



Sandesh

“The Message”

A Newsletter from IndUS of Fox Valley



2021 Whew!

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Sandesh

**An IndUS of Fox Valley
Publication**

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IndUS of Fox Valley, Inc.

Mission Statement:

Promoting Indo-American friendship and goodwill by serving the community through social, cultural, education and charitable activities.

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From The Editor

Dear Readers,

This winter has been like no other in recent memory. We may be at a watershed moment in the current health crisis that has taken hold of humanity. Last year this time, none of us could have predicted that an infectious agent would take over primacy of attention of the whole world. We have seen and heard many sad and courageous stories in 2020. Change has been voted into the political sphere in the USA. Additionally, there is hope that Science and Medicine will help us take the reins of control back from the virus.

Here at the Sandesh team we have had a transition as well. The Chief Editor role has changed hands and the baton has been passed on by Dr. Sandhya Sridhar. Dr. Sandhya has done an exemplary job at the helm, for close to a decade. She remains actively involved in all aspects of team work to bring Sandesh to you, for your reading pleasure.

During this time of transition and change in the IndUS leadership and Board restructuring, our first article encapsulates the journey of IndUS thus far. This issue examines the historical perspective by way of the Spanish Flu and concurrently explores local experiences in the business and education sectors during the Covid pandemic. In our dedication to Art is a remembrance of Sushant Singh Rajput, an actor of great calibre and a star, gone too soon. Questions to challenge our brain cells and Curio Corner round off the new additions to the newsletter along with our usual IndUS News update.

The hope of the Sandesh team is to inspire readers to contribute letters, ideas and articles. We are eager to have diverse representation on the team from a variety of social and occupational backgrounds. Please email me at rekhle@gmail.com if you would like to get involved.

Enjoy this issue! Wishing everyone a healthy and content 2021.

Dr. Rekha Vijayan, Chief Editor



How far we have come! The story of IndUS of Fox Valley

By Dr. Sandhya Sridhar

How time flies! It was twenty years ago. A few like-minded friends felt the need to build bridges with the larger community. We had made Fox Valley our home. We were raising our children and building our careers here. It was a natural urge to develop bonds of friendship with our colleagues, neighbors and with the community at large. We wished to be good citizens and contribute in meaningful ways to good causes. We hoped that our children would make the most of the opportunities they had as residents of USA and remain proud of their Indian heritage. That is how IndUS of Fox Valley was born as a distinct not-for-profit organization. The mission of IndUS has been to promote Indo-American friendship and goodwill by serving the community through social, cultural, educational, and charitable activities.

Over time IndUS emerged as a model organization that has collaborated with increasing number of local schools, colleges and universities, and several non-profits in fulfilling its mission. This has helped us build friendships and be a reliable model of good citizenship. Our regular partners are Community Foundation, the public Library, Building for Kids, Celebrate Diversity in Fox Cities, Rotary Club of Appleton, Salvation Army and the N.E.W. India Association. IndUS volunteers have tirelessly worked to serve meals at Salvation Army in Appleton and at NEW Community Center in Green Bay.

A recent shift in organizational structure strives to make the IndUS Board members more active than in the past. It helps steer the organization to serve the community's needs better and develop new leaders to ensure the sustenance of this vibrant organization. As it happens in the life cycle of many organizations, IndUS has evolved over the years. Thanks to competent and committed leadership, it has developed as a promising and dynamic organization that continues to contribute to an increasingly diverse population.

Reflecting on our journey, I am proud of our achievements. Some of them are presented here in four parts: IndUS Cares, Cultural Programs, Educational Camps & Outreach Activities and the IndUS Banquet.

IndUS Cares

Giving generously has always been one of the cornerstones of our mission. We believe that charity begins at home. So, we focus our giving to our birth home, India, and our adoptive home, USA. Occasionally, when the need is great, we have directed our fund-raised donations in times of natural disasters, such as earthquakes and tsunami in Indonesia, Nepal, Pakistan and Haiti. Over the years we have supported local causes that include grants for child-care, scholarships for needy students, and gift certificates to school-age essay contest winners. Recently we provided emergency relief funds to COVID-19 related efforts and worked to provide dental care to veterans and children from low-income families.

Cultural Programs

One of the hallmarks of our mission is to raise cultural awareness. IndUS has hosted world renowned artists, in collaboration with Lawrence University in Appleton, UW Oshkosh, Green Bay Film Society and others. These include a literary conference, Cine fests, and dance-dramas, vocal and instrumental concerts. Local university and high school students of music have benefitted from attending master classes of some of these visiting artists.

How far we have come! The story of IndUS of Fox Valley (Continued...) *By Dr. Sandhya Sridhar*

Educational and Outreach Activities

Outreach to Schools and Universities: Quoting one of the organizers of a diversity fair at a local high school, "It is your gentle spirits and your openness and willingness to share that supports the kids in their search to be better and kinder." It is rewarding to hear that we make a difference.

