



Our soccer tryouts took place earlier in the semester. While walking up to the gym everyone was nervous. There were 26 hearts beating. When the match started, I was thinking I would not get in because I scored an own goal. When the match ended I started crying.

The next day, when Mr Hubbard announced who would be on the team, my name was called out! I was shaking in my chair because I was thrilled. When the practice day came everyone was trying their hardest to show Mr Hubbard how well they could play.

On the morning of our first match our team was very nervous. The match started and the Pestleweed School boys were playing better than us because they could dribble through our team. When the match ended they won 7-0. We felt they had cheated because they had put four 9th Graders in their sub-junior team!

We were all sad because we had lost and Mr Hubbard tried to make us feel better by telling us we had only had one practice while the Pestleweed team had started training two months before us! The next match we had was against the Asian School. We heard their coach say: "We want four goals no matter what happens." The Asian School coach didn't call any fouls when his team had the ball. After the game we were all miserable and wet because they scored four goals against us. We lost but we did not lose our hope.

- Sachin R, Grade 5

Cross country The interschool competition in September was "a fantastic and amazing day for Woodstock" and the "best overall performance by a Woodstock cross-country team in my five years here", according to head of PE Steve Luukkonen.

The senior girls team finished overall third, the inter girls team tied in second place and had the first girl home, while the inter boys team also took second place.

It was a highly competitive field with around ten or 11 teams in each division. The annual interhouse cross country meet will take place next semester.

Meanwhile Steve Luukkonen took first place in the second Mussoorie Half Marathon on November 10, in an impressive time of 1hr 39 minutes. Now a fixture in the Woodstock sporting calendar, you can check out the results here: www.mussoorierunners.com

Basketball The senior boys team usually hog the headlines during basketball season, so it was a nice change for the Woodstock senior girls team to have their turn in the limelight.

The girls won the Wynberg Allen Girls Basketball Tournament, beating the hosts 32 - 29 in an extremely closely contested final (see photo on left).

Volleyball is on offer again at Woodstock after a long hiatus, under the expert guidance of teachers Brian and Tina Hazlett, who played at high school and college. Two teams - senior boys and senior girls - played a number of matches last semester, and both were victorious against the staff team!

Tina said both teams had made big improvements during the semester: "It's been great to see how the teams now understand the game and are having fun. We're really proud of them, all the time and effort they've put in, and how much they've accomplished." It's hoped volleyball will continue to be a core sport on the Woodstock curriculum for many years to come.

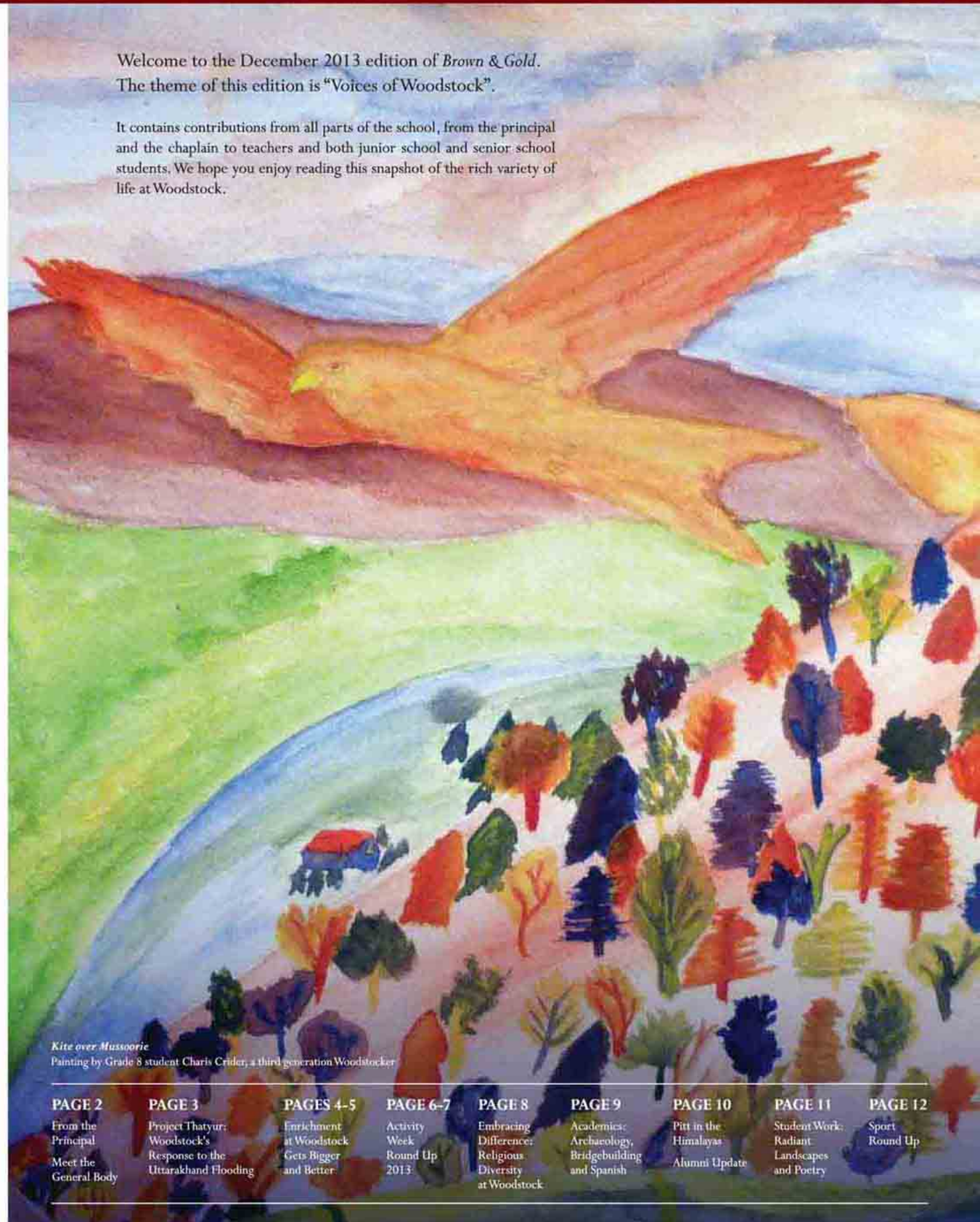
Soccer continues to be a very popular sport at Woodstock, with junior, inter and senior teams for both boys and girls regularly playing matches against other schools. In August the senior boys team got to the final stages of the Jackie tournament at St George's College, their best run in the competition for many years. They were unlucky to lose on penalties in the semi-finals of the seven-a-side Maa Anandmayee Memorial School tournament in Dehradun. Despite this, they were still awarded the best team trophy. The indoor five-a-side Goalathon soccer tournament was a big success again this year, with more than one lakh raised for the Thatyur Relief Project.



