

Blue Print
Committee.

THE BLUE MOUNTAIN'S SCHOOL. THE
THE BLUE MOUNTAIN'S SCHOOL. THE
THE BLUE MOUNTAIN'S SCHOOL. THE
THE BLUE PRINT.
THE BLUE MOUNTAIN'S SCHOOL. THE
THE BLUE MOUNTAIN'S SCHOOL. THE
THE BLUE MOUNTAIN'S SCHOOL. THE

EDITORIAL

Our life is a mixture of so many things. We search for food and friends. We feel pain and pleasure. We sleep, walk, dream, eat, play and think. These things, put together is our life. Our life in these various ways, make up the components of our life. We cannot exclude any one component from the rest. All the different components in the right proportion constitute a balanced life. In a balanced life we cannot say this is important and that is not important. Everything is equally important.

There are two things, regarding importance. In this world we can say that a thing is important or not important relative to something else. A thing by itself doesn't have importance. For a thirsty person, in a desert, water is important and not a bag full of gold coins. For a person who wants to be a minister, a book on aeromodelling is not important. So for practical purposes we can say that this is important or not important with respect to something else.

There is another aspect regarding importance. We feel the importance of drinking clean water when we know the consequences of drinking dirty or polluted water. We know the importance of planting trees when we know the consequences of cutting down trees.

So in the absence or malfunctioning of a thing we realise the importance of that thing.

For practical purposes we might choose between what is important and what is not important. But for life as a whole everything is equally important: breathing, eating, sleeping, working and thinking. They are all equally important. Thinking is one aspect of my living. But few of us think about thinking, or wonder at our own thoughts and existence, or question about our relationship with the vast universe and about our life. This aspect of life is missing and this creates an imbalance in our life. We all think, but we don't think about thinking and the process of thinking.

If we go on eating, breathing, sleeping and thinking but do not understand the ways of thought and thinking, it creates an imbalance. If we go on thinking about thinking and neglect the other aspects that also creates an imbalance in life.

Today we are all in a hurry to finish our studies, start business, write a book, earn money or go around the world. Increasingly we have one invention after another to catch our attention: video games, computer and space research etc. As soon as one wish/idea is fulfilled the next is already awaiting response. We are with the T.V. or with our friends, or in the shop and 24 hours is not enough for us. Though every invention saves time, we still don't have time to do so many things. Where is the time in this world to think who I am, what I am doing and what is happening to me! We don't have time; we are carried away by so many small things.

Everything else has become important for life but the quality of life itself. We go round the world and meet varieties of people but we cannot see our own desires, ambitions and our thoughts. Very few people think about themselves or their mind and the working of the mind.

Is it important? Without studying the mind cannot one live? Why should one study oneself?

To me it looks like this. Along with all the rest if the study of the mind too happens then there is a balance in life. Then everything seems to have some meaning and falls into its proper place and function. In life everything seems to have its proper place and function, so too the study of the mind or watching oneself.

Thoughts create action. I don't live alone. I live with others. So my thoughts and my actions affect others in some way or the other. These effects depend on my thinking. So it seems reasonable for me to know my thought processes.

So I see that with the other activities of life, understanding my thought process is equally important both for a balanced life and for dealing with other things and beings. So first let me try to understand myself in my interaction with others.

L.Prasad

--:oo000oo:--

LOVE

Love is more precious than gold.

I feel love in my heart.

Love can make beautiful things.

Love, Love, Love,

Love makes us happy.

by Kartikeya D

7 years

HERE & THERE

- RENOVATIONS - December - January. The Red Dorm has been renovated and extended to provide the children with more space for lounging. The cottage will be nearing completion soon - It is already looking quite picturesque.
- ARRIVAL OF STAFF & THE 10TH CLASS - January 23 - The X Class students generally arrive with the staff to put in one week of quiet (!!) study.
- VIMALA THAKAR* - January 25 - 29. Ms. Thakar visited Ooty at the invitation of one of the teachers. Her talks were held in the school hall - Outsiders also attended these talks. She very kindly agreed to attend a staff meeting.
- ANOTHER ARRIVAL - Miss. Martina Street - Has come to us for one term. She did her 'A' Levels in Brockwood Park School - and is doing her B.A. in English in a British University.
- DRAMA CLUB* - Initiation of the Drama Club. Lots of enthusiastic members attended, and quite a few teachers too.
- FAREWELL TO THE X CLASS * - March 14 - An entertainment - exchange of gifts, speeches, dinner and another X class leaves us.
- BEE KEEPING* - March 18 - Mr. Shrestha (Retired from the Government Department of Cincona) is a man of many interests - a major interest being bee-keeping. He talked to a few bee-enthusiasts in school.
- EXCURSIONS - March 20-23. - Excursions and hikes being very much a part of B.M.S. life, six parties left on the 20th for Avalanche, Upper Bhavani, Pykara, Pandiar and Western Catchment: two of the groups to trek into the deep forest and hills, and to rough it out. As usual a lot of nature rambles were undertaken, both bird and animal watching was done.

FOUNDER'S DAY - March 24 - This is what Rakesh of the X Class has to say about it:

"We had the Founder's Day celebration on the 24th of March. There was a special assembly in the morning at 9.30 a.m. The assembly began with a hymn and then Mr.Hareesh gave us a talk about the school and how it began, and about Mr.Pearce. Then Mr.Hammick, an old friend of Mr.Pearce, talked to us about Mr. Pearce and his thoughts on education. After this we sang another hymn. Gifts were given to the servants by Mrs.Pearce and after a minute's silence we dispersed.

Later in the afternoon we had a special lunch and as usual we had a holiday. In the evening we watched a movie".

DANCE RECITAL* - March 25 - We were lucky to have Mrs.Madhavi Mudgal, a celebrated Odissi Dancer, amongst us. We are grateful to SPICMACAY for arranging a lecture/demonstration in our school assembly hall.

After training for several years in various forms of Indian dancing under outstanding gurus, Madhavi finally chose the Eastern Odissi dance form.

She has performed in practically all parts of the world, and has taught in Cologne and Vienna.

THE P.T.A. CONFERENCE ** - May 1-3 -Elsewhere in this magazine we have given a comprehensive report on the P.T.A. Conference.

THE FETE - May 3 - Games galore, eats galore, parents galore, prizes galore, children galore. This is what Nisheeth of F.G.II has to say:

"I like the school fete. There were many games. I played many games. In lucky dip I got many things. I liked the fete. On fete day my stomach was full".

We thank Mr. & Mrs. Mirchandani for holding a popular pop-corn stall, and Mrs.Shyama Sethi for helping in running it.

YOGA WORKSHOP - May 6-12 - We are thankful to Mr.G.N.Rao (of Kaivalyadhama Yogic Health and Research Centre & Yoga Teacher in Rishi Valley School) for

holding a workshop in school - for various categories - Below is a goodbye message he left for us.

Lonavala
12th May 1987

Dear friends and children,

Thank you for your kind hospitality. Thanks also for your enthusiastic response. I enjoyed teaching you.

I hope you will continue to practice regularly.

With best wishes and affection.

Rao

LAST ASSEMBLY - Friday, June 5 - Mr. B.N.Deb wished everyone a "Happy Holiday".

(**READ MORE ABOUT THIS ELSEWHERE IN THIS ISSUE.)

[illegible]

FILMS SHOWN ON VIDEO

(For seniors, for juniors, for all)

Baby	Song of the South
Shipwreck	Bodyline (3 parts)
Carebears	Tom & Jerry (Cartoon)
Karate Kid	The Never Ending Story
Gnome-mobile	The Girl who Spelt Freedom
White Nights	Return of the Black Stallion
Silver Streak	The Richest Cat in the World
Mackenna's Gold	The Fighting Prince of Donegal
The Longest Day	Seven Brides for Seven Brothers

Nature Club Films: Man of the Trees
Our Finite World - INDIA

THE PARENTS-TEACHERS CONFERENCE MAY 1-3

THE LONG WEEK-END IN MAY

The importance the P.T.A. Conference has come to assume over the years is suitably reflected in the special place it gets in the School's annual calendar of events. Like some rhythmic cosmic event the first Friday-Saturday of every May seems eternally reserved for the occasion: the arrival of parents and garden flowers, the warmer days, smart spring showers, and the good cheer of children ripe with the expectation of family re-unions. There is colour and excitement and the air in the school seems injected with a charge of elation. This year about 45 sets of parents, single or couples, undertook journeys to make it to the Conference while the sun rode the sky and children's calculations predicted he would shine over head on 4 May and pass on into the northern skies. Some mothers, like over-eager pilgrims, arrived a few days in advance and tried unobtrusiveness in flamboyant colours. The corridors lit up with their presence and forewarned us of things to come. By Thursday, 30th April, the premises was already over-run with elegant men and women.