IndUS regularly participates in diversity related culture fairs organized by schools and universities in the region. We typically showcase crafts, make henna tattoos, share food, and provide information sessions and entertainment. In addition, we have organized educational outreach to corporations, churches, teachers and administrators of area schools and Girl Scout troops in the form of on-site presentations or programs like Lunch-and Learn and Let's Share. Our most popular educational programs have been day camps familiarizing children with world cultures and our collaboration with Midwest iChild, an organization of American families that celebrates the Indian heritage of their adopted children from India.

IndUS Banquet

The annual Banquet is our showcase event. Lots of creativity, months of planning and hours of hard work by many volunteers go into the making of this magical evening. Each Banquet is centered on a theme. The theme is presented through exhibits, decorations, pre-banquet entertainment, and stage performances. Even the menu is consistent with the theme! Guests socialize over drinks and hors d'oeuvres, take in cultural performances, informative exhibits and dine in style. Our Banquets have been so successful that they are sold out every year.

Below is a list of past Banquet themes:

Glimpses of India (1999)	In the Wonderland of Indian Cinema (2010)
Science and Technology: India's Contributions (2000)	Freedom: India's Tryst with Destiny (2011)
Festivals of India (2001)	The World of Indian Mythology (2012)
Indian Weddings (2002)	India at Crossroads: Tradition and Modernity (2013)
Folk Arts of India (2003)	Natural Wonders of India (2014)
Architecture of India (2004)	Cuisines of India (2015)
Health & Wellness: Perspectives from India (2005)	Holistic India (2016)
Next Destination: Incredible India (2006)	Royal India (2017)
Music and Dances of India (2007)	Role of Women in India (2018)
Fusion Fantastic (2008)	Harmony in Diversity (2020)
Glorious Tradition of Indian Textiles & Jewelry (2009)	Upcoming: Winds of Change (2021)

My rearview mirror tells me that we have traveled well. The years have flown by since we started on this road. Would you like to join us on this journey? You can play a meaningful role in the story of IndUS of Fox Valley.

Sandhya Sridhar is a retired management professor. She has been associated with IndUS from its inception and currently serves on the Board of Directors. She has lived in the Valley for the past thirty years and thoroughly enjoys life in Wisconsin, except its long brutal winters.



BRAIN TEASER QUESTION - A

Four cars come to a four way stop, all coming from a different direction. They can't decide who got there first, so they all go forward at the same time. They do not crash into each other, but all four cars go. How is this possible?

BRAIN TEASER QUESTION- B

You're standing in a hallway with three light switches on the wall, each of which turns on a different lamp inside a closed room. You can't see inside the room, and you can't open the door except to enter the room. You can enter the room only once, and when you do, all the lamps must be turned off. How can you tell which switch turns on which lamp?

MATH TEASER QUESTION - C

$$1 = 4$$

$$2 = 16$$

$$3 = 64$$

$$4 = ?$$

MATH TEASER QUESTION- D

$$532 = 151022$$

$$924 = 183652$$

$$863 = 482466$$

$$545 = 202541$$

$$955 = ?$$

Answers are on Page 26

QUOTES - RUMI'S PEARLS

I choose to love you in silence, for in silence I find no rejection.
 I choose to love you in loneliness, for in loneliness no one owns you but me.
 I choose to adore you from a distance, for distance will shield me from pain.
 I choose to kiss you in the wind, for the wind is gentler than my lips.
 I choose to hold you in my dreams, for in my dreams, you have no end.

Your task is not to seek love, but merely to seek and find all the barriers within yourself that you have built against love.

Jalal ad-Din Muhammad Rumi (1207- 1273)



Has it been “Business as usual” during COVID-19?

By Sahith Rimmalapudi

COVID-19 has impacted our lives astronomically. School and work is different, seeing our friends is different, even what we wear when we go out is different, but what about the people who drive the economy forward? What impact did the pandemic make on them? This article describes how COVID-19 has affected small businesses, in five different industries, in our area: an ethnic restaurant, a gas station, a motel, a martial arts studio and a liquidation sales store.

We begin with a virtual interview with Ms. Mylee Xiong, owner of the restaurant [GingeRootz Asian Grille in Appleton. 2920 N Ballard Rd, WI 54911](#)

Q: What has been the effect of the COVID-19 pandemic since March on your business?

A: We have limited the hours of operation and have suffered loss of staff due to the events around us. It is understandable that employees are nervous to be at work because we come into direct contact with customers. We have had to put a number of policies in place for the safety of our clientele and our staff.

Q: How has COVID-19 affected your supply chain and the volume of your business?

A: At the moment not so much. At the beginning of the pandemic when everything was shut down, we found it difficult to get groceries like fresh produce, dairy and poultry. Many Plants and vendors closed shop, and this adversely affected our supply chain. The volume of business has dropped because of our shorter opening hours.

