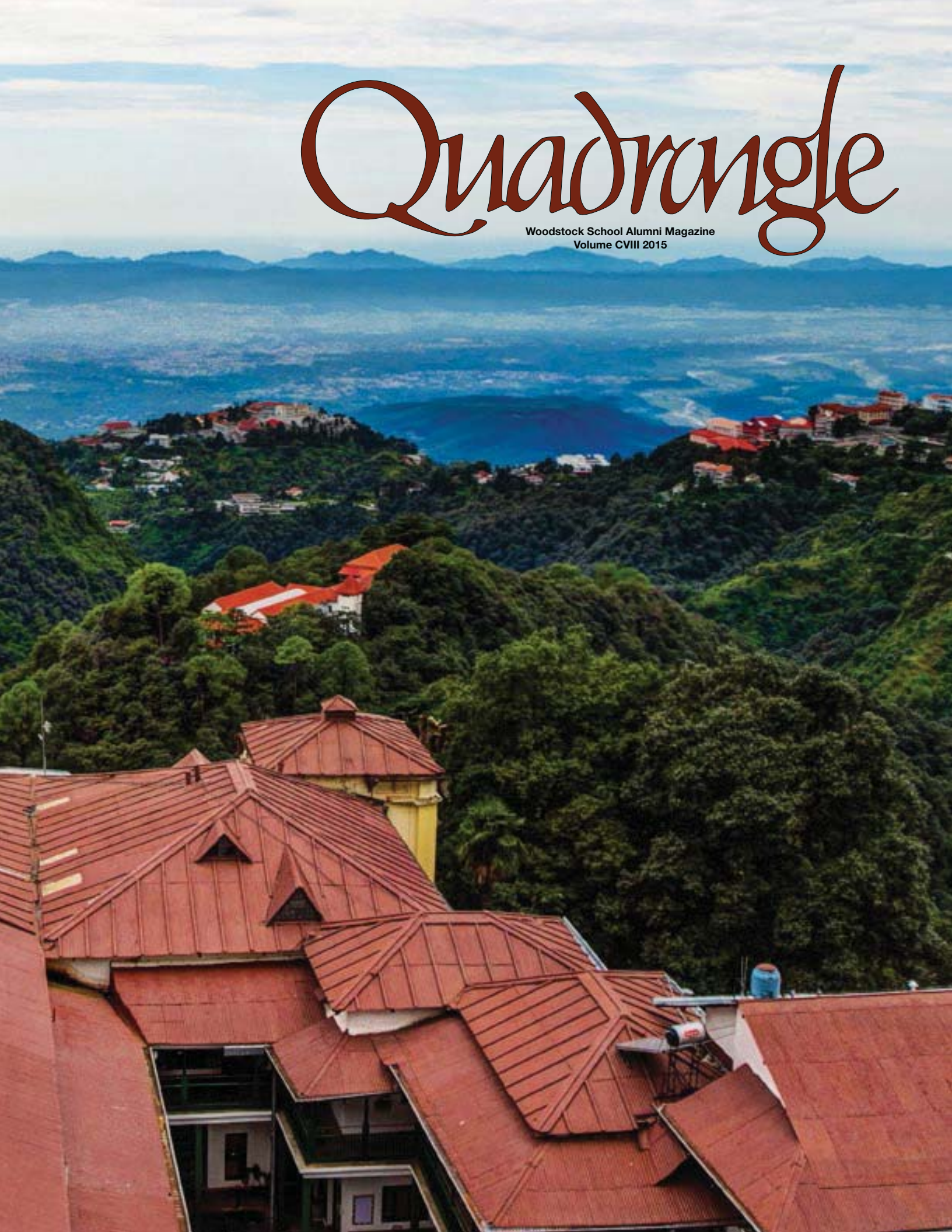


Quadrangle

Woodstock School Alumni Magazine
Volume CVIII 2015





Shifting Images: Woodstock in California

FRIENDS OF WOODSTOCK SCHOOL

2016 Annual Meeting & Reunion

University of California Los Angeles

July 8-11

Highlights

Keynote Address by actor Tom Alter

Executive Director Krishnan Kutty speaks of Hanifl Center's success and impact

Filmmaker Mike Singh '71 debuts film "Riding The Tiger"

Alan Howard '81 presents research on Adjusting to Boarding Schools

Nandita Amin '73, FWS Well-Traveled Alumni, shares experience in Tibet

Special welcome to Class of '81 celebrating their 35th year reunion

Saturday Khana Banquet and live auction featuring:

Five Nights at Beach-front Condo in Port Alfred, South Africa

With 18-hole Golf & one-day Photo-Safari

&

Three Nights at historic Fairmont Banff Springs Hotel, Canada

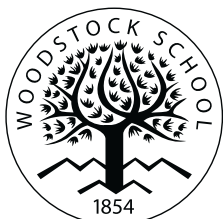
Yosemite Hiking Trip, FWS Alumni Enrichment Activity, departs after reunion

Register at www.fwsfoundation.org before June 1

425-353-8422

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Woodstock School Alumni Magazine



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Any ideas for improving Alumni services?

Write to us at alumni@woodstock.ac.in

From the Principal On Learning and Learned

Dr Jonathan Long, Principal



“Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.” Henry Ford’s wisdom is an ode to lifelong learning. There are less elegant ways of putting this. I came across one recently – “The best way to become an old dog is to stop learning new tricks!”

We no longer inhabit a world where the ‘learned’ thrive. It is, as Eric Hoffer said, “learners who inherit the earth.” My own appetite for lifelong learning is driven by an insatiable curiosity about the world. I find myself returning to certain themes time and again: beauty, things which arouse awe and wonder, community, education, human potential, the nature of knowledge and the remarkable mystery of this wonder we call life. Through working, reading, talking and reflecting I have been able to explore these things. When I began my journey, I longed for certainty. These days, however, I travel more comfortably in the company of doubt and I worry less about the destination.

Along the way, I have accumulated some fascinating experiences from crossing the Sahara in a Landrover, to learning to fly, taking part in Ironman triathlons, 100 km road races and a seemingly greedy 8 university degrees! Not once has the horizon of what remains to be learnt shrunk; not once have the questions diminished – but the questions themselves have changed and I feel the richer and the more blessed for it.

Woodstock students do not come here to be educated – as if education were some commodity to be handed out like a bag of sweets.

They come here to be educated in the original sense of the Greek word for education – to have something drawn out rather than something put in! They leave here not as ‘learned’ but as capable learners – able to go out into the world with the curiosity to ask questions and the tools to be critical of what they find and to refuse to accept the world as they find it.

Inspired by that curiosity, they discover that some of life’s greatest treasures lie beneath their feet – right here; right now. Every place can be the centre of the universe. Every moment demands our full attention. That is the essence of a Woodstock education – to be truly and intensely alive; to see a life of learning as an exceptional gift and to hold that gift dear for a lifetime.

Thoreau could not have put the Woodstock philosophy better:

“I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. I did not wish to live what was not life, living is so dear; nor did I wish to practise resignation, unless it was quite necessary. I wanted to live deep and suck out all the marrow of life.”

I trust that your curiosity remains insatiate and that your hunger for learning continues to push you into the unknown. If you have a story of a recent discovery, a new perspective on what it means to live, or a newfound passion, please drop me a line. I’d love to hear where your journey has taken you!

Around the Sundial

Judy Crider '69

JULY: In the midst of monsoon, new and returning staff arrive for the start of the 161st year of Woodstock.

AUGUST: The year has begun and we are already into the Indian Cultural Week with a Bharatanatyam dance performance from a Jesuit Priest, Father George, staff ladies performing a dance, Korean girls dancing the fan dance, and Sufi music performance by Chaar Yaar.

Into the mix of celebration on August 16 a huge landslide happened to a community called Sippancoat located near Library Bazaar. Woodstock, LCH and others helped to give relief as many of the homes were covered by the landslide. The residents are rickshaw pullers and are migrants from Bihar and Nepal. The Grade 9 students organized a bake sale to help raise money for relief efforts.

The month ended with a Grades 5-6 retreat at Torchbearers and Friendship Day where seniors and freshman get to know each other.

SEPTEMBER: September was a month of sports with Cross Country races; Goal-a-thon, which had many of the students teamed up

and competing in indoor soccer and at the same time raising money; and a few of our students attending the North Zone indoor climbing competition in Kanpur for the first time.

A new activity for the school was the first

Middle Years Focus week which was called 'Design for Change' where students worked for the week on a project in which they made a change. Some of the areas covered were: games in the Quad, murals, painting the playground and respect for those with disabilities.



Bake sale for Sippancoat



Friendship Day



How to live with monkeys during the New Staff Orientation.



Father George's Bharatanatyam performance



Staff dance during the Independence Day celebrations



The new students are welcomed to Woodstock



Korean fan dance during the Independence Day celebrations



Chaar Yaar



Indoor soccer



Twister board being painted in the Quad

OCTOBER: After a break for Gandhi Jayanti the WS MUN took place. The theme this year was 'Displaced People. The guest speaker was Dominik Bartsch (the UNHCR Chief of Mission for India and the Maldives). Some of Jon Warren's '73 photographs were exhibited at the school. He is the Photo Director at World Vision and has photographed major natural disasters, wars and refugee crises over the last thirty years.

Over a weekend staff and students attended a 4 day workshop in Dehradun followed by an evening session at Woodstock school on Mindfulness conducted by the Ahimsa Trust with monks, nuns and lay teachers from Thich Nhat Hanh's Tradition.



Dominik Bartsch with students during MUN



MUN



Grade 6 on Activity Week



Grade 10 Rupin Supin

*Waking up this morning I smile
Knowing there are 24 brand new hours before me.
I vow to live fully in each moment,
And look at beings with eyes of compassion.*

Ahimsa Trust: Thich Nhat Hanh Tradition.

Over quarter break, the Girl's football team and Boys' basketball teams travelled to Kodaikanal in Tamil Nadu to participate in a tournament hosted by our former sister school, Kodaikanal International School. The teams faced tough competition, but enjoyed the chance to challenge themselves and play a variety of Indian teams!

Worldwide Woodstock Day (October 18, 2014) was celebrated by 25 local alumni in Dehradun at the restaurant of Rajat Kapoor '95. It was a good mix of old and young and the food was great.

Activity week was enjoyed again this year with many different events. About 16 seniors went on a cycling trip to the Spiti Valley and as part of their adventure they also raised money for a dental clinic in the Kaza Community Center. Other activities this year included: 12th Grade groups going to Bihar, Rajasthan and Dharamsala; 11th Grade groups going on several different hikes to Maldaru and Baraadsar and a group to Corbett; 10th Grade hike to Rupin Supin; 9th Grade to several villages; 8th Grade rafting; 7th Grade camping, rappelling and hiking; and 6th Grade rafting, hiking, and village farm work.



Grade 9, village life

During this month, 18 members of the class of 1969 and many spouses gathered in Mussoorie to celebrate their 45th reunion.

Woodstock was privileged to have 'The Tibetan Traveling Museum' which was established in 1998 by the Central Tibetan Administration to document, preserve, research, exhibit and educate Tibetan and non-Tibetans on all matters related to Tibetan history, culture and the present situation." The museum is normally based in McLeod Ganj, Dharamshala.

We closed off October with a celebration of Diwali and Halloween combined and called it Dalloween.

NOVEMBER: November started off with the Mussoorie Half Marathon in conjunction with the Hanifl Centre Mela. Also included was the Mussoorie Writers symposium and a music festival held up at the Burgoyne Flat.