The P.T.A. Conference started at 10.00 a.m. on Friday, 1st May, parents, teachers, older children, visitors and Trustees attending. The Investigations into Fundamental Educational Issues by several huddled intensities, scattered about the premises, took up the entire pre-lunch session. The theme was Education and Society. The post-lunch session was the sedate, after-lunch, afternoon cornering of houseparents by an array of concerned mothers, and an occasional father, extracting feed-back on individual children. By 4.00 p.m. attention began to flag and the natural dispersal of participants was completed by 4.30 p.m.

In the evening at 7.45 p.m. the Assembly Hall was already packed to capacity as one and a half hour's home entertainment began to unroll. Stragglers and late-comers were still trying to find a place of vantage in the corridor outside the Hall while the programme had reached half-way. Inside the Hall parts of the audience were ready to scale the walls for a view if possible, it was so packed beyond capacity. When it was all over, families and friends were trying to re-establish contact to

re-group, in the melee of moving forms, and colours and perfumes in the school corridor. Outside, under the sparkling night sky, the cool air was crisp and refreshing.

Saturday, 2 May, was the Business and Evaluation session. The participation and intensity of involvement in the deliberations regarding the school ethos and the financial and non-financial problems of the school spilled over into the activities of the following two days. Unprecedentedly, the P.T.A. met again at an emergent meeting on Sunday, 3rd May, at 3.30 p.m. and put up funding proposals to the school's Governing Body.

Sunday, 3 May, the Annual School Fete provided just the respite and relaxation (and truly deserved), from the hard investigations and deliberations of the preceding days.

And Monday, 4 May, a whole holiday provided just the respite and relaxation from the previous day's respite and relaxation!

Tuesday, 5 May, morning, the school was back on track, awakened out of a long dream.

B.Narayan Deb

MORE NEWS ABOUT P.T.A.

An investigation into Educational issues.

Parents, teachers and students were divided into 7 groups. Each group (with about 13 people) was given guidelines for conducting the investigations.

Here are some of the findings: Real education is development of right attitudes and skills rather than the acquiring of knowledge and should free a child's mind of fears.

These qualities if developed would help meet life totally.

So far all traditional educational systems have failed to tackle human behavioural and psychological problems (greed, anger, jealousy, envy etc.). The purpose of real education

is to question the accepted "norms", traditions and beliefs - but to question without sitting in judgement.

School and home atmosphere and environment should be in tune with each other, and complement each other rather than oppose each other, to avoid confusion in the child's mind.

Society often tends to prevail upon the "inner voice" and intelligence of an individual, and reduces these to mere conformity. Education must provide the individual with clarity of mind and courage to withstand these social pressures.

In choosing a career, aptitude and inclination of the individual is of paramount importance - this would naturally lead to a job well done, and benefit society. Education - School atmosphere - should be free of pressures and must be conducive to producing "able misfits".

An "able misfit" is a committed person, in a society of mediocrities, who uses his creativity and innovation to bring about change and progress in society.

An educated person is one who has a mind open to all learning experiences, and a mind not limited to a narrow goal.

Ed.

P.T.A. - ENTERTAINMENT

By students/parents/teachers for students/parents/teachers!

PARENTS' ITEMS: were introduced by Mrs Shyama Sethi in her usual lively style, after which Mrs. Suneeta and Mr. Mirchandaney did a hilarious skit on cricket with 'bowling maidens over' 'tickling one on the leg'. Mr & Mrs. Vahanvaty and Mrs. Sudha kept the audience vastly amused with permutation and combinations on Y Y Y !

THE LAST ITEM: after a lot of behind-the-scene pressuring by Mr & Mrs Patankar, their friend Mr Sanjay (Saya) was persuaded to show one or two of his magic tricks. He kept everyone guessing, rattling off names of some members of the staff as if he had known them all his life; and then showed a 'card trick and another with ropes which kept us spellbound and made him a very popular person.

S.D.

Cont....

STUDENT & TEACHERS ITEMS: were picked from the year round "dorm" shows and the farewell show - already mentioned elsewhere is the teachers and students comedy 'The Grand Cham's Diamond'. There were folk dances, a quasi - Scottish dance and a Bharatnatyam solo. Two songs "Eidlwise", "Five Hundred Miles" were sung very well - last but not least, the Senior girls parody on high opera called La Forza Del Miss Muffet (The Spider & Miss Muffet) was appreciated very much.

M.R.

FETE

Came May 3rd (the day of the Fete) and along with it a lot of excitement and happiness of the reunion of parents with their children. Posters were being stuck anywhere and everywhere and everyone was waiting for the ribbon to be cut so that the festivities could start. The minute it was cut, people came pouring in, to enjoy themselves thoroughly during the day.

The events for the day included Hoopla, Horse-race, Lucky Dip, Electric Bell, Tambola, Lighting the Candles, Darts and Balloons, Knock Me-Down, Kicking the Football, Nine Pins, Breaking the Pot, Raffle and weighing the cake. According to me, Breaking the Pot, Tambola, Kicking the Football and Lucky Dip got the most response from the crowd because in these games (apart from Lucky Dip) it looks so near yet so far to win a prize. Oh! I almost forgot about the canteen! The canteen had such a success story that words cannot describe it! It was a roaring success and most of the snacks were sold out at around 2 O'clock, an hour or so before they were scheduled to do so. The pizzas were delicious (This was mainly due to Mrs. Puri's superb cooking), so were the Egg Banjoes and so was everything else.

Profits, whether huge or marginal, were made on every field. All in all, the Fete was a big success.

Samir S.

W A C P

Let us first start with the explanation that W A C P stands for World Affairs and Career Planning. Every Wednesday we meet in the Geography room at 7.30 p.m. (at least we used to) but we must be honest with ourselves and with everyone else that lately we haven't been meeting due to (ahem, ahem I suppose there are no excuses).

Cont.....

We discussed mainly international affairs such as the Iran - Iraq war, U.S. and U.S.S.R. relations, Lebanon issue etc. etc. and also domestic affairs such as Fairfax, Reservation Policy, Punjab situation, Assam accord etc. etc. Even though we haven't discussed much on Career Planning we always intend doing so.

We got a lot of response from the students and teachers and we hope the W A C P will do well next term even though its secretary is resigning as he is leaving school.

Apart from our usual work we also try to arrange programmes like last terms 'Quiz' which was quite a success (at least we think it was!) But this term was not as good as the last, as we could not organise any programmes at all. That's all from W A C P (at least for the moment).

Samir S
Ex-Secretary

YELLOW HOUSE SHOW

It was as usual well-produced. Pandora's Box had some good lines most of which were very effectively delivered. The costumes were colourful, though we thought they need not have been sleeveless for these players and spectators.

The songs created the suitable mood and pleasure including the pronunciation "lille".

Overtunes too was well done, notwithstanding the occasional prompting and the unscheduled smiles. Was it too sophisticated for the audience? All the same the acting was very impressive, and the show as a whole was a pleasant and colourful end to the term's dorm shows.

S.D

*** Before the Yellow Dorm show Mihika, Parul and Sridevi delighted us with a playlet called "The Clever Rabbit" and a song entitled "The Animal Fair".

THE YELLOW DORM SHOW

There is usually a feeling of pleasant anticipation when one goes to watch a yellow Dorm Show and this time was no exception. The show consisted of 2 plays and 2 songs. The songs, as expected, were sweetly sung and were good on the ears.

Cont.....

