

# THE OLIPHANT

NO. 129

WELHAM BOYS' SCHOOL

24th May 1992

## THINK ABOUT IT

*'Ninety-nine percent of the failures come from people who have the habit of making excuses.'*

**-George Washington.**

### EDITORIAL

The final countdown's begun. Just 16 days are left to go home and holiday fever is high in school. Not even the excitement generated by the joint production has been able to diminish it. All over school, calendars are sprouting up with Mayday (24th of May) circled in red ink. The boys have not even spared the black boards. They all give the message loud and clear.

Excitement is in the air. Classes are becoming more sparsely populated. 'Packing' has already begun in the junior hostels. Plans for the holidays are being worked out and address books being filled by one and all.

There is a minority of boys though, who have not been gripped by holiday fever. Instead they are bitten by the 'holiday blues'. Their slogan is totally different - '92 days left to come back.' For them the sun has set on another wonderful day.

Studies are on the decline. All the boys present in the classes are dreamy eyed these days. This makes one wonder about the last assessment. At this rate the number of boys with bad assessments will certainly quadruple,



with the number of good assessments suffering a drastic drop. The 'Blue forms' will certainly turn 'red-der' this time. One does wonder whether the 'redness' will be the cause of 'bloodiness' at home. The boys,

however, fare very well in one area - filling in the blue forms. The list of books read seems to be never ending. A minor point of detail, of course, that the boys fail to answer any questions put on them.

A certain good thing about end of term is the joint production. Some boys are certainly pepped at its prospects. Watch the P.H. Captain. He sleeps the whole day long but when evening comes, gets up with a bounce to attend rehearsals.

Another source of excitement on the day of the joint production will be the coming of a large jing bang of ex-Welhamites. All of us in P.H. are certainly looking forward to their visit and the chaos they will certainly spread. If everything works out fine this term will be one of my most memorable ones. For like they say 'All's well that ends well'.

**- Varun Sood**

## Welham Now

The fortnight saw a number of debates and elocutions. Cauvery established its supremacy in them.

1. The Inter-House Hindi Elocution competition held on the 27th of April saw Cauvery emerge winners. The Individual positions were as follows :

### Section A

1. Amiya Sethu
2. Nehul Nayank
3. Vivek Garg

### Section B

1. Aviral Singh
2. Sharib Khan
3. Vijay Bishnoi

2. Cauvery also bagged the Inter-House English (Sr.) Debate Trophy. The debate was held on the 2nd, the topic : 'Scientists have contributed more to life than teachers.' The following were adjudged the best speakers:

1. Ashish Debroy
2. Sameer Gambhir
3. Ved Krishna

3. Krishna won the mini-Basket ball tournament which concluded recently.

4. Mushroom cultivation, started in a part of the sports store room under the supervision of Mr. Bhushan, is doing well as is the bee-keeping under Mr. Das.

5. An English Debate for classes VIII-IX was held on the 9th ; the topic : 'Formal education is a burden on students'. The results :

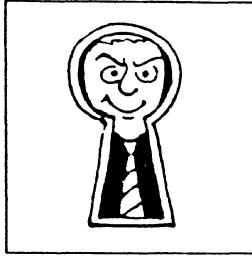
1. Zayed khan
2. Yusuf Ahmed
3. Karan Sood of Krishna, Cauvery, Jamuna stood first, second, third respectively.



## Through The Key Hole

(Dr. Saxena on seeing a quote from Julius Caesar written on the black-board.)

Sir - Isn't this grammatically wrong?  
Shekhar - Sir, this is a quotation from Julius Caesar.  
Sir - Oh! This Shakespeare spoilt the English Language.



Raheja - Which period is going on?  
Pareesh (Concentrating on the topic) - 'INFLATION PERIOD'.

\* \* \*

(During the Inter School Debate)

Dhruv - Hey ! This debate is very long and boring.

Shekhar - (Yawning in desperation) I swear it! Next time I have to punish anyone I will just tell him to watch the whole programme.

\* \* \*

(Arjun sitting besides Rajveer Singh in the Economics class)

Mr. Jayal - Arjun, What is capital formation?

Arjun - Sir, .....??