About 14 members of the class of 1971 along with some spouses gathered in Vadodara and Mussoorie to celebrate their 43rd reunion and to be part of the celebration of Distinguished Alumnus Rahul Amin's special presentation. This was followed the next day by another Distinguished Alumni presentation for Jeet Singh '81. Jeet also gave a short impromptu guitar/singing presentation in the quad for the school.

Some other activities in November included a new life-size chess set being given to the school and the chess Passage group taking full advantage of it. Rahul Bose, actor/activist visited



The Tibetan Traveling Museum



Chessboard

Woodstock and was able to have some discussions with the students as well as getting his picture taken with students and staff. Students from the Passage group working with CARE on Mullingar garbage were able to meet with the ITM and give their concerns and solutions to the garbage at Mullingar.

We had the Movember men judged and the money raised was used for buying new sewing machines for the girls in Dunda who completed their training to be seamstresses (*darzis*).

Other activities in November included the fall drama 'Midsummer Night's Dream' with Indian costumes and language thrown into the mix. Block printers who work for Joyn came to Woodstock for a day and showed staff and students how to block print and to make their own block printed bags. This was an activity enjoyed by all who tried. A Hindi class went below the hospital and enacted a street play on child labor. A French class conducted a cooking class 'Master Chef' style. And finally three nights of Fall Music Concerts were another high.

DECEMBER: The semester ended with another Focus week for the Middle Years students. Drama was the theme for this week of focus with the end being short dramas performed by each grade. These were performed in the Quad and were joined with the Christmas presentation by the Early Years students.

FEBRUARY: The second semester started with the All-Staff Retreat with a time of silent reflections. This was soon followed by the Welcome Back Dance. The dance takes place to welcome back students from their long vacations. This dance is almost always the first social event of the semester; it gives students a chance to get to know each other better and share their experiences from the break. It also helps new students adapt to Woodstock's atmosphere, and fall in love with its friendliness.

Woodstock received its accreditation from The Middle States Associations of Colleges and Schools Commission on Elementary and Secondary Schools, or MSA for short. This month

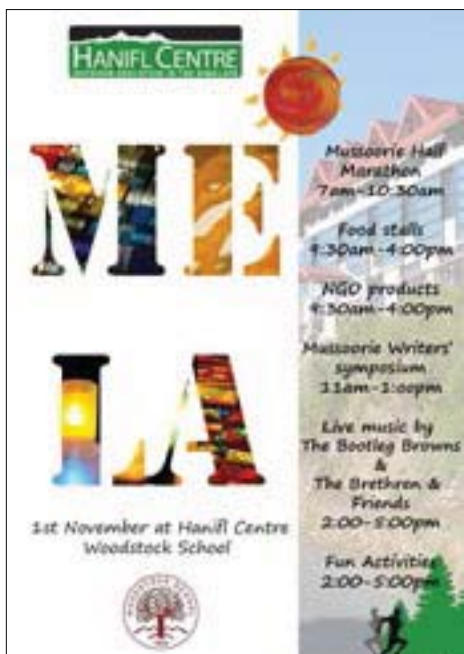


Movember men

we received a letter from MSA expressing their confidence in Woodstock's progress.

Today we celebrate this affirmation from our accrediting body. Woodstock students, staff, parents and alumni around the globe should be proud of our history and where Woodstock stands today. While much has been accomplished to get us where we are today, much work remains to turn our aspirations into reality.

After a demanding 10-day course, 13 individuals from all over India, including four



Rahul Bose in the Quad



Block printing



Midsummer Night's Dream



Masterchef



Grades Three and Four Christmas presentation



First batch of First Aid Instructors graduate



Woodstock Tibetans and friends celebrating Losar



Book fair

Woodstock staff, are now qualified to teach Wilderness First Aid and CPR. This was made possible by the Hanifl Centre's new partnership with Aerie Backcountry Medicine of Missoula, MT, USA, to teach 2 ½-day first-aid courses in India.

In February Woodstock celebrated International Mother Tongue Day and Tibetan Losar at Mindrolling Monastery in Dehradun. Our annual Book Fair makes a wide selection of books from various vendors easily accessible.

One event which brings all the younger and older kids together is the well-known Big Brother Big Sister Day. The BBBS-day is a day on which students from the upper years spend one day with students from the early years, caring for them, as their big brother or sister.

MARCH: Some of our Woodstock staff and students gathered to play with Gulal or coloured powder, heralding the onset of spring and the mythological triumph of good over evil.

Once a year, the school sets aside a three-day weekend exclusively for Outdoor Learning, in which we actively find opportunities to take academic learning outside. Up through Grade 9, activities are organized at the grade level, flowing out of themes from their academic study. In Grades 10-12, staff organize twelve to fifteen options. Students have signed up for the Wilderness First Aid Course, Sketching Outdoors,

the Rishikesh Street Art Festival, the Mussoorie Heritage Walk, a Mindfulness Walk, Project ARUNIMA, Literary Walk, Project Nag Tibba, Field Recording Walk, the Anti-Selfie Project, Outdoor Drama, River Systems, and Rajaji Environmental field trip. Outdoor Learning Weekend turned out to be a fantastic learning experience in many different ways.

David Weidman '75, assistant Head of School for Academic Affairs at Kimball Union Academy facilitated the collaborative staging of 'Joseph and the Technicolor Dreamcoat'. Grade 5 Woodstock students worked with the

students from the US and added their voices to many of the songs. They also went to Delhi with the Kimball students and performed there.

Some of our students represented Woodstock at the North-East Asia Math Competition at Nanjing International School, China. They came 9th place out of 38.

Another new activity celebrated this year was the 'Swithathon', a take-off from Goal-a-thon.

Other activities this March have been: French Class celebrating International Francophone



Big Brother Big Sister Day



Holi



Drama outdoors



First aid outdoors



Wall art in Rishikesh



Joseph and the Technicolor Dreamcoat

Day with presentations, poems, music competitions, a movie and a special lunch menu; Mrs. Long and ESL students giving a puppet show to KG, Gr 1 & Gr 2 students; Grade 9 going on a canyon hike; Jazz Jam celebrated in the quad with the 9th grade dressed in 50's style to serve; the spring drama 'Metamorphosis'; the dedication of the renovated Administration Building and the Indian Music Concert.

APRIL: The Lyre Tree is definitely dying but the rest of life here at Woodstock continues and is very full and rewarding. A group of 21 singers with conductor Abe Okie traveled to New York to perform in a concert in Lincoln

Center. What a life-changing experience for those young singers.

This semester life at Woodstock included many different aspects such as: a Hindi class debating on social media; robots made in the Junior and Senior Robotics Clubs; interesting experiments in Chemistry Class; students visiting college recruitment desks in the Quad; the drama class performing 'Crossing Boundaries' on the Parson's Terrace; students organizing a food-court fund raiser for Nepal earthquake; students sending messages of hope for Nepal victims; all grade 7 students going on a hike to Pepper Pot; Hindi class students practicing Hindi with shop owners in the bazaar; and

students having a special activities night at Midlands.

Other highlights of the month of April were the Win Mumby Basketball tournament where 16 teams competed. Woodstock's boys' and girls' teams were both in the final, but they lost – the girls to Welham from Dehradun and the boys to Modern School from Delhi. Six Woodstock students with two chaperones traveled to Nainital to attend the Young Round Square Conference. This conference was for 10 to 12-year-old students and was centred on the pillars of adventure and leadership. We ended April with the Spring Concerts. We had the special honor of having boys and girls



Grade 9 Canyon Trip



Swithathon



Metamorphosis



Indian music concert



Fundraiser for Nepal

from Kolkata joining in the string ensembles, performing solos, and their director helping to direct the Advanced Orchestra. A new selected Grades 7 & 8 vocal ensemble also performed.

MAY: The official opening of Jabarkhet Nature Reserve, formerly known as Flag Hill was held on May 2nd. Environmentalist and WWF India Programme Director, Sejal Worah, and her local team have spent the last two years attempting to revive a 400-acre area situated in the Garwhal Himalayas, in Mussoorie, Uttarakhand. From being a degraded and over-grazed territory, within two years of conservation efforts the protected area has become a sanctuary for wildlife which hadn't been reported for years, like the Himalayan Black Bear and Sambhar.

The third Distinguished Alumni Awards Cer-

emony for this year happened this month for James Taylor '52 with all of Grades 11 and 12 attending, along with staff and alumni from the hillside. It was followed by a special tea at the Flag Pole Flat.

The annual art display was opened for the public and to show off the work of students in the UY's classes.

The KG students had a special day set aside in the library where they each read one of their favorite books out loud to guests. The ECP children grew their own kidney beans, watching them grow, making predictions and noting down the progress each day. Grades 7 and 8 used the final Focus Week to work on their Science Projects with a great final showcase of their projects in the Science Fair.

The theme for the Junior/Senior Banquet this year was 'The Godfather', well enacted by Dr Jonathan Long (Don No. 1) and Mr Ajay Mark (Don No. 2), both of whom sportingly participated in three mock shoot-outs choreographed by Head of Drama, Curran Russell. The red carpets were rolled out, the paparazzi were clicking away and the mocktail bar attracted crowds. The sumptuous Italian cuisine (served by well-turned-out 10th graders in a tastefully done up Quad) was enjoyed and appreciated.

This year, at the Festival of Ideas, 11th and 12th graders were given the opportunity to explore (read, research, question and present) their stance on an issue of their choice.

They publicly presented their work based on their findings or justify a complete turnaround



The Lyre Tree



Woodstock students performing in New York



Win Mumby



Win Mumby



Win Mumby



Spring concerts



Annual art display

of views at their presentation. Summed up, it's a college preparatory exercise. Non-academically speaking, it's a self-motivated lesson in growing up. Many students were selected to present their presentation in a TED type of talk in Parker Hall.

the larger worldwide Alumni Community. Dr Long, Bhavanesh Kumari Patiala '50, Dr Dunn, Phuriwat Chiraphisit '14 and Katie Erickson (Former Staff) shared a few words with the Class of 2015. Class Governors unfurled and revealed the Class Flag.

tion Address with a welcome from the Vice President of the Board, Mr Rajan Mathews.

At the WOSA Assembly the Class of 2015 were introduced, welcomed and inducted into

Graduation: Another year has come and gone with Graduation being the ending. The Valedictorian was Eriko Shrestha from Nepal and the Salutatorian was Nishant Aggarwal from India. The Best All Round Student award was awarded to four students this year: Eriko Shrestha, I Hsin Yan, Inwook Jung, Manvi Seth. Dr Jonathan Long gave the Gradua-



Grace: One Universe The United Principle of Consciousness in Quantum Physics and Religion



The Godfather



Class flag, class of 2015

From Ahmed to Ziegler

The Joy Rugh Memorial Library in the Alumni Office at Woodstock contains a growing collection of books written by Woodstock alumni. We are always pleased to receive additions to the library. If you are a published author, please consider sending us a signed copy of your work.

alumni@woodstock.ac.in



A Year at the Hanifl Centre

Marta Lofesser

It has been a year of change and growth at the Hanifl Centre. 2015 kicked off with a new partnership with Aerie Backcountry Medicine, a leading provider of wilderness-medicine courses based out of Missoula, USA. Through this partnership, selected Hanifl Centre and Woodstock School staff members attended a Wilderness First Aid Instructor Course, in which they were trained and certified as Wilderness First Aid (WFA) and CPR instructors. There are only a couple of organizations in India that offer this kind of training in first aid, and most of these do not have a wilderness focus.

