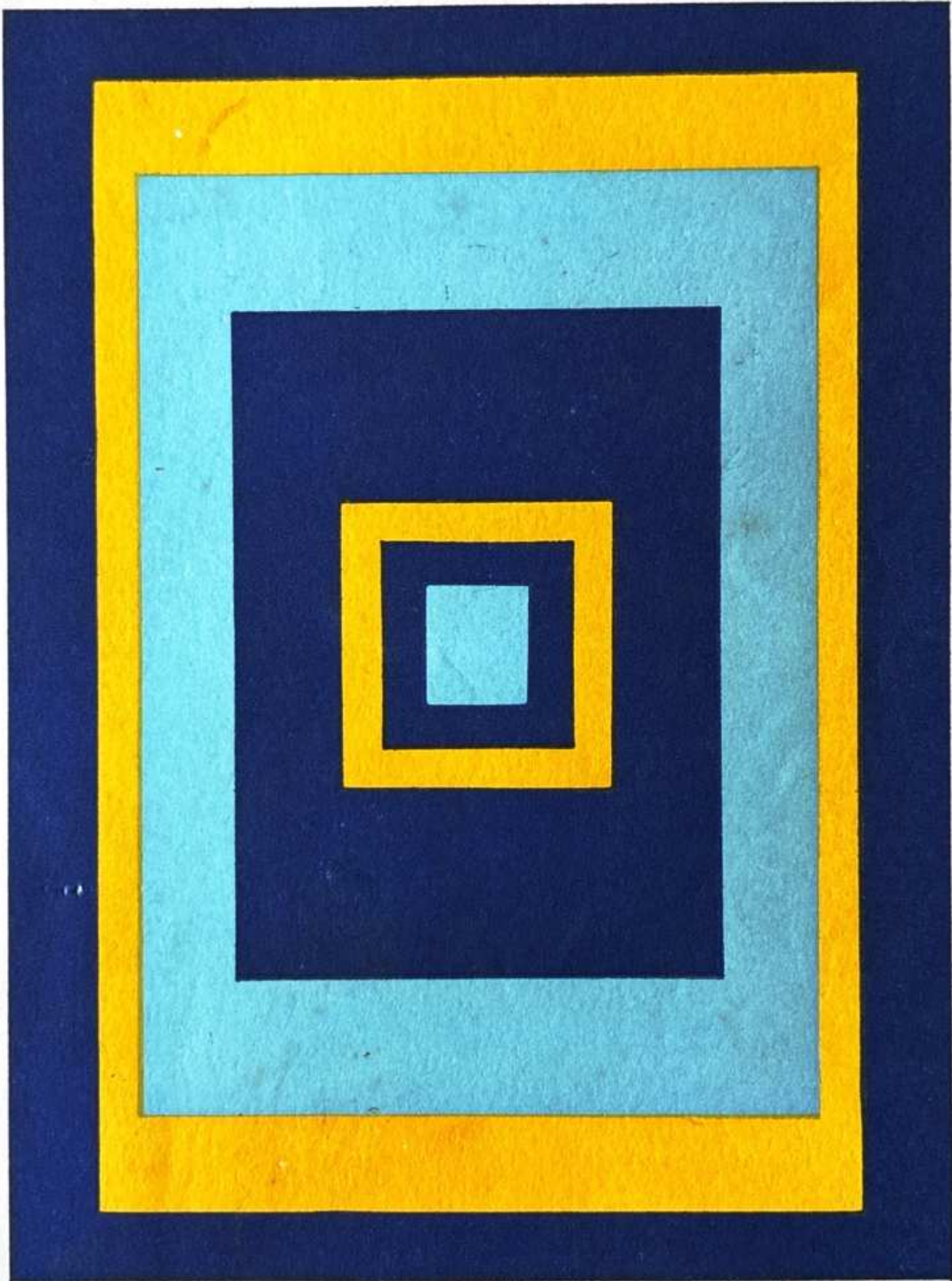


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BLUE PRINT 1986 Finn T.



BLUE MOUNTAINS SCHOOL
OOTACAMUND

EDITORIAL

To My Children

What is the world you inherit, my child, when
it is time for me to leave?

Broken pieces of values and dreams and the
ashes of burnt-out computers?

Dry river-beds, poisoned springs, treeless
acres of synthetic crops?

Forces unleashed of grab and greed and
chariots of Fire no one can stop?

Is this the world I leave for you?

The cracks had begun when they gave us
our world, we knew not where we were going.

They told us to kneel before invention and God
before Miracle crops and the U.N.

We embraced Democracy, thought Gandhian
thoughts only to face Inflation.

You can never know how empty I felt, my dear, how
everything began to fall apart:

Meaningless existence, gods of clay, noise of
cities and the ravaged Earth.

But the world you inherit today, my love,
is not quite the one we knew.

Though our dying gods leave their echoes behind

And no grandiose visions fill your mind,
as they did ours, the danger you face is greater.

The stress today is on Personal Life; Pursuit of
Self is your disaster.

Personal ambition, personal greed,
Personal pleasure, personal need,
Each for himself, the other can wait,
I before neighbour, country and state.

But this is not what I leave for you, my dear,
though all of this you'll face:
The Plundered Earth, Acid Rain, Global War, Selfish Man
and Murder in the Cathedral.

I leave for you what's in my heart, treasures
that really glow:
Order within, clarity of mind, compassionate love
that excludes none -
The sky, the flower, or the other.

You'll find that treasure within yourself, no one —
yet, no one, nor I can find it for you.

It's not:

In your books, in his looks, in your career, in your
marriage, in your hope, in your dream, in
your search, in personal love, in family life,
in the ashram, in riches, in the temple, in the
church, in being wanted, in being admired,
in anything at all "out there", whether in
space, in time or in relationship.

Look to yourself, the treasure is there though all
the world looks outwards.