Junior Soccer

Welcome to the December 2013 edition of *Brown & Gold*. The theme of this edition is "Voices of Woodstock".

It contains contributions from all parts of the school, from the principal and the chaplain to teachers and both junior school and senior school students. We hope you enjoy reading this snapshot of the rich variety of life at Woodstock.



Kite over Mussoorie
Painting by Grade 8 student Charis Crider, a third generation Woodstocker

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From the Principal



A room with a view: Dr Long in his office.

YERIM I.

A multitude of voices can create an irritating cacophony of sound – as anyone who has sat for long enough in a busy railway station or restaurant will know! But voices can also produce uplifting and inspiring sounds – like good choirs which combine a diversity of voices into something truly sublime.

Diverse in their achievements and backgrounds, Woodstock students hail from many corners of the globe as well as from rich varieties of creed, colour, culture and tradition. In this compelling international community Woodstock's many voices also produce some remarkable harmonies. These are the qualities of the type of global loyalty much needed in the world today – conviction without intolerance; confidence without arrogance; success without pride. I am convinced these qualities can only be grown in a diverse community where friendships develop across the barriers of difference which characterise many of the world's tensions and animosities.

This global perspective which our students develop is a quality which will serve them well throughout their lives – a reliable song they will carry with them into the noise and confusion of opportunity and challenge alike. Our score is an exciting and innovative educational approach designed to draw out the potential in each individual. The three elements of this approach are now well established – a high calibre academic programme, a residential experience supporting the development of specific life-skills and values, and an enrichment component

Finding Our Voice

deliberately established to expand every student's horizons. But a Woodstock education is intended to go beyond even these noble goals. It is also intended to enable young people to find their own "voice" – to be themselves; to feel comfortable in their own skin and always to remember there is far more within them than they think!

Finding their voice amidst Woodstock's many voices is an extraordinary thing – for it is to rise above the divisions of creed, colour, culture and background to find a voice which has enormous relevance in the world. Whether in the arts or the sciences, in business, politics or humanitarian service, the Woodstock voice represents the essence of an education which is uniquely relevant and profoundly enabling. I hope you'll enjoy the rousing and inspiring chorus of Woodstock voices captured in this edition of *Brown & Gold!*

- Dr Jonathan Long, Principal



Meet the Woodstock School General Body (above), which met at the school in September 2013 for their annual meeting. This group represents all Woodstock's supporters and stakeholders, and contains people with a wide range of skills and expertise, as you can see from the short biographies below.

Kneeling: Peter Downs '62, International development expert, based in Thailand; Sumit Basu '88, Legal Counsellor for GENPACT, Global Business Impact based in Gurgaon, India; Na Na Jeon '04, Editor and Translator of ChoDae Publisher, based in Jinju, South Korea; Pamela Tshering '89, Restaurateur and General Manager of Norbu Bhutan Travel Agency based in Thimpu, Bhutan; Arpit Lall '13, Student President, Woodstock School; Victor Emmanuel (Parent Representative), Manager of Hospital Planning Development and Monitoring, EHA, based in New Delhi, India. Back Top Row: Akshay Birla '05, Associate Director for the Advisory Board Company based in Washington DC, FWS Board Member; Rajan Mathews, Director General, Cellular Operations Association of India, based in New Delhi, India; Dr Kaaren Mathias (Parent Representative), Programme Manager of Training, Emmanuel Hospitals Association, based in Mussoorie, India; David Schoonmaker '62, FWS Board Member, CEO and President of several companies based in Colorado, USA. Middle Rows: Rev Eric Templeton (CNI representative) Minister of the Church of North India based in Mussoorie, India; Jeff Doerfler, Dean of Student Services, Woodstock School; Dr Jacob Cherian, Prof of Physics, St Stephens University, Delhi University; Amy Seefeldt '93, Dean of Academics, Woodstock School; Paula Mowry, Educator and Founder of Dakota Education Services, based in Delhi/USA; Phil Wellons '60, retired Professor of Management, Harvard University, International Legal Consultant based in Massachusetts, USA; Bhavenesh Kumari Patiala '50, Advocate, Supreme Court of India based in Delhi, India; Jane Cummings, Executive Director, Friends of Woodstock School, based in Colorado, USA; Dr Eleanor Nicholson (Board President), retired Professor

of Education based in Chicago, USA; Ranjit Dass (former staff), Principal, Nath Valley School based in Aurangabad, India; Dr Daphne DeRebello (Board Vice President), Senior Consultant in Education, Administrative Staff College of India, retired IAS officer, based in Hyderabad, India; Dr Jonathan Long, Woodstock School Principal; Hazel Ebenezer '13, Student President, Woodstock School; Brian Dunn '89, Woodstock School Chaplain; Rev Dr Paul Swarup (Church of North Indian Representative), Minister of the Redemption Cathedral based in Delhi, India; Noel Vaghela (Methodist Church Representative), Director of Methodist Engineering Office, a church-based organisation in Delhi, India; Pete Wildman (Director of Community Relations, Alternate Staff Representative, Woodstock School). Absent: Adrian Moody Principal, Kodaikanal International School, India; Dana Crider (Staff representative).