Mr. Jayal - The unlucky thing about you Arjun is that you are sitting besides a person who cannot even whisper the answer to you.

\* \* \*

(Economics Class - Topic : Inflation)

Raheja peeping from the window to know which period was going on.

(Guys irritated by the fact that a particular vegetable jack-fruit - had been served several times in the week)

Boys - Sir, this is the third time we have been served this vegetable.

Dr. Saxena - Just try and understand. The first time this was Kingfruit, second time it became Queenfruit and now it is ultimately Jackfruit.

\* \* \*

## Literary Affairs of Welham

### When Is it Going to be Dawn Again?

I am happy in solitude,  
And don't long for company.  
Nor Love,  
Nor friends make a difference to me.

Of dependency I am tired  
Tired of difference I have grown,  
And now I believe that man is happiest  
When man lives alone.

No disappointments and tears,  
No parting fears,  
No worry,  
No scurry,  
For anyone,  
Nothing left to do,  
Nothing left undone.

But it hurts,  
To walk alone into this inevitable battle,  
Where there can even be friendship among  
cattle,  
Rights and wrongs,



Only my eyes to see,  
All my pains, misery and hurt  
To share with nobody.

I try and try,  
To live and be happy alone,  
But at times it doesn't work,  
And my emotions, healed up eternal  
wounds,  
All go berserk.

And by the end,  
I desperately need a friend.  
To help me out,  
of this inner cloud.  
And there is no one I can depend upon,  
And the pain lingers on and on.

When is it going to be dawn again?  
When my heart shall no more bleed for a  
friend?  
For company, joy, love,  
For solitudes end.

- Kirtiman Singh  
X



## WRITING IS BORING - ISN'T IT?

The English teacher orders, "Write an essay for prep", and the boys drop their jaws with heaviness already building in their eyes. With the same dreamy look they see the teacher and mutter imprecations under their breath.

Writing an essay! You know what that means? Sitting on your desk for atleast an hour, putting in hard work and still producing such boring pieces that even the teacher yawns while correcting the assignment. It is just impossible for a Welhamite to write enthusiastically. For him it is easier to take a punishment than write an essay.

No matter how hard a Welhamite tries, it takes not less than thirty minutes to choose a beginning. The FADAP rule is there somewhere at the back of his mind, but somehow during an assignment he does not have the will or energy to utilise what he considers a rather old and obsolete method. For them the beginning should be most 'Catchy' and till they 'Catch' the ideas, their time and energy are both used up. Then what they need is a break and something to eat. Mind you, by his standards, he has done a lot of burdensome work. He has managed to write his name on that piece of paper, which is in itself a great achievement.

It does however surprise me how a rather slouching Welhamite is able to gather enough enthusiasm to cook his scrumptuous meal. He has enough excitement to sit back and savour his rather delicious dish of 'half burnt eggs'. He may not have the ability to exercise his mind and complete his assignment but has enough patience to relax and satisfy his hunger.

After an hour he finally, sits back on his desk to 'wash his hands off' this pending work. As soon as he looks up at the time he realises that it is close to 'Lightsout'. He picks up momentum, scribbles his best, and writing rather

clumsily he does enough to finish a rather tough job. Perhaps that is his way of getting back at the teacher who obviously will need high powered spectacles to decipher the messy scrawl.

That is not all. I take pity on those teachers who have to shout at the major part of the class for not completing the essay. Then there are those who perpetually try to fob off the teacher with a volley of excuses, the common ones being - 'Ma'am I was 'having headache,' 'Ma'am the light went off, 'Ma'am I had to learn for a test', 'Ma'am I had my play-practice.' The reaction of the teacher to these excuses depends to a great extent on his or her mood. But there are 'morons' who, like their inability to write, are unable to concoct a suitable excuse and come up with howlers like - 'Ma'am my leg was paining so I couldn't do it'; 'Ma'am I thought we had geography prep yesterday, 'Ma'am I forgot about it.' These boys are certainly hauled up by the teacher but it seems that the 'thick-headed' students have also become 'thick-skinned' and immune to such scolding.