B. Narayan Deb

HERE AND THERE

- STAFF ARRIVES - January 18. To start plans for better academics, to discuss involvement in the housekeeping by housekeeping groups, admissions.
- STAFF PICNIC - January 21. A day spent in the open countryside - most welcome -
- WILD-LIFE CAMPERS ARRIVE - January 24. C. Prasad, Rucha and Natasha arrive after 6 days of studying Wildlife and trekking - at Top Slip in Annaimalai Hills. Looking a little worn but happy.
- CHILDREN ARRIVE - January 25 - All smiles and excitement.
- OPEN BLOCK SYSTEM - February 3. Today we put into practice our revolutionary ideas on learning.
- ANDY PHILLIPS & SUSAN ALCAMI - February 16 - We had two hours of modern music on the piano, and Andean songs sung to the guitar -
(SEE "MUSICAL EVENING" INSIDE)
- EXCURSIONS - March 20 to 23. Parties leave for various places in the Nilgiris - to be with nature. Two groups trekked and camped in the forests.
- FOUNDERS BIRTHDAY - March 24. A special assembly was held in honour of Mr F G Pearce. We began with the hymn "Nama na karun mai Sada guru Charana".
Mr Subban, who had known Mr Pearce personally, gave us a brief talk about him, and read letters written to Mr Pearce by the late Pandit Jawaharlal Nehru, and Lord Louis Mountbatten regarding the work Mr Pearce was doing in Education. 4 students of the School, read short excerpts from Mr Pearce's writing. Mrs Pearce distributed gifts to the servants. We ended with the hymn Abide with me - and a minutes silence.
- TELEVISION ARRIVES - April 10 - A beautiful colour T.V. was presented to the school - by Messrs India Tobacco Co. . . .
and a V.C.P. given to us by someone who wants to remain anonymous.

* OUR GRATEFUL THANKS TO INDIA TOBACCO COMPANY AND OUR UNKNOWN *
* BENEFACTOR *

- USTAD AMJAD ALI KHAN - April 26 - 28. He spent two days with us and played his sarod for us informally in the assembly hall - It was a thrilling moment.
- SAROD RECITAL - April 27. Khan Saheb gave a recital at the Anna Stadium - It was a benefit performance for the school.
(MORE ABOUT HIM INSIDE)
- P.T.A. CONFERENCE - May 2 and 3 - About 50 parents attended - It was a satisfying meeting. The accent this time was on Academics and What Education means.
(MORE ABOUT THIS INSIDE)
- ENTERTAINMENT --- May 2 - for and by the parents - An informal atmosphere, a cocktail of Parents, Teachers and children and entertainment which includes Comedy, Greek Tragedy, Dances and Songs - and songs by all, accompanied on the guitar by the students and on the violin by Mr J K Borooah (a parent) and you end up with a jolly good evening of entertainment.
- FETE! FETE! - May 4 - Lots of fun, lots of games, lots of eats; and a huge success!
- MAGGI LIDCHI GRASSI - May 7 - Maggie, as she is called by old and young alike, gave a very positive talk about positive thinking. She also demonstrated how negative thought can sap your strength.
- FAREWELL - End of term, May 1986 - We must put aside the sadness and sentiments that we harbour at such a time and bid farewell with a smile to
- Mr Basheer Ahamed (Chemistry Dept.) who has been with us for 9 years - we shall remember him for his geniality and amiability - and last of all (but not the least of all) his sense of humour, which will carry him through many a hurdle in life - and
- Mr & Mrs Scott who have been with us for 6 years. Mrs Scott (Office) will be remembered for her cheerful and calm attitude which never wavered despite pressure of work, her invaluable help in Blue Print, and not to

speaking of her producing typed question papers, plays, articles and letters, and always on time, for all of us.

Mr Scott was a fixture in the Mess - but not always. He was often seen in the Office alongside Mrs Scott working the duplicating machine with unhurried ease. (The Blue Print Committee will certainly miss him).

In managing the mess he was quiet and understanding with the servants and we saw him early in the morning giving them a helping hand.

Most of all we shall remember them with affection as people we enjoyed working with and wish them well for the future.

LAST ASSEMBLY

- Friday June 6 - 7.45 p.m.

We entered the hall to the sound of soft music - Mr Deb presented gifts to Mr Basheer Ahamed and Mr & Mrs Scott who are leaving us for personal reasons - He talked about their service to the school -

Before the assembly broke up he wished us all in the childrens jargon "Happy Hols"! We sat in silence for a minute before leaving.

Re-iteration of the purpose of PTA Conferences at the Blue Mountains School: "the over-all purpose of the Conference is to make both the parent-educator and the teacher-educator aware that the business of educating the child is indeed a shared-responsibility and that this Conference provides a forum for the educator to discover for themselves through shared-investigation and shared-discussion what the implications of this responsibility are."

This year the subject for investigation was the purpose, scope and validity of academic study in the School. How far is it actually relevant? How dependent are we on it? What are some of the myths about it, and so on?

In probing into the above subject the assembly broke up into seven groups consisting of parents, teachers and Upper School children. Broad aspects of the issue at hand were covered with the help of the following questions:-

1. What is the purpose of providing a curriculum of academic study in the school? Is it chiefly to obtain a certificate at the end of a course of study towards college-entrance? Are there some other benefits? How many of these have real value? Does a child have to go through ten years of hard labour to make the grades? Does one programme for real, meaningful learning mostly and also provide opportunities for securing a high pass certificate? Moreover, do all children actually need this certificate or is it merely a status-symbol for some?

Would it not be better to provide a programme of academic study of one own's design so that real benefits could be reaped? If certificates and degrees were really devalued and had become generally unnecessary, would we still need a programme of academic learning? If yes, what curriculum, what syllabus would we include? Would we include all the subjects presently being handled. Considering that most children retain only 20% of the matter they have picked up for the final exams. a month after such an examination, would it be correct to infer that this records a colossal waste of time and labour on the part of the child?

2. If the chief purpose of academic study is gaining a degree towards college-entrance, what kind of degree can guarantee such an entrance? What % age of aggregate marks guarantees such an entrance? 60%, 70%, 80%, 90%? What if the person is of 60% calibre? Is there no hope for him? Even if a child secures 80% how does he fare against another child who gets

90% because he did an easier examination? Say State Level exams? If the student does an exam. where standards are high, he or she may not achieve high marks: would the educator prefer that the student gain high marks regardless of the standards achieved?