Notes: Paula Mowry, Rev Eric Templeton, and Dr Jacob Cherian completed their terms in September 2013 and were farewelled at this meeting. Dana Crider and Pete Wildman will also be stepping down after completing their terms and are being replaced by Mary Ellen Pasavento and Marcus Shaw.

One Body, Many Parts

For a couple of weeks in June the eyes of the world were focused on Uttarakhand after the devastating flooding which hit the region, after severe cloudbursts and an unseasonably heavy early monsoon. A total of 400 villages in the region were damaged by landslides and flooding, while around 5,700 people are still missing, presumed dead. The disaster also claimed a significant number of livestock and agricultural land which resulted in many villagers losing their steady income.

After initial interest, the media's attention turned to other parts of the world, and the people of Uttarakhand were largely forgotten. But Woodstock Principal Dr Jonathan Long was determined the school would not forget the plight of our near neighbours.

As school re-convened for the new semester, he appointed head of Junior school Sanjaya Mark to lead a taskforce to set up a strategy for a long term plan for relief to people affected by the flooding in local villages. The result of their discussions is Project Thatyur, which aims to provide both immediate and long term relief to some of those people who have been affected by the disaster, in villages close to Thatyur, a town just ten kilometres from Woodstock as the crow flies. The aim of the project is two-fold:

1. To meet the daily needs of people until such time as they have a steady income again. This is being done by providing families with a bag of essential items such as groceries, toiletries and cleaning materials each month. Money collected as offerings from Mussoorie churches and schools is making this possible, including ₹1.77 lakh from Woodstock.



The first distribution of the bags took place on September 13, with a group of Woodstock staff, students and other members of the Mussoorie community heading out to the villages of Khyarsi and Siyarsi, which had been allocated to us by Landour Community Hospital which is co-ordinating NGOs involved in the relief effort. A second food distribution took place in late October, while a mela at St Paul's Church in November raised around ₹50,000 for the project.

2. Aim to help the rehabilitation of villagers. This is a long term project as it involves working to rebuild shelters for both the villagers and their livestock, counselling people on appropriate sources of income, and then finding a means to make these possible. It is hoped that we will be able to help the villagers to restore their lives to a place which is better than it was before the disaster struck. Woodstock will adopt the villages of Sataghat and Bimal ki Chaloti in which to carry out the long term rehabilitation.

The project is a great opportunity for us not only to help our brothers and sisters in need but to develop as responsible citizens and achieve many of the aims of Woodstock's Desired Learning Outcomes, including "maintaining a sense of personal responsibility for our neighbours' welfare", and "acting on a strong sense of social justice and empathy with those less and more privileged than ourselves".

The needs of the villages are still great, and donations can still be made. Cheques can be made payable to the Woodstock Chapel Fund, or you can donate online at www.woodstockschool.in/access



After the Flood: Project Thatyur

I didn't know exactly what to expect as I went out on the distribution trip for Project Thatyur, but once we started giving out supplies, I realised just how amazing it feels to be in a position to help someone in need.

When we arrived we distributed the relief packages by placing the supplies on a tarpaulin on the ground, on which we put a sack of rice, packets of flour, kitchen supplies and oil. The rice was carried separately because it was the heaviest item and the rest were taken away in a sack.

The villagers lined up to collect these packages one by one from two separate stations. Each person did one task, and it ran very smoothly, like an assembly line.


One of the villagers in the queue was an old woman who was only about 5 ft and very frail looking. She took her sack of rice from me and carried it up by herself, refusing to let me carry it for her.

She carried a 25-kilo bag on her head up a steep incline without any complaint, and must have carried it up all the way to her house. And she wasn't the only one: all the villagers, young and old, took their supplies up to their homes by themselves.

This may seem like a trivial anecdote but I like to believe that we can find deeper meaning in small things like this.


The point is this: the people in these villages have lost everything they had, but they are picking up the pieces and carrying on with their lives. I think this determination is a great example to all of us. With dedication, perseverance and hard work, we can overcome all of life's challenges.

Apurv K, Grade 11

"I've been doing rock climbing, it's very good as it makes my muscles stronger and also stretches me so makes me taller. I've done it for all three cycles and I've really enjoyed it." - Aniket S, Grade 7

"Taekwondo has been great, I've really enjoyed it and it's been good to develop a new skill." - Tushen N, Grade 12




It's Wednesday afternoon at Woodstock and in the Quad a group of junior school children are playing four square, a typical scene which has been played out by generations of Woodstockers in years gone by. The bell rings at 2.40pm for an early end to classes, but this is by no means an end to the school day. This is the prompt for the start of a whole host of enrichment activities to begin, both on and off the school campus, ranging from astronomy to Arabic, Amnesty to animation.