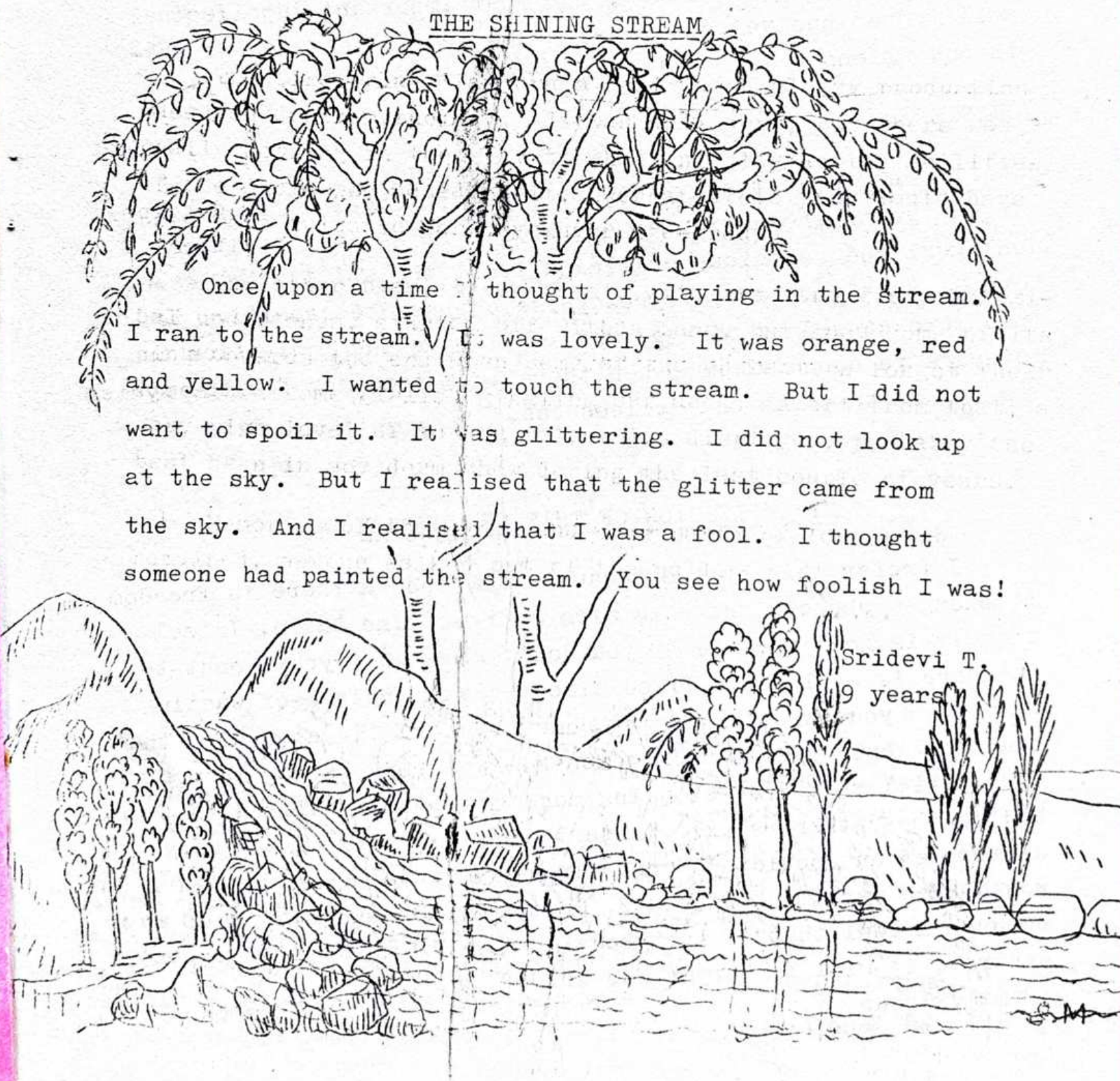
The first play 'Pandora's Box' was a glossy production based on Greek mythology. It was well done, but there was really nothing in the play to challenge the acting abilities of the girls who acted in it. Perhaps this play would have been more suitable for a younger age-group.

The other play, 'Overtones', with its strong psychological undertones, started off with a bang, but lost some of its zing towards the end when some of the characters forgot their lines and some girlish giggling surfaced. Apart from that, a very high level of acting talent was displayed, probably the best seen in any dorm show during the last couple of years.

Memories of the songs and some parts of 'Overtones' remained, as one walked out of the hall.

A.K.

THE SHINING STREAM



Once upon a time I thought of playing in the stream. I ran to the stream. It was lovely. It was orange, red and yellow. I wanted to touch the stream. But I did not want to spoil it. It was glittering. I did not look up at the sky. But I realised that the glitter came from the sky. And I realised that I was a fool. I thought someone had painted the stream. You see how foolish I was!

Sridevi T.
9 years

NEW EDUCATION

An excerpt from "Teaching As A Subversive Activity"

by Neil Postman and Charles Weingartner

KNOWLEDGE

"Consider where 'knowledge comes from. It isn't there in a book, waiting for someone to come along and learn it. Knowledge is produced in response to questions; and new knowledge results from asking new questions; quite often new questions about old questions. Here is the point: once you have learnt how to ask questions - relevant, appropriate and substantial questions - you have learned how to learn and no one can keep you from learning whatever you want or need to know. But what students are restricted to, is the process of memorizing somebody else's answers to somebody else's question. In short, the most important intellectual ability man has yet developed - the art and science of asking questions - is completely ignored by most schools."

CHANGE

"Schools must serve as the principal medium for developing in youth the attitudes and skills of social, political, cultural and religious criticism i.e., the ability to detect crap. Such people would recognise change, be sensitive to problems caused by change, and would have the motivation and courage to sound alarms when there is a tendency for the system to reduce to chaos and uselessness."

A.K.

MY IMPRESSION OF THIS NEW SYSTEM

I prefer this system because here though there is freedom to change subjects there is also a fixed time table. I feel that it is good because if you don't know what you'd want to do there is at least a fixed time table. Instead of wasting your time you can start doing something. It is also nice that there are only six of us in each F.G*. which is big enough.

I feel that I am studying more because I realized that I had become rather relaxed in that atmosphere and I was very distracted and could not concentrate on my studies, though I would have very much liked to. On the whole this system is nice because I feel that if everybody in the F.G.s is able to concentrate it will be better for all of us.

*Family Group

Reshma

Someone asked her at what age she had started dancing. She said that she started learning dancing from the tender age of four.

She told us that during the ancient times, and till 200 years ago, Indian Classical Dancing was very popular but during the British rule it had gone down so much that people hardly paid any attention to Indian culture. But now Indian culture is regaining its popularity.

Another question asked was whether the Odissi folk dance had any influence on the Odissi classical dancing.

After a lovely one-and-a-half-hour show Madhavi had to take leave of us. It was an addition to some of our knowledge about Odissi Classical Dancing. It was a good experience. Thanks to Mrs. Madhavi Mudgal and the SPICMACAY.

by Indumathi
15 years

NATASHA INTERVIEWS MADHAVI MUDGAL

Madhavi Mudgal is a professional Odissi dancer who was invited to perform in certain schools in the Nilgiris by the SPICMACAY which stands for the Society for the Promotion of Indian Classical Music Amongst Children and Youth. The Blue Mountains School is one of the schools where she gave her performance and the following is an interview I had with her in her room in the hotel.

Natasha: Where are you from?

Madhavi: I am from Delhi. I was born and brought up in Delhi.

Natasha: Did you learn your dance in Delhi or Kalakshetra?

Madhavi: My parents have a school - Gandharva Mahavidyalaya in Delhi. They are both from the field of classical music. I learnt dancing there. I began at the age of four.

Natasha: Have you been learning Odissi from the age of four?

Madhavi: No, no, I began with Bharathnatayam and then took to Odissi. I saw Kum Kum Das Sanjukta Panigrahi performing Odissi and then switched over.

Natasha: What made you take up dancing as a profession?

Madhavi: Well, I took up dancing mainly because I have always enjoyed dancing. I find it's the best way

AN APPRECIATION OF MADHAVI MUDGAL'S
ODISSI DANCE/DEMONSTRATION.

It was a rare opportunity to have the famous Odissi dancer, Mrs. Madhavi Mudgal with us on the 25th March 1987.

The show started off with one of Madhavi's pupils, Sadhavi Kullar, who is also a member of SPICMACAY.

Madhavi told us briefly about Odissi. She said that Odissi had originated in Orissa and it had some contribution from the Odissi folk dances.

She showed us the first item which was (to be) an invocation to Lord Shiva. It was like a short prayer with hand gestures and rhythmic movement of the feet. After this short item we were introduced to the ways of playing the mirdangam, the harmonium and the sitar.

Sadhavi was asked to demonstrate the first two basic steps of Odissi. Madhavi said that these basic steps are put together and made into an item, after which she did a rather lengthy item called the 'Shankarabaranam'. This lead to Abhinaya (or expression). This item was based on Radha and Krishna. It told us that once Krishna wanted to meet Radha, so he dressed up as a woman and came to Radha's house and asked her if he was allowed to put alta on her feet. Radha agreed and so Krishna made exquisite designs. Radha liked them and was admiring them when she suddenly noticed Krishna's name written under her foot. She got angry and pushed the woman out of the house and in doing so Krishna's false hair fell off. Radha was surprised, so she brought the woman back into the house and removed the disguise to find her Krishna standing in front of her. This simple story is woven into a dramatic item full of expression.

The last item that was performed was 'Moksha'. This particular item was done by dancers in olden days, in the temples to attain salvation. Thus, it came to be known as 'Moksha'. It was a dance full of gestures and rhythmic beats.

Lastly Madhavi wanted to know if anyone would like to ask her any questions.