Does high pass % age actually guarantee entry into a college? If not, what does? Money? Influence and connections? What does one do about unscrupulous entrances? Today you can buy question papers, mark sheets, alteration of marks, manipulation of results, certificates and degrees, both general and professional: what value has ten years of exam-oriented grind against such unscrupulousness?

3. Colleges? Are there particular colleges where one would like to send one's child? Or are all colleges basically the same everywhere, institutions for gaining graduation? Or is one looking for some thing more in college education apart from the degree? If so, what are some of these things?

4. Degrees and Careers? How closely are these two connected? Does the degree gained determine the career to be chosen or does the career chosen determine the degree to be taken? What about those who will inherit family business? What point is the degree for them? Having been through the degree to career arrangement, how many people actually enjoy the careers they are pursuing?

After the groups discussions a report on the findings of each group was presented to the assembly. The perspective of the Blue Mountains School vis-a-vis the purpose, scope and validity of academic study was then presented:

The Perspective of the Blue Mountains School.

We at the Blue Mountains School have thought over all the questions that have been put to the Investigation groups and have arrived at certain answers which give us the following perspective:-

1. Even if there were no Final Examinations for certification, that is no ICSE, etc, we would provide courses of academic learning for our children based on the curriculum we already have here - maths, languages, scientific studies, environmental studies, study of society, art, craft, etc, etc. However, we would then have a syllabus of study in each subject-area rather different from the one we have for examination. We would not then burden

the student with tons of useless information, skills and concepts that have no real value. We would call such an academic programme a basic or foundational one. As educators who take their responsibility very seriously, seeing the state of society today, the problems human beings are faced with, and who have respect for the child as a growing human being, still tender, innocent, and in many, many ways already good, we see that in all honesty we must not do anything that will damage the child. We see that academic learning has to be compatible and in harmony with programmes for the wholistic growth of the child. So competition and other ego-building systems and techniques, such as rewards, honours, punishments, disgrace, the use of fear have no place in our scheme of things.

2. We see, too, that certification at the end of the secondary schooling stage is a necessity for many students. Therefore, we prepare students for the ICSE exams and give them adequate examination-oriented work and practice in the last two or three years of their secondary education. We feel that our broad-basic or foundational academic programme is much more valuable in real terms while the exam. work is of only immediate and short term benefit.

B. Narayan Deb

A MORNING WITH USTAD AMJAD ALI KHAN

The car left Coimbatore at about 8.30 in the morning and it was speeding towards Coimbatore airport. In the rear seat I was sitting with Ustad Amjad Ali Khan as I was going to see him off. Suddenly I felt a strong urge to know about this great artiste and his life. Looking at the beautiful sceneries of the Nilgiris hills Khan Saheb appeared to be in a cheerful mood and I thought it the right moment to start an informal chat with him.

HS : Khan Saheb, I would like to know where you were born.

KS : At Gwalior. I spent the early years of my childhood there and later on came to Delhi when my father moved there. I had my schooling in Delhi.

HS : Who was your music guru and when did you start learning Sarod?

KS : My father Ustad Hafiz Ali Khan. He was a great Sarod player. I started learning Sarod when I was only a small boy.

HS : A musician, apart from being a performer, often plays two other roles of being a teacher and a composer. I know you are a world renowned performer but I would like to know if you are a teacher and a composer also.

KS : Some people have been learning under my guidance

HS : How many?

KS : About twelve - thirteen people.

HS : I expect they have already achieved a certain standard of excellence.

KS : Almost all of them play for All India Radio and one or two of them are highly talented and promising. You know, as they say in Hindi "Achha Shagird aur Santan Ka Sukh har admi he, nasib mein nahin hota." (Only the lucky ones have the joy of having good pupils and children)

So you see, it is a matter of chance to get good pupils.

HS : Or the truth is that all good musicians are not necessarily good teachers?

KS : No, No, No ! It depends up on the receptivity of the pupils. A guru is ready to give all he knows but a pupil may not be so receptive and passionate to imbibe all. It also depends upon his perseverance and amount of practice. So all pupils do not excel equally. But I don't say that a guru's partiality is impossible.

HS : Coming to the question of your composing

KS : Well, at present, I am composing music for a television serial 'Dastan-e-ghazal'.



HS : Which is sponsored by?

KS : The people who make Nescafe.

HS : When will the serial appear on T.V.?

KS : It is likely to begin towards the end of June. Last month I recorded some music in Bombay. Between the 9th and 15th of May I shall do another round of recording in Bombay.

HS : In the field of sarod there is another great name Ustad Ali Akbar Khan. Do you know him personally?

KS : Well, he is our close family friend. Some years ago when my father died he came to pay his homage.

He has settled in California and runs a school. We met there when I went to U.S.A.

HS : You have a happy married life. How did you marry a Hindu lady?

KS : Well, she also belonged to almost a similar field. She was a dancer and a student of 'Kalakshetra', Madras. We first met in Calcutta during a concert.

HS : Would you like your sons to inherit this art from you or you would like them to join some other field?

KS : I have two sons. One is eight and another is six. They have already started playing --- particularly in their school concerts. As a father I am giving both of them what I can; whether they continue with it or choose another field of their interest entirely depends on them.

The car had already entered Coimbatore city and we got down to have some light refreshments before proceeding to the airport.

Hareesh Singh

THE ARTISTE AND THE MAN

Khan Saheb has had successful performances in Europe, America, Australia and of course India. He is not only a great

artiste but a fine man: handsome, elegant, refined. The way he mixed with, and talked to, each one of us at the Staff Dinner without any trace of condescension was very pleasing.

He was affection personified when he related to Atreyee, Sunny and Bunny. One could almost see affection flowing out from him to them.

He held us spell-bound with his music. In our Assembly Hall not only the adults and students but the Kitchen and Dorm Staff could scarce forbear to cheer.

Such spontaneous, genuine and prolonged applause has not been accorded to anyone here before. And so well deserved.

All in all a wonderful experience: The artiste and the man.

SD



Lino cut by Rani N.