The enrichment programme, known as PASSAGE*, has been formalised and strengthened by our Dean of Enrichment, Bethany Okie, increasing the range of activities available for students at Woodstock which were previously known as "extra-curricular". At Woodstock it was decided not to use that term, as enrichment is seen as a vital and inherent part of our educational programme, and not just something thoughtlessly tacked on to academics.

A casual walk around Woodstock on a Wednesday afternoon gives a flavour of the myriad clubs and activities on offer.

In a junior school classroom six or seven students are strumming on guitars attempting to play perennial Woodstock favourite *Zombie* by the Cranberries. In Studio 59, a group of both senior and junior school

kids stand in formation playing their violins – this is beginners' strings. In another classroom a group of students are learning calligraphy, writing Latin phrases in beautiful lettering. Next door the engineering club is building model bridges, while one floor down the jazz band are putting the finishing touches to their tunes for the upcoming trip to Vienna.

A stroll up to the senior school sees a similar frenzy of activity. Below the ramp a group of car enthusiasts are stripping down engines in the motor maintenance club, while a group of runners head out on cross country practice. Up in Parker Hall students rehearse for the drama production, *Our Town*. Backstage members of the costume club are beavering away making the outfits for the show.

Stroll down the corridor and the Quizbowl club are swatting up on general knowledge for a future interschool quiz competition, the creative writing and India clubs are meeting, while over at the gym you can choose from volleyball, ballet, Bollywood dancing, squash, rock climbing, *Insanity* fitness and taekwondo.

This is just at school level. Other activities such as college-prep cooking club, Bible studies, woodwork, tree planting and Ultimate Frisbee take place at dorm level or in staff houses.

Meanwhile off campus there is also a plethora of things going on: tutoring for employee kids, teaching English in local schools, visiting some of the slum dwellers near the hospital and dog care club.


All academic staff and many administrative staff share the gifts and passions to lead activities and clubs. Some of the options are student-led, helping our children develop their leadership skills, a core aim of our 2020 Vision strategic plan for the school.

There are more than 100 options on offer in each PASSAGE cycle. One thing seems quite clear, enrichment has got a whole lot bigger and better at Woodstock this year!

*PASSAGE stands for Passion and Perseverance, Arts and Sciences, Service, Spirituality, Athletics and Adventure, Global Understanding and Leadership, through Expeditions of Discovery.





ANDY CRIDER



"Table tennis was a great option as it gave me lots of practice for future tournaments, and I feel I've improved my skills a lot." - Jago VM, Grade 10

"The Bollywood dancing club has been great fun, we've really enjoyed it and it has helped us understand Indian culture through this new experience. The highlight was performing to the whole school in assembly." - Sumi S, Grade 10





"I'm enjoying the home cooking PASSAGE activity because you get to buy ingredients and then make the meals with the assistance of Mr Miller. There's also an element of self-learning as he lets you get on with it. You know you are always going to have a good meal every Wednesday." - I-Hsin Y, Grade 11



BEN BOWLING





Himalayan Trek

Away From it All: Hiking Through the Himalayas at Rupin Supin. On activity week I had the incredible opportunity to backpack through the Himalayas with my classmates for nine days. The sights were breathtaking, the camping was ridiculously fun, the food was delicious, and the group became increasingly tight-knit. I was excited to escape from the material world.

Imagine, no Facebook, Twitter, YouTube: sites that control and distract us from the truly important things in life. Not only did I escape from the digital world, I thrived living without it. I created friendships with people I didn't know that well before coming on the trek, and became connected with the natural and physical world. I became more in-touch with people by talking to them distraction-free beside the campfire under the impossibly bright stars and Milky Way.

While walking, the group would share the joy of seeing the next campsite, waking up with chai being handed to us from our tent, and taking in the vast beauty of the looming mountain ranges. Challenges ranging from food poisoning to hurt knees only increased the closeness of the group, and encouraged students to work together to reach their goals. This trek made me realise that not everything revolves around me. The material world creates an illusion that everything revolves around me, and we need to tell the world, "look at my wall posts and pictures, look at my grades, look at my art". The world is a huge place, and seeing the size of the mountains and valleys made me seem very small, humbling me and encouraging me to appreciate what is around me. - **Laura M, Grade 11**



Rupin Supin trek



Stunning colours on the Rupin Supin trek

ZACH CONRAD

Woodstockers went far and wide across India for the annual Activity Week expeditions, while the lucky members of the jazz band went all the way to Austria to play some gigs and attend the Vienna Jazz Festival. Read several students' experience of the week here.



A mother and child in Bihar

NAFIA D

Inspiring Week in Dharamsala

During the five-and-half days of Activity Week I had the privilege of learning about Buddhism and the situation in Tibet on the Dharamsala trip. I was continuously fed with inspiration and knowledge as we listened to the stories of a Tibetan activist, the teachings of a monk who was the translator for the Dalai Lama, the passion of Tibetan NGO leaders, and the ideas of His Holiness, the Karmapa Lama.

Practical activities such as organising a Tibetan rights campaign, advertising the Tibetan film festival, experiencing a candle-lit rally and spreading awareness gave me this knowledge I could gain only outside the classroom.

With such education also came fun. There was plenty of time to relax and enjoy the small Dharamsala community through shopping, sightseeing and eating. Though a short trip, the experience is something I will always cherish. - **Subin K, Grade 12**

Promoting Health Awareness in Bihar

Seconds ticked, kilometres faded, altitude lowered and the temperature rose. A time machine was not needed to visit the remains of "rural India", since a 22 hour train ride sufficed. Contrasting from the familiar mountains of Mussoorie, 13 students from 11th Grade journeyed to the tiny town of Raxual located in Bihar, near the India-Nepal border.