The guys of course, curse them believing themselves to be in the right. "These callous English Language teachers. All they know is to give us essays. At least in other subjects one can copy the prep. In English you have 'James Bonds' who think they have done a great job by catching someone who has copied from an essay book."

Well, I do not really know how actually the Welhamites have developed this hatred towards writing. It is an unpleasant malaise which definitely needs to be cured. Let's hope for a better future. Until next time!

Adieu.

- Hitesh Mahajan.

## THE ULTIMATE HOLIDAY

Obviously my ideal holiday has to be Goa. My romance and love for Goa is quite obvious. There is blue water, silky cream sand, brown chocolate tanned bodies and fresh coconut water to drink. It is the kind of place where your heart is filled with exuberance and your feet follow the steps of Remo dancing to his tune. Your heart simply cries, "Yeh hi hai right choice baby -Aha."

- Gur 'Rock and Roll' Gambhir.

Well it will be savoring an excellent meal in a candle lit restaurant increasing my now reduced girth (rotund belly) and shrunk hips.

- 'Shrinking' Navbir Aurora

Sitting along with my girl on a lonely remote grassland, sipping champagne and listening to soft romantic music with me looking in her deep green limpid eyes, and my heart beating and aching for her.

- Sachin 'Ultra Romantic' Jain

No, not again! I am tired of exploring Garhwal. My vision of a holiday is a long drive in a Lamborghini or a BMW. I would not like to compromise on anything below that standard.

- 'Murli Dhar' Suri

A Holiday! Well you know what is my favorite pastime. Obviously trekking to Mt. Rawat, standing on the roof with binocular viewing the birds flying by.

- Rishi 'Birdie' Chopra.



Hey! Listen! Don't disturb me. I do not have time to raise my head from my books and you're talking of holidays. Just 'Buzz' off!

- Ranjan 'Stoody' Lath.

Wow! A holiday! You know what, I would just get into my cozy bed and make up for the shortage in my sleep - my only obsession in life. And watch out no one should report to me.

- 'Lazy-Schoolie' Shekher Tyagi.

You got it! It would certainly be a trip to Bermuda or Bahamas where there are 'long-long' beaches and chicks in 'small-small' clothings. Its just my kind of holiday.

- 'Contrasting' Dhruv Seghal.

It has to be amongst truck drivers and bus conductors. All of us doing Bhangra on ' Beat the Rhythm', and with me shouting 'My S.J.S. party boys.'

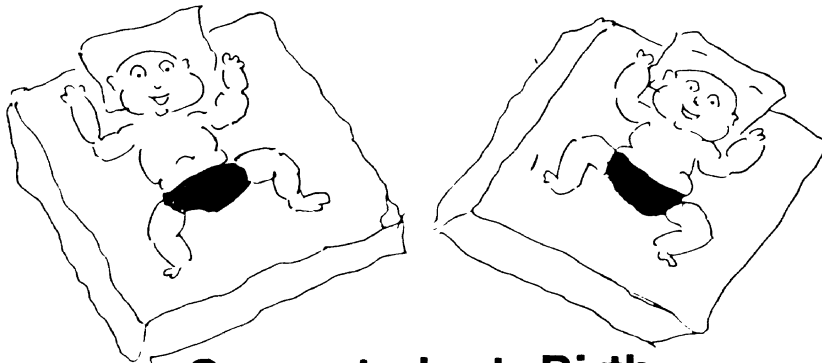
-Rajeev 'Hapur' Singh

How about playing a hockey match on Sunday morning. That's going to be great experience. Only me and 'Sushila' in the whole of main field - I do not need to go on further, you can let your imagination run wild.

-Harjyot 'Pargat' Singh.

*(Check out pronunciation of last sentence from Rajeev)*

\* \* \*



## **Separated at Birth**

1) Miss N. Puri and Mrs. P. Oberoi

2) Mr. Painuli and Graham Gooch.

3.) Mr. O. Das and Richie Richardson.