14 years

A MUSICAL EVENING : February 16

Two charming young people, Andy Phillips from U.S.A. (now living in Spain) and Susa Alcamí, from Spain, gave us two hours of good music.

Andy seems to be a wizard at the piano - and traced the history of jazz from the "blues" to modern jazz. His hands seemed to span the keyboard, effortlessly as he changed from "Honky Tonk" to "Dixieland" - from "Rag Time" to "Boogie". He revels in improvisation, which is the corner stone of jazz - and it was the art of his performance and the style of his playing and singing that kept us spellbound - - - - -

- - - - - and so we moved from the grand piano to the guitar of Susa Alcamí who strummed out Andean, Mexican and Spanish rhythms and melodies - which both she and Andy sang in perfect harmony.

It was for us an unexpectedly delightful evening.

Footnote:

Andy is a professional musician who wants to start a music academy in Madrid and Susa, surprisingly is a child Psychologist who wants to use music as a therapy for disturbed children.

Mona Rikh

CAUGHT IN AN EARTHQUAKE

Caught in an earthquake
Taken away,
Far from my house,
Far from the streams,
Caught in the burning
ground,
Wild people screaming for
help!
Here I lay in the worst place,
For days and days.
At last pulled out,
By the mechanical machines,
Safe to run away
From the earthquakes
The land of the dead.

Siddharth K.

11 years

Excerpts from LETTERS TO THE SCHOOL

"..... It was wonderful visiting the school after all these years, and all I can confidently say that we have been very fortunate in sending (my son) to your school"

A parent

(from Calcutta)

"..... The first thing that struck me was the tremendous atmosphere - full of warmth and friendliness. Everybody knows everybody else, there are no strangers in the school. Coming from a school like La Martiniere, with a student population of 1400 +, you tend to take impersonality for granted.

I was also amazed at the warmth accorded to me - in no time I felt that part of the family, which is what it is one big family. Prior to this visit, I had often failed to see why my sister didn't really miss home all that much - now I know - she has another family inooty"

A friend

(from Calcutta)

"..... Just a note to thank you for including me in your Parent/Teacher Conference. This year I was pleased to know about your school and its goals and ideals, and encouraged to see that you are supported by such a diverse collection of parents. It is encouraging to know that such experiments as Blue Mountains School are being carried out inspite of the strong social pressures to conform to outmoded educational methods"

An educator

(from Auroville)

"..... Please accept my thanks for all the hospitality so very kindly extended to me during my visit to your Institution. The novel procedure you are all sincerely striving to apply in

the voluntary development of the child is laudable. I am sure your efforts would continue to be appreciated by students and parents alike.

You have a band of dedicated young workers whose sacrifice for the sake the Institution deserves appreciation. In a place like Ooty I was really alarmed to learn that you all serve the Institution for a small remuneration which may be termed as mere honorarium. It is this aspect together with the parental care taken by you all in every walk of child's life in the Institution that will ever be green in my mind....."

Vice-Principal

(Residential School - Mysore)

Blue Print will welcome letters of suggestions, criticisms, appreciation, from its readers -

Video Shows in School

Seniors

The Champ

Ghost Busters

Bridge on the River Kwai

Escape to Victory

Juniors

The Lady & the tramp

A Summer to remember

Herbie goes to Monte Carlo

Herbie rides again

General

Beautiful People

Robin Hood

THE EXCURSION : HAVE YOU ANYTHING TO SAY?

- RUCHA : Don't ask me now, I'm not in a poetic mood!(said in a hurry) It was a wonderful experience - no, it was an experience which I'll remember throughout my life (said after she knew what was actually happening !!)
- KANCHAN : I enjoyed wading in the water.
- VINAY V. : I really enjoyed myself when I went into the depths of the place alone.
- ATREYEE : I found that the wilderness was superb until I heard a wild boar!! Superb food!
- INDUMATHI : Umm! The climbing hills part of it was great and the waterfall was superb!
- RAKESH : I enjoyed two things: walking and the grub! After all, Antony was our cook !!
- LEO : Had a good time - especially playing in the water with the girls !!!!!
- HARSHAD : I liked sleeping! No, no! I liked the climb up the Mukurty Peak.
- MANOJ JOSEPH : Yah! I just enjoyed it!
- MRS RIKH : I had a lazy time. I liked the nature walk into the shola very much.
- MUNIANDI : Yah! It was good though I was a bit scared.
- MR DEB : What to say? umm--- The presence of girls in the group added a dimension to the experience which, one was grateful for. In some ways it was the noisiest trek too.
- NAGARAJU : Yah! We saw wild boar, then we saw a deer hoof and tiger droppings which made me enjoy the excursions.
- MR L PRASAD : I'm going out now so I can't tell you anything now. Maybe later!
- MR ANIL KUMAR : No! (instant answer)
- AJAY T. : Nothing!

Compiled by Natasha W.

14 years

FOOD-GROWING - Part of School Life

Every week day from 3.00 p.m. to 3.45 p.m. some members of a group from the community, work on our vegetable fields.

But due to no rains for two months and the problem of water scarcity, the cabbages and peas we had grown have dried up.

So we start the planting process again.

Rucha P - 15 years

FAREWELL - March 15, 1986

Once again the time has come to "deck the halls" --- a cycle in a never-ending spiral has been completed. Another batch of Std. X students is leaving.

And so the halls were decked with ivy and buntings and flowers. Festive though the occasion was - each of us, in a small or big way - had mixed emotions. When you live with a bunch of kids in a small community for so long and so closely, there are bound to be the twinges of parting.

The evening began with an entertainment by all sections of the school - plays, dances and songs were in evidence, not to speak of the hilariously funny 5-minute mime by the staff.

Among our guests were quite a few parents of the "passing out" students and this made the occasion still more poignant. Parents also contributed an item or two.

Dinner was a gay and tasty affair with the IX Std students looking very spruce in their blazers, serving and looking after the guests.

I felt that the best moments came, when the staff and guests gathered in the staff room for coffee in a warm and friendly atmosphere. There was a feeling of comradeship and the evening ended with a lot of music and singing. From there, the party, or some of the party, moved to the hall for dancing.