In its eight months as a certified partner, Hanifl Centre has run WFA and CPR courses in Mussoorie, Delhi, Nainital, Mumbai and Kashmir, and trained a total of 155 participants. Most are from the rapidly growing number of outdoor enthusiasts as well as people based or working in remote locations. Our participants have come from the Indo Tibet Border Police (ITBP), guides from the state-government owned KMVN, trekking and outdoors companies from Uttarakhand, Himalayan Outward Bound crew and our own Trek Leader Course participants.

As a mark of our recognition, the Hanifl Centre conducted a WFA CPR Course for the managers of the state-owned KMVN tourist guest houses on the Kailash to Mansarover pilgrimage route a week before the pilgrimage began. Last March, during the Outdoor Learning Weekend, 20 students obtained Wilderness First Aid certification, and over the course of the year, more than 30 Woodstock School staff have followed. This results in a safer campus, as well as more awareness and safer outings.

Hanifl Centre's pilot Wilderness Education Course at Woodstock School has been introduced in the 2015-2016 academic year. The course includes theoretical and practical knowledge of wilderness first aid, moving water kayaking, rock climbing and wilderness backpacking. Through technical outdoor skill acquisition, students will be challenged by these outdoor environments, while the art of journeying in wilderness safely will be crosscutting, earning them lower-division university credit.



For the third year in a row, Hanifl Centre's flagship programme, Pitt in the Himalayas, is being offered. This year, 13 students from the University of Pittsburgh, Syracuse University, along with students from Yale-NUS College of Singapore are spending a semester in the Himalayas, based at the Hanifl Centre. During this period they are able to earn 15 credits through different college courses that cover a range of disciplines, including Environmental Study in the Himalaya, Himalayan Religions, Mountains and Music, Cultural Immersion, and Hindi Language Study. During the months of September-December, the Hanifl Centre becomes a University campus with expert faculty and undergraduate students, who interact and actively participate with the larger Woodstock School community.

Hanifl's mission is to contribute to develop responsible citizens by exploring and celebrating the Himalayan environment through physical activity, art, literature, environmental ethics and leadership training. It continues to be a centre of reference for schools from India: institutions including Mira Model School Delhi, D Y Patil International School Mumbai, Fazlani L'Académie Globale Mumbai stay with us year after year to carry out the mandatory core component of the IB Diploma Programme, the CAS (Creativity, Action, Service). Boston College comes every summer for a 3-week course titled "Writing out of Place – The Himalayas" and the Latin School of Chicago comes during their spring break for an exposure to the Himalayan environment.

The Hanifl Centre's Diploma in Outdoor and Environmental Education (Trek Leader Course) programme continues to train youth from Uttarakhand and neighboring states to value their environment and take a more eco-friendly and professional approach to their livelihoods. 20 students graduated this year. A total of five former graduates were sponsored to attend this year's Mussoorie Writers Mountain Festival to benefit from the exposure and networking the festival offers.

In collaboration with The Himalayan Club, the Banff Mountain Film Festival World Tour is coming to Woodstock School, as part of the Mussoorie Writers Mountain Festival. This is the first time ever this internationally acclaimed top mountain film festival visits Mussoorie, and it is sure to be a source of thrilling inspiration for the Woodstock School community.

The visits of research lepidopterist Peter Smetacek and the eagerness of our new Outdoor Environmental Educator Swati Sidhu have brought a number of classes outdoors with students going to Jabarkhet Nature Reserve or the Burgoyne campground regularly.

Hanifl Centre gives support to Woodstock School treks, micro expeditions and climbing trips during weekends and extended periods, including the first canyoneering trip to the Aglar River last April with Grade 9 students.

Voices of Woodstock

A Treasure Trove of Stories

Ed Beaven



An exciting new oral history archive at Woodstock will preserve memories of the school and Mussoorie for future generations.

The project, called Voices of Woodstock, is the brainchild of Middle Years Social Studies teacher Charlotte Swanson. It aims to create an archive with high quality recordings of Woodstock staff both past and present, and other members of the wider Mussoorie community. The purpose is to preserve their memories of the historic institution and town for posterity.

The high quality audio files will be kept in the school archive and will be used in a variety of ways. Ideas for their use include archival historical displays of the school, PR and communication purposes, and at alumni reunions. It is also hoped students will become more involved in the project in the future. There is potential for it to become an enrichment activity, and students being involved in both the interviewing and editing process.

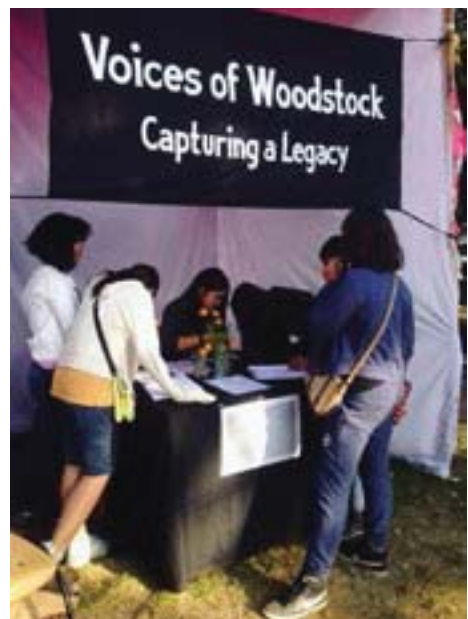
Charlotte has modelled the project on StoryCorps, a US-based project which records interviews with ordinary Americans for National Public Radio. Swanson says the project would have an important legacy for future Woodstockers and hopes more people

will get involved in the project.

“It’s a magical experience to sit with someone and hear them speak their story,” she says. “The act of telling a story, unrehearsed and raw, can be transformative for the teller and the listener. It’s an act we don’t cultivate much in our modern, fast, automated lifestyles, and it feels more and more important to pass on to the next generation a sense of wonder and slowness about listening to other people. Woodstock is a treasure trove of stories.”

Several people have been interviewed for Woodstock Voices, including current Woodstock teachers and former Woodstock students Jonathan and Amy Seefeldt; long-time Woodstock teacher Shonila Chander; former Woodstock school nurse and Landour Community Hospital nursing Superintendent Miriam Marston, who still lives in Mussoorie; and Tibetan staff members Thupten and Dolma Chophel. Meanwhile well-known Mussoorie resident Lilian Singh, a former Principal’s Secretary at Woodstock and from a renowned Indian family, is another person who it is hoped will be included in the archive.

As an Upper Years history teacher I had the opportunity to conduct the interview with Ms. Marston. It helped to reconfirm for me



the power of history. Remembrance of the past teaches us who we are and where we are going, and the voices of the Woodstock community are an invaluable resource to be preserved and treasured. Those of us involved in the project believe it is a privilege and a responsibility to hear these stories and record them for future generations. I would wholeheartedly encourage others to get involved.

If you're interested in the project email charlotteswanson@woodstock.ac.in for more information.

The Lyre Tree

Compiled by Judy Crider '69



What a beautiful photo – the bark, the moss, the ferns – makes my heart leap!

Naomi Lindell States '67

The heart of Woodstock.

Meher Malani, Parent

Sounds like a very fitting memorial for our beloved Lyre Tree. Thank you for doing this on behalf of all of us who attended and loved Woodstock.

Ruth Lacy Long '60

It is so very, very sad! The end of an era.

Gindy Miley - Staff



What a sad message, although not an unexpected one. The hope was that some miracle would save this icon for future generations, as well as for us for whom over a lifetime it has been so much more than a tree. Each return to Woodstock has been marked by that astonishing darshan of the Lyre Tree against the Tehri Hills as one turned the corner after Mullingar. A welcome beyond all words. Thank you for your plans to protect the precious timber. Hopefully, some remnant of the Lyre Tree can remain, perhaps as a seat commanding the same view which the Tree has commanded for all these years of the Doon, our hillside and Mussoorie – as well of that other fallen icon across the valley, the Clock Tower. The Tree and the Tower were a conversation, linking a school to its outer world. Their silhouettes and skylines have been captured in thousands of images, and embedded in the hearts of so many. The Lyre Tree at least has a chance to be resurrected as an idea of love, care and loyalty that should endure beyond the physical. Nurturing that process will be a challenge, so that a symbolic Tree can communicate as the living one did that 'sacred peace' which Mrs. Burgoyne's poem celebrates so beautifully.

From what we now learn, ignorant landscaping killed the Lyre Tree. Ignorance and politics may have killed the Clock Tower. Heritage everywhere is threatened by ideas of progress which regard the past as baggage to be unloaded rather than as a resource to be respected. Perhaps there is a lesson here for all of us to tread lightly on what we have inherited, and to create and leave for others what can endure to lift the quality of their lives. The new tree you plant will be watered with those 'tears our foolish hearts have wept' and nurtured with our hopes for its future music.

You and all at the school will be enveloped by the memories of multitudes of Woodstockites on August 6, and uplifted, I am sure, by the deathless spirit of this beloved Tree.

Ashoke Chatterjee '51

I was shocked and saddened to see the Lyre Tree terminally dry and brown. It had assured me that it would go on forever like a parent or like Tennyson's brook.

Maya Malhotra '58

I have never seen so many people mourning a tree. This shows how deeply Woodstock taught us our humanity.

Miky Kanazawa '11

THE LYRE TREE

by Mary Esther Badley Burgoyne – Staff

Storms of a hundred years have bent your branches,
 Snows of a century have crowned your head,
 Over the hills you've watched Spring's soft advances,
 Summer and winter under your boughs have spread
 Needles of green and needles of gold that shower
 Over the students passing beneath your shade.
 You have been waiting this Centennial hour
 Facing your life of struggle unafraid.
 Teach us your steadfastness, your quiet growing,
 Sending your roots deep into the living earth.
 Tell us the sacred peace you gain in knowing
 Sunshine and sorrow, solitude and mirth;
 Sing us your music, playing with breezy fingers
 Over the strings that winds have torn and swept,
 Symbol of song, a century's music lingers
 After the tears our foolish hearts have wept.
 Tell us your secret, Lyre Tree above us,
 Watching the children climb the steps to school,
 Is it that in your heart you really love us—
 Sinner or saint, scholar or sage or fool?
 Symbol of strength, many have come, returning
 Back to the hills our youthful feet have trod,
 Thankful in heart for beauty, and friends and learning,
 Grateful to share your hundred years with God.

I embrace the tree as a timely symbol of the transition that Woodstock is undergoing in its quest to be meaningful to successive generations. I think of the Lyre Tree as being something of the past.

Ruth Harper Axelrod '70

A poignant obituary for the Lyre Tree so beautifully penned by you. We can truly learn so much from what this Tree has represented for over a century, even if it is symbolic. I'm sure that the emotions evoked by its passing on will go a long way in drawing all Friends of Woodstock closer to this great institution and all it has stood for over the ages.

Ranjit Dass - Staff

New beginnings! Arshdeep Sabmi '92

When I left in 1949 it was called 'The Whispering Pine' which is how I always remember it! That name seems to be completely forgotten.....! I'm glad they will be planting another tree in its place.

Alison (Soddy) Thursfield '54

ODE TO THE DEATH OF THE LYRE TREE

(inspired by The Lyre Tree by Mary Esther Badley Burgoyne)
by Polly Petersen '70

The Lyre Tree that graced our school is gone.
No longer standing steadfast, silent, strong.
This tree that we hoped held all that was best
This constant sentinel is now at rest.

Formed like a lyre, beautifully shaped
With lithe branches and slender needles draped.
Your life captured our senses and desires
Showing a dignity that awe inspires.

You graced us with your presence and your shade
But others also in your fullness laid;
Langur, butterfly, beetles, and birds too
Cicadas and more were all blessed by you.

Your songs, your whispers, your sighs and spitting
Your pine cones, pine smells, flowing and drifting
You weathered the storms, the sun, and the cold
Now you lay still while your story is told.