Labelled as the most backward Indian state, travelling to Bihar made some of us feel a bit nervous. However, the welcoming villages broke all our pre-conceived notions of Bihar. Working in co-ordination with the Duncan Hospital of the Emmanuel Hospital Association, we visited several villages under the Chetna, Community Based Rehabilitation (CBR) and ACT projects.

Catering to disabled children and their families and to people with HIV and Aids, all of these missions were spread out on a large scale and aimed at achieving a healthy and aware society. Despite various disabilities (such as leprosy, HIV, Downs Syndrome) most villagers led inspirational routines, with a few of them working for almost 18 hours a day! By visiting several colonies and meeting numerous people from all age groups, we tried to see life from a different perspective and understand how a world seeming to be from a completely different era continues to strive in an age of modernisation.

Staying in Bihar was truly a unique experience. We went there to help make the villagers aware of daily hygiene, AIDS and education, but at the end of it all, I realised it was the villagers who taught us something even more crucial: the importance of being happy.

They were just like us, their needs very similar, but even with the little they had and the little they knew about the urban world, they were happy. Their detachment from materialism helped them find happiness in their daily lives and without realising, the villagers made the "foreigners from Mussoorie" see the bigger picture. Each individual had a story to tell and despite their harsh past and tough lifestyles, the warmth and happiness of their hearts was always reflected in their eyes. They were happy and they made us happy. And in the end, I guess that was all that mattered. - **Manvi S, Grade 11**



Plough's that! Students try their hand at ploughing in the village

ANDY CRIDER



A Bumpy Ride: Camel trekking in Rajasthan

Jazzing it up in Austria!

The fun began right from our departure at New Delhi Airport. The 12 day Austria trip was simply amazing in every way. Whether we were on a sightseeing tour, attending music festivals, performing, or just relaxing, Woodstock's jazz band the Lyres were always in awe. We began our trip in Vienna where we took a city and Schönbrunn Palace tour. The tour took us right through the morning leaving us with the rest of the day, which we spent eating Austrian sausages and snuggling on games at a carnival.

The next leg of our journey took us to Salzburg, the birthplace of Mozart. There we attended *Love and the City*, a globally recognised jazz music festival where we saw artists such as Marco Parker. Each individual on the trip will attest to the claim that all the artists were no less than breathtaking! Other touristry activities included visiting salt mines with an underground lake, sites from the movie *The Sound of Music*, roaming in the old city, and much more.

The much-awaited performance in St Gilgen was also a highlight for all of us on the trip. The first performance went better than expected leaving the audience in utter excitement. Enthusiastic audience members even approached the band members afterwards and said how much they enjoyed the performance. The time in Salzburg flew by with all the fun we had and it was time to return to Vienna. The very next day we had another performance in the American International School. This was also an extremely fun night. The power and energy of this performance brought a new level of excitement both on and off stage.

The remainder of the time in Vienna was spent sightseeing and simply soaking in Austria as much as we could. When we returned to New Delhi, we immediately left the airport and headed to the station for our trip to Dehradun where we had our last concert. The event was called *Naahat*, a fundraiser dedicated to the Uttarakhand Flood Relief Fund. Despite the exhaustion, the Lyres pulled through and finished with a bang.

Looking back, the trip comprised of a wide range of emotions, interactions, activities, and even drama. On the whole, this trip brought the Lyres family even closer than before. It was truly an unforgettable journey and we are so immensely grateful that such an opportunity was granted to us. - **Rohan K, Grade 12**

Garhwal Village Experience

Activity Week was amazing. I saw a completely different way of life. As well as making me realise how lucky I am to go to Woodstock, I also felt a lot of empathy for the people in Gaird village. Even though their lives were really hard, they were extraordinarily welcoming and kind to us. I really hope that we made some difference in their lives.

Even though the floods had come and killed their valuable cows and washed away fields, they were still very resilient. I have so many more opportunities - to learn, to think, to see the world - than Gaird's children do, but they still were eager to listen and learn. I saw a lot of the village culture, and how it is different and similar to our own culture. There was a festival while we were there and everyone was so eager to celebrate. We saw Garhwal dancing and enjoyed playing tug of war and kabaddi with the locals, and tried our hand at ploughing and helping to shell rajme. The food there was delicious.

I think that going on this Activity Week has made me realise that, as a privileged student, I want to make a difference for the better in other people's lives, and I hope I did. - **Shanti M, Grade 9**

Rajasthan Camel Safari

The camel expedition was a newly-introduced trip, out in the deserts of Rajasthan. The expedition was a four-day-long camel ride through the wilderness. The weather was dry and hot, and throughout the journey we had Rajasthani entertainers providing us with great traditional music that we could all sing along to.

As the expedition went on day by day all of us learned how to ride our own camels without any assistance. Although there were tents provided, we all chose to sleep out on the sand and gazed at the starry sky with continuous shooting stars. The food that was provided was greater than anyone could imagine - truly authentic Indian food. This trip was far better than we expected, even though we didn't have showers, bathrooms or any electricity, but that was part of the growing experience we all received from this Activity Week. - **Nutch P, Grade 12**

Rajaji National Park

Activity Week is a time when teachers and students are able to escape the stress of school in a glorious week of fun. It was a rainy, grey Monday when Activity Week started, but I didn't care because I was so excited. Our first stop was the Forest Research Institute in Dehradun, where we asked our tour guide many questions about plants. We then had a four hour bus ride to Chilla, a wilderness area in Rajaji National Park. Here we met forest officials and asked them questions about Gujjars, a group of people who entered India in the 5th Century. Later that day we went on a night safari where we saw a variety of animals including jackals and spotted deer.