\* \* \*

## RINGSIDE VIEW



Welham emerged winners in the Council Schools Hockey tournament. On the way to the finals Welhamites thrashed all their opponents. The first to suffer defeat was St. Joseph (4-0; Harjyot - 3,

Sharib -1), the next GURU NANAK Academy (7-0; Harjyot - 3, Vikrant Lamba - 1, Jairaj - 1 and Sharib - 1). In the semi-finals we met St. Thomas' College, comparatively a much better team, but even they could do nothing before the determined Welhamites. We won 4 - 1 (Harjyot - 2, Vikrant - 2).

In the finals we once again met St. Joseph. From the beginning we dominated the proceedings. The first goal came from Sharib Khan's stick who after receiving the pass from Vikrant made no mistake in sounding the board. After the first goal the opponents failed to reorganise their defence and Welhamites, taking advantage of the fact, pumped in three more goals before half-time.

In the second-half too it was smooth sailing for the Welhamites who secured three more goals to make the final score 7-0 (Harjyot-3, Vikrant-2, Sharib-2, Manvendra-1). Thus Welham again lifted the trophy, after losing it last year.

In the Junior - section we were Runners-up. After losing the first league match to GNA (1-3), our chances of entering the semi-finals looked bleak, but it was our victory over St. Joseph by a margin of two goals which made it possible. In the semi-finals we edged out Marshall by a solitary goal and thus reserved a place for ourselves in the finals.

In the finals we met Guru Nanak Academy. The match was well-contested with both the teams putting in all their effort. Both the teams got many chances but were unable to utilise them, thus the match remained goal-less in the first-half.

In the second half the match was restricted

to the mid-field with both teams making little head way. The match remained goal-less, so the tie-breaker rule was applied. While Akbar, Mussafar and Anshul managed to convert their penalties, Varun and Gaurav Jain missed theirs. At the end of the five penalty - shootouts the score was 3-3, thus it led to sudden death in which Welhamites failed to score whereas GNA made full use of the golden opportunity.

In this season the two matches played against Doon School will remain memorable. In the first match which was played on their ground Welham did not live up to expectations. Doon School who had just returned from Delhi after taking part in the Raghubir Memorial Tournament looked confident and their passing was accurate. Their game was fast and they were definitely superior to us in more than one way. Though we dominated the first half we missed a number of chances and it was the Doscos who successfully exploited opportunity. Their captain scored the solitary goal.

Down by a goal, Welham tried hard to reduce the margin but all their efforts were brought to naught by a determined Dosco defence. At the other end Rohit Inder Pal Singh hoodwinked the opponents defence many times. The match ended with the Doscos snatching an excellent victory by a lone goal.

In the second match, played on our ground, our team played a far-better game. The teams were well-matched, it could not be said which was superior. Doon School players were better in ball-control and dribbling, but it was our formidable defence and spirited attack which kept them at bay.

Both teams played a very aggressive game and the Doscos made some very good moves from the left flank through their captain, but the challenge was successfully met by Munish. Welhamites who did manage to make some excellent moves through the right flank faltered at the finish. The match ended in a draw with both the teams exhibiting a very high standard of Hockey. Though our Hockey team could not succeed it did not however fail to put up a good show.

. . .

In the Hockey Inter-House (Section-A) Cauvery out played every other house. The final results were:-

1. CAUVERY (bt. Krishna - (4-1), Jamuna (3-2) and Ganga (2-1).
2. GANGA (bt. Jamuna (1-0), bt. Krishna (2-0)
3. JAMUNA (draw with Krishna).
4. KRISHNA (draw with Jamuna).

The road race which was held lately, was once again dominated by Cauvery. The results are as follows:-

SECTION A	SECTION B	SECTION C
1. Ram Sharma	Shiv Shankar	Ved Krishna
2. Ansari	Vishwas Kohli	Aziz Rawat
3. Ayush Negi	Kaushal Kishore	Jairaj Singh

**HOUSE POSITIONS**  
 SECTION A - CAUVERY  
 SECTION B - JAMUNA  
 SECTION C - CAUVERY



## Why/Why not?

"There is a Inter-School Elocution Competition on the 5th. Who would like to take part in it ?" Dead silence greets the teacher. "Mohit, you should take part, you have a good voice and diction". "No, Sir, I can't speak on stage. Besides, I'm busy with hockey matches". "Rishi, would you like to participate?" "Oh, please Sir, no. I can't learn. Ask Nitin, Sir, he's very good."

