I read the book *Mountains In My Heart — A Passion For Climbing* by Gerlinde Kaltenbrunner. She was the first woman to climb the world’s fourteen 8000-metre peaks without supplemental oxygen, and will be coming to the festival this year.

In this book, Gerlinde Kaltenbrunner describes her personal experience climbing various mountains and the struggles she faced during these journeys. The story reveals her transformation as a person and how deeply impacted she was by her expedition. What stood out to me most was that she conveyed so well her passion for climbing, and how it affected the way she saw the world and the world saw her.

Mountains in My Heart

“Mountains in My Heart gave me hope and courage to face the world and go out to face my goals, no matter how unrealistic they may seem to people on the outside.”

It is brilliant how she manages to convey the exhilarating experience of mountain climbing so personally, making her readers connect with her.

What I find most interesting in this book is how it impacts people in so many different ways. It is motivating to know that there are other people out there who are so passionate about doing things that make them feel proud and happy, even though they have to go through so many challenges to get there.

The book gave me hope and courage to face the world and go out to face my goals, no matter how unrealistic they may seem to people on the outside. It doesn’t matter what people think about your interests. What matters is that you believe in yourself, and the author makes us want to do just that. She also shows that it is okay to stop looking when your heart feels content. We do not always need more than we have found.

It would be amazing to have the opportunity to meet a woman as driven and accomplished as Gerlinde Kaltenbrunner. I am so excited that I will be getting the chance to meet her and ask her questions when she comes to Woodstock for the Mussoorie Writers Mountain Festival. I hope to ask her what her inspiration was and what it was that got her to start climbing in the first place. I would like to hear more about what she faced throughout these journeys too. It’s one thing to read a book about her love for climbing, but it is a completely different thing to hear her stories in person. Her dedication to mountain climbing is awe-inspiring, and I could only hope that one day I find something that I would be as passionate about.

-Sharanam, Grade 11



SQUASH!

At Woodstock, the PASSAGE programme gives us an opportunity to explore our interests outside the classroom. For us, squash tops the list of activities.

There are now seven people on the squash team. Most of us have been playing for more than a year. During that time, we have improved our skills and fitness a lot. To be specific, better drives, placement and running have made our playing much better.

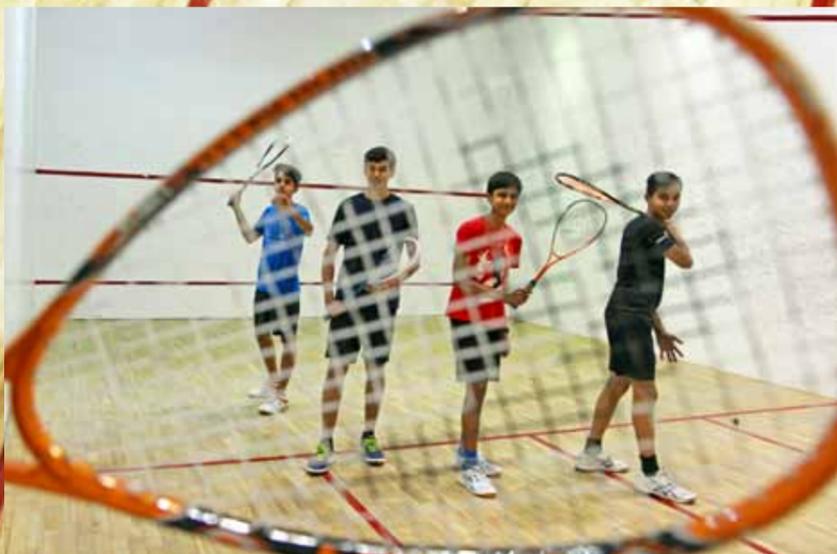
Squash is becoming more popular as more students become interested. They see us practicing and become curious. We look forward to each and every practice we have with our coach, Mr Pieter. He helps us evaluate ourselves and improve.

Our pregame workouts are quite intense. Fitness is still our main area of improvement, as this is a sport that requires you to be fit to play, not one you play to become fit.

Playing squash allows us to be active and do something we really enjoy on a regular basis. Our matches at Wynberg-Allen School and our newly designed jerseys motivate us and make us eager to continue devoting our time to the club. The first time we had an interschool game this semester, we drew 4-to-4 sets. I think that our practices, workouts and our coach contributed to our most recent 6-to-4 set win against Wynberg-Allen. It was a joyful moment for us when our practice finally paid off. We still have a long way to go and will have to continue pushing ourselves to improve before we can play other schools in Dehradun.

There is a sense of momentum building within the Squash Club and we are eager to see where it takes our team. At the end of the day, however, it is the sense of accomplishment, teamwork and fun that keeps us coming back for more.

-Shivansh and Udit, Grade 10



Midlands Living



Photo: Mathai, Grade 12

Living in dorms is quite an adventure. Living away from your family can be hard. However, when you feel homesick, you can talk to a dorm parent, and they are caring. Another solution is that the older students cheer up the new students by talking with them. One of the best parts of boarding is that your classmates are there to help you with your problems.