Q: Did you have to modify your business model?

A: We now offer curbside pickup. We also do deliveries with our own employees. Previously, we only used third party online delivery apps.

Q: How has the face mask directive affected you?

A: With customers, it wasn't that big of an impact as they entered the premises wearing masks and took them off when it was time to eat and drink. With the staff, it has been harder, especially as it can get very hot in the kitchen.

Q: Have there been problems with the public not wearing face masks or complaints about employees not wearing face masks?

A: There have been some instances. We addressed them right away and reminded people of the importance of following the safety precautions. They then complied. Most of these problems occurred during summer months when it was hot and uncomfortable to wear masks.

JOKE

A bus carrying many people crashed on an icy road, burst into flames, and everyone died. Upon arrival in heaven, God said, "Since you have died in a terrible way, I'll grant you one wish before I let you into heaven." The first woman, being a person always concerned on her looks, comes up to God and says "I wish to be beautiful." God grants her wish. The next person can't decide on what to wish for, so he ends up wishing for the same thing. At this point a man at the very back of the line starts to laugh. The next couple, seeing how utterly wondrous the two have become, make their wish to become beautiful also, and the man at the end laughs even louder. One after another, the people wish for the same thing. The closer God gets to the end of the line, the harder the man laughs. When God finally reaches him, he asks "What is your wish my son?" The man says, "Make them all ugly again!"

Has it been “Business as usual” during COVID-19? (Continued...) By Sahith Rimmalapudi

Q: How has it been emotionally when faced with the risk of exposure to COVID-19 for yourself, your employees and your families?

A: It has been stressful. It has also been a learning experience for us to handle such a big change that came upon us so unexpectedly. For the most part things are going well at this time as we have learnt to adapt.

Q: How do you think COVID-19 has affected your industry?

A: It's affecting our industry significantly. Our restaurant has been open for 16 years so we have regular customers who have continued to support us. Many of the newer restaurants don't have a history in the area nor do they have a loyal customer base. As a result a lot of restaurants have gone out of business.

Q: What do you see as upcoming challenges until the end of the pandemic?

A: Mostly staffing concerns, but we don't know what else is coming our way. New mandates or laws could affect us. There could be another shutdown that would hurt us by reducing our customers.

Q: How do you feel about the measures taken by authorities?

A: I think that the lockdown could have been better thought out for small businesses. They should have done what they are doing now, instead of shutting down the whole country. They could have let them stay open with restrictions, such as the number of people allowed indoors and shortened hours. That could have helped many small businesses survive. Small businesses had fixed expenses like rent even as their income evaporated. In contrast, bigger businesses like Walmart and Target were able to stay open as it was easier for them to find ways around the COVID-19 restrictions. This diverted many of our customers to bigger businesses.

We asked these same questions of other small businesses. Their responses are summarized as below.

Mobil gas station at 401 Reid St, De Pere, WI 54115 owners Ms. Hetal and Mr. Pradip Patel.

“In the beginning, it was slow, not many people and less business.” said Ms. Hetal Patel. She explained how supplies, employees and even loyal patrons shrank. As a result, her family members had to work at the station. They were able to accommodate home deliveries for a few regular customers. Customers were following the mask mandate well and so were the employees. There was some resistance from the latter, probably due to the extended work hours. “As a business owner living with my family, I was scared for the viability of our business and for our health” she explained. Despite business being slow, expenses remained the same, like mortgage payments and employee paychecks. This made for a very stressful situation. She notes that it has negatively affected her industry. She hopes that their business will pick up after a vaccine is released. She feels that the authorities did their best to make sure everyone was healthy and safe. Whilst some of the mandates did hurt them, it was for the better of the country as a whole.

Has it been “Business as usual” during COVID-19? (Continued...) *By Sahith Rimmalapudi*

Samay, son of Ms. Sonali and Mr. Deepak Agarwal, owners of Motel 6 at 1614 Shawno Avenue, Green Bay, WI 54303

He started by explaining how their revenue went down by 30% due to the cancellation of Packer games, which is their primary income generating event. Although the overall amount of clients went down, they had no problems with their suppliers nor with the retention of employees. Due to the motel serving as a temporary home for guests, face masks were expected to be used in the lobby. This rule was followed well. Samay described that emotionally, it's been hard and scary due a fear of spreading the virus. He indicated that there are two types of hotels. The first is the “high class”, mostly used by vacationers. This category of hotels took the biggest hit in revenues due to very few leisure travelers. The second category of hotels are the “lower class”, like their own motel. This did not take as big of a hit because most patrons use this services as an essential part of their life. Samay clarified that laws and mandates were not placed on hotels and so it had no effect on the industry. There was one exception. Early on in the pandemic, the government paid many hotels and motels to act as recovery centers for COVID-19 infected patients.