Your trunk, branches, leaves, and roots shared our dreams
Caught in your sap they flowed up your vein streams.
Now those dreams bleed out to follow the wind
Away to clear skies, to universe end.

Teach us your way oh silent lyre tree
Teach us your way to be solid and free
Help us to become the dreams that we made
Beneath your branches of fine filtered shade.

Sing your music, with memories' fingers
Help us hear your song now as it lingers
Over the strings that others now repeat,
True tune of silence in our hearts now beat.

I see the tree now, standing in glory
Sorrow and sadness can't be its story
More than a century steadfast and strong
Its spirit that graced our school is not gone.

I was there for the Centenary (over 50 years ago) and when the first design was made. I was surprised it was still going.

Judy Stovel Robinson '59

Like the death of all whom we love, we will celebrate Lyre Tree's long life – its symbolism for Woodstock to everyone who has had the privilege of attending Woodstock, or taught at Woodstock, or served at Woodstock, or supported Woodstock in many different ways. The Lyre Tree stood placidly and gracefully, gently and muscularly – through snow and heat, war and peace, good and trying times at Woodstock and Landour/Mussoorie; it taught us to persevere and strive for what we can envision for the community and the individuals. May it rest in peace. I take this occasion to urge every alum to remember the Lyre Tree by joining the Lyre Tree Society. The Lyre Tree has steadfastly stood by Woodstock for over a century; now it is up to us to continue its work.

T.Z. Chu '52

Well, I guess we all knew the day would come, but it is a sad day! Maybe for part of the wood when it's cut down you could get a good picture of the tree and use some of the tree itself to make a lovely frame around around the picture with a caption inside the matting stating some of its history and that the frame was from the tree. ...My thoughts.

Joy (Garrison) Schwindt '76

Bravo! Appropriate and dignified.

Eleanor Nicholson - Staff

Our beloved Lyre Tree, standing alone on the edge of the khud, ravaged by storms, bravely hung on growing its branches protectively around its great wound. The branches still reached for the sky, thus the Lyre Tree became more beautiful. It was the focus of many a Parker Hall sermon, forming our characters, inspiring our young minds, capturing our devotion. It is painful to know that instead of giving it the nurturing it deserved, that it was entombed, deprived of life-giving sustenance for which its roots yearned. On August 6th we will see it no more. But in our hearts, watered by our tears, it surely lives forever.

With loving memories that bind us all.

Charlene Chitambar Connell '51

In a way so sad to see it go, but thank you for the way it was allowed to bid farewell!

Shobha Arole '78



BYE, TREE – GOOD JOB

by Rachit Malhotra '09

The Lyre Tree
 The tree of lies
 Under which I read
 The Lord of the Flies

Where'd you come from
 Where'd you go?
 Under your shade
 I hung out with my bros.

Why'd you leave us
 Here all alone
 I wish you'd left us
 A Lyre Tree clone.

Like Gandalf the White
 You coulda kept goin'
 Now all we got
 Is this drab ol' poem.

So I wish you well
 And don't you frown
 It ain't personal
 When we cut you down.

As a teacher I spent many joyful hours beneath the Lyre Tree; and to see each graduating class congregate in its piney shade – what a privilege. The memory of this famous tree will live long.

John Derksen - Staff

I spent many hours brushing up my painting skills at its feet...many a time meditating/ talking to it... Please preserve it as a piece of sculpture and find a nice sheltered place from natural elements but with natural light.

Raksha Mehta Talwar '52

I'm so sad. I understand. My heart breaks.

Loris Dillingham Sprinkman '68



Treading a Path Less Taken

My Journey Towards Developing Sport and Youth in India

Soheil Tandon '06

My lifelong passion and love for sport was first given a chance to express itself during my formative years at Woodstock, where I participated recreationally and competitively in most sports on offer. It gave me a sense of satisfaction and joy that not much else could. Later, I decided to turn my passion into my profession, and dedicate my professional life to the development of sport among youth at the grassroots in India. This same passion for sport is what motivates me today to help young people gain meaningful experiences from participating and competing in various sporting activities.

After graduating from Woodstock, I continued my association with sport, playing and coaching in a variety of international settings. My undergraduate degree was followed by a Masters in Sport Management from the world renowned Loughborough University in the UK. My newfound knowledge and experience at Loughborough, along with my firm belief that sport in India must be developed from the bottom upwards by targeting youth at the grassroots, is what inspired me to setup my own organization, Pro Sport Development (PSD).

Pro Sport Development uses sport as a means for the holistic development of youth, primarily working with underprivileged and marginalised sections in rural India. Since 2011, PSD has been working towards providing youth with sustainable opportunities to participate and compete in sport, enabling them to become confident and competent individuals.

PSD aims to promote a sporting culture among the youth, which is inclusive, sustainable and engaging. This is accomplished by implementing Physical Education (PE) and other sports programmes in schools and communities, training sports coaches and PE teachers, managing grassroots sports programmes, as well as facilitating sports infrastructure development.

Over the past four years, PSD has been working on several grassroots projects, in a variety of settings. Between 2012 and 2015,



we implemented a sport development project called Khel Vikas, which targeted underprivileged tribal youth in schools and communities across rural Odisha. As part of the project, we implemented PE, after-school and community sports programmes in eight schools, covering 1,500 children, about half of whom were girls. Furthermore, PSD conceptualized and setup a residential Centre of Sporting Excellence to take forward the personal, professional and sporting development of talented tribal athletes. As part of our sustainability efforts, PSD trained 80 coaches and PE teachers in local rural communities and successfully implemented various fundraising campaigns.

The past year has seen PSD focus on providing structured and well-researched PE programmes. Currently these programmes are being implemented in schools and other institutions in Hyderabad, Odisha and Delhi, covering over 2,000 children and 30 PE teachers. PSD assists these institutions by developing age-appropriate PE curricula, training existing teachers to effectively implement the programme and periodically evaluating its progress. PSD has also partnered with world-renowned social enterprise Rural Development Trust (RDT) in Anantapur, in rural Andhra Pradesh. Within this partnership, PSD has been supporting RDT's sport development project, which has been running for the past 15 years supporting underprivileged youth of the region. PSD's role is to manage strategy devel-

opment and programme documentation, and provide a web and digital media presence in order to raise the visibility of their programmes among external stakeholders. Moreover, PSD is undertaking a needs assessment for RDT's sports coaches and PE teachers, working with various sport development programmes. More recently, PSD has begun working with 200 youths from slums in Bhubaneswar, to implement a community sports programme which supports their social, emotional and physical development.

When I started PSD, our main aim was to develop the sporting abilities of youth. Having trained and sent 20 tribal boys and girls to participate in national weightlifting competitions, and won 14 medals as a result, we have already made substantial progress towards this goal. However, this process has taught me that our achievements lie far beyond our success in competitions. Through my experiences of living and working in remote and rural regions, and interacting with impoverished youth, I have come to realize the true power of sport.

The programmes we undertake not only develop the physical and sporting ability of youth, but also support their social and emotional development. The most satisfying aspects of implementing these programmes have been to nurture the self-confidence and self-belief of the youth we work with, allowing them to become leaders in their schools and communities. Moreover, their participation in our sports programmes has encouraged them to dream, enabling them to pursue higher education, apply for scholarships and join the workforce, challenging their traditionally restrictive societal norms.

Our ambition at PSD is to make our programmes available at the farthest reaches in India. In particular, we would like to reach out to tribal populations and urban poor. We especially want to impact the lives of female youth, who have a penchant for learning and enormous hidden ability. We believe that no one should be deprived of a sporting chance due to a lack of resources.

Second Generation

Jennifer Wray Olson '84

How is it that five Class of 1984 graduates end up with their kids at Woodstock at the same time? Two Class of 1984 graduates have already had their kids graduate from Woodstock, while five other members of the class had their children attending Woodstock this fall, making a total of seven second generation Woodstock students out of a graduating class of 47 (so far...). Soe Soe Thwin's daughter Setse Bush graduated in June 2015 and Rajesh Kohli's son Harit graduated in 2011. Then, just this year, on July 27th, 2015, Mark Glover, Chris Meyer, Antonio (Karan) Puri, Arjun Sarup, and I (Jenny Wray Olson) all sat in Parker Hall listening to the orientation for Woodstock students as the new academic year began. The new students: Sarah Glover (Grade 10), Pooja Meyer (Grade 9), Alexander Puri (Grade 12), and Livia Olson (Grade 12) were scattered around the hall, some with their parents and others sitting with newfound friends. Arjun's son Ambar Sarup, not a new student but returning to Woodstock for his Grade 11 year, was enjoying the last of his break. In addition, Smitha Dharmaraj Day '85 was also in the audience with her daughter Karishma Day (Grade 12). Principal Jonathan Long and other faculty and staff shared the Woodstock curriculum, highlights of experiences, and even the success of recent classes.

During the assembly, I barely remember what was said, but I keenly remember the feeling of calm. I was not worried about what my daughter, Livia Olson, would be experiencing. I was not worried about her academic program. I was not even concerned about her settling into Woodstock. You see, she had already connected with other girls in her grade and made her way up the hill to the school from the dorms. She already made the decision that Woodstock was where she wanted to be. I think it was during that orientation I knew she had made the right decision to come to Woodstock. When it came time to leave Livia behind, I watched her walk up Jacob's Ladder for her first day of school. She never looked back once. Mark's excitement for his daughter Sarah has an effect on their entire family as they left. Soe Soe did not drop Setse off when she went to Woodstock for the first time but she visited her a few months into the semester and said it was great fun to see her really making the Woodstock experience her very own.

When Monica Roberts asked me to write an article, I jumped at the chance. Surely we all had

our kids here for the same reason. However, it was not as simple as that. Arjun Sarup's choice for his son Ambar revolved around loyalty to his alma mater. Or maybe our children chose to make their way to Woodstock with our support, as my daughter Livia did. For Soe Soe Thwin it was allowing her daughter Setse to experience being a resident foreigner (which she admits 'is not readily available when you live in a small town in New England'). For Mark Glover he wanted his daughter Sarah to have a similar experience to his own (in spite of some of the difficulties he faced). For me, I wanted Livia to have both of these experiences and come away with friends she never would have met anywhere else.

Woodstock calls to each of us differently. Although we all graduated in 1984 from Woodstock School, we each had our own experiences as we made our way through the school. I knew that whenever we managed to see one another over the last 31 years, we never seemed to have any trouble catching up or picking up right where we left off. I feel as though I could travel anywhere in the world, send out a message to our class, and if there was anyone where I was headed, they would make time to see me. Sure, we have had regular reunions; five-year reunion in Boston, 150th Woodstock celebration, 25th reunion in Mussoorie, and most recently the 30th reunion celebration at Rokeby. We have loyal classmates who make these reunions and gatherings happen. Without Sisi Crotty Lance's regular newsletters and Monisha Ahmed and Nilmini Jayasinghe's planning, many of these events would not happen. But regardless of it being a formal reunion at Woodstock or a gathering of two or three classmates, we want to see each other, we

care about each other, and we want to stay in touch. So when Jigme Shingsar and Naresh Teckwani met me in Jersey City recently for an impromptu gathering, I realized why I sent my daughter to Woodstock. I wanted the same for her. I wanted her to find the kind of people you can pick up with right where you left off, no matter how long it has been since we had seen each other. I wanted her to have friends in four corners of the world, friends who shared a unique experience in a very unique location. In the future I want her to be able to email a friend whom she hadn't seen in years and trust her with her own daughter. (Thank you Seema Merchant '83 for being that friend and taking Livia and her friends for mid-term break this year.) Soe Soe had similar wishes, 'I really wanted her to have the same opportunity to experience the serenity and nurturing environment where one could make friendships that transcended beyond time or proximity in space...after her three years she has absolutely that.