For each grade, a specific dorm parent takes care of the girls. Since I am in Grade 10, my dorm parent is Ms Prarthana Singh. All the dorm parents in Midlands are approachable for whoever is in need. The girls tend to feel comfortable talking to the dorm parents about their problems or issues.

On weekdays boys are not allowed in Midlands. For group projects, teachers need to email the dorm parents for permission for the boys to come to Midlands for work. The girls study in their rooms or in the lounge, wherever they feel comfortable. The girls in younger grades go down to the Alter Ridge dining hall to study. Many of the students, especially girls in older grades, get stressed out because they don't feel confident or they haven't studied

"Life in dorms is eventful and your classmates and dorm parents become your second family"

for their test, quiz, or completed their homework. As a result of that, they sometimes stay up late at night to finish their work in time for the next day's class.

On the weekends, girls go to Ridgewood or Hostel to spend time with the boys, or they stay in dorms and spend time with

friends. At times boys come over and hang out in the Midlands' lounge too. While living away from family can be challenging, life in dorms is eventful and your classmates and dorm parents become your second family.

-Madina, Grade 10



Photo: Mathai, Grade 12

A Lifetime of Physical Fitness

As head of Physical Education, my goal is for every Woodstock student to discover the enjoyment of an active life. Instead of creating external motivation, we search to find what motivates each student internally. For some, this means running cross country. For others, it could be aerobics or dance or squash. Here are a few of the many stories from students that have found a passion for physical activity at Woodstock.

-Steve Luukkonen, Head of Physical Education

My main motivation for spending my time in the fitness room comes from the Basketball team. After each practice I feel that there are things that I need to improve on and that will help not only me but my team as well. Every single practice I see exhausted yet determined faces of my teammates who are willing to become stronger no matter what. This helps me to keep on going. Representing Woodstock in the Win Mumby tournament is a great motivation for me. I have to try my best as it is an honor to play for my school. And of course my basketball coach is one of my greatest motivations. He works very hard by preparing new drills and composing practices for us and individual work outs, which makes me want to participate as hard as I can in any workouts he plans.

-Marina, Grade 12



Photo: Mathai, Grade 12

My motivation comes from many things. Five years ago, I was fat, depressed and lonely. Every time I don't have the motivation or the heart to train, I think about how far I have come and how far I am capable of going. I started taking training more seriously two years back. When I first started training my biggest inspiration were the 2 best bodybuilders Kai Green and Arnold Schwarzenegger. My parents of course are a huge inspiration to me and my dad is actually the one who first introduced me to working out. My training buddies at home and in school definitely help me push harder on every set. Even my teachers inspire me a lot, especially Mr Luukkonen. I haven't seen anyone so passionate and dedicated as him.

-Jinhyun, Grade 12



Ever since I was little I had always wanted to be able to do cartwheels and handstands, I wanted to be that girl who everyone looked at and said, "Do you know how flexible she is?" That was my dream; I am still working on it but it is my hobby more than a chore. Stretching makes me feel like I am home again, it soothes me and makes me feel better. No matter how much of a bad day I have had, it makes me happy. I look up ways to be able to do different stunts and try to achieve them. I have always loved doing squats and crunches; it makes me feel like I am getting there, exactly where I have always wanted to be."

-Idika, Grade 10



Photo: Mathai, Grade 12

When I first came to Woodstock, I had no issues with my weight. However, I was oblivious as to what I was putting in my mouth, and I was ignorant of the effects of a bad diet. And so, by the time it was winter break, I had gained 8 kilos! When I went back home, my mother didn't recognise me, which put me in a state of shock, horror and realisation. I decided that I had to spend my vacation in the gym, losing all the weight I'd gained. It was torture. I had to get up at 5:30 every day and go to the gym for around a month. After this was over, I lost 4 kilos and most of the fat I'd put on, and gained muscle. I then understood how good it was to get up in the morning, and not dread the whole day just because I felt fat. Fitting into all my clothes, feeling confident, being able to do things I couldn't before; it all added up. My motivation comes from myself, because the last the thing I want is to go back in winter, and look or feel the way I did. I have been fitness oriented ever since and there's one quote that inspires me: "I don't want another girl's body. I want my body, but leaner, stronger and healthier."

-Kiara, Grade 10



Photo: Mathai, Grade 12

College and Career Q & A

The Woodstock diploma encourages breadth of study, and there are opportunities for depth in subjects of strength through Advanced Placement courses, for which students demonstrate eligibility by their performance in Grade 10. The flexibility given to students to meet their subject area requirements is exciting but requires guidance from parents, advisors, and counsellors to help students make good choices that are compatible with their strengths and interests.