Mr. Joseph Meyer and Ms. Marne Meyer, wrote to us about their experience. They run Meyer's Tae Kwon Do Studio: 1265 Cass St, Green Bay, WI 54301. meyerstaekwondo.com

“I have been involved in martial arts for over forty years. I started my own school more than twenty years ago. The school has remained at the same location leading to stability. I am the head instructor and my wife assists me. We are a relatively small school with an average of about 40 students. We are not dependent on the income we receive from the school. It is a Christian school and we consider it more of a ministry. The pandemic has been the first major challenge that has been thrust upon us.

1. When businesses were closed in March, we closed too. We are not considered essential. We kept in touch with our students by phone and text. We assured them that any tuition they had paid would be used for the month that we reopened. We continued to pay our rent during the time we were closed. We had enough in the business bank account to pay our bills for six months. When the courts allowed businesses to open again in May, we opened immediately. As we had honored tuitions paid in March, our income was low in May as well. We had the added expense of buying cleaning equipment to follow the guidelines to keep our equipment sanitized.

2. The school does not have any hired employees. About half of our students returned in May. In September, we got a surge of students, including the ones that had stayed home and new students. We wondered if people were getting braver about being in public along with seeking an active pastime. At the end of September when the COVID-19 infection numbers started to trend up, some of our families decided to hold off again. Hence, we are back to about 50% of our students.

3. When the mask mandate came into play, we notified our current students and put up signage. By law, we are not allowed to ask people to wear a mask as they may be exempt for medical reasons. Some students will not come back if they have to mask, some students do mask and some do not. We respect everyone's decision.

4. We realize the pandemic is real and more contagious than most other contagious diseases. We chose to continue to live our lives using caution but not succumbing to fear. We empathize with those who had to shut down their businesses and realize how devastating it has been for them. Most owners spend many hours a day to keep their business running and need the cash flow. It is heart wrenching for us to see their struggles.”

Has it been “Business as usual” during COVID-19? (Continued...) By Sahith Rimmalapudi

Ms. Tanya Stege, owner of TRS Liquidation Sales, 1365 Velp Avenue, Green Bay WI 54303 relayed her account.

“My business is located in a strip mall. I purchase products in bulk/overstock from major manufacturers and companies. I pass those savings, at a huge discount, to customers. I have customers in seventeen states. I have been in business for almost three years.

COVID-19 has affected my business in a positive manner.

The majority of my business is done through Facebook. I do Facebook Lives, where I exhibit products and consumers claim them.

We then ship the products out, or customers pick them up. With the pandemic, we had to alter how our customers pick up items as some desire no-contact pick up. I started a pick-up station outside my store and customers text when they are at the door for curbside pick-ups. We deliver to certain areas based on the item of purchase. This has been a practice since I started my business.

I run my business independently. My husband contributes his time and effort as well. We work 60 to 70 hours a week. Given that I set up my business to generate income utilizing the internet, I profited during the pandemic.

I had established a large customer base. When the pandemic hit, and Green Bay was placed on a lockdown, people knew me and trusted my products and my service. I also sell sanitizing products, so that has been a bonus for my customers and me. When big box stores ran out, my customers knew they could come to me, as I had the products.

I, as well as my customers, wear a face mask in the store. This has not been a problem.

I have a compromised immune system, and therefore I been nervous about being exposed to COVID-19. I take precautions as best as I can. I do not see any upcoming challenges until the end of the pandemic.

The pandemic hit fast and hard. I don't think any alternate measures taken by the authorities would've made any difference. They did the best they could, with the knowledge and information they had at the time of impact.

Prior to the pandemic, I've seen people leave public restrooms without washing their hands. I have always been someone who used a hand sanitizer and washed my hands.

People need to be vigilant, and pay attention to hygiene.

In summary, you have had an inside look at a variety of local businesses affected by COVID-19. Most have been affected for the worse but some are thriving. All of them are adjusting to these turbulent times to make things work. Let's play our part by supporting local establishments with our custom.

Sahith Rimmalapudi is a 10th grade student at East DePere High School. He lives with his parents and younger sibling in DePere. He enjoys skateboarding, hanging out with friends and using his creative and thinking skills. He would like to become a surgeon one day.



The Spanish Flu 1918 - Snippets from a century ago

By Dr. Rekha Vijayan

The year was 1918. The Great War had been raging since 1914. USA had entered the fray in 1917. At the turn of the 20th century, an array of new technology utilizing electricity, such as the lightbulb, the telegraph and the telephone had revolutionized the world. In the USA, mass media consisted of newspapers and magazines. Phonograph or Gramophone records was the primary mode of listening to recorded music. Amateur radio broadcasting existed. The first public radio news broadcast occurred in August 1920 in Detroit. Television became commercially available after 1940.