A person asked her if he could be told what the difference between 'Bharatnatayam' and 'Odissi' was. Her answer was 'In Bharatnatayam the steps and positions are more definite and it has a stiff posture. The Bharatnatayam dancers also sit in what you call an 'Ardhamandalam'. In Odissi the steps are not definite and it is more gentle and soft.'

to satisfy myself and express my feelings. Plus, I have always been surrounded by musicians and other classical artists in my house because my parents happen to be well known classical musicians.

Natasha: Did dancing clash with your studies at any stage?

Madhavi: I was studying to become an architect, so carrying on with my dancing came in the way. Then there came a stage I had to decide between architecture and dancing. This period was awful. Finally I chose dancing.



Natasha: You said that you began dancing at the age of four. When did you give your first performance?

Madhavi: I took part in Shankara International Dance Competition at the age of four. I won the gold medal in it. Vice President, Radha Krishnan gave it to me. I remember so well that I was lifted up because I was so small and people couldn't see me. I turned professional at the age of 18.

Natasha: What sort of a response from the audience pleases you most?

Madhavi: I feel very satisfied when I have been able to involve everybody. You know, when it is not a one way traffic. The most beautiful aspect of performing

is when you are able to create a rapport between you and the audience and when you can actually sense the appreciation. Did you feel moved by my performance?

Natasha: Yes, I did. It was a lovely recital. Do you have any more goals to achieve in this field?

Madhavi: I want to carry on performing as long as I can and later give my full attention to teaching. Right now I keep travelling and giving performances so I can't give my full attention to teaching.

Natasha: Who takes over dancing in your school when you're not there?

Madhavi: The senior students take over or they just continue to practice on their own.

Natasha: How did you get the opportunity to expose your art abroad?

Madhavi: Well, I didn't have to make any effort to be able to perform outside India. You see, when people truly want a dancer to perform for them, they always come looking for one and they find the person. That's exactly how I got an invitation.

Natasha: Do you think you can recall the performance you have loved doing the most?

Madhavi: Once at the Khajuraho Dance Festival I danced on the steps of the temple. I came from within the temple and performed in the porch and on the steps of the temple. I felt out of the world. A totally new experience. One doesn't get this chance often. These days, dancing in temples is prohibited. I was completely unconscious of the audience. When my guru's guru came and congratulated my guru for my performance I felt great. I felt extremely honoured. These are such sublime moments and I'll never forget them.

Natasha: Are you in any sort of contact with Ustad Amjad Ali Khan?

Madhavi: Oh, Yes! I know him and his wife, Shubhalaxmi Khan, very well. I believe he was here last year to perform. Your school has many interesting events.

Natasha: How did you come in contact with this SPICMACAY movement?

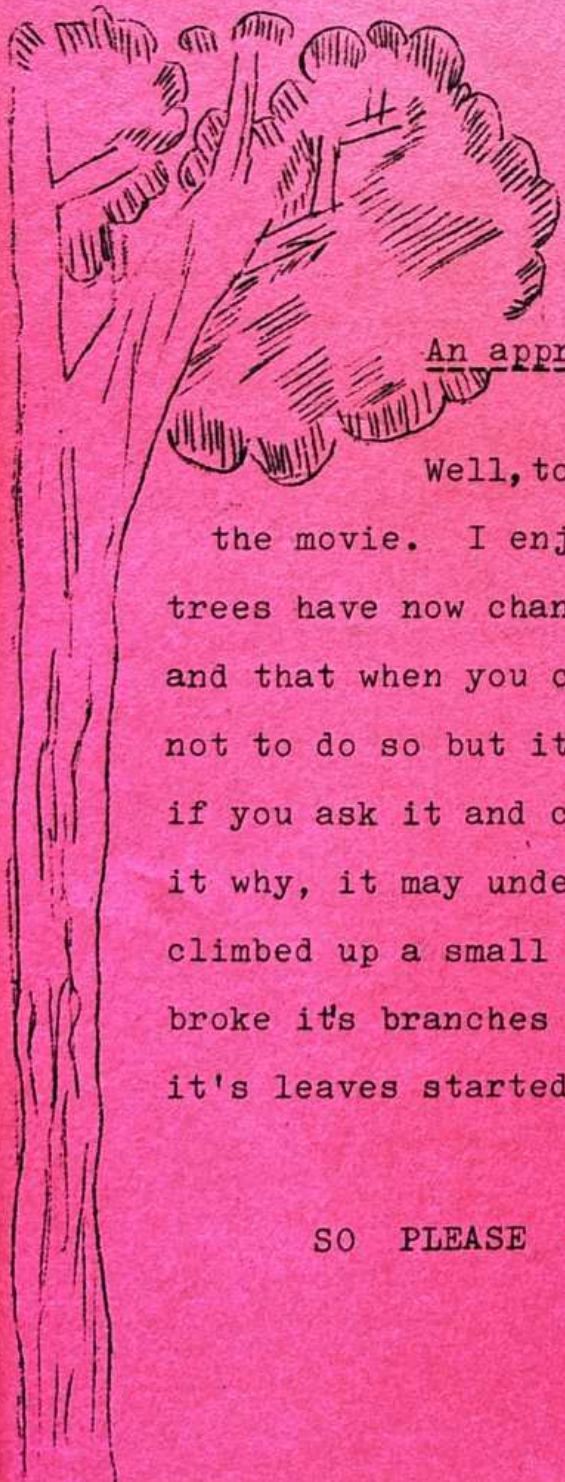
Madhavi: They contacted me. I was asked to perform. As an artist I feel that the responsibility lies on me to make the younger generation aware of Indian Culture.

There are so many people who are hardly aware of it. I feel there will be a time when everyone - even the younger generation - will appreciate our culture. I mean, they'll know much more about it. If children are exposed to Indian culture from a young age, when they watch an Indian dance or something, they will already know about it. So, they will learn to appreciate it more.

Natasha: So you feel the SPICMACAY is doing India a lot of good?

Madhavi: Yes, I feel so. This movement has had a lot of positive influence in schools in towns like Ooty and in small villages also. I'm glad to know that people care about our glorious culture and respect it. It is something which India has to be proud of.

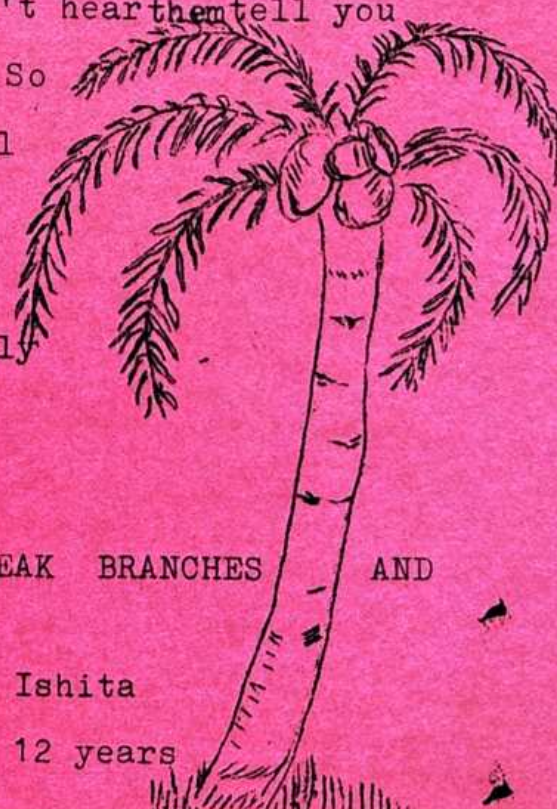
--:oo●oo:--



THE MAN OF THE TREES

An appreciation of the nature film

Well, to start with I must tell you how I enjoyed the movie. I enjoyed it a lot. Most of my feelings about trees have now changed. It is true that trees have feelings and that when you cut them down you can't hear them tell you not to do so but it does tell you. So if you ask it and cut it down and tell it why, it may understand. Once I climbed up a small neem tree and broke its branches and then immediately its leaves started to shake.



SO PLEASE **DON'T** GO AND BREAK BRANCHES AND
HURT THEM

Ishita

12 years

DRAMA CLUB

Our school has been giving public performances for some time now. Plays like Badal Sircar's "Avam Indrajit" and Tagores "Sacrifice" and "Post Office" have been very successfully done.

Drama also forms part of our school curriculum. With all this it was felt that we must start a (Drama) Club. This was initiated on February 7, 1987.

We intend to have play readings, performances (in school) along with basic training in various aspects of theatre and acting. Our school drama library is pretty good and more and more plays (multiple copies) are being added to it.

The play being read currently is The Winslow Boy. We have also read "The Death Trap" by Saki (Munro) for one of the school assemblies.

At the moment enthusiasm runs high - - - - - lets wait and see.

♦♦

M.R.

BEEES & BEE KEEPING

Mr. Shestra gave us a very interesting talk on bees, their habits and keeping bees. Although he gave us a lot on interesting information about bees, I will write only a few brief points.