Sarah Glover says, 'I already know that I will have a broader knowledge and experience of the world. I will be more informed about different cultures and religions. I will know the importance of being welcoming ... you can never be too welcoming.' Livia Olson on her first Skype call home said, 'It's not about the teaching and the academics here, it is all about the experiences.' Even though we each had our own reasons for coming back to Woodstock, it all goes back to the people we met and the relationships our children will also make. Soe Soe said, "When you start off a sentence with, 'When I was at Woodstock...'" they will start rolling their eyes." And that is one eye roll I am happy to watch.



Class of '84 parents and their children, now Woodstock students

Shades of Dissent

An Art Project That Questions the Caste System

Lalitha Krishnan



'The only difference between man and man all the world over is one of degree, and not of kind, even as there is between trees of the same species. Wherein is the cause for anger, envy or discrimination?' —**Mahatma Gandhi**

The latest art of Antonio Puri '84, our artist-in-residence, seems to echo the same sentiment. Puri calls his project 'Varna' with good reason. Varna in Sanskrit loosely translates to colour and is based on the caste system or stratification of society based on skin colours. It's a complex issue, hard to tackle the world over. Yet Puris' art not only manages to question discrimination but illustrates with harmonious ease the absolute irrelevance of skin-tones.

Puri has a Bachelor of Arts degree from the Academy of Art in San Francisco and Coe College in Iowa and a law degree from the University of Iowa. He has exhibited his work in solo exhibitions all over the world including Art Depot in Austria, The Guild in NY, Loft Gallery in India, Nu Art Gallery in Santa Fe, Twelve Gates in Philadelphia and Philadelphia Art Alliance, to name a few. He has also done residencies in Hungary, Bulgaria, South Africa, Serbia, Mauritius, India, Denmark and Romania.

As he worked with staff, students and employees, Puri is now a familiar figure at school and known to practically everybody. He had the whole community involved in matching skin tones and creating a Woodstock collective, if you will, of skin colours. Puri had also been capturing eyes digitally and has incorporated all of these into installations at school and in the local community. As with all inspired art, people have been impacted differently.

We often assume that politicians, lawmakers and armies are the things that create change in the world (for good or bad!). But, actually, the creative and visual arts are a powerful tool for awakening deep awareness, inspiring reflection and initiating real change. Antonio's Varna project resonates with key themes in Woodstock's philosophy of education and life. It tells us that the things which really define us are not the superficial differences which often divide us; it tells us that beneath the surface of colour, creed and culture is a common humanity which binds us, inexorably, to one another; and it tells us that when we see this, we are liberated into a new way of engaging with the world – as J F Kennedy put it, 'The problems of the world cannot possibly be solved by sceptics or cynics whose horizons are limited by the obvious realities. We need men and women who can dream of things that never were'. —**Jonathan Long, Principal**

I think the Varna project is a beautiful and subtle way to get people thinking about and discussing the issues of race, stereotyping and discrimination that are common to us all—to look at ourselves, our community and become more self-aware. I'm used to describing myself as 'white'—but I'm now searching for another word. I also think it's wonderful for students to have the experience of working alongside a professional artist, to look at one of the world's major problems through an artist's lens, to participate in all of the hard work it takes to create a major artwork. When it's completed they will feel real ownership of it. —**Margaret Groff, Head of Art**

I think in the community outside of Woodstock would also appreciate and be willing to interact and engage in a public art piece which talks about cultural contexts, history, race, and the complexities that surround our understanding of humanity through color. —**Adam Hubbard, Art teacher, Middle Years.**

The idea is quite nice. It's reminding people that skin colour doesn't define you. —**Divya, Grade.12**

Puri would rather have his art speak for him than talk to us about it but we did manage to persuade him to answer a few questions.



How have people reacted to your art?

They're curious. They want to know what it means. They like the energy the art is bringing. They want to know if I'm interested in other projects. Students keep asking questions. There's a little non-classical education going on which includes somebody's passion – a love for what they do. I am hoping by being here and doing what I love there is an unsaid benefit.

You worked on several installations here in school and in the local community. How did it all come together? Did you plan as you go? What is the common thread?

The common thread is me. My art is about me. It's always about what I feel. I never have a doubt about what to paint or create. As long as you stay honest to yourself, you never have to think about it. You're doing it. That's how I feel. Or otherwise, I'm just the guy who never left finger painting!

You exhibited the Varna Project in Ahmedabad. Have you worked on the Varna theme before?

“ Two pages in, my eyes were already filled with tears. Thank you for writing such a meaningful book! I couldn't put it down. ”
 Chris Mackey, '86

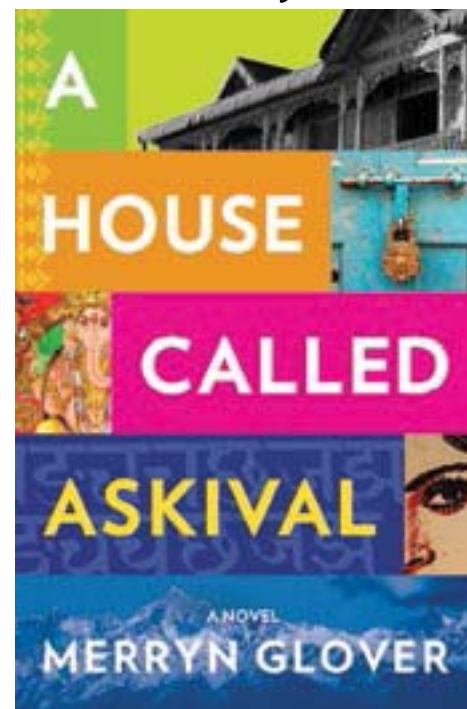


I have been working on Varna drawings for the past three years. I even painted some bodies with different colours to treat it like a map or a study of demographics that existed in a certain community and how that plays into the fact that we have different ideas of colour. This was in Philadelphia. An Asian,

nonprofit, 12 Gates Gallery is interested in launching the Varna Project there.

Puri's work has caught the attention of the local press and he has been featured in local newspapers. His two art installations in the Quad area were unveiled in October.

You can read more about Puri on our Woodstock blog:
<http://bit.ly/Varnaproject> **and also:** www.antoniopuri.com.



Class of '87 Merryyn Glover's debut novel, *A House Called Askival* is causing waves among Woodstock



people of all generations. Set in Mussoorie and spanning 70 years of India's recent history, the novel follows three generations of an American missionary family through the troubles of Partition and Indra Gandhi's assassination to the communal clashes of today. Themes of religious conflict – both political and personal – unfold alongside the loves and losses of a father and daughter who need reconciliation before his death. A charismatic Muslim singer, a collection of beetles, a cookbook and a doomed musical production all play their part.

Available as an e-book on Amazon and in bookstores in the UK, North America and Australia

www.merrynglover.com

Baccalaureate Address

Brian Dunn '89, Chaplain



Honoured guests, proud and supportive parents, dedicated and relieved staff, beloved but annoying siblings, and last but certainly not least, our gorgeous and hard-working graduands... I thank you for the honour of

addressing you this evening. The baccalaureate is the sacred service of our graduation traditions here at Woodstock, a time to reflect and consider some truth from the deep, deep roots of the faith tradition of Woodstock's heritage.

I would like to share with you this evening the outline of a story, a very ancient story, and one that is claimed by three great religious traditions – Judaism, Christianity and Islam. It is so full of universal themes and types, however, that I am sure it will have something to say all of our traditions, religious or otherwise. It is the story of a young man, full of hope, full of ideas, but most of all, full of dreams. And graduands, he is exactly your age – he is 17 and confident, perhaps overly confident. He has all the confidence of a child of loving and doting parents such as yours, whose future is bright as his Amazing Technicolour Dreamcoat.

This semester we had a number of outstanding dramatic performances, one of which was (you guessed it) Joseph and the Amazing Technicolour Dreamcoat. What is it about this story that still speaks to us after thousands of years? Reading it in the Bible, in Genesis 37 and 39-45, or in the Surah of the Qur'an called Yusuf, the characters jump off the page. These are people we all know. They are situations we still experience today. Perhaps not quite to the extreme that Joseph did, but the human drama is the same. Why? Because from generation to generation, and the world over, human beings are the same as they've always been.

This semester in our assembly devotions we have been following the themes of wisdom from the biblical book of Proverbs. One of the first lessons that we drew out, way back in February, is that wisdom, according to Proverbs, has absolutely nothing to do with education, university degrees or I.Q. It's all about character – integrity, honesty, humility and a simple willingness to learn, not least from

our mistakes. In fact I will say it like this: you could be the most illiterate villager, who has never been to school in your life, and yet wise. Conversely, you could have any number of graduate degrees from ivy-league universities and yet be a complete and utter fool.

Now don't get me wrong. Obviously we value high school diplomas and university degrees or we wouldn't be here for this special occasion. They help us learn how to think, to attain specialized knowledge, and commend us for future jobs and careers. So no disrespect there. All I'm saying is that wisdom can't be taught in universities. It has its own degree program called life. So I would like to present to you three degrees of wisdom from the life of Joseph. Before you sign up for it though... are you sure you're ready for this? He got his Bachelors in being betrayed by loved ones; his Masters in being falsely accused by people he'd been faithful to; and his Doctorate in being put in charge of the very people who had wronged him over the years.

So, why am I giving this message, when your future is so bright? You're told that often enough. In fact you're told it so often that it's a total cliché. You've got everything going for you – a privileged place among the elite of the world, a good education, supportive parents... so where's the cloud in all that blinding sunshine? Well, ask your parents. In fact, ask all the adults you trust in your life. But ask especially those whom you consider to be wise. Have you ever been betrayed by someone you love? Have you ever been falsely accused of something? I'm pretty sure I know what their answer will be. This is reality. This is the world you're about to take on. The question is: what are you going to do about it?

So let's talk first about Joseph's Bachelors program. He was a cocky young man. You might call him in mafia, prison and Woodstock terminology a snitch, a typical baby brother, telling on his big brothers for all the mischief they were up to. But that wasn't the worst of it. It was his dreams that were the real problem. 'You'll never guess what I dreamt last night,' he'd say at breakfast. Then he would proceed to tell them how he dreamt that all his loved ones, his brothers, his whole family, were all bowing down to him. You can imagine how the brothers reacted to their spoilt snitch of a brother, this mama's boy with flashy clothes. So, cutting a long story short, they came up

with a plan. Beat him up, throw him in a well... no, better yet, make some money off of him by selling him into slavery... then dip his Amazing Technicolour Dreamcoat in blood and tell their distraught, grieving father that he'd been killed by savage beasts. Do any of you have siblings like that? Turns out, the only savage beasts in the story were the brothers themselves.

Have you ever had the experience of entrusting yourself to people who are supposed to love you deeply, people who know you better than anyone else in the world, only to have them turn on you, stab you in the back and sell you up river? If you're a disturbance in your hometown, don't be surprised. According to Jesus, prophets are always without honour in their hometown. And it is the people who are closest to you that can hurt you the most, because they know how to hurt you like no one else. Only people who are very close to you can sell you for 30 bits of silver even as they betray you with a kiss. There's nothing that hurts more than being betrayed by your own tribe. And what's at the heart of it all? Jealousy – jealousy turbo-charged with guilty conscience.