Q. How can my child keep options open for future study?

A. We advocate a course-planning approach in which students are encouraged to think ahead, making plans to reach their desired subjects. Performance in the Grade 9 Combined Science and World History course should inform science and social studies subject choices for Grade 10: Biology, Chemistry, or Physics; and History or Geography. Grade 10 performance likewise informs AP subject choices for Grades 11-12. Following are recommended subjects for some popular careers.

Career	Recommended High School Subjects
Architecture	Art, Math, Physics
Business	Math, Economics, Languages
Computer Science	Math, Computing/Robotics Club
Engineering	Math, Physics, Choice of Biology or Chemistry*
International Relations	English, Social Studies, RE, Languages
Hospitality	English, Math, Languages
Humanities	English, Social Studies, RE, Languages, Statistics
Law	English, Social Studies
Medicine	Biology, Chemistry, Math, plus Physics*
Military	Physics, Chemistry, Math*
Music Industry	Music, Art, English, Math
Science	Sciences, Math
Social Science	English, Math, Biology, Social Studies, RE
Sports Science/Mgmt	Biology, Chemistry, Math, PE, Economics

**Required for India 10-12*

Q. Should I encourage my child to prioritize internal or external exams?

A. Both are important indicators of your child's progress and mastery. The extent to which they matter depends on the regions your child is likely to apply to for university. As a rule of thumb, North America and India emphasize our internal results and most other Commonwealth countries emphasize external results. A student applying to countries which prioritize different kinds of assessment for admission will be under greater pressure in Grades 10-12.

Country	Primary Entry Requirement	May Be Required
US	Internal grades 9-12	SAT/ACT
Canada	Internal grades 12	SAT/ACT
India	Internal grades 12	IGCSEs
UK	AP exam scores	IGCSEs, SAT
Europe (non-UK)	Combination of SAT, AP exam scores	
Australia	Combination of SAT, AP exam scores	
Hong Kong/Singapore/Korea	Combination of SAT, AP exam scores	

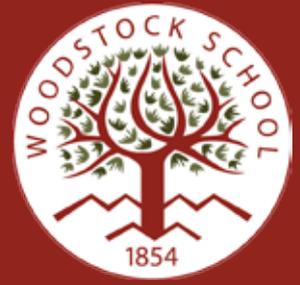
Submit questions for future columns to reneebowling@woodstock.ac.in.



University Fair Photo: Mathai, Grade 12



From the Editor



2020 Vision: A Parent's Perspective

As staff members, my wife and I are fortunate to have our girls enrolled at Woodstock. While they are only 3 ½ and 5 years old, we still receive the benefit of having them grow up in this incredible community and be part of an outstanding Early Childhood Programme.

God willing, our daughters will be proud graduates of the Classes of 2029 and 2030! We cannot predict what the world will look like then. We can do our best to make them feel secure and help them develop into young adults who will thrive no matter what comes their way. These desires are reflected in Woodstock's educational philosophy, which seeks to instill values and develop character in students – qualities that extend well beyond the classroom to prepare them for meaningful lives.

There are four key initiatives, or pillars, of the 2020 Vision. The first pillar is the complete renovation of our teaching spaces. It is exciting to consider what Woodstock classrooms might look like in just a few years. How will these spaces enrich the learning process? How will they blur the lines between the classroom and our sylvan surroundings? In an increasingly crowded and overdeveloped world, I'm thrilled to have my daughters grow up in such an inspiring location.

The second pillar of the 2020 Vision is the Centre for Imagination. The Centre will equip students with design tools, space and expertise to develop their ideas beyond specific academic disciplines, ultimately discovering their calling. Our eldest daughter has a witty and somewhat curious sense of humor for a five year old. A friend of mine once remarked on the similarity between humor and innovation. In his words, they are both "a sudden realization of an unexpected relationship." Will the Centre for Imagination play a role in helping our daughter unleash her creative self? Will it help to guide her to a sense of vocation?

In the words of Frederick Buechner, the Centre will help students find the place where their "deep gladness and the world's deep hunger meet."

The third pillar is Scholarships for Peace. This initiative will create full scholarships for students from under-represented populations to join the Woodstock community. Our youngest daughter is full of energy and enthusiasm for life. It is already clear that she is an extrovert. It is important for us as parents that our girls have friends from different cultural, socio-economic, and religious backgrounds. It's one of the hallmarks of a Woodstock education, and one that the Scholarships for Peace will bolster.

The fourth and final pillar, is the Woodstock Community Engagement Programme. Already in full swing, this initiative provides students with the understanding, knowledge and skills to become agents of change. Students are collaborating with local communities to create holistic transformation. Some of the greatest moments of my life have come when I am fully engaged in worthy efforts to make the world a better place. Knowing that my daughters will have access to similar experiences brings me great joy.

What does the 2020 Vision mean for me as a parent? It means that my daughters will have access to innovative learning spaces. It means that they will have the opportunity to discover their unique gifts and develop their interests. It means they will share the classroom with amazing students from all over the world and learn from and contribute towards communities around them. It means they will be educated by people who possess a deep commitment to care for them now and an inspired vision for their future.

-Ben Bowling

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