Honey is believed to be the first sweet thing on earth. It is the custom in some homes to feed their babies with honey.

Bees are positively phototropic and they have an instinct of finding their homes. If they go 6 km away they will fly back only 6 km. If their hive is moved one and a half metres away, they will hover in its original place but will not travel the extra distance to their home.

Usually 10 kgs of honey is obtained from one hive. Of course, if there are children around, no honey lasts! Honey is stored seasonally. In school we have 3 hives, of which only one has just begun to produce honey.

One way to test honey is by dropping one drop in water - if the drop dissolves it is not pure. If it sinks and does not dissolve it is pure honey.

The colour of honey has nothing to do with its purity. It depends entirely on the flower from which it comes. Jasmine honey is dark and bitter. In Ooty we usually get Acacia, Eucalyptus and clover honey which is pale in colour.

Honey truly is the nectar of the gods.

Natasha W.

15 years

LIFE AT BROCKWOOD PARK

Engulfed in greenery, tall magnificent trees, the whole country-side bursting with life and vitality.

Awoken by the sweet sound of the flute (played by one talented Japanese girl) at 6.30 in the morning, the whole community gradually came to life, after showers and yoga, to meet in the white octagonal assembly hall which was full of morning light. After ten minutes of silence during which we were meant to let our minds be quiet, consider why we were there and to feel the presence of the whole community, we moved into the dining hall, overlooking the back lawn and the huge Lebanon Cedar, and helped ourselves to breakfast - a whole range of cereals: muesli, all-bran, wheat-germ, corn-flakes, oats etc.; porridge; yoghurt, excellent wholemeal or granary bread, toasted or just plain with a plentiful supply of butter or margarine; jams, honey, marmite, marmalade, eggs. A big bowl of fruit was on every table and if we wanted a drink, we went into a room adjoining the conservatory where there was a whole range of herbal teas, coffee, barley cup, tea, milk, boiling water on tap, honey, brown sugar, apple juice.

After breakfast and a flighty perusal of the morning's newspapers and post, Morning Job began. The idea behind Morning Job was that by being given a certain task - mopping and polishing floors, washing-up, slicing bread for supper, chopping vegetables, doing the laundry, sorting out the rubbish room, gardening, sweeping, hoovering, tidying the living room, setting the tables for lunch, cleaning bathrooms, washing fruit etc. we would learn to respect, appreciate and therefore care for our home/school. This worked well. No graffiti emblazoned walls at Brockwood Park. It also provided a means of getting to know the people with whom you were grouped better - at least, on a different level from that of the classroom. It was often noticed that those who got on very well tended to neglect their jobs somewhat - they were too busy talking!

After half an hour of this bustling activity, clanging of plates, swishing of mops, splashing of water, laughter and shouting, we all settled down to work. Classes began at 9 with a short break at 11 and ended, for the most part, at 1. A whole range of subjects were covered at O' and A' Level standard (which is roughly equivalent to I.C.S.E. and plus two) with an emphasis (not surprisingly) on languages, art and music. Older

students studied Open University courses. They weren't time-tabled, so could work when they wanted although were expected to do extra work in the garden. Other extra, non-examined courses were taught: Modern Movement, which was a study of the years 1900 - 1930 and the leading figures in the arts and science world (Freud, Joyce, Stravinsky, Brecht, Picasso, Eliot) whose innovative work made that period one of the most interesting in history; On Earth, a study of man and his environment, how he uses and abuses it; and On Man - a study simply of man - how he has viewed himself throughout the ages and in different cultures, the relationship between the mind and the brain, the influence of drugs upon us and the influence of language, how it unifies us and separates us.

A magnificent lunch was served at 1 o'clock. There was a huge selection of salads and a hot food section which varied every day and included such gastronomic delights as, Spaghetti Bolognese with grated cheese, vegetable pie, broccoli and mushroom cobbler etc. etc. All food was vegetarian. We served ourselves and as much as we wanted. Again on every table there was a big bowl of different sorts of fruit. How we girls got fat!

After such a lunch it was only logical that school should not begin straight away and so we had a rest period until 3 p.m., during which we "did our own thing" - we went for a walk, talked, read, studied or simply rested. There were very few lessons in the afternoon. Instead there was a programme of sporting activities twice a week for the whole school including football, throwball, tennis, swimming, badminton, squash, walking (for the faint of heart) and cycling. On other days there was the Brockwood equivalent of Estate Work-gardening, fence-repairing, mowing lawns, digging. The idea behind this was that we began to appreciate and care for the earth we live on. It was also great fun.

Five o'clock was tea-time (tea and biscuits). From then on our time was our own. We went for walks, did our homework, listened to music, talked, played etc. It was in the early evening that most people practised their instruments. The school band got **together** to strum and wail, classical music poured out of the piano room, the choir sang - some members sweetly, some hopelessly out of tune.

There were many activities during the evening. Every Monday, after tea, was a meeting of the whole school in which problems arising from day to day living were discussed. However, it often degenerated into more mundane matters. "I can't find my socks", and, "The person who has pinched my shoes please return them", and "Does anyone know what's happened to the tennis net/croquet set?"

were complaints often voiced. A different person chaired these meetings every week - staff or student.

There was a Thursday Evening meeting equivalent to our Tuesday meeting which was optional and fairly well attended. Students occasionally met to discuss matters together in times of dire emergency. For example, when two students were asked to leave because they were caught drinking alcohol, or when certain teachers were asked to leave for rather uncertain and obscure reasons. Every Sunday after Morning Job we filed into a hall for what was called a K time. We usually watched a video or listened to a tape recording of him talking at one of the Gatherings or, when the old man was there in person, we met together to ask him questions and discuss our problems as students, as teachers and the whole school together.

On Saturday nights after an early supper we did folk-dancing. Again the idea was to get people to work together in a harmonious unit, inculcating a strong community spirit and a family feeling.

Tuesday and Wednesday was our weekend, many people vanished-up to London (a mere $1\frac{1}{2}$ hours away) or to Winchester (the former capital of England) the nearest town at a distance of 10 miles, or to the New Forest, or the sea, or simply out for Cream Tea at a tea shop in a nearby village.

The day ended reluctantly at 10 o'clock by which time everyone had to be in their own rooms (weekends at 11 o'clock) The tremendous silence of the night was the only noise to be heard until the breaking of dawn, the first bird song and one talented Japanese girl playing the flute.

Martina Street

--:oo0000oo:--

"The aim of education should be to teach the child to think and not what to think".

John Dewey

VIMALA THAKAR VISITS OOTY

Vimala Thakar was born in Maharashtra in a highly spiritual atmosphere of a Brahmin family. Her own spiritual quest began at the young age of five, when she started practising meditation. While still a young student, she frequented the Himalayas and other places during her holidays in search of true mystics, and experimented with different techniques of meditation. Soon she found herself undergoing a whole range of psychic and spiritual experiences.

She studied Indian and Western philosophy at Nagpur University before joining Vinoba Bhave in his Land Gift Movement. In the course of her spiritual journey she came in close contact with the famous mystic J. Krishnamurti and is understood to have undergone a radical change at the core of her being around 1959 in Switzerland. This radical change brought her spiritual quest to a blissful end — an end which, in fact, was a new beginning in her life. Since then she has been talking to people all over the world enquiring into the basic nature of problems created by the human mind. She has talked at different universities of the East and the West as well as the U.N.O. Peace Mission.

In the year 1985 and 86 I met her at Dalhousie and at Mount Abu and invited her to visit Ooty and give talks. On her way back from Sri Lanka she came to Ooty and gave talks and answered questions from 25th to 29th January. Her meeting with the School staff is reported below.

Hareesh Singh

BND: I wish to thank Vimalaji for kindly accepting to be with us this evening at our staff meeting. Having listened to her some of us felt it would be a good idea to invite her amongst us as a friend and colleague concerned with the same fundamental issues of life and living as we are concerned as educators.

VT : I am privileged to be with you this evening at your staff meeting. Though I have never been myself an educator in an institution, I thank you very much for inviting me to attend your meeting.

BND: Over the years we have taken up these fundamental issues both at the staff level and the student level and have tried to understand them as they have presented themselves in the life of the community here. And though we have been at it for some time, at the staff level we have been concerned lately with a lack of intensity or deeper communication amongst educators and this, perhaps, has its own effect on the environment.

VT : I would like to ask one thing. Do teachers join this school after understanding the true meaning of education and the implications of being an educator or they learn these things after coming here?

BND: Some came originally for a job but stayed on out of a regard for the place and its purpose. Many have recently joined because they have already felt the necessity for a more fundamental approach to life. Today almost all the staff are here for the fundamentals.

VT : What do you mean by fundamentals?