So here's lesson number one, the most important lesson of Joseph's Bachelors program. Adversity is not the end of your dreams. In fact, it is the surest sign that the fulfillment of them has only just begun. Adversity is not the obstacle to the fulfillment of God's purposes for your life; it is, in fact, the very means through which they come. There is nothing that will mold and shape your character more, for good or for ill, than adversity. In fact, I would submit to you that there can be no greatness without adversity. In New Testament language, there can be no glory without suffering, no resurrection without a cross. Those dreams are still intact, but they've just become the costly sort of dreams that make them worth having.

So Joseph gets sold into slavery. He's university age at this point, a young man in his prime, who we are told in the Scriptures was a pretty good-looking guy. He ends up working as the chief servant in the household of the Pharaoh's head guard. He is so trusted that his master, Potiphar, leaves the whole household in his care. But now he's ready for his first graduate degree, a Masters in being falsely accused. Potiphar's wife, as it turns out, is a desperate housewife. In fact, she's straight out of central casting for Sex in the City, the ancient Egyptian version. She repeatedly pursues him, calling

him to do things that he knows shouldn't be done, and she knows shouldn't be done. And time and time again he resists. Why? The Bible actually records his reasoning: 'even though I could do this thing in secret, and maybe even get away with it, how could I sin against God by doing such a thing? But also, how could I break the trust of my Master, Potiphar, by messing around with his wife?' In other words, he has what Jesus calls the two greatest commandments: Love the Lord your God with all your heart, soul, mind and strength; and love your neighbor as yourself. Well, you can probably guess how it turns out. The desperate housewife gets angry and falsely accuses him of assaulting her. Joseph is thrown into prison, a special prison for the Pharaoh's household and staff, accused and doing time for something he hasn't done.

Okay, so maybe not this situation in particular, but have you ever been falsely accused of something? Ever had to suffer in silence while guilty people wine and dine and feel like they've gotten away with it? It's amazing the sort of depths people will sink to when they don't get what they want. Have you ever had that moment when you know that people have been talking about you, slandering you, accusing you of something? You don't know what it is, but you know people have been talking badly about you because something's changed. Demeanors have changed. Trusted friends now avert their eyes because they're all in on it. You go from being trusted, from being respected to being a pariah accused of someone else's guilty conscience. This is human stuff here, and it's ancient – as old as the hills and as young as the day.

Okay, so here's lesson number two, the culminating exams and dissertation of Joseph's Masters program. Are you listening? – because this is important! Disappointment and hurt should never lead you to sacrifice your integrity. If, in your disappointment and your hurt, you can maintain your integrity, your honesty and your faithfulness then you pass with distinction! But how many people use hurt and disappointment as a reason, an excuse, to start behaving badly themselves, to start giving in to their lower natures? It's sad but true. The general rule in counseling is that 'hurt people hurt people'. But not Joseph: even if it put him in prison Joseph chose a clean conscience over corruption.

I want you to imagine Joseph languishing in prison. Who knows what sort of desperate prayers he prayed there? Who knows how he wrestled with God in the loneliness of feeling utterly rejected and abandoned? Who knows how many times he had to forgive and keep

forgiving all the people who hurt him? I bet he clung desperately to the sorts of promises we just read in Psalm 91. Still Joseph was faithful – so faithful in fact that the prison guard puts him in charge of the other prisoners. It turns out that if you're faithful as a servant, you'll also be faithful as a prisoner.

Remember those dreams that Joseph had? Apparently, he could interpret other people's dreams as well. And it came to the attention of the Pharaoh himself that there was a prisoner in his palace prison that might be able to interpret the dreams that had been troubling him. So Joseph was sent for, and Joseph did indeed interpret the Pharaoh's dreams. Years of plenty were to be followed by years of famine. Joseph was a dreamer, but all those years of adversity, service and faithfulness had taught him how to be practical as well. So he proposed as a solution: hold back a fifth of the grain in the years of plenty, store it up for the years of drought, and you'll save a lot of lives. 'Great idea', says Pharaoh. And the Scriptures say that the sovereign ruler of all of Egypt looked at Joseph and saw the Spirit of God in him. But what else did he see in him that he didn't see in any of his royal advisors? Wisdom! Wisdom that can only be taught by life itself... wisdom that comes from adversity, honesty, faithfulness, humility, and a very costly sort of integrity.

So finally, Joseph is ready for his culminating degree from life, his Doctorate. He is put in charge of everything except Pharaoh himself. Just as predicted, along came the drought – not just in Egypt, but in the land of Canaan as well, the promised land of his great grandfather Abraham; but more to the point, the land of the brothers that sold him into slavery. It would be just a matter of time before the brothers came to Egypt desperate for some grain. Money they had, bags full of silver and gold. But how many of you know that you can't eat money? Again, to make a very long story short, Joseph, now some time in his mid- to late-30's, finally saw the fulfillment of his 17-year-old dream. His brothers have come to him totally unaware of who he is. And those eleven sheaves of grain he saw in his childhood dream now bow down to him, begging him for his help. The one sold into slavery has become their master.

So here's the culminating lesson of the Doctorate of Joseph's life. Here's what will decide whether you pass or fail the Doctoral thesis of wisdom. When you're put in a position of power, of leadership over many, even over the very people who have betrayed, slandered and falsely accused you – how will you rule? Will you use your position to take revenge on all your enemies, to rule over everyone else with

pettiness, ruthlessness and arrogance? Or will you be a leader who embodies justice, love and compassion? How many of you know that good and faithful rulers don't just appear out of nowhere? It turns out that they had to first learn how to be good and faithful servants. A faithful servant became a faithful prisoner who became a faithful ruler. That's how it works. Faithfulness begets more faithfulness. Or as Jesus says, 'he who is faithful with little will be faithful with much'.

So there it is class of 2015: your Bachelors, Masters and Doctorate in wisdom. You don't have to pay any tuition, but it sure is costly. You can stop and get off at any step of the process. If you decide it's just too difficult, you can always choose folly. There's no shortage of people who choose that. You'll become one of the brothers, or one of the slave traders, or one of the desperate housewives of Cairo. That's totally your choice. But I would give you this, my last piece of advice to you. Choose wisdom. Don't short-circuit the character that God wants to develop in you.

There can be no greatness without adversity. But it depends on what you do with it. And by the way, just because it turned out all right for everyone in the end, it doesn't mean 'it's all good'. I've always hated that phrase, 'it's all good' – because it's not all good, and it wasn't all good. Joseph, after he has revealed himself to his brothers in the end, says in Genesis 50 verse 20: 'you intended to harm me (because they did), but God intended it for good, and for the saving of many lives'. When the little story of your life starts to get difficult and painful, consider the possibility that there might be a much bigger story that God is weaving yours into. It's a Christ-shaped wisdom that says 'Father, forgive them for they know not what they do', forgiving the very people who crucified him, offering life to those who don't deserve it.

I sincerely hope that your adversity is nowhere near as extreme as Joseph's, but I promise you this, adversity will come. Right, parents? It has been an honour walking the road with you these last two years, and I hope to meet up with you again further on up the road. The question is: will I be meeting someone who is fit to rule, a faithful leader who, despite adversity, hardship and human failings has consistently chosen that painful path of wisdom? I hope and trust that I will. 'Now these three remain,' we read in our Bible reading from 1 Corinthians 13: 'faith, hope and love. And the greatest of these is love'. The highest wisdom that you could ever aspire to is the wisdom that Joseph walked in – love. So let that be the final word you hear from me as well – love.

Commencement Address

Jonathan Long, Principal



Three words. That's all – just three words. Three words which will be reliable guides throughout your life. Three words to pay attention to whenever you lose your way, whenever you need direction, comfort or courage:

Beneath

Jesus told a story about two builders. One built his house on foundations of sand. The other built his house on foundations of rock. The house built on sand did not hold up in a storm – it fell to the ground and collapsed. The foundations were not strong enough. The house built on rock stood firm. A simple enough story but one with a profound meaning.

Pay attention to what is beneath you. What is beneath you is all about your foundations. It is about the things you choose to build your life upon. If your foundations are strong and secure you will have the strength and resilience to stand up to whatever life brings to you. If your decisions and plans are ever based on hatred, greed, anger or selfishness, you are building on foundations of sand. These foundations are weak and dangerous – they will not support you when the storms of life come your way.

But if your decisions and plans are based on what is true, honourable, right and pure and lovely and kind, you build on rock. You will be strong in the face of pressure. You will be

resilient in times of challenge. What are you building on?

Beside

Imagine if I gave each of you a balloon and I asked you to write your name on it using a marker pen. Then all the balloons are collected and put in another room. Then I ask you, on the count of three, to find the balloon which has your name written on it within five minutes. Imagine the chaos! Everyone madly searching for their name, pushing others and bumping into people! At the end of five minutes hardly anyone would find their own balloon – and there would be many burst balloons lying on the floor.

Now imagine each of you is asked to randomly collect any balloon and simply give it to the person whose name was written on it. Within minutes everyone will have their own balloon.

This is what happens in our lives. We frantically search for our own happiness. That's all we focus on. We don't realise that our happiness lies in the happiness of other people. Give them their happiness and you will get your own. Give others their balloons first. Your balloon is out there, somewhere – but don't look for it. Pay attention, instead, to those who are beside you – the people around you. Find their balloons and yours will find its way to you too.

The great humanitarian, Albert Schweitzer, put it well when he said, 'I don't know what your destiny will be, but one thing I know: the only ones among you who will be really happy are those who will have sought and found how to serve.'

Beyond

Professor Martin Seligman has worked on the theme of human fulfilment all his life. His ground-breaking work at the University of Pennsylvania has revealed some astonishing facts about what makes people tick! Time and again, his research has uncovered the same remarkable truth – that the most fulfilled people are those who belong to and focus on something bigger than themselves.

The truth is this – the more our goals and motivations are about something greater than us, the more balance and satisfaction we find in life.

If I try to balance a broomstick on my finger I have to look in the right place. If I focus my attention on my finger, the broomstick will always fall to the ground. But if I focus up at the top of the broom, I will find perfect balance.

The philosopher and novelist, Iris Murdoch, once wrote, 'Our ability to do the right thing depends partly, if not wholly, on the quality of our habitual objects of attention.' In other words, what we focus on in life will determine our ability to judge between right and wrong, to find beauty, truth and goodness.

Many of you, by finding a faith to live by, have found that focus here. Others of you have yet to discover that life's broomsticks will only balance when our focus is on things above!

I could have added a fourth word to this list of three. If I had, it would be BEHIND – and that would be a word which speaks of letting go. It would be a place not to focus on – a place not to pay undue attention to. Whatever regrets you now have about your past, its failings and its disappointments – let them go today. There is no future in the rear-view mirror.

Go with these words in your head and in your hearts. Three words which tell us what to pay attention to: Beneath, beside, beyond – and do not be held back by what is behind.

Valedictorian

Eriko Shrestha

Mr. Mathews, Dr. Long, Parents, Teachers, Friends, and most importantly, my dearest Ad Astra:

One of the things I learnt at Woodstock was to stop caring about my grades and instead learn to satisfy my curiosity. Yet, here I am today, standing with the privilege to address you because I cared about my grades. During senior year, I felt comfortable enough to be myself and stop thinking about impressing people. Yet, I spent weeks thinking about what I should write for this speech. I don't want to give the hallmark valedictorian speech 'looking around the room at the prospects of our future careers as pioneers, doctors, and lawyers'. I don't want to think about the future lives we are going to live apart. Yet, I've been requested to talk about the future.