Where did the pandemic originate?

Locating the geographic origins of the COVID-19 pandemic has been complicated, even as we are in the throes of the pandemic. Genomic Epidemiology is a recent field that tracks the genomes of pathogens to map the spread of infectious diseases. A hundred years ago, the only way to track the spread was through the documentation and reporting of cases. It's unsurprising that the geographic source of the 1918 pandemic remains unclear.

How did the virus spread geographically?

The flu virus was first reported in the U.S. in military personnel in Kansas and NY, in spring 1918. They were suspected to have brought it home from the war zones of Europe. The virus disseminated by rail and road and then back across the Atlantic to Europe, on ships. Within civilian society, trade and mail routes circulated the virus. Civil aviation was in its infancy in the mid-1920s. COVID-19 has advanced across the globe rapidly due to air travel and globalization.

What viruses are implicated?

The pandemic of 1918 was the first clearly documented pandemic of the Influenza A virus. It was the H1N1 genetic variant of avian origin. However, at the time, they didn't know what kind of microbe was responsible. The virus was isolated and named in 1933. In contrast, we know that COVID-19 is caused by the novel Coronavirus SARS-CoV-2.

How did it get dubbed the "Spanish Flu"?

Amongst the warring nations of World War 1, censors controlled the release of information that determined the public narrative. This was an attempt to keep the flagging morale up. They underreported the extent and severity of the pandemic. Spain was a war neutral country. Spain maintained honest reporting on the pandemic, including the grave illness of their King Alfonso XIII. This led to the misleading impression that Spain was the most-affected country.

To note some of the relevant statistics of the pandemics....

Globally, 500 million people or 33% of the population became infected with the influenza virus in 1918. The number of deaths was 50 million worldwide, with 675,000 in the U.S. Mortality was higher in people under the age of 5 years, healthy 20-40 year olds, and above the age of 65 years. WW1 resulted in about 20 million deaths. More U.S. soldiers died from the 1918 flu than in the War. To date, COVID-19 has infected 76 million people or 1% of the world's population. COVID-19 has led to about 1.7 million deaths worldwide with 350,000 of those in the U.S. With COVID-19, mortality is higher in people with pre-existing health conditions and increases with age above 50 years.

The Spanish Flu 1918 - Snippets from a century ago (Continued...) *By Dr. Rekha Vijayan*

What was the available interventions?

The first antibiotic Penicillin was discovered in 1928. The first Flu vaccines were produced in the 1940s. The first antiviral medicines were developed in the 1960s. Public health measures such as masking, social distancing, good personal hygiene, and isolating of the sick was the bedrock of prevention then and now. However, this information was disseminated inconsistently and slowly as compared to our modern times.

What are the important milestones of the Spanish Flu?

The first wave began in spring 1918, and the second wave—which was the peak in the U.S.—came in fall 1918. WWI ended in November 1918. In January 1919, a third wave started and subsided by that summer. People developed a collective immunity to the virus by spring 1920.

What happened after the end of the pandemic?

The First World War leveled economies the world over, but the situation was different in the United States. Previously a debtor, the U.S. emerged as a lender and the strongest economy in the world. In 1920 the U.S. was in a depression that gutted the economy. This lasted 18 months. The U.S. then entered the Roaring Twenties when the economy grew by 42%. Much of this was built on a shaky foundation of easy credit and stock market speculation. This led to the 1929 Great Depression.

How did Wisconsin fare in the pandemics?

Wisconsin was the only state in the nation to meet the 1918 crisis with uniform, statewide measures that were unusual for their aggressiveness and the public's compliance with them. Wisconsin emerged from the 1918 pandemic with one of the lowest death rates in the nation. The flu struck Wisconsin in fall 1918. By the end of 1918, more than 8,500 people had died.

So far, there are 5000 deaths in Wisconsin from COVID-19.

Deaths in the following counties list 1918 figures with 2020 numbers in brackets, from the pandemics.

Outagamie County 124 (123)

Brown 190 (137)

What did Wisconsin do well in 1918?

Wisconsin's leaders had made public health a policy priority. In 1876, Wisconsin became the tenth state in the nation to create a State Board of Health. The legislature granted the Board wide powers in times of public health emergencies. The state required that every town, village, and city create a local board of health with a public health officer. This cadre of officers enabled the state to swiftly mobilize against the flu. There was a shortage of healthcare personnel and the people tasked with burying the dead. Volunteering women and civic groups pitched in. The preparations melded into a larger public mobilization supporting the war effort and animated a wartime spirit and fervor.

The Spanish Flu 1918 - Snippets from a century ago (Continued...) *By Dr. Rekha Vijayan*

What happened in India?