BND: We do see the issues we are faced with while living here. Usually we are happier here, but still we may have problems which have their root in our psyche. So we are always enquiring how we should approach those problems.

HS : I am afraid we have not quite answered Vimalaji's question. What do we really mean by fundamentals?

VT : (Addressing Mr.Sardar) Sir, How do you look at it?

SD : Though one can see an undercurrent of seriousness in oneself one is what one is; I meet the students with the best of my ability.

BND: Would you say that we have not changed?

PNS: I question this whole idea of change. I wonder if there is really something which can be called 'Change'. But, of course, there is a state of learning.

HS: If we agree that there is a state in which learning about oneself is taking place, then change within oneself is also taking place simultaneously.

VT: If one simply observes oneself then CHANGE COMES ABOUT. 'you' don't bring about change.

BND: What do the teachers feel, what is our basic problem?

AK : I think the root of our problem is that we still haven't found a way to function independent of the school. We are rather bogged down because of playing the role of 'educator'.

HS : You mean, the role of educator is preventing us from looking at ourselves what we actually are?

AK : The very idea that we have to educate others stops us from educating ourselves.

VT : As I said in the beginning, I have never been a teacher or in any organization. This is a real handicap. That's why I want to ask whether teachers here are dedicated to these two things: growth of the children plus educating oneself. There should be no dichotomy between educating others and educating oneself. The act of living is an opportunity for self-discovery. The act of teaching inside the class and outside — on the games field, in the dining hall etc. — is an opportunity and means for self-discovery. So do the teachers come here with a sense of responsibility or is the teacher trying to dominate the taught, throwing his or her weight around?

BND: Here the teacher-taught relationship is hardly felt. At least, the distinctions are not so intense.

VT : Does academic work become a strain?

BND: The public examination does become a pressure on the teacher.

VT : Do you have exams here?

BND: We have a continuous assessment system here but don't have the usual half yearly/terminal exam arrangement.

VT : To sustain the interest in educating oneself or self-enquiry — is that the difficulty?

MR : Yes, sometimes we seem to get bogged down with academic and other activities.

VT : Educating oneself is really de-conditioning oneself. If we are de-conditioning ourselves by observing our conditionings and being alert to them then our affection, dedication and concern for the growth of children will do the rest. As educators we would see that our own conditioning does not cast its shadow on the face of the children.

BND: I think the point is well brought out: the educator's responsibility is to see that he himself is not harming the child by his own conditioning. While we may not be able to bring about any change in the child, we must at least be alert to the harmful change we may bring about through our own conditioning.

VT : Observing oneself is the only way of educating oneself. In order to rid oneself of one's conditioning there should be tremendous honesty and integrity. It is we who hold on to our conditioning.

Untruths can not stand on their own if we do not emotionally cling to them. They will drop away the moment we withdraw our support.

BND = Mr.B.Narayan Deb,

VT = Ms.Vimala Thakar,

SD = Mr.Sardar Mohammed,

HS = Mr.Hareesh Singh,

PNS = Mr.P.N.Shreeniwas,

AK = Mr.Anil Kumar,

MR = Mrs.M.Rikh

PRIDE & PREJUDICE - Why I always read it.

Whenever I am without any book to read or can not choose any, I always turn to Pride & Prejudice. Today I am going to tell you about the reasons why I like Pride & Prejudice so much.

The characters of the story are:

Elizabeth: She is the heroine of this book. A critic once remarked, "I am meant to fall in love with her and I do". I agree with him. She is her father's favourite. She is such a clever person and she is pretty, witty and warm-hearted. She is very well-bred compared to her other sisters and mother.

Darcy: The hero of the story is an extremely proud and haughty man. In the beginning he is a stone-hearted lord. As the story goes on he becomes a man with more feeling and is much less haughty. Very handsome.

Jane: Is a sweet, passive heroine who loves everyone and becomes deeply in love with Bingley. In the end she is disillusioned over Bingley's sisters.

Bingley: A conventional but rather spineless lover. He gets falsely disillusioned over Jane by Darcy. He is a faithful friend of Darcy's. He is a handsome, easy-going young man.

Wickham: A charming crook. A desperate deceiver. He is always on the lookout for fun and lots of money to be extravagant with. He doesn't change at all.

Lydia: She is Elizabeth's sister. She is an empty-headed flirt. She always desires attention and a good time. She is loud, silly and selfish.

The other characters are Mrs. Bennet who is a very silly woman and whose only pleasure in life is to get her daughters happily married. Mr. Bennet a wise, sensible father and a good husband. Kitty and Mary: two sisters of Jane.

There are some uncles and aunts, and Bingley's two sisters. The plot of the story is to bring out the pride & prejudice of the people of those days.

The story centers around Elizabeth.

What I really like about this story is the true feelings of everybody.

Elizabeth with her uncle and aunt Mr. & Mrs. Gardiner was visiting the Pemberly Estate (Darcy's Estate). Elizabeth was rather nervous about meeting him. After checking with the Housekeeper and finding that he would not be at home that day

but was coming the following day with a party of friends she felt relieved. After looking around the house, the three of them began walking away to see the Estate. Elizabeth turned to have one last look at the house and when she turned she saw Darcy coming out. Their eyes held and she began to blush. She wondered what he thought of her. After an embarrassing pause, Darcy came up to them and Elizabeth introduced her uncle and aunt to him. Normally Darcy would have walked away after hearing where they were from but strangely enough instead of doing that he began talking to her uncle about fishing. Elizabeth noticed a change in him and wondered whether he still loved her and whether he had changed because of his love for her.

The best part of the story is how Darcy changed his character just because of his love for Elizabeth.

While you read the story you get involved with Elizabeth's feelings and you think you are part of her. Out of all the romances I have read I like this the best even though the romance is subtle.

After reading the story you feel happy that everything worked out well at the end.

Melaika Boseman

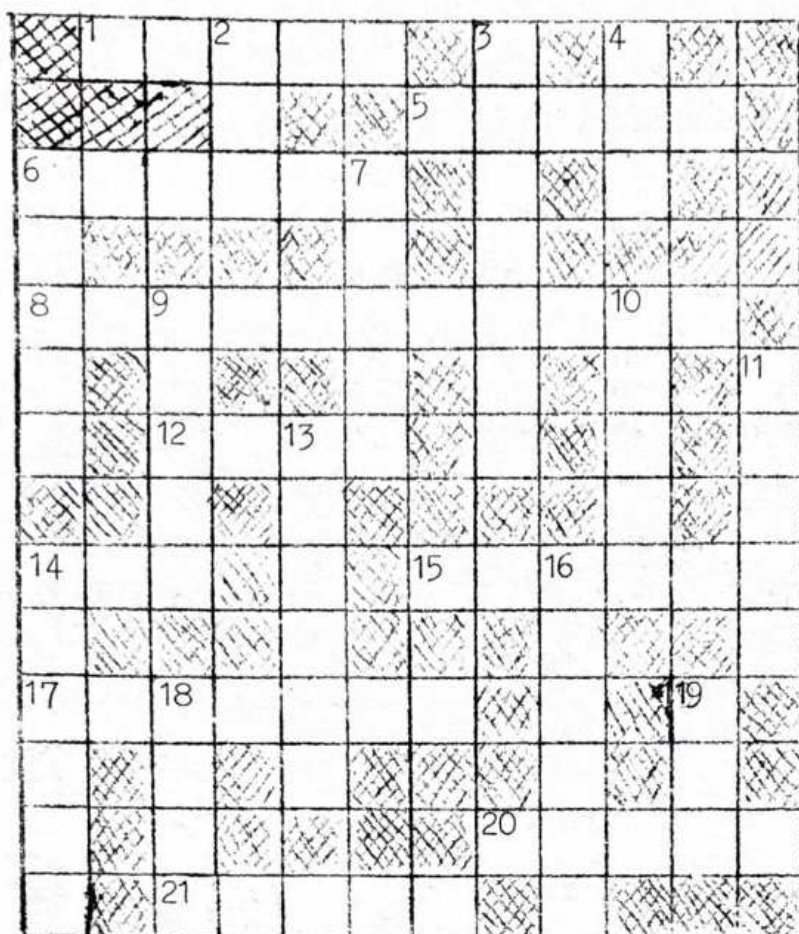
15 years

I WONDER

I wonder how the world was made
With the sea and land inside;
I wonder how things were made,
How they could ever glide;
I wonder how the air was made
So invisible and swift;
I wonder how a thing was thought of,
And how a plan was made;
I wonder why people are blundering
And I wonder why I am wondering.

Zia T.

13 years



CLUES ACROSS

1. Pigeon's young
5. Excessive flood
6. The most uncommon
8. Registered on seismo-graph.
12. Pain
14. You start a new one with the rising sun.
15. To go away/leave
17. Sudden storms but an infant does it!
20. These fill us periodically.
21. A false fruit - but we love to eat it.