How can I be expected to provide an insight into the future when the world around us dances in chaos and in light? A month ago, a devastating earthquake left my nation, Nepal, in despair. Before that, a plane filled with students our age crashed into the Alps. In spite of this, elections proceeded around the world, reminding us that all life does is move forward. How are we supposed to surge forward when we tread a thin line between what we can predict and the suspense of the future? As we watched from the sidelines, tucked safely between the mighty mountains, I was struck by our impermanence. The only continuity is change. It's reassuring because as Woodstock students, we have been faced with years of transition. From being sent to CC and Edgehill, to changes in the system—from high school to senior school, to the current upper years program—we've been a part of major change.

The father of the European Union, Jean Monnet, supposedly said, 'If I could start again, I would start with culture.' He meant to say the EU would stand united if the nations shared a common culture. If there is one thing we could take away from this place as we flip through our memories or look ahead to the hazy future, I think it can be summarized in one word: culture. Monnet's words are relevant for two reasons. One, because at Woodstock, we come together from different cultures to be part of one unifying 'Woodstock culture', and two, because this culture connects us as we set out to find our separate



destinies in the world. As citizens of multiple nations, we bring our cultures to be resourceful and hope together. We helped raise money for Nepal, even though some of us held no ties to the country—never visited the place and most likely never will—but because we are familiar with Nepal through a shared culture. We held a fundraiser by selling what we could cook: Thai bai krapow, Korean caramel candies, French crepes, Nepali pickle, and our favorite, Spanish tortillas. We have grown and flourished through what we shared in this room between friends, family, and educators. Like it or not, the people present in this room have shaped us. As a community that shares a common culture, we have pushed others to question their beliefs and more importantly, wrestle with our own.

As we pop our Woodstock bubbles today and head out to be parts of new bubbles scattered around the globe, I've come to understand the value of the curiosity that our small and diverse community fuels within us. Our culture is a culture of resilience. We question each other, filter our similarities and differences, and adjust to a life away from our parents full of surprises and disappointments. The culture we adopt depends on familiarity, where everybody knows everybody else. If you take the time to talk to the people who spark your curiosity, it's easy to learn more about them. You begin to discover the stories of the homes we leave behind in joining the Woodstock bubble. Our interactions and familiarity make it easier for us to understand and empathize

with each other. We teach each other how to be resilient and the generosity I experienced in the aftermath of the Nepal earthquake made me realize that.

That is what I want to encourage today—to be curious. It is curiosity that helps us change and evolve mentally, be fit for life's merciless changes. It is curiosity that leads to understanding, and understanding makes forgiveness so natural and necessary. We need forgiveness for the changes that will shadow our lives, for the unfavorable decisions and uncontrollable events that will continuously shape us. The reason I refuse to deliver the hallmark valedictorian speech is because of the unforeseeable circumstances that will color our future, often with colors we do not pick. In the competitive world we are going to enter and in which we will feel vulnerable, supply exceeds demand. The success of our expectations is beyond our control.

What we can control is how we carry ourselves. Senior year, I encountered the generosity within all our hearts as we put aside the labels and expectations; removed all the makeup that coats this place. The labels of grades, job titles, even college destinations, don't measure any aspect of us as human beings. There are times worth remembering and individual lessons that have contributed to our resilient characters. I remember one night before the English AP exam, talking to friends about how we've changed this year with our writing and learnt to be more honest about the work we present. It's no longer about meeting expectations for grades but about doing something, anything, even an English assignment, that expresses ourselves as people who have grown over years. We learnt this authenticity here. That's something unique about a Woodstock education. You can learn content anywhere, but the size of our school makes for personal connections. It is the quality of the relationships we develop with friends and teachers that makes learning personal; we learn as intellectuals but also mature as people. As we look to the future, I am truly terrified by what will follow this day. However, we've created relationships thicker than blood here. The fact that we could do it even with our diversity of opinions reassures me that we could do it again.

Graduation marks a quarter of our lives—

lived and gone. I'm not satisfied with my Woodstock education. There are far too many things I did not have the chance to explore about the people in this community and the world around me. I could not entirely satisfy my curiosity here, but that's okay. We have our next three quarters of life for that. As we've learnt from these past few days, time really does fly; it's not just an overused expression. The past few days have made many of us an emotional wreck. Time did not stop, and we coped by marking our limited time together. But why did we have to wait for the last few days to make memories? Why couldn't we be fascinated by everything around us even while we drifted through our time here?

I remember the first time I learnt how to read a clock in first grade. My teacher said the clocks were measuring the movement of the clouds above. For days after I learnt how to read time, I would sit in the garden after school, watching the clouds pass until it was dark, fascinated by how I could watch time literally pass before my eyes. I remember feeling dizzy because I stared for so long. I feel a little like that today. We have literally lived in the clouds, watching them seep through the windows of our classrooms. We have walked through clouds and walked through time.

This is supposed to be a ceremony commencing life but let us also celebrate our lives so far. The personal growth we have experienced here has prepared us for this journey. The culture here left space for us to find a bit of ourselves. None of us can tell the future, but I have thought about how I want to approach it, and have made three commands to my future self. I want to end with these three commands. So future self, or selves, listen up:

First, mark time with intention;

Second, this requires you to be authentic, so stop hiding;

And third, and finally, allow yourself to wonder, to be fascinated by your journey through the clouds and beyond.

Salutatorian

Nishant Agarwal



Honorable Friends and Family, it is my distinguished honour to speak to you today.

It seems just like yesterday when I came to this school. Memories of six years are fresh in my mind and I cannot believe that I no longer have to run up a hill or convince myself that the food is not so bad.

The six years of my Woodstock life have seen their fair share of lows and highs, but they have also taught me something very fundamental about life.

Firstly, I have learnt that it is fear and emotions, not facts and reasons, which prevent us from doing many great things.

As my classmates know, I spent my entire high school career studying alone. I would wake up at 6 am and come back to dorms by 8:30 or 9 pm. Rarely, if ever, did I have any interaction with my classmates and my life was confined to books and books. Slowly I became scared of starting a conversation and relied solely on the other person's initiative. I thought this was a cyclical change and would wane with time. I hoped that I would become more sociable as time passed. However, I was trapped and this fear only grew worse. Whereas earlier I talked to almost everyone, I no longer conversed with anyone. I had become the typical mad scientist.

This last month, however, I tried to break free of this fear and started to talk to friends I had not talked to in years. Slowly, I realized that it was not that they disliked me or hated me, but rather simply that they were fearful of entering the imaginary boundary line I had carved up for myself. Having come out of the fear, I could now start a conversation as well as talk about things I had come to consider taboo. In fact, it was not a matter of great perseverance, but rather simply of staying up a little late or sitting in a group. I realized that fear was in fact not a great mountain, but just a thin film I had to break, and as soon as that film was broken, the surmountable fear ceased to exist.

Secondly, I have learnt that there is going to be a tension between being idealistic and going with the flow, but in the end one should strive to be the idealistic man.

With constant criticism for following the right path, telling the truth, not swearing and being chivalrous, one often feels the need to deviate from this empty path and follow the crowd. I have often felt that maybe being truthful or doing what is right rather than what the crowd thinks is right is the hard path, and have often faced harsh criticism for it. In fact, I was torn between choosing to talk about the populist things, as in follow your dreams, etc. etc., or revealing what I believe is the truth. Often, the popular way is the easiest path, with the least resistance and the most support and the idealistic path is filled with thorns. However, if we were to follow the easy path we will become 'that person' who someone looks back at ten years down the road as just another follower of the crowd. Then would we not be another person whom someone ten years down the lane look at and join the crowd? Yes, it's a chain and it can only be broken by a brave few who dare to stand up against what is wrong. Just imagine, if, for once, instead of swearing to describe an emotion, you were to use an actual adjective, would it not inspire others to do the same? Therefore, though you may feel that you should go with the flow, take a moment to think about the repercussions. It is hard, I know, but try.

Thirdly and lastly, the many conversations, arguments and debates I have had have taught me the value of an open and accepting mind.

I have always abhorred communist ideology and though I am not the richest man, I have never appreciated the idea of a forced wealth distribution. My dislike used to run so deep that any reference to communism would guarantee my walking out of a room. However, an honest discussion with a friend convinced me that it is not Marx who is evil, but how his ideas have been used throughout history. It was not the idea, but the implementation that wracked my nerves. After that conversation, I studied communism in depth, and though I still am not a fan of it, I understand the reasoning and the many instances when this might be the right approach. I was able to do all this because for once I stopped ignoring an idea simply because it seemed senseless and really actually tried to understand it.

I now challenge you to change the world with an open mind, a fearless attitude and a will to do what is right.

Thank you.

Graduating Class of 2015



First Row: Setse Bush, Shreya Gautam, Shivangi Kulshreshtha, Eriko Shrestha, Bamaejuri Sohkhet, Yong Jung Na, Sofiya Yakovleva, Samiha Thapa, Stuti Garg, Michelle Bajwa, Upasana Shrestha, Raheel Dhingra, Margaret Groff (Advisor).

Second Row: Ajay Mark (Advisor), Rhea Malani, Patthamawadee Tongsuk, Disapron Trakanthaloengsak, Hyun Young Baek, Aelin Kim, Manvi Seth, Miriam Dunn, Raya Kaplan, Anupama Mitra, Amaani Mehra, Tseki Lhamo, Istuti Singh, Juhi Lilwani, Akansha Paul, Melanie Reichwald (Advisor), Chris Rhatigan (Advisor), Preeti Rajendran (Advisor).

Third Row: Tahhira Somal, Jenah Black, Frances Kelleher, Khyati Singh, Yeon Sol Lee, Sadrish Pradhan, Ishika Guha, Aashna Gupta, Nafia Din, Kheysun Rinchen, Lalrinhlui Songsiama, Minhee Kim, Parishma Shrestha, Chloe Owen, Anvi Rajpal, Mary Ellen Pesavento (Advisor), Alope Maiti (Advisor).

Fourth Row: I-Hsin Yang, Daniel Lee, Armaan Mehra, Karl Ferro, Dhananjay Prahladka, Aman John, Sumair Sapam, Salman Karmali, Saksham Jattia, Priam Vyas, Apurv Kaushik, Johann Arthur, Pukar Mahat, Brett Gore (Advisor), Judy Crider (Advisor).

Fifth Row: Jonathan Seefeldt (Advisor), Inwook Jung, Donghyun Lim, Apurva Adit, Tenzin Lungrig, Kabeer Narikunni, Tenzin Taklha, Tenzin Jigmey, Vitchaphong Laohabutr, Ju Heon Suh, Jungshi Jamir, Rahul Patel, Sang Hyun Park, Raghav Gupta, Zachary Conrad (Advisor).

Sixth Row: Nishant Aggarwal, Sidhant Seth, Joshua Missal, Angad Makkar, Kyung-Ho Jung, Wali Zahine, Yuthok Rinzin, Gurnihal Singh, Harry van Doorn (Advisor), Saharsha Singh, Pranit Garg, Sahurya Dhingra, Hritik Nautiyal, Rattapong Owassitth.



Alumni parents, Vinay Mehra '80, Bandana Shrestha '87, Brian Dunn '89 and Soe Soe (Thwin) Bush '84 with their graduating children, Armaan Mehra '15, Eriko Shrestha '15, Miriam Dunn '15 and Setse Bush '15

2015 Awards

Each year outstanding achievements by Woodstock students are recognised through the presentation of awards, many of which have been established to honour the lives of former teachers or students. Below are the recipients of the major awards in both Upper and Middle Years for the 2014-2015 academic year.