The next morning to my surprise I woke up and was told that we were going to meet and feed the elephants in Rajaji! To feed, the elephant would roll out its long trunk like an arm, and we would hand food to it. The trunk felt tough and a little creepy, but it was very entertaining to feed them. The next day we visited the Gujjars and interviewed them. We saw their water buffalo and the huts they live in. The women were dressed very colourfully and many of them were wearing large, shiny noserings. My first Activity Week was a great opportunity for me to learn new things in a fun way. - **Paloma H, Grade 5**



Trunk call: Feeding elephants in Rajaji

ANDY FRANCIS



As well as representing many countries, Woodstock boasts a rich religious diversity. Woodstock chaplain Brian Dunn is now in his third stint at Woodstock and explains the joys of living and working in such a community, and explains how this impacts the teaching of Religious Education.

What we have at Woodstock is not just tolerance of other traditions from a distance, but proximity. Proximity in the sense that you have a Hindu student and Buddhist student living together, rooming together, growing up together and growing to love and respect each other as friends.

You might not have had any idea of what is a Hindu, Buddhist or Muslim, but then you get to know and care for someone from one of these traditions, and you change how you feel about their tradition. It's a truism to say we protect what we love.

That's where Religious Education (RE) comes in. It gives an academic background for these relationships and the proximity which we already have in our social life at school, and creates a space to discuss it.

Recently we were discussing the implications of Krishna's message in the Gita and there was a real freedom for people from all traditions to say what they felt about it. Students are taught concepts and texts and sometimes this leads us to a very necessary discussion where they can process their ideas. I really enjoy these lessons when I see real engagement, and hearts engaged too.

Students respond very passionately and can oppose or agree with things. A lot of what I am doing

is teaching and modelling an approach of respectful engagement and an environment where people are free to respond and process.



In my world religion class some students said they don't want to learn about the development of Hinduism because they are a Christian or Muslim. But during the course of the year in a very practical way they learn to accord the respect to someone else's tradition that they would want for theirs.

We also have the proximity of traditions all around us in India. We can go to Dharamsala or Rishikesh, and this is one of the reasons I came back to India, I love being in the midst of plurality.

At Woodstock we approach RE from the perspective that all traditions have wisdom to share, although not at the expense of their truth claims. This is important because we need to bring this wisdom to the table to try and solve the world's problems, such as issues like climate change or social injustice.

There is also a complementarity between our RE classes and chapel services. Chapel represents the Christian position of the school with teachings about Christ, but we have students from all backgrounds and traditions present.

There's a freedom for students to participate or just observe, to metaphorically "take their shoes off at the door" as if they were visiting a mosque or temple, and show respect and model "do unto others as you would have them do to you".

Many countries around the world struggle to find sufficient science graduates for engineering and technological jobs in industry, which means developing an interest in science at an early age could be worth its weight in gold for Woodstock students.

Science remains an important part of the curriculum at Woodstock, and teachers are always looking for innovative and interesting ways to engage students in this area.

Head of Science and Woodstock alumnus Mark Windsor '78 is always trying to make Physics fun while giving students a taste of a career in engineering.

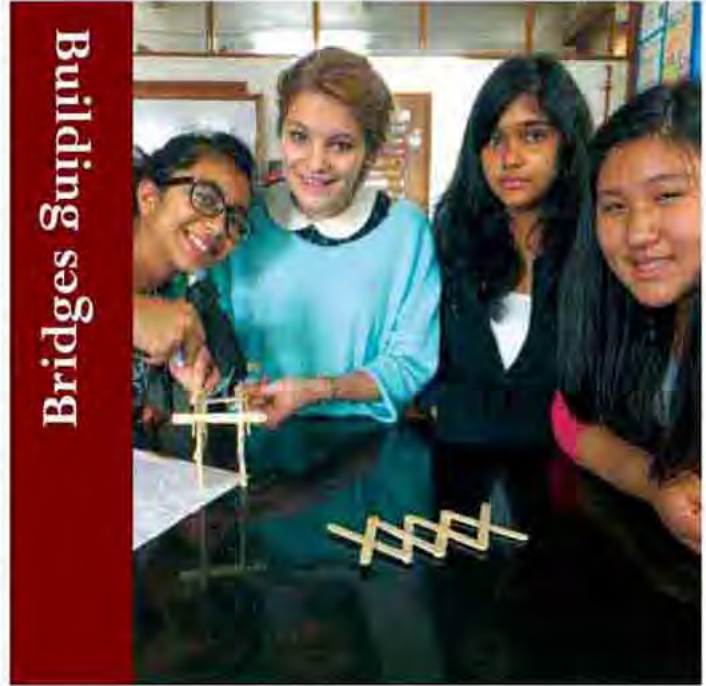
This semester Grade 8 students were given a bridge-building task using 60 popsicle sticks and a hot-melt glue gun, with the aim of building the strongest bridge. They were given three full periods to design and build the bridges, with points being allocated for design, tidy construction and strength.

They were then tested to destruction, with the bridge of the winning team (pictured right) able to hold a whopping 37 books.

Mr Windsor said the exercise was applied learning, which helped bring Physics to life and linked in with the topic of different types of forces such as compression, tension, torsion and shear.

He added: "It's a good hands-on practical experience for the students, and it makes Physics more interesting, while giving them a flavour of what a career in engineering and architecture might be like.

"Several of the students have recently subscribed to a magazine about new technologies and are really getting into the subject."



Bridges Gaining

A recent exercise by two Woodstock Grade 11 students, Rhea M and Tahira S, highlighted the school's religious diversity. Below are some excerpts from the interviews with staff members Naz Nagarwalla and Shonila Chander.