CLUES DOWN

2. Employ
3. Leaves; good to eat
4. Consumed
6. Thread is wound on these
7. A hat
9. Prepared
10. In excess
11. Fish _____ on ice?!
13. Miserable dwellings
14. Tyrant _____ King?
16. Little feet sound thus or rain.
18. Bone of the forearm
19. Everyone

*Answers on the last page

"There are few wild beasts more to be dreaded than a talking man having to say nothing".

Jonathan Swift

A letter from a parent

My being involved with BMS was unique - to be surrounded by the affection of the children; and the staff; once they came to know me, the warmth from them also was most spontaneous. Do convey my good wishes and regards to all of them.

Message from Rajit's mother
(Mrs. M. Patankar)

Rajit is studying in FG 1 - Ed.

What to do

What to do nobody knows,
I have to think for so long
then finally I think of something
and I begin to write it.
And I think more and more
then I end it up.

Sindhu S.
8 years



WORKING ALL BY MYSELF

One evening I was very frustrated and angry. I wanted to be left alone. People were everywhere. I slowly started walking towards the classroom. When I reached there, I saw that it was empty and there was total silence. I sat down at my desk and took out my books and started working. Working all by myself, I found that I would work much better with peace and quiet all around.

Anuja M.
12 years

FAREWELL TO THE X CLASS

Those of us who have lived together in a community like ours, and have shared the laughter, fun and adventures, yes, even the disagreements and discussions cannot help but feel the farewells of the school leaving students.

The evening began with the IX Std. Students, all looking very smart in their blazers, receiving the school guests and the guests of honour (the Xth students).

The guests were ushered into a gaily decorated Assembly Hall, for the entertainment.

The items were varied: folk dances, plays, and a mime by the staff - The story of Red Riding Hood!!

The speeches that followed brought a lump to many a throat. As usual the Principal Mr. B. Narayan Deb, talked without a prepared or rehearsed speech, and as usual it was spontaneous and sincere.

The speech of Anuj Sethi of the IX Std. is reproduced here;

"My dearest C.Prasad; Rajesh M; Rucha; Vinay V; Bhaskar; Ajay T; and Kamal,

I speak to you on behalf of the present students. I am sure you have all enjoyed your years at B.M.S. We hope you all do well in your exams, and also, we look forward to your coming back for plus I and plus II. But those of you who are not coming back are going to face the hard realities of life. I hope the coming years too are happy in your life. We have had some fine times together which we shall always remember: Rucha's liveliness, cheerfulness, and Charlie Chaplin walk; C.Prasad's captaincy on and off the field and his wry sense of humour; Kamal's jokes and friendliness and mimicry; Ajay T - who is always carefree and fun-loving, but has a serious strain as well; Rajesh's kind-heartedness and sartorial turn-out; Bhaskar - his sense of humour, his thoughtfulness and his awara, banjara dil, which is on a safar "journey"; Vinay V - his performance at cricket at other games, his perseverance at studies and other interests.

You have our very best wishes".

After the presentation of gifts, everyone drifted in to dinner - The dining room too had been decorated with trailers of greenery and flowers.

Later everyone danced in the hall.

We ended up linking hands to the old nostalgic song "Old Lang Syne".

M.R.

CRICKET MATCH BETWEEN B.M.S. & ST.PETER'S CROWNWOODS.

This match was played on the 28th of March. Rakesh won the toss for B.M.S and elected to bat. Rakesh and myself were the openers.

In the third over of the match a very confident appeal against Rakesh for "caught behind" was turned down. The score was ticking along slowly, and just as Rakesh was starting to look dangerous he played on a ball of good length to his wicket. Anoop was in next but after facing only a couple of balls he was bowled. After that wickets tumbled all over. I was caught off a very good catch as the ball was struck quite firmly from the middle of the bat. After that Manoj was bowled taking an almighty swipe at the ball. This was the way in which most of our remaining batsmen got out. Anuj tried to hit every ball he received to the stands (not that there were any) and in trying this he snicked a ball to the wicket-keeper. In the end our innings folded up for merely 20 runs which was a very dismal score especially in a one-innings match.

The bowling of the opposite team was good in patches but it was made to look much better than it actually was by sheer complacency on our part, and not one of us put in the effort nor had the inclination to play sensibly.

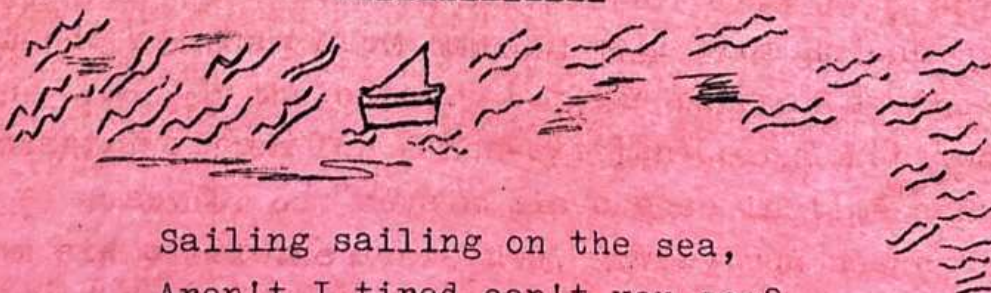
To win from this point was always going to be an uphill task and the only way to do it was to play very attacking cricket. This was what we did and in doing so our school met with immediate success. The first over from Rakesh bamboozled the openers and in this over Rakesh got a hat trick. The first batsman to go tried to hit a rising ball from Rakesh out of the school but only succeeded in hitting down short fine-leg's throat where Alyosha held on to the catch. Of the very next ball the new batsman tried to square cut but could not keep the ball down and Manoj at point stuck his hand out and seemingly plucked the ball out of the air and caught it on his second attempt. The next batsman in apparently walked in and then walked out as he played all over a delivery from Rakesh and had his middle stump knocked out and this was indeed a disastrous start by St.Peter's Crownwoods. More was to come as a wide ball from Rajesh B was edged by one of the players and Rakesh at second slip dived in time to his right to pull off a marvellous catch. The next over Rakesh bowled a classic delivery which swung in from wide off the leg stump to bowl Ahmed, their opening bowler. At this stage

St. Peter's Crownwoods' score read a pathetic 2 runs for 5 wickets. A minor recovery was then staged by Alpesh, their captain, and their wicket-keeper before the latter mis-hit the ball and Harshad took a well-judged catch at mid-off. Alpesh now indulged in some hitting and it was Alpesh who became the highest scorer of this match scoring 11 priceless runs for his team. After this he was clean bowled by Rakesh when he connected only air as he tried to lift a ball over mid-on. By the time he was out the score read 13 for 8. Just before that Rajesh B had claimed a wicket when one of their players mis-hit a delivery from him and Anuj at mid-wicket made no mistake. A few edges here and there took up the score to 17 when a batsman hit a rising ball from Rajesh B to Manoj's right who dropped the catch. But the batsman at the non-striker's end dashed down for a non-existent single and was sent back, but he could not regain his crease in time and was run out. 17 for 9 was the score now. Every run now counted and it was anybody's game. Two delicate steers to point brought up the score to 19 for 9 and only 2 runs were required with a wicket in hand. Rakesh came in for the last ball of his over and the last man got an edge which went to the potato field which fetched them the required 2 runs and St. Peter's Crownwoods had won the match with a wicket in hand!

It was a match which went from one end to the other and finally the better side won. Thank you, St. Peter's Crownwoods.

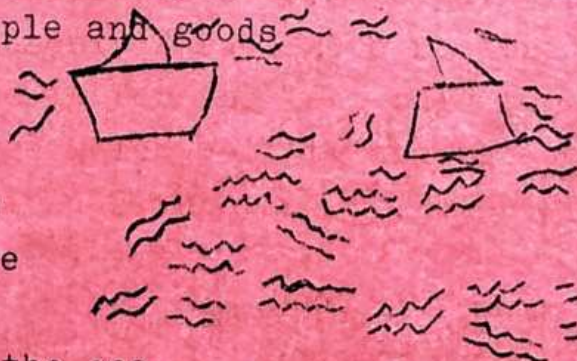
Samir S
13 years

S A I L I N G



Sailing sailing on the sea,
Aren't I tired can't you see?
Carrying loads, people and goods
On the blue floods

Fast and slow
Here and there
Wherever I go
Sailing sailing on the sea.