One more year had ended, once more goodbyes have been said. Once more life in school will settle down to its even, though often hectic routine.

Mona Rikh

सूक्ति संग्रह

- 1 चाहने और होने में इतना अन्तर है कि हमें इतनी बातें करनी पड़ती हैं ।
— लक्ष्मीनारायण लाल
- 2 न कटलट है न काँटा छुरी है, भगर घी है तो क्या खिचड़ी बुरी है ।
— अकबर
- 3 काम की अधिकता नहीं अनियमितता मनुष्य को भार डालती है ।
— गांधी
- 4 क्या कहें औरों को ये ऐसे हैं वे ऐसे हैं, सच पूछो तो हमों कौन बहुत अच्छे हैं ।
— अकबर
- 5 चिड़ियों की तरह हवा में उड़ना, और मछलियों की तरह पानी में तैरना सीखने के बाद अब हमें हंसानों की तरह संसार में जीना होगा ।
— राधाकृष्णन
- 6 सदियों फ़िलासफ़ी की चुनाचुनी रही, लेकिन खुदा की बात जहाँ थी वहाँ रही ।
— अकबर
- 7 जब खाली रहो और कोई काम न हो तो अपना ही कपड़ा फाड़कर उसे सीओ ।
— फ़ारसी कहावत
- 8 नाश हो इस इतिहास का सन् के समन्दर वह गये,
मर गये वे लोग रोने के लिए हम रह गये ।
- 9 दिन गुज़रते ही जाते हैं, लोग मरते ही चले जाते हैं,
जानते हैं कि ये ग़फ़लत के हैं काम, फिर भी लोग करते ही चले जाते हैं ।
— अकबर
- 10 हर एक मनुष्य बिगड़ा हुआ परमात्मा है ।
— एमर्सन

संग्रहितः नटाशा

पहेली संग्रह

- 1 जलकर बने जल में रहे, आँखों देखा खुसरो कहे वह क्या है ?
- 2 काली चादर में बंधी, दिन को गाख रात को भिले वह क्या है ?
- 3 जरा सी हलदी सारे घर में भल दी वह क्या है ?
- 4 छोटी सी नार डुबकी भारे पार वह क्या है ?
- 5 चार खूंट का नगर बसाया, चार कुएँ दिन पानी,
चोर अठारह इस में बैठे लिये संग एक रानी,
उन सबको मज़ा चकाने एक दरोगा आया,
भार पीटकर उसने सबको कुएँ बीच गिराया ।
वह क्या है ?
- 6 रंग-ब-रंगी सब से सुंदर सब के मन को भाती है
धूम्र सरकाकर चेहरे से सब को जी ललचाती है,
ठंडी ठंडी मीठी मीठी सब को पास बुलाती है,
मुँह में पड़ते ही तनभन से शीतलता बरसाये ।
वह क्या है ?

CARE GROUP

In the School we have a Care Group. In the Care Group there are about 10 to 12 students. We don't have a teacher as a convener but a student who is the eldest becomes the convener. If students or teachers want to attend the Care Group meeting they can do so as observers. The observers are not allowed to talk unless they are requested to do so.

We talk about water shortage, noise pollution, teasing other people etc. At present they have a meeting on every Monday. If anyone has a problem in playing games or not enough material, or some dorm problems he or she can bring it up in the Care Group. Earlier there were many fights going on and quite a lot of people used to use vulgar words, but now because of the Care Group there are hardly any fights and hardly anyone uses vulgar words. I think that the Care Group has done some good to the community.

Rakesh Patel
15 years

A CONVERSATION BETWEEN THE FARMER AND THE CROWS

There was once a farmer who had a huge farm and with all the money which he got by selling his crops he used to improve himself and his house. Surprisingly one year he didn't get many crops and he knew that the crows had helped themselves. He decided to put a scarecrow and when that didn't seem to help he decided to talk to the crows. So one day when he saw the crows eating the crops he went up to them and said:

FARMER: Please do not disturb my crops.

CROWS : We have nowhere else to go to eat, and besides your crops are very good.

FARMER: But I have to sell my crops and that's how I earn my living.

CROWS : But if we do not eat we will starve.

FARMER: Let's agree on something. I have an idea. I will be taking my crops to the market when they are ripe so I will keep half of it for you.

CROWS : We think that's a good idea. We will come every day and you must give us some of the crops.

Saying this they flew away, leaving the farmer happy.

Reshma M.
12 years

THE BREEZE

Gently passing by
Never stopping at one place
Leaving a fresh atmosphere behind.

As the trees move their boughs
from here to there
And the little flowers nod their
pretty heads.

The little fish swim
gracefully in the pond.
Waiting for someone
To throw bread in.

The breeze passes away
leaving everything still.

Reshma M.
12 years

ALONE IN THE FOREST

Alone in the forest,
In the dark night,
Lay asleep that lazy cunning fellow,
In his little hut in the morning,
Came out the hunter with the big gun,
What a cruel fellow!

First bullet, second bullet,
He has shot a little bird,
Who was flying happily
Along the green woods,
He has a feast
With the little dead bird.

He will go out,
In the evening again.
To find his prey,
To find another bird,
Who will be going to sleep
After a day's work.
And after dinner,
He will snore and,
Shake the little hut.

Chandrasekhar T.
11 years

TABLE TENNIS MATCH

There was a Table Tennis Match between the Blue Mountains School and Nilgiri District. It was a tough team. Nilgiri were represented by two players. One was Radhakrishnan Junior National No. 1 and Ravi Junior National No. 2.

The first match was played between Ajay Sharma (Captain) and Radhakrishnan. It was great and exciting for the audience. Ajay played really well. He maintained a good lead but Radhakrishnan gave a tough fight to come back and equal the score. It was really a good performance between the two. Ajay lost the first game at 18-12 but won the second at 27-25 and lost the 3rd game at 19-21. What a close game. 0-1.