It was referred to as the Bombay Influenza or the Bombay Fever. The pandemic first broke out in Bombay (modern day Mumbai) in June 1918, with one of the possible routes being ships carrying returning troops from Europe. Bombay was at the center of the infection as it was a commercial and civic hub. British-ruled India was the worst hit country in the world. The 1918 pandemic killed 14 million people in India, about 5% of its population. The most severely affected group was women between the ages of 20–40 years.

Presently, COVID-19 has killed 150,000 people in India.

What did this look like in India?

Most British in India lived in spacious houses with gardens, compared to the city-dwelling Indians, who lived in densely populated areas. The British were lightly touched by the pandemic and were unconcerned by the chaos sweeping through India. The healthcare system was unable to meet the sudden increase in need. Urban and rural areas were overwhelmed alike. According to one observer, “The burning Ghats and burial grounds were swamped with corpses; whilst an even greater number awaited removal.” Normalcy did not quite return to India for some time. The spring of 1919 witnessed **British atrocities at Amritsar's Jallianwala Bagh**. Shortly thereafter, Gandhiji launched the Non-Cooperation Movement in the struggle for independence. A periodical stated, “In no other civilized country could a government have left things so much undone as did the Government of India during the prevalence of such a terrible and catastrophic epidemic.” The long and slow death of the British Empire had begun.

Rekha Vijayan practices as a Child and Adolescent Psychiatrist at a local hospital in Green Bay. She has lived here for the past several years with her husband and three children. She enjoys reading, exercising and volunteers for the YWCA, ZikSA and IndUS.



JOKE

Little Johnny is always being teased by the other neighborhood boys for being stupid. Their favorite joke is to offer Johnny his choice between a nickel and a dime. Little Johnny always takes the nickel. One day, after Johnny takes the nickel, a neighbor takes him aside and says, "Johnny, those boys are making fun of you. Don't you know that a dime is worth more than a nickel, even though the nickel's bigger?" Johnny grins and says, "Well, if I took the dime, they'd stop doing it, and so far I've made \$20!"

- *Anonymous*

Education in the times of COVID-19

By multiple contributors

Depending on one's position on the vantage points in the landscape of formal education, the experience has been varied. We hear from different voices to get a rounded view on how the Covid Pandemic has affected students and schools and colleges .

Mr. David Honish, CEO of CESA 8 (Cooperative Educational Service Agency).

In Wisconsin, CESA 8 serves 27+ member districts providing professional development, governance, and specialty education services for K-12 school districts. CESA shares resources between schools and supports educators and students. They are funded by school districts in addition to State and Federal grants.

In March 2020, the K12 educational terrain took a major turn. Wisconsin public schools were closed and forced to move to virtual education. Just days before, school administrators from Northeastern Wisconsin gathered at the CESA 8 office in Gillett, WI to collectively plan for the inevitable.

Experiencing Struggles

Following the closing, districts were thrust into an emergency planning mode. The first priority was providing academic instruction for students. Few districts had a learning management system designed as an online platform for delivering academic content. Districts were figuring out how to provide video lessons, assignments, and assessments with integrity. Most districts were faced with the reality that nearly one-third of its families did not have sufficient broadband internet at their home to support content delivery. Support for such families included home packet delivery, phone support, and preloaded flash drives that could be used on district provided technology.

Students with special needs have Individual Education Plans (IEPs) that detail what services are required, at what frequency, and by whom. Many of these students require one-on-one or hands-on services. These could include services such as physical therapy, occupational therapy, speech and language services. This population required special attention. When they could, schools served students on IEPs in-home or at dedicated locations. In many cases, districts were forced to document missed time, to be made up at a later (safer) date.

Food insecurity became a major concern for school districts. In the CESA 8 region, student poverty rates average nearly 45%. These students are provided free or reduced cost meals daily. During school closures, daily bagged lunch deliveries were arranged. This was handled by district food service and support staff doing door-to-door delivery.

District leadership was faced with lots of unpredictable ongoing challenges. This included how to manage ACT or SAT testing, GPA/Class rank and the impact on local scholarships for seniors, how to hold a graduation ceremony safely, and how to manage athletics. The decision making process regarding any activity that would require students to be on school grounds included three critical steps. Administrators were advised to review plans with the local County Department of Health, the district's liability insurance carrier, and with the district's designated legal counsel.

Perhaps the biggest obstacle currently is staffing. As COVID-19 numbers increase school staff have to quarantine. Many school districts depend on retired members to serve as substitute teachers. Many of these workers elected to stop assisting in schools. Most school closures during the fall of 2020 were due to the lack of staff.

Education in the times of COVID-19

Mr. David Honish, CEO of CESA 8 (Cooperative Educational Service Agency). (Continued...)

Learning from Experience

School districts have found creative solutions. Districts found ways to provide mobile internet hotspots. This included working with outside broadband providers. Several school bus companies were able to equip buses to be mobile hotspots. The buses would park in designated areas that were experiencing connectivity issues. Other options for families included parking near schools or public libraries to access wireless networks.