This is the typical scene each time some competition is to be held. The teacher announces the contest, the boys do not volunteer, the teacher coaxes and prods, the boys squirm and refuse, till the teacher with some forceful persuasion and cajoling gets the participants. Why are the boys so unwilling to come forward, so hesitant to participate. Why do they have to be pushed into taking part in such activities? The Oliphant decided to find out. Some days ago it asked boys of Class VI upwards to spare ten minutes after prep and write their opinions. In order to get a better picture, we spoke to the teachers for their views. The 'survey', if it can be called that, provided some interesting and revealing points.

An overwhelming 59% of the boys felt lack of confidence and stage fright prevents them from participating. This, they feel, is due to the absence of exposure to such things in the junior school. "How do you expect a boy of Class X or XI to suddenly walk on stage and speak when he has never done so?" asked said an articulate spokesman of this group. "Obviously he will stutter and stumble because of nervousness and cut a sorry figure" "Since there are no debates for Classes VI-VIII, the boys do not know the principles of debating and thus hesitate to take part. If and when they do, they do not perform well", said another. Many thus felt that boys should be given the opportunity to speak on stage right from the junior and middle classes in order to gain confidence. As one of them said, "Boys of Class VI upwards should have regular classes of speaking on stage. They should be allowed to speak in any language - Hindi, English, Punjabi - to build confidence."

About 38% of the student community attrib-

uted the reluctance to participate to the fear of ridicule by classmates and seniors. "Shady, year"; "Big stud you thought you were on stage", "What were you doing - elocuting or just reading from paper?" were common comments to a poor or average performer. And it was to escape such sarcastic remarks, continually made, that many stayed away from such activities. A few even said that the loss of a trophy or house position was too worrying to face, "What, ya, because of you we lost the first position. Otherwise, we would definitely have got the trophy" causes not only pangs of guilt but also leads to a sense of inadequacy, of failure, which crushes the desire for participation.

"Sheer laziness and idleness", that was how 9.5% of the boys analysed the phenomenon. Welhamites, they said, just do not like to work and want every thing on a platter. They hate to exercise either their grey cells or bodies, take the initiative and represent either the House or School.

12.5% pinned blame on the teachers saying they do not motivate or encourage the boys. A large number of them remarked that only a few boys are always selected, others thus feel neglected and disheartened. Many boys who can speak well with guidance and training are overlooked because of this concentration on the select few. The Oliphant spoke to some boys who took part for the first and only time in this term's Elocution and Debate Contests. All of them said they participated because their captain asked them to do so; only a few said they expressed the desire to do so. All of them said that they had gained in confidence. Of course, each experienced acute nervousness on stage due to which they did not do as well as desired. However, even the ones who did not do well unhesitatingly admitted the experience had helped them become more confident and sure of themselves. A boy of Class X said: "I realized my fear of speaking before people was silly. I will really like to advise everyone not to be afraid and take part in such activities". A participant of Class XI had this to say: "I had never been on stage though I always wanted to.

I drank a lot of water before going on stage. In the middle I forgot my lines but went on. My delivery was good. Though I did not get a prize I was happy at speaking well. This helped me build trust in myself."

The veterans, too, confirmed that their exposure to stage made them confident. They had all believed they had potential and with each performance, had improved to go from strength to strength.

What did the teachers have to say? Unfortunately we could get the views of only a handful of them. What was surprising was that while only about 10% of the students put the blame on the teachers, the majority of the teachers we spoke to held themselves responsible. They opined that they were not sufficiently involved and enthusiastic, did not adequately or correctly motivate the boys and encourage the boys' efforts. Many argued this was because they did not find the requisite time to devote to preparing and training boys. Some believed the school activities were not well structured. Some CCA's and SUPWs were not conducted seriously and students, being lazy, preferred to take them and avoid ones where solid work is done. One teacher said the activities currently available have become stale and new ones should be introduced to arouse interest. Perhaps more flexibility in the structure would help, remarked another. Less rigidity would allow students do things they really wanted to and were good at instead of doing something they had to because school rules demanded it. Thus if a boy completes prep work before the scheduled time, he should be allowed to work, say in the Art School if he has an interest in Art.