The second game was played by Satyajit Lahiri and Ravi. Satyajit played a good game and knew the weak point of Ravi. Ravi was no match for Satyajit. He maintained the lead and there was no way of Ravi catching up. Excellent services by Satyajit. I give him all the credit to put back our team from 0-1 to 1-1. The score was 21-15, 21-17. There was doubles. Satyajit Lahiri and Arun T vs Radhakrishnan and Ravi. We didn't expect some bad play from both our partners but Satyajit could not get his shots as well as Arun T was returning these smashes. We lost 13-21, 11-21. Then it was me, Anuj, vs Ravi. I played a defensive game. I tried my level best to defeat him. I was a bit nervous. The scores were 17-21, 13-21. We were -1-3 down. And the last game was played between Ajay Sharma and Ravi. Ajay tried his best to defeat him but he was giving a tough fight. The scores were 14-24, 22-20, 25-20. We lost 1-4, but we played quite well.

Anuj Sethi

15 years

'The fact that people are born with two eyes and two ears, but only one tongue, suggests that they ought to look and listen twice as much as they speak.'

- Reflections

TABLE TENNIS

You must have heard of this game or watched it on Television. It is one of the popular sports in the world. It was first started in 1890. The first World Championships were held in 1927, then in 1930, 1946, 1957 and 1967. Now the world table tennis matches are held every two years. If you want to know how to learn table tennis you should know how to hold the racket.

1. Two types of holding the racket
2. Penholder (which is the Chinese way)
3. Normal way (which all the other countries use)

Footwork

I must say footwork is very important. If you lack footwork then you will lose your game. Ask any table tennis coach he will tell you footwork is very important.

Rallies

For beginners rallies are very important. At least 30 rallies. And one should practice the rallies every day.

Ball

The Ball must be placed on the palm. It should be visible to the umpire.

Lighting

Try and improve the lighting whatever the present standard. The new types of lamps provide excellent coverage.

1. The shades and lamps must be cleaned regularly. This has been known to increase the light at the table by 10 percent.
2. Insert stronger lamps.
3. The matches today are illuminated by 10 or 12 lamps each of 150 or 200 watts.

Fitness

Fitness is very important. You should do skipping every day.

Anuj Sethi
15 years

THE NEW BLOCK SYSTEM

We have started a New Block System from Monday (3-2-1986). The last term we had a system in which there would be three or four subjects from which we had to pick one subject and do that subject in that particular block. Once we gave our name for a block then we were not allowed to change. We had to do a subject for two hours. Some people used to study seriously for an hour or less and then start disturbing those people who were working seriously. Some people did not want to do a subject, but they had to because there was no other subject available. They used to work for some time and then play the fool in the class.

Now we have got a new Open Block System: In this system of studying you are free to do any subject you want to do. In the study time there would be only three or four teachers available. The teachers would be available according to the subjects in the Time-table. You don't have to do a subject from the Time-table but you can do anything you want and if you need help you can go to the teacher concerned. This Block System seems better than the previous one. You can do any subject you want and change to any other subject that you would like to do.

Rakesh Patel
15 years



Lino cut by Anuja M.
10 years



Lino cut by Aarti B.
11 years

RELATIONSHIPS

First before I start going further I'd like to tell you all and clear it with you what relationships actually are.

Relationships don't specifically mean with a person, they can mean with anything but as we (our school) are living together in a community there are a lot of gaps in our communication with the others. Therefore we have to understand and go into them, in other words investigate, this problem that all of us face in our day to day life.

You all must be wondering why I said this and relationship was the Topic of the Term. The actual thing was that we all get together on Tuesdays at 5.45 p.m. and discuss the fundamental things of the school. For example, anger, silence, hypocrisy, fear and so on and so forth. I hope you all remember an article in the last Blue Print about Tuesday meetings. And in the same meetings we have recently discussed a lot about the relationship problems that all of us face.

Every time we bring up a topic the first question is what is this thing? Now like any other topic the question was put, what is relationship? The answer to this is that relationship is when a person relates with something or someone. In our school there are two types of relationship problems: they are, either you relate with a person very closely or you don't relate with him at all. Now the problem in our school mainly is boy-girl relationship, or on the other hand it is either anti-girl or anti-boy. There is no natural relationship except for some exceptions.

We all feel that the main cause for the anti-girl or anti-boy groups is the special relationships between a boy or a girl. Owing to this people think girls and boys are like this, running after each other and spoiling the whole atmosphere in a place where we are so open and the atmosphere is so different from any other place.

I am sure you all will be thinking what actions we take when we have a boy and girl having a relationship which is disturbing the atmosphere. Well the only way that we think will help us is by talking to them. They have to realize the facts and face all the problems for themselves until they realize what they are doing to themselves and to the community. If they go on without understanding and we see that it is influencing others then we have to ask their parents to take them away from the school.

But I've personally felt that you can't go on talking to them and trying to discuss the same thing again and again while there are people who have understood things; I am not saying that they are superior or anything of that sort, but because of some handful of people the others have to waste their precious time just discussing these same things again. Anyway these are only my thoughts and I just thought I'd share them with you but let them not influence anyone.

Indumathi S.

14 years

A NIGHT AT UPPER BHAVANI

Woo - Woo - Woo,
The trees were moving
As the wind passed through.

Chirp - Chirp - Chirp,
The birds were singing.

Gurgling, bubbling, rushing
Down came the stream.

Colours, Colours, Colours
The sunset!

Bright, Bright, Bright
The moon shone.

Twinkle, Twinkle, Twinkle
Came the stars.

Dark, Dark, Dark
Came the night.