The summer of 2020 provided school districts time to do intentional planning to more effectively deliver academic content. Cares Act funding was used to invest in updating learning management systems. Districts also developed curriculum resources that could be used in-person or virtually. This allows districts to pivot from one form of learning to another quickly. This reduced the fatigue of teachers.

Different students have different learning styles. Districts have discovered that some students have shown better attendance in virtual learning. For some students this has reduced the anxiety that are sometimes linked to social pressures in schools.

The role for CESA 8

Throughout the pandemic CESAs statewide have provided support for districts. The support has ranged from providing nursing services to professional development for teachers that are teaching in virtual environments for the first time. Administrators have been able to participate in weekly virtual planning sessions to help identify resources, assisting in the development of district response plans, and legal updates to ensure that districts were appropriately meeting all mandates regarding student education.

David Honish grew up in Oconto and is a graduate of Oconto High School. He pursued his Teaching degree from UW-LaCrosse. He spent many years at Lena High School as a Teacher, Principal and Superintendent.



QUOTE

Wealth, a friend, a wife, and a kingdom may be regained. However, this body when lost may never be acquired again.

Chanakya (3rd BCE)

QUOTE

Only when the last tree has died and the last river has been poisoned and the last fish has been caught will we realize that we cannot eat money.

Wisdom from the Cree Tribe of North America

Education in the times of COVID-19

Dr. Abby Trollinger, Associate Professor of History at St. Norbert College (SNC)

As I write this article, the fall semester at SNC is coming to a close, and it has been quite a semester. Just the other day in a faculty meeting our Vice President for Academic Affairs said, “I was talking with my daughter yesterday and couldn’t think of the words to explain how intense and overwhelming the pandemic has been for our faculty members.” A faculty member in philosophy agreed saying, “considering what we are dealing with, the very act of teaching should in itself meet expectations for the semester.”

These kinds of comments are certainly not reserved for teachers, as people worldwide have been expected to do more with less. Whether in my class on poverty and welfare, in faculty meetings, or in advising my students, over the last 9 months I have seen how hugely this pandemic has impacted people all over the United States.

What I can speak to best, is my faculty experience, which has been confusing and exhausting. At colleges like St. Norbert College, faculty members have been expected to both behave as we always have and manage circumstances that are nothing like what we have seen before.

On the one hand, our job this year has not changed: by and large our students want to be at college, on campus. Thus, faculty members have been expected to teach our normal classes, keep our students’ attention, complete regular committee work, and meet all deadlines.

At the same time, everything is different: students must maintain social distance in classrooms, meaning that group discussions (a mainstay of liberal arts classes) are almost impossible. Professors must also be ready for students to be quarantined at a moment’s notice, so our pedagogy must be flexible enough to account for students missing class periods or assignments.

Faculty members have had to become fluent in Zoom and online teaching. The mechanics of this have been beyond challenging. As I am teaching all of my classes online, this has dominated my work time. I have had to learn how to lead a fruitful class discussion entirely on Zoom. In past years I could do most of my instruction in the classroom (much of it well-rehearsed). However, this semester I recorded over 60 videos to introduce students to content without (hopefully) boring them to tears and crafted new online assessment strategies.

Lastly, and certainly not the least, faculty members at small colleges like SNC have been expected to support our students through family sickness, fears, and the reality that public health requirements conflict with typical college social norms. How do we maintain a rigorous classroom schedule when students have parents in the hospital? How do we talk about the week’s readings (for instance, on women’s rights in the 19th Century) when the United States has reached 275,000 deaths? How do we do all this with our children at home, demanding snacks and wanting attention? The pressure has been overwhelming, the work has been time-consuming, and the sorrow (at not having a normal classroom to go to) has at times been paralyzing.

Education in the times of COVID-19

Dr. Abby Trollinger, Associate Professor of History at St. Norbert College (SNC) (Continued...)

At the same time, there have been unique moments of growth. In April, I spent a week talking with students about the AIDS epidemic in the United States. In the United States AIDS is largely under control, and so in the past my students have thought of it as distant history and largely insignificant. In 2020, though, I saw a deeper engagement with the week's materials. Students exhibited a new kind of understanding and compassion for those activists who, in the 1980's, called for more research and cheaper drugs to combat AIDS, and they were able to articulate the great pain and confusion of a community facing a new and serious illness.

In general, SNC students have been beyond impressive, in their willingness to work with new formats and their openness to engage with class materials. Despite the strangeness of Zoom, every time I get to "meet" with my students I am reminded of why I do this work. I am grateful for these moments of joy. As for the rest of it, I try to remind myself that we are all doing more with less, and I look forward to a semester when I can be in the classroom with my students, with no distance requirements, and with greater peace of mind.