Quite a number of the staff were of the view that there was no culture of debating, declaiming and dramatics. They pointed out that most of the students were enthused by sports because there was a conducive atmosphere for it, the

same was missing for the mentioned activities. Some felt this was because the students, particularly the seniors, were excessively interested in films and music, not reading or discussing and the juniors were influenced by them. "There should be more intellectual interaction between the junior and senior boys and between the boys and teachers", said a senior teacher of the school. Another teacher analyzed thus : "A culture can be created when teachers remain, there are too many teachers coming into and leaving school. Thus no traditions or established procedures can be created."

Quite unlike the ogres they are often projected as being, a lot of teachers sympathized with the students. There are too many activities and the children are overburdened, so naturally they hesitate to get involved in contests because that means extra work, was the way they viewed the situation.

Over-worked students, over-worked teachers, fear of ridicule, lack of confidence, laziness - quite a number of reasons were thrown up. The survey was held for this - to see what the community felt. We hope it serves to help us find some solutions. We at the Oliphant learnt that boys do not write for it because some who wrote found their articles had not been printed. We apologize for hurting sentiments and discouraging our writers. We try to print write-ups that meet a standard of quality and interest and an article that we feel is not really well-written or lacking in appeal is not used. We have, however, decided that from now on we will personally speak to all those whose articles are not printed and explain why they were not printed. So do write, it is YOUR magazine. Thank you for letting us know, though.

(The percentage numbers do not tally to 100 because each boy gave more than one reason and we took each into account for calculation).

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# हिन्दी अनुभाग

## बुढ़ापे के दर्शन

मुस्कराता चल मुसाफिर  
समय की परवाह न कर  
कर्तव्य अपना कर तू पूरा  
चिन्तित न हो फल सोच कर  
बांध ले इस बात को  
गांठ में अपनी तू  
सिद्ध कर दूंगा मैं इसको  
आगे की कथा तो सुन तू।

मुस्कराता चल मुसाफिर  
समय की परवाह न कर  
आज बचपन खोया है तेरा  
कल जवानी भी ढल जायेगी  
बुढ़ापे के साये में आकर  
औंखें तेरी झुंझलायेगी  
धितकार देगा काल तुझको  
अगर कर्तव्य रहा अधूरा  
समीप न लाकर  
दूर तुझको पटक देगा खून तेरा  
इस बात का तू ध्यान कर  
जीवन में कुछ ऐसा काम कर  
याद रखे तुझको जमाना  
जीवन तलक ऐसी बात कर

मुस्कारा चल मुसाफिर  
समय की परवाह न कर

काल वहीं रूप जायेगा  
कर्तव्य सिद्ध हो जायेगा  
जीवन भर आभारी तेरा तथा  
ऋणी खून हो जायेगा  
मुसाफिर डगर का है अकेला  
साथी उसको चाहिए  
हम सफर तथा जीवन साथी  
आप उसको बनाईये  
बुढ़ापा भी ढल जायेगा

खुद मर, वह अनमोल  
यादें तू छोड़ जायेगा  
उन्हीं यादों के सहारे  
अगर तू हो जायेगा।

मुस्कराता चल मुसाफिर  
समय की परवाह न कर  
कर्तव्य पालन करता चल  
जीवन अपना सफल करता चल।।

\* \* \*

मनोज अरोड़ा

X

## छुट्टियों की बहार

एक, दो, तीन, चार---। इस प्रकार दिन गिने जा रहे हैं। छात्रों को तारीख चाहे मालूम न हो पर 'घर जाने में कितने दिन बाकी हैं', जरूर याद रहते हैं। हर सुबह, एक नई उमंग के साथ उभरती है क्योंकि कैलेंडर में एक और दिन पर क्रॉस लग जाता है। हर रात, पेट में उथल-पुथल मचा देती है क्योंकि एक और दिन जो खत्म हो जाता है।