SENIOR AWARDS

Valedictorian Eriko Shrestha (4.234)
Salutatorian Nishant Aggarwal (4.226)

Best All-Round Student Award

Eriko Shrestha, Manvi Rajan Seth, I-Hsin Yang & Inwook Jung

Student Government Award

Eriko Shrestha & Sang Hyun Park

OTHER SENIOR AWARDS

Pratap Chatterjee Memorial Science Award Shaurya Dhingra

Music Awards

- **Poad Music Shield** Aelin Kim
- **Mubarak Masih Indian Music Shield** Manvi Seth

E. E. Miller International Award

Eriko Shrestha

OTHER MAJOR AWARDS

Centennial Shield Class of 2018 (Grade 9)

Mathematics Award Shaurya Dhingra

Jimmy Cassinath Memorial Awards

- **Drama** Manvi Rajan Seth
- **Writing** Grace Cahill
- **Art** Raya Kaplan

Hiking Awards

- **W. Lowrie Campbell Memorial Hiking Cup** Corydon Diamond
- **Karen Krenz Cup** Jenah Black

Champion House Award Not any this year as there was just one Inter House event (cross country) that took place.

OTHER AWARDS

Community Service Awards Apurv Kaushik, Elizabeth Khosravi, Ambar Sarup, Saral Tayal

Citizenship Awards

Alter Ridge

- **Grade 7** Anjoli Lahiri
- **Grade 8** Khushi Agrawa

Midlands

- **Grade 9** Prasiddhi Shrestha
- **Grade 10** Angel Yoanna
- **Grade 11** Nangsay Seldon

Edgehill

- **Grade 12** Manvi Seth

Ridgewood

- **Grade 7** Palden Dorji Gonsar
- **Grade 8** Detsen Rinchen

Hostel

- **Grade 9** Nikunj Dalmia
- **Grade 10** Vashisht Agrawal
- **Grade 11** Mashrur Arvid Haque

Community Center

- **Grade 12** Tenzing Takhla

Writing Awards

- Shanti Mathias
- Pranit Garg
- Marina Popova

Journalism Awards

- **Writing** Setse Bush, Hyunyoung Baek
- **Production** Shaurya Dhingra, Rattapong Owasiith

Drama Awards

- **Outstanding acting** Dhananjay Prahladka, Sofia Yakovleva & Aditi Saigal
- **Stagecraft** Parishma Shrestha

Audio-Visual Crew Awards

- Aman John

Certificates for Outstanding Achievement In a Discipline

Mathematics

- Nishant Aggarwal

Science

- **Biology** Eriko Shrestha
- **Chemistry** Shivangi Kulshrestha

- **Environmental Science** Cory Diamond
- **Physics** Rahul Patel

Social Studies

- **Economics** Nishant Aggarwal
- **History** Hyun Young Baek
- **Psychology** Raya Kaplan

Modern Languages

- **Hindi** YeonSol Lee
- **French** Aya Wakita
- **Spanish** Parishma Shrestha
- **English** Manvi Seth

Visual Arts

- Miriam Dunn

Music

- **Orchestra** Junshi Jamir
- **Band** I-Hsin Yang
- **Choral** Patthamawadee Tongasuk
- **Indian Music** Emmett Salzer
- **General Music** Oscar Hanifl

Scholastic Achievement with Silver Pin (3+ Awards)

- **Grade 12** Aelin Kim, Amaani Mehra, Angad Singh Makkar, Apurva Adit, Armaan Mehra, Eriko Shrestha, Hyun Young Baek, I-Hsin Yang, Inwook Jung, Kheysun Rinchen, Kyung-Ho Jung, Manvi Rajan Seth, Nishant Aggarwal, Pranit Garg, Rattapong Owasiith, Raya Kaplan, Sadrish Pradhan, Sang Hyun Park, Setse Aung Bush, Shaurya Dhingra, Shivangi Kulshreshtha, Tseki Lhama, Yeon Sol Lee
- **Grade 11** Amrita Yeshe, Ankit Ranjan, Chaitanya Prashant, Devika Nautiyal, Duong Tri Dung, Eera Sarda, Haesoo Park, Hannah Kim Yi, Jiyeon Chun, Linh Thao Bui, Loc Xuan Ngo, Marina Popova, Mayuri Kakkar, Namita Jain, Nangsay Seldon, Rachel Mulavelil, Sara Krishnan, Satyam Kedia, Shikhar Dhingra, Yejin Son
- **Grade 10** Aashna Jain, Ambar Sarup, Anh Bui, Aseem Aggarwal, Dechen Chuki Khangkyil, Hyeji Jun, Isabella Shaw, Jinhye Park, Kartik Adityan, Khanh An Tran, Meghna Das, Rishabh Poddar, Saral Tayal, Shanti Mathias, Sharhirah Mathias, Su Lin Kim, Taegyeong Lee, Yeshe Seldon Tshering

- **Grade 9** Abigail Gokavi, Avanya Joab, Healeam Jung, Hyechan Jun, Jay Yunas, Joon Kang, Kabish Shrestha, Kavya Kataria, Mehar Bhatia, Nikunj Dalmia, Phunsok Norboo, Sooyeon Park, Sophie Mero, Tenzin Yigha, Tshokey Gyaltshe, Udit Garg, Vatsala Chaudhry

Scholastic Achievement A students GPA on the first semester grades of the current academic year and the second semester grades of the previous academic year for Grade 10, 11 & 12 (except for new students & Grade 9)

For Grade 7 & 8 is based on A Honor Roll on the first semester grades of the current academic year (except for new students)

- **Grade 12** Avni Rajpal, Daniel Lee, Dhananjay Prahladka, Donghyun Lim, Hritik Nautiyal, Istuti Singh, Jenah Black, Ju Heon Suh, Juhi Lilwani, Kabeer Arjun, Minhee Kim, Parishma Shrestha, Rahul Patel, Samiha Thapa, Shreya Gautam, Sidhant Seth, Sofiya Yakovleva, Stuti Garg, Upasana Shrestha
- **Grade 11** Aditi Saigal, Bao Tran, Corydon Diamond, Donald Blank, Elesh Kasana, Elizabeth Khosravi, Emmett Salzer, Farid Rajkotia Zaheer, Hannes Ehlert, Isaac

Dobson, Jahnvi Garg, Rhys Fernandes, Rishi Thomas, Shefali Rangi, Shubha Tripathi, Taekmin Nam, Yu Jin Eo

- **Grade 10** Aadeng Apang, Angel Yoanna, Apoorva Thapa, Bobby Sharma, Cha Hat, Dhruv Mukhija, Erica Harp, Kartik Rajpal, Namhoon Cho, Sara Bhatia, Satvik Sindhu, Umang Bansal, Vanalika Nagarwalla, Vashisht Agrawal, Viraj Rijal, Yerim Lee

- **Grade 9** Egor Suvorov, Noah Douglas, Ameya Singh, Anubhav Khanna, Arjan Purewal, Charis Crider, Eva Khanpara, Hamin Yoon, Humaid Juned, Ishaan Pilant, Kavi Ahuja, Kiara Kanwar, Meghan Kulkarni, Noel Archer, Parth Parikh, Passawit Puangseree, Prasiddhi Shrestha, Shivansh Singhal, Tanya Aggarwal, Tanya Sandhu, Tara Bajpai, Varun Khanna, Yong Chung
- **Grade 8** Khushi Agrawal, Abdul Ansari, Jaydeep Bajwa, Tarini Boparai, Hyenjin Cho, Kritin Garg, Alisa Husain, Ye Hyang Jang, Hyunyoung Kim, Khenrab Delek Tenzing Norgay, Cassidy Percevez, Malsawmsangi Ralte, Karsten Shaw, Ran Singkarin, Shawn Smith, Yehun Son, Shubham Tibrewala, Aarushi Vardhan, Nikolai Von Moltke, Jonathan Vu
- **Grade 7** Shivaansh Garg, Siddharth

Bhandari, Sunggon Cho, Yongbean Chung, Micah Crider, Tej Dhungana, Theresa Dunn, Amul Kakkar, Juyoung Kim, Giju Kim, Phasin Laplamool, Radha Laplamool, Huijeong Lee, Jia Loomba, Rohan Mathias, Saira Mehra, Abhik Mehra, Kayan Mehta, Rak Ogan, Vikentiy Pashuk, Rishabh Poddar, Navya Sethi, Dhrubhagat Singh, Visakuo Tsurho, Joanna Victor, Rigpea Wangchuk

New National Honor Society Members

Charis Crider (2018), Joon Kang (2018), Tenzin Yigha (2018), Vanalika Nagarwalla (2017), Aadeng Apang (2017), Bobby Sharma (2017), Shinyoung Kim (2017), Apoorva Thapa (2017)*, Kartik Rajpal (2017)*, Yerim Lee (2017), Namhoon Cho (2017), Vashisht Aggarwal (2017), Shikhar Dhingra (2016), Elizabeth Khosravi (2016)*, Jahnvi Garg (2016), Aditi Saigal (2016), Donald Blank (2016), Isaac Dobson (2016), Ankit Ranjan (2016), Haesoo Park (2016), Jin Hyun Lim (2016), Wangchuk Sadutshang (2016), Emmet Salzer (2016)*, Sidhant Seth (2015)*

*These students are honorary inductees not counting toward our chapter numbers for next year on account of their leaving Woodstock.

Authors, Producers & Creators

Do you have a book, film or other creative project you would like to share with Alumni?

Email us at alumni@woodstock.ac.in to see if it qualifies to be highlighted in *The Quadrangle*.

GUIDELINES

The content should be related to Woodstock, India or Mussoorie.
The content should be appropriate for the audience of *The Quadrangle*.
All submissions will be subject to the availability of space and will be included at the discretion of the Alumni Relations Office.

Who will be the next Distinguished Alumni?

To nominate an alumni for the award, please visit
<http://www.woodstockschool.in/alumniportal/>



Jeet Singh '81 • Dr Shobha Arole '78 • Chris Anderson '74 • Rahul Amin '71 • Mark Kenoyer '70 • Tom Alter '68
Philip DeVol '66 • Gabriel Campbell '65 • Robert E. Scott '62 • Jagdish Sagar '60 • Marty Alter Chen '60
Dorothy Irene Riddle '60 • Richard Brown '58 • Frank Mayadas '57 • George H Carley '56
Margaret Loehlin Schafer '56 • Bob Fleming Jr. '54 • James Taylor '52 • Dr. Robert B. Griffiths '52 • TZ Chu '52
Ashoke Chatterjee '51 • Bhavenesh Kumari Patiala '50 • Dr. Frederick S. Downs '49 • Smt. Nayantara Sahgal '43
Dr. Robert C. Alter '43 • Gerry Williams '42 • Brig. Hukam Singh Yadav '38 • Dr. Carl E. Taylor '32

Lyre Tree Society

of Friends of Woodstock School

TZ Chu '52 wrote the following:

“Like the death of all whom we love, we will celebrate the Lyre Tree’s long life – its symbolism for Woodstock to everyone who has had the privilege of attending Woodstock, or taught at Woodstock, or served at Woodstock, or supported Woodstock in many different ways. The Lyre Tree stood placidly and gracefully, gently and muscularly - through snow and heat, war and peace, good and trying times at Woodstock and Landour/Mussoorie; it taught us to persevere and strive for what we can envision for the community and the individuals. May it rest in peace!”

I take this occasion to urge every alumni to remember the Lyre Tree by joining the Lyre Tree Society. As a member, you will be asked to remember Woodstock in your will and bequest, whether it is for 100 rupees or 100 thousand dollars. It is not the amount that matters, it is the expression of appreciation for whatever experience you have gained from Woodstock that affected your life, and to ensure Woodstock’s future. The Lyre Tree has steadfastly stood by Woodstock for over a century; now it is up to us to continue its work.”

If you are ready to join or just want additional information, please call David Wheeler at our FWS office (425) 353-8422 or email: mail@fwsfoundation.org.



Leave a Legacy for Woodstock