G. Nagarajan
12 years



A LOVELY NIGHT

What a lovely night

The stars twinkling

The moon shining

High up in the sky

The trees and the flowers
sleeping

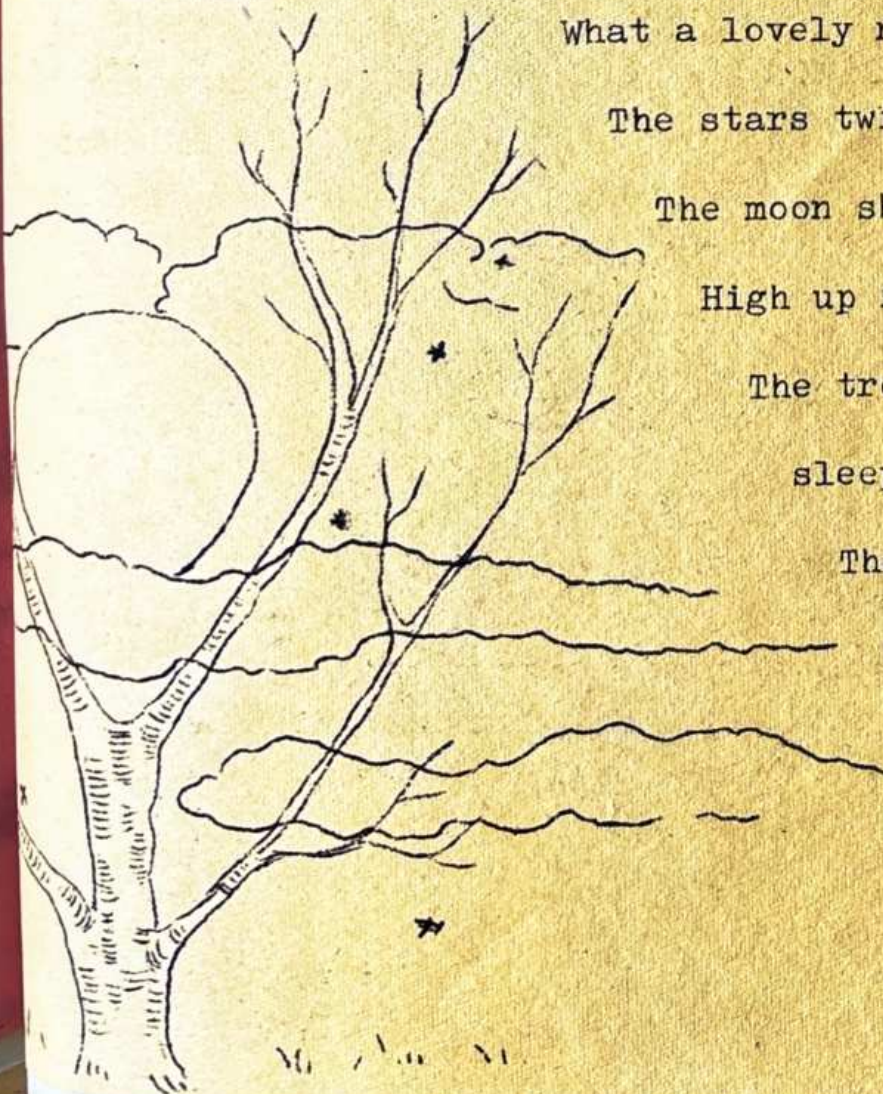
The children making a noise

Of spoons and forks

Having supper

And going to bed.

Ramana M.
10 years



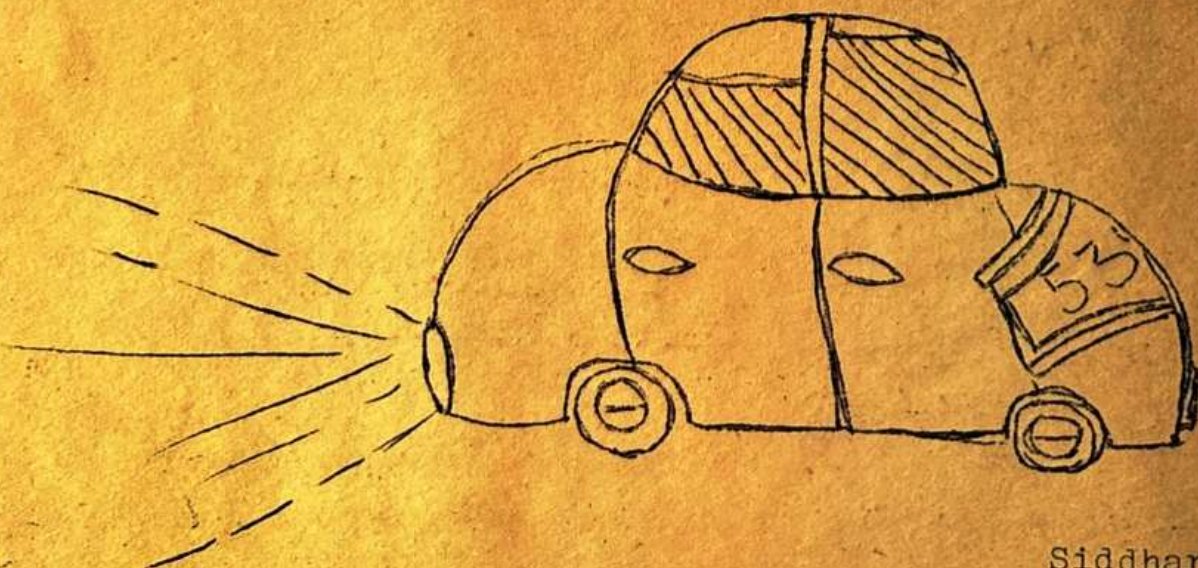
THE NAUGHTY WIND

I don't know where it comes from,
I don't know where it goes,
Goes through many lands around the world,
Strange and lovely places,
And sees sad people, happy people and
strange people,
Sometimes becomes gentle and sometimes fierce
When it's gentle it shakes the trees,
With happiness and blows my hair to
make me happy,
When it's fierce it blows,
Dust into my eyes and disturbs me
Oh! What Naughty Wind.

Chandrasekhar T.
11 years

HERBIE COMES TO B. M. S.

We thought a huge dog was barking in the morning so we got up but it was a white car. I couldn't believe it. It was Herbie. He'd come to B.M.S. Wow! there's going to be lots of fun here now. Come on let's go greet him. Hi! Herbie, how are you? We saw one of your movies 'Beep Beep' (I know that) You really do Beep (Yeah) Wow! you are enchanted. Beep CRR Beep, (Let me go meet the headmaster) One hour passed. Bye guys. Hey where are you going? Well somewhere. See you later. Bye Herbie we'll really miss you.