कोई व्यक्ति अगर बाहर से आया हो और वैल्हमाइट्स की घर जाने की तड़प देखे तो बेचारे का दिल पसीज जाएगा और शायद रो भी देगा। उसके मन में ये करुणा भरा ख्याल जरूर आएगा कि बेचारे बच्चों को इनके माँ-बाप के लाडल-प्यार से कितना दूर ला पटका है। मगर वे अनजान क्या जाने वैल्हमाइट्स की चाह। इन्हें चाहे माँ-बाप से मिलने की चाह हो या ना हो मगर घर में जो दिन भर चौकड़ी मार कर सोने की टाईम मिलता है और 'स-ड-प, स-ड-प' खाने को जो सामान मिलता है, बस यही तो चाहिए एक वैल्हमाइट को। दूसरी बात, घर में न कोई मि० महंगा राम होते हैं तो किसी square के circle लगाने को कहे और न ही कोई 'शोर-दण्ड-मरोड़ विद्यार्थी' होते हैं जो हर बात पर टोकते हैं और अच्छा रगड़ा देते हैं।

हर अलमारी में उल्टी गिनती के चार्ट लगे हैं और कक्षा में तारीख की जगह ब्लैक-बोर्ड पर 'Days

left to go home' की संख्या लिखी रहती है, जो दिन-ब-दिन कम हो रही है। कोई कहता है कि "दिन कितने धीरे बीज रहे हैं" और दूसरा "पता ही नहीं चला पूरी टर्म कब खत्म हो गई।"

टीचर क्या पढ़ा रहे हैं, शायद ही कक्षा में कोई ध्यान देता है। या तो वह छुट्टियों के लिए प्लान बना रहा होगा या फिर आखिरी रात का कौन सी फिल्म देखने जाना है और कैसे जाना है, इस पर तिकड़म लड़ा रहा होगा। कोई और दो जो एक ही पार्टी से घर जाते होंगे, अपने कार्यक्रम की सूची बनाने में व्यस्त होंगे कि रास्ते में क्या करेंगे, क्या खाएंगे आदि। एक और जो इधर के हैं न उधर के, टीचर से गर्मी का बहाना कर, मेज पर सर पटककर खरटे भर रहे होंगे। कहने का मतलब, इस कड़कड़ाती गर्मी में और करीब आती छुट्टियों की उमंग में पूरा वैल्हम समुदाय ही आराम की चाह रखता है। पर हमारे कड़क और उसूलों के पक्के प्रिंसिपल की आज्ञा के अनुसार हमें तब तक कठिन परिश्रम और काम करना चाहिए जब तक 23 मई के दिन, स्कूल के 6th पीरियड के खत्म होने की घंटी नहीं बज जाती।

विजय विश्नोई

## मैं और मेरी तनहायी।

बरसों की तमन्ना  
आज पूरी हुई है।  
मानों दिल में,  
खुशी सी हुई है।  
बड़े चाव से,  
मैंने काटे ये दिन हैं।  
किसी की ताक में,  
गुजारें ये दिन हैं।  
मगर कब तक जीएँ

यूँहि ताकते हुए हम?  
किसी कि भी सहारे,  
कि जरूरत नहीं है।  
बस यूँहि दिन  
अब कटेंगे हमारे।  
ख्वाबों, खयालों में  
गुजरेगी रातें।  
बस यही सोचकर जी रहा हूँ,  
बैठे-बैठे सो रहा हूँ।  
शायद कभी न कभी,  
मुलाकात तो होगी।  
आखिर में,  
बात तो होगी।  
यही सोचकर जी रहा हूँ  
अपने ही औँसु पी रहा हूँ  
शायद कभी मुलाकात होगी,  
अपने दिल कि बात तो होगी।  
मगर दूर तक,  
अंधेरा ही अंधेरा है  
शायद रोशनी की,  
जहाँ में कमी है।

मगर किससे अपनी शिकायत करूँ मैं,  
कोई भी नहीं है मेरा सुनने वाला।  
शायद यही है सज़ा मेरी,  
गैरों को अपना समझा था कभी।

बस एक ही तमन्ना है दिल में बसी,  
शायद तुमसे मुलाकात होगी कभी।  
इसी के सहारे जिन्दा हूँ मैं,  
शायद तुम मिलोगी मुझे।

पारेश हर्षवर्धन

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