Diversity Is All Around Us



Four-square: Ms Nagarwalla and Ms Chander play four square with their two interviewers

Woodstock students celebrate Diwali SHREYA G

What does your religious tradition mean to you?
Naz Nagarwalla: I think for me religious tradition is important because it gives me a basis for the values and various commitments I have in life, and being a Zoroastrian, one of the oldest religions in the world, it has very simple things, doing good words and good deeds, it's fairly easy to follow. My religion is very important for me. **Shonila Chander:** Religion is very personal as far as I'm concerned and it is also a source of strength for me, because whether I'm happy or sad, I always go back to my roots and my religious understanding, and try to get back to my normal self.

What teachings of your religious tradition do you preach?
Naz Nagarwalla: Within a person there's always good and evil, and we should be always there to fight evil, and not let that overtake the good in any circumstances. So basically we should be living a life of good thoughts, good words and good deeds - that's the religion I follow.
Shonila Chander: I am a Christian, my grandfather was a Sikh, and he became Christian. I know most things about Sikhism though. My mother's family comes from a Muslim background, and my grandfather from my mother's side became a Christian, as well as my paternal grandfather. I have always been a Christian. Our parents when bringing us up never differentiated between any religion, we had neighbours from all religions, we were not told "so and so is Sikh, so and so is Hindu..." we were brought up like all Indian children should be. We prayed every morning as a family in a Christian way and also at night.

Do you think women have been treated equally in your religious tradition?
Naz Nagarwalla: We don't know for sure if the Zoroaster preached inequality to women, but how it's come down the ages, and especially when we came into India (the Zoroastrians in India are called Parsis), there were certain rules and regulations we had to follow. That was over 1300 years ago so we don't know if those imbalances came up then to keep a check on all the promises we made to the Indian rulers. The major inequality is if a girl marries outside the community their children cannot take on the religion. But things are changing and in the family context women are treated equally.

How does being a Christian affect your daily life?
Shonila Chander: There are certain things that are expected of a religious tradition and I want to live up to that. People always say if I'm a Christian I must be honest, so I want to live up to that, I won't lie and I don't like lying at all.

Spanish For Life!



Ablas Espanol? The answer is now very much "si", as this semester for the first time ever, Spanish has been a language option at Woodstock.

Under the instruction of head of high school and Spanish teacher Tyler Stinchcomb, there has been one section of more than 30 students ranging from Grades 7 to 12 learning the language.

The plan is to create two sections for the next academic year. The advent of Spanish also coincides with an online Mandarin class which has been taken up by about 12 students. Mr Stinchcomb said there were many advantages in learning Spanish today.

He said: "It's a global language, and is spoken from the tip of South America in Argentina all the way up through the USA and all around the Caribbean. Did you know that the Philippines was a former Spanish colony? It will be particularly helpful for students who end up in the USA, as it's very widespread there and they will probably make some Spanish-speaking friends."

"Because of its Latin roots, learning Spanish also helps students understand other Latin-based words which can be very useful on the language section of college entrance exams. It can also develop their perspective on the world and cultural understanding. A second language is also good for career prospects. It's been a lot of fun so far."

Archaeology: Can You Dig It?



In what was perhaps a first at Woodstock, an archaeological dig took place at the school in October. Students from Andy Crider's Grade 8 Social Studies class filled trays with layers of different materials, including plaster of Paris and leaves, in which they buried various items of hidden treasure.

They then left them to solidify for a month or so before swapping trays with classmates and digging up the hidden artifacts. This gave them the opportunity to try their hand at archaeology for the first time, as students were asked to carefully record each piece of hidden treasure, describe and sketch it, and record exactly where it had been found in the tray.

Andy, son of long-serving Woodstock staff members Dana and Judy Crider and member of the Class of '93, said the dig was an excellent way to bring history to life, and for the students to take part in an archaeological dig. "It was great fun but at the same time there was a serious element. Students needed to be precise in how they dug up the treasure, numbering items so they could work out how it all fitted together. It was a good way of bringing together the disciplines of history and archaeology, and maybe it has given some of the students an idea for a future career path!"

The exercise tied in with the theme of ancient civilizations which Grade 8 students have been looking at this year, including the Indus River Valley and Mesopotamian civilizations. So, if you can dig it, maybe you can do some archaeology at Woodstock!



Pitt in the Himalayas

An exciting new programme started at Woodstock's Haniff Centre for Outdoor Education and Environmental Study last semester.



pjh2013.tumblr.com

Below are some of the Pittsburgh students' thoughts on the course after their first month on the programme.

"Studying at the Woodstock School and taking part in all the opportunities that it has to offer is truly a once-in-a-lifetime experience for me. This is my 12th visit to India, but I have never been to Uttarakhand, or even dreamed of studying abroad in Mussoorie until I learned of this programme. I have fallen in love with the academic and extracurricular environment here at the Woodstock School. My Hindi/Urdu classes at the Landour Language School and my Creative Writing class are definitely the most interesting for me. — Rohan S. Lambore

"The village was a very intense cultural experience for me. It took a few days for me to process something that could have been an example from many of the anthropological articles I've been assigned in classes. To see village culture come to life by actually staying there was an exhilarating and exhausting experience. Places like Tehri Dam confirm my belief that the spatial is inherently cultural and social. — Susanna Deemer

"I really love the mountains and the medicine course — homeopathic and ayurvedic medicine are so interesting. What a great place to learn about them in the classroom and in the real world." — Allegra Wollenberg

A group of 15 students from the University of Pittsburgh arrived on the hillside to take part in the inaugural Pitt in the Himalayas programme, which saw them take part in a variety of academic courses mixed with field trips in the Himalayas, including staying in a local village and hikes to Har Ki Doon and Gangotri.