Siddharth K.
11 years

SOUNDS I LIKE

Sitting up in bed early in the morning I like to hear the bell ringing. I like to hear my dorm getting up from sleep. Then at breakfast I like to hear the noises of forks and knives.

At assembly I like to hear the sound of feet. At classes I like to hear the birds tweet or Punch and Judy's bark. I like to hear the gong striking twelve and then the siren for one.

At games I like to hear the wind blowing or people shouting out the score.

For baths I like to hear the running water from the taps.

At tea I like to hear the excuse me when you come in and go out.

At prep I like to hear the silence everywhere.

At dinner time it's usual for the noise, and at night I like to hear the yawns and good nights.

Shloka M.

12 years

THE RABBIT WITH A BAD HABIT



Once there was a rabbit
Who had a bad habit
and all the animals
were mad at him.

They thought it was
a great sin
that he should throw
their things in the
dust bin.
When they saw him
they would pretend
to be friendly with him
And would grin
But really they were
angry with him.

Zia T.

12 years

TARA AND HER PET

Tara was a little girl of eight. She had a most extraordinary pet, and can you guess what it was? Well, it was a mongoose. She had found him in the wood when he was a baby and she named him Mickey. He was a clever little mongoose and Tara was proud of him.

One day Tara was walking in the woods with Mickey on her shoulder. Suddenly she heard little groans from behind a tree. She stopped, walked back and looked behind it. There sat a little boy. Tara knew at once who it was. He was the mean little boy who lived next door. He had often tried to take Mickey for his own but never succeeded. "I've been bitten by a snake he groaned holding his leg tightly." Tara was quite surprised because she thought that there was no snakes in the woods. However she bent down to see his snake-bite. As quick as a flash he pushed her down and pulled Mickey from her shoulder and ran off laughing. Mickey was quite calm. He bit the boy hard on the ear. The boy screamed and let go of Mickey. Then Mickey ran all the way back to Tara. She put him on her shoulder and started on her way back home. On the way she saw the boy sitting on the ground saying "I've been bitten by a mongoose, I've -----"

Anuja M.

11 years

A VISIT TO AN UNKNOWN WORLD

Standing there in this new world not even knowing what languages they talked. At first I was frightened as a mouse. I didn't know what kind of world it was. All people were jealous and unkind. Children were all trying to be friends but their parents didn't want them to be friends at all.

Every morning it was dark and gloomy. No good morning. Nothing at all. I wished I could go back from where I came.

What a horrible place it was!

Ishita G.L.

11 years

'Man can tame animals

But not himself!

INTO THE WILDS

Deep into the wilds
Where only nature guides
You're a bit scared
And you wonder how you've dared
To come so far.

There's a feeling that won't let go
Feels like you're going too slow
There's so many things to see
And things you can't believe
That could exist
These are the wilds you've missed!

There's something ringing in your ear
And you stand still with fear
You want to see what it is
But you're too scared to turn around
You just keep your eyes on the ground.

You walk on and on
You've got rid of your fear
Then suddenly you see something
It's yellow, no black, no it's white
Oh, it's got all three (colours).

You've got your binoculars
And you get to see the Great Indian Hornbill
You stand still
It's beautiful
And you're satisfied
Satisfied to have seen a bird
In a beautiful place
Where you had never been.

Rucha P.

15 years

' There's no use worrying about life -
no matter how hard you try, you'll
never get out of it. alive!!

THE NATURE WALK IN AVALANCHE

The environment was very pleasant and peaceful. We heard quite a few sounds and the one we heard most was a kind of bark which was made by the black Nilagiri monkey. It was an exciting moment when suddenly someone told us to keep quiet. There were many different kinds of plants, some of which I hadn't seen before were pretty and rather unusual. Many of us found strange eye-catching plants which we brought back with us. The plants that we brought back with us are striped ferns, wild violets, ground orchids and a type of dandelion whose stem was unusually thin and long.

Reshma M.

12 years

AHOY

Over 30 years we sailed in the sea. On one dark night disaster struck. The rumbling sea came on to deck. It broke a sail, what a wreck! A thunderbolt struck a member of the crew and he died at the single blow. This was all on the horror night. In the morning we had a new crew and after two weeks, on Friday 13th February, we saw land. It was Spain. What a night!

Siddharth K.

11 years

PANDIAR

Streams with clear still water,
Thick bamboo growing all around,
Wild berries to pick and eat.

Different kinds of birds
With strange kinds of noises,
Animals which are so rare to see.

These are the things I heard and
saw in Pandiar.

Anuja M.

10 years

ROSES - A PLAY

Written by Abhimanyu Borooah - aged 8

Characters

A pink rose

A red rose

A yellow rose

Barrator

Setting: A garden.

There is music in the background throughout.

NARRATOR : Once there were three rose plants in a garden - a pink rose, a white rose and a yellow rose. The pink rose was the first to grow. Then the white rose grew, the yellow rose grew last of all.
(The roses 'grow' in turn)

WHITE ROSE : Pink rose, will you give me one of your roses?
I'll give you one of mine.
(The two plants exchange flowers)

YELLOW ROSE: White rose, will you give me one of your roses and I'll give you one of mine.
(The plants exchange flowers)

PINK ROSE : Yellow rose, please give me one of your flowers.
I'll give you one of mine.
(The two plants exchange flowers)

NARRATOR : All the rose plants exchanged flowers and looked bright and gay.
And then the white rose began dying and so did the yellow.

(The two plants 'die' in turn)

The pink rose was left alone. He was sad.

(The pink rose lowers its branches and droops)

But the roots of the two plants were still alive.
And again and so did the yellow (the two plants grow)
Now there were three rose plants again and the pink rose
was happy.

(The three plants hold hands)

The story is over.

RAIN

It was raining

raining

raining

All the day long.

It fell on the floor.

It fell on the roof.

It fell on the plants

forever

forever

forever

I like to play in the rain.

But I will get ill

I will get ill

I will get ill

Sometimes we have prep in the dorm

in the dorm

in the dorm

in the dorm

because it rains

it rains

it rains

Sridevi T.

8 years