Zahabia V.
10 years

WALKS TO DODDABETTA & ELK HILL

One evening Moorthy called me while I was playing and I asked him if it was for a phone call. He said that my mother had come. I was surprised and thrilled. The next afternoon, we decided to go to Doddabetta. We took a bus and we reached very fast. I looked through the telescope at Ooty town and the lake. I even saw a motor boat on the lake. I could see Gundalpet, Coonoor & Ketti Valley from that high hill. The houses and buildings looked very small to me. The mountains looked blue and had different shapes. It was a lovely sight. When we sat down to eat our snacks, we were thrilled to see many species of birds flying around. Some of them were beautiful and I had never seen them before. Then we decided to walk down from Doddabetta. We walked a few yards and then we heard a howl. I thought it was a human howl, but Mummy said that it was a fox. We kept silent and it was really quiet and still; we could only hear our steps and breathing. After walking 3 kilometres, we came to the sign boards. We asked a man if there were any buses. He said that there was a short-cut to Ooty which would take only half-an-hour. So we took that mud path. On the way we saw many small shrines and a lovely blue bird. We passed a small bridge. Some small children called us "Missi" and said "Two rupees" I felt very shy. Soon we reached the town and took an auto to Anandagiri. Though we were tired, we were refreshed by tea and a hot bath.

The next morning after breakfast, we met Mr Sardar. We asked him the way to Elk Hill and I invited him to join us. We walked up the road for a long time and came to a shrine. Then we asked someone for the path to Elk Hill. He showed us the path. It was narrow and dusty and we had to climb uphill. Sometimes it was slippery. I walked ahead of Mummy and Mr Sardar to the very top of the hill and I felt like a conqueror. It was a lovely walk and the view was beautiful. There were many small shrines and a big trident. We ate our snacks and rested for some time.

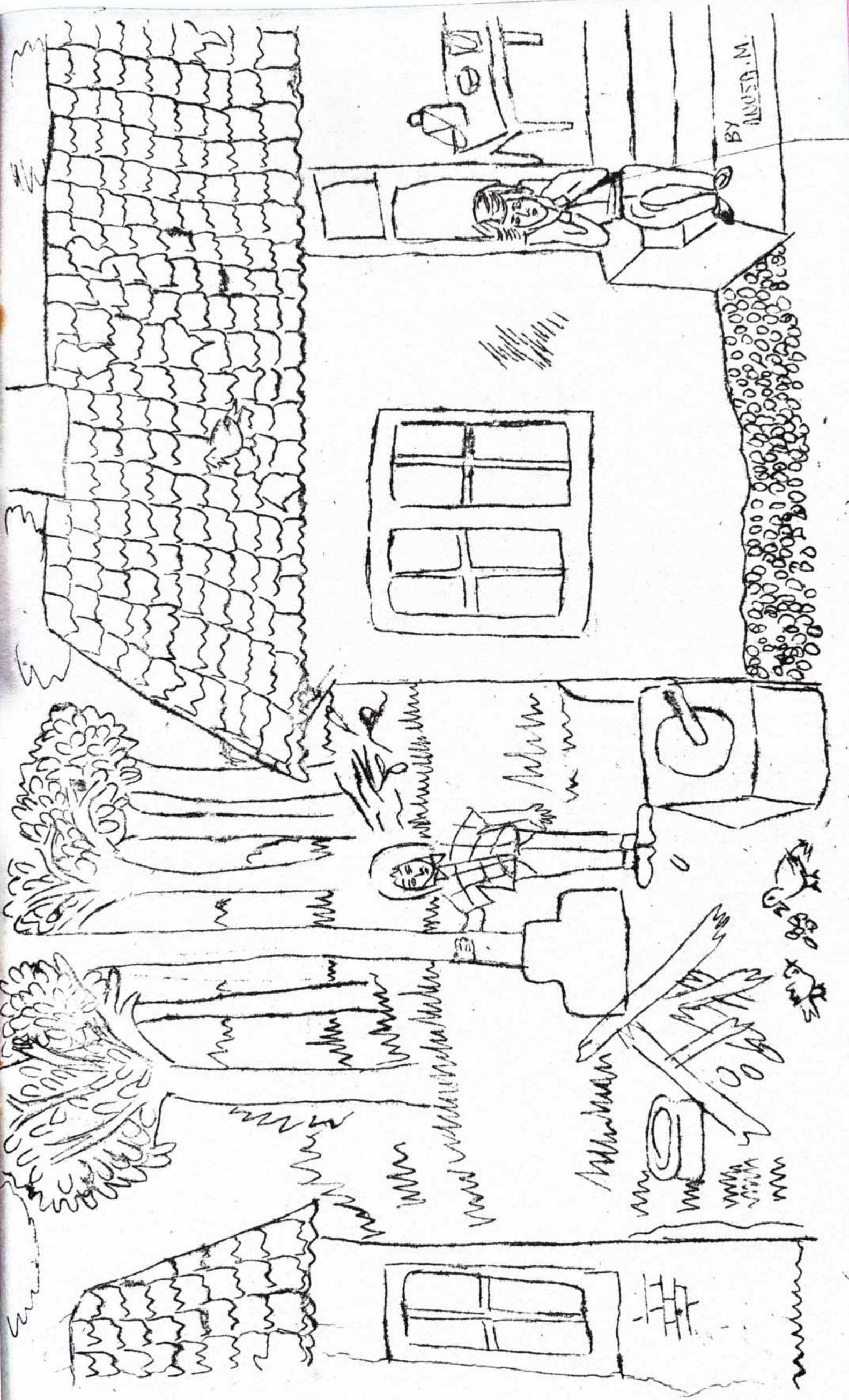
Then we came down and thanked Mr Sardar for the lovely walk.

Rajit Patankar

8 years

As told to his mother

BY ANUSQ.M



A TRIP TO MOUNT ABU

Mount Abu is a hill station. It is in Rajasthan. It is approximately 300 km away from Baroda. It is about 1200 m above sea level. It has got lots of famous temples and summer palaces of kings.

We went by car and it took us 6 hours. We left Baroda at 8.30 in the morning. It was a good drive with a lot of music and tuck.

We stayed in a hotel called Saver Palace. We went riding; this was my first experience. When I got on the horse first I was scared.

It was a lovely holiday and I enjoyed it. We also saw Dilwara Temples and many others. The Dilwara Temples are made of marble and have lovely carvings. I liked them very much. They are Jain temples.

Pihu Dube

12 years

CALCUTTA, MY CITY

Calcutta is a very big city. I have a very nice time when I go there. I go to the book-fair, the Christmas party at the club, the circus and other places. There is a stadium there, and football and hockey matches are played in the stadium. I have been to Burrackpore and I have played cricket there. The Dalhousie Institute has the best swimming pool in Calcutta and I am a member there. There is plenty of space for gardening, cycling and jogging in the mornings. Sometimes there are heavy traffic jams which I hate, and power-cuts which I am used to, but don't like. There are parades, rallies, races, auctions and things like that. I like living in Calcutta because it is my home city.

Pablo Chaterji

10 years

"Nothing in life is to be feared.

It is only to be understood".

Marie Curie

STUDENT & TEACHERS ITEMS: were picked from the year round "dorm" shows and the farewell show - already mentioned elsewhere is the teachers and students comedy 'The Grand Cham's Diamond'. There were folk dances, a quasi - Scottish dance and a Bharatnatyam solo. Two songs "Eidlwise", "Five Hundred Miles" were sung very well - last but not least, the Senior girls parody on high opera called La Forza Del Miss Muffet (The Spider & Miss Muffet) was appreciated very much.

M.R.

FETE

Came May 3rd (the day of the Fete) and along with it a lot of excitement and happiness of the reunion of parents with their children. Posters were being stuck anywhere and everywhere and everyone was waiting for the ribbon to be cut so that the festivities could start. The minute it was cut, people came pouring in, to enjoy themselves thoroughly during the day.

The events for the day included Hoopla, Horse-race, Lucky Dip, Electric Bell, Tambola, Lighting the Candles, Darts and Balloons, Knock Me-Down, Kicking the Football, Nine Pins, Breaking the Pot, Raffle and weighing the cake. According to me, Breaking the Pot, Tambola, Kicking the Football and Lucky Dip got the most response from the crowd because in these games (apart from Lucky Dip) it looks so near yet so far to win a prize. Oh! I almost forgot about the canteen! The canteen had such a success story that words cannot describe it! It was a roaring success and most of the snacks were sold out at around 2 O'clock, an hour or so before they were scheduled to do so. The pizzas were delicious (This was mainly due to Mrs. Puri's superb cooking), so were the Egg Banjoes and so was everything else.

Profits, whether huge or marginal, were made on every field. All in all, the Fete was a big success.

Samir S.

W A C P

Let us first start with the explanation that W A C P stands for World Affairs and Career Planning. Every Wednesday we meet in the Geography room at 7.30 p.m. (at least we used to) but we must be honest with ourselves and with everyone else that lately we haven't been meeting due to (ahem, ahem I suppose there are no excuses).

Cont.....