The three-and-a-half month course included modules on Himalayan Ethnography and Himalayan Natural History, while students also studied Hindi at the Landour Language School.

The course was set up by the Haniff Centre in conjunction with Woodstock alumnus, Joseph Alter '77, a professor at the University of Pittsburgh's Department of Anthropology, while his brother and another Woodstock alumnus and author Steve Alter '74, was a lecturer on the course, along with the Haniff Centre's Sindhu Clark, an expert in biodiversity.



Woodstock staff who have served for at least one year automatically become alumni of the school. We catch up with former staff members Stephen and Tamara Philip.

How did you guys meet and what did you do at Woodstock?
We met at Woodstock School! We started dating in March 2010, and were married on September 14 the same year. We worked in the Senior School, where Stephen taught Maths and Tamara taught Science. We enjoyed teaching and living at Woodstock School, because of the beautiful environment and close knit community. Although we love Woodstock, we wanted to work more directly towards education equity in India, and we relocated to Mumbai to join a start-up NGO, Avasara (which means "opportunity" in Sanskrit).

Tell us more about the initiative.
We started an after-school enrichment programme for motivated girls in Mumbai. Our students come from schools with more than 70 students to a class, where there are no resources for anything beyond reading the textbook and rote-learning. Girls come to us never having performed an experiment or participated in a debate! In this context it's particularly lovely to see our students delighting in the new ways of learning they encounter at Avasara. This programme is really a spring-board to Avasara's ultimate goal—to open a residential school for girls from all over the country, spanning the whole economic spectrum, with approximately half the students on full scholarship. We're waiting for building to start on our site in Pune, and eagerly await the day when we can finally start Avasara Academy. Please follow our blog (www.avasaraleadershipfellows.wordpress.com) to find out more and "like" the Avasara Facebook page. We would love to connect with volunteers or interns who are interested in girls' education, and we'd be delighted to welcome visitors to Mumbai!



Alumnus and up-and-coming film director Shubhashish Bhutiani returned to Woodstock in August to premiere his award winning short film, *Kush*. Grade 5 student Aadya A was one of the first to see it:

Earlier in the semester, the fifth and sixth graders had the wonderful opportunity to watch an amazing movie *Kush*. The film was directed and produced by a Woodstock alumnus, Shubhashish Bhutiani '09, who has experienced everything we have — home sickness, dorm life and even the rhesus monkeys — and now he has become a great movie director! It was such an honour to be the first ones to watch this movie.

Kush was a really touching yet informative movie. Based on the aftermath of the assassination of Indra Gandhi, it is a story about a group of students from a public school on a class trip. One of the boys on the bus was a Sikh and the men who killed Indra Gandhi were Sikh as well.

The story revolves around Kush, the Sikh boy, and the road officers and police who tried to victimise him. I really like the character Kush because he was very considerate and when a boy told him to cut his hair and keep everyone out of danger, he didn't whine or cry, but instead took the scissor and snipped away. He was also very cute and that may be also why many people liked him as a character.

Mob violence is a big problem in India. In this instance, people who weren't even cops were beating kids and interrogating them. Aside from this movie, gangs are always having fights and involving others in their fights. This is also a form of mob violence. It is incredibly sad that people are killed in the name of religion.

We all enjoyed this movie because it was very realistic and we loved almost all the characters that starred in this wonderful movie.

We felt so pleased and happy when we heard that Bhutiani's movie made it into the Venice Film Festival Short Movies category and won! We felt privileged that we had been the first to watch this inspirational film!

Radiant Environments: 8th Grade Landscape Painting

A River Song

Stagnant, still,
Small in both body and mind,
Ponds, lakes, and pools,
Held in high regard
By small sprinkles.
I despise them.
The only true glory
Is found in the godlike
Essence of the river.
Ever flowing, ever changing,
Washing away sins and memories,
And the excrement and shame of mankind.
If I were a body of water,
I would be a river
Realising my own path,
Unbound by topography,
Unchained by my promises,
Unencumbered.
I would weave flower chains
From the remains of those
Who hindered my rush.
— Jesal P

My Mother! My Identity!

I belong to the land of pain and struggle—
A mother of the combats,
A mother! striving for more than 40 years
Filling her eyes everyday with tears
Whose beauty has been veiled by misery
and children slaughtered and sent to the cemetery.
Yes I belong to that mother!
I had only experienced a few days of my life
Opened my eyes to see the beams of the sunrise
Yet in the light, all I could see was the rise of the strife.
I left her embrace to seize survival
Even now the comfort of being in her lap
I cannot find anywhere on this map,
She is the mother of my ancestors
She is a sample of bravery
She fought and is still fighting stubbornly
She has taught me integrity.
I grow with the hope
To support her feat
and I stand here, beside her grounded feet!
— Asma E

AP English Poetry



This semester 8th Grade students have been studying landscape drawing and painting while exploring a variety of art techniques. Their focus on expression through the use of bold colour, form and composition were the foundation for this project.

The framework for inspiration was the French Fauvist painters of the early 1900s as well as contemporary artists such as David Hockney. Each painting is a unique interpretation of the local Woodstock community while using the subject of the outdoors or the interior environment of the students' living quarters. Do you recognise any Mussoorie landmarks or the dorms in the paintings?



1. Abhishek B 2. Shivansh S 3. Vatsala C 4. Madina I 5. Kelzang D 6. Karanjay M 7. Tenzin Y