Abby Trollinger's research and teaching focuses on United States history, with an emphasis on social policy, gender, urban history, and immigration to the United States. She lives in Green Bay with her husband and two children.



QUOTE

It is the Glad Season
 Thunder ebbs to silence and lightning sleeps quietly in the corner
 Flood waters recede into memory
 Snow becomes a yielding cushion to aid us
 As we make our way to higher ground

Hope is born again in the faces of children
 It rides on the shoulders of our aged as they walk into their sunsets
 Hope spreads around the earth, brightening all things
 Even hate, which crouches breeding in dark corridors

Excerpt from Maya Angelou's Amazing Peace

Education in the times of COVID-19

Mr. Gabriel Koepke, Biochemistry sophomore student at the University of Wisconsin-Madison

Attending college during the COVID-19 pandemic has both challenges and benefits. Since UW Madison has around 40,000 undergraduate students, the University decided to have the fall semester primarily be conducted virtually, with a few small discussion and lab groups being allowed to meet in person. For me, this meant the entirety of my classes were online, which has been a very big change in the way I have had to learn the material.

Online college courses at my University follow a similar structure. Lectures are provided in prerecorded videos that can be watched at any time, while discussion and lab sections of these classes meet online in synchronous Zoom sections. This is moderated by a graduate student who works as a teaching assistant. One difficulty is that there are limited opportunities for students to ask questions. Professors have done their best to accommodate for this by having online office hours for students to ask questions, as well as offering online class forums where students can post questions. Although these are effective it is less than optimal. When questions are asked during a lecture, it creates a dialogue about the material that everyone in the class benefits from.

Another problem is that it is much harder to find and connect with other students to study together. Given the large size of our student body, it is unlikely that one will know other student before starting a new class, especially at the beginning of the semester. Students generally meet new people in their lab or discussion sections. However, since the only direct interactions with other students I have had this semester were over Zoom meetings, this process has been disrupted. As a result, I have been studying the material on my own, which has made the academic tasks onerous.

There have been a few advantages as well. It has been convenient to be able to pause or play back the lecture videos to take notes and to better understand the concepts. This has allowed me to fully understand the material before going on to discussion sections. Another positive is that it has forced me to learn how to manage and plan my time in ways that traditional semesters would not. Since many of the lectures and activities are not expected to be completed at a specific time, I have had to learn how to manage my time in order to complete all of the classwork. This is a skill that will benefit me when I begin my career.

The social side of college has been almost non-existent this year. Many different clubs, intra-mural sports, and other activities have not kicked off. Since UW Madison is a Big 10 school, I have missed going to Badger Football games at Camp Randall. An activity that I enjoy has been thrown off. This is the UW Marching Band, in which I march and play tuba. This year the band hasn't been able to meet and rehearse, but we have done a number of virtual playing and marching assignments on our own to stay sharp and prepared. I have been spending time with my roommates. Rather than going out with lots of people like we normally would, we have tried to safely have fun by staying at home and playing cards, board games and watching sports on television together.

Though it is very different, continuing to pursue my degree during this pandemic has been important and rewarding. I am very thankful that the University has worked hard to accommodate our needs. Being a student at UW Madison is one of the most rewarding things I have done.

Gabriel Koepke hopes to use his degree to pursue a graduate degree and a career in health sciences. As well as being a student, he is an active participant in the UW marching band, and he loves to attend Badger Football and Hockey games. Gabriel grew up in Pulaski, WI and graduated from Pulaski High School.



Education in the times of COVID-19

Zachary Joseph, a senior at Appleton North High School. He works locally as a tutor.

During this pandemic, we've seen many school districts transition to virtual learning in order to keep their students and their families safe. This happened in two distinct phases. In the spring, school districts were asked to close due to a state order, and the local school districts were given three days to create a plan for virtual learning. This led to disorganization and, for many students, the loss of synchronous communication with teachers. While there is no data measuring the impact that this rushed transition had on students, there is a general consensus that it was negative. The hope at the time was that the fall would bring a better system whose form was yet to be seen.

The second phase came in the fall and school districts were given a choice on how to proceed. The Appleton Area School District chose to begin the year fully virtual, while other districts chose to be fully in-person or in a hybrid model. I will limit my observations to my experience with the fully virtual education.

The most striking impact has been on attendance. According to teachers, approximately 30% of high school students failed to attend classes regularly, with higher percentages for freshmen and sophomores. This uncertainty is compounded by the failure of the AASD to release this data to the public. In the in-person setting the school has a greater ability to track and communicate with students. As it's more difficult for administrators to hold students accountable, students lose some of the drive to attend. The lack of social interaction contributes as well. The social aspect to learning, especially at the secondary level, plays a large role. Students in in-person classes, surrounded by peers and teachers are more likely to be motivated to attend. Increased truancy translates into poorer performance and less learning for each student.

As a tutor, I have noted a subtle effect of virtual learning. Many of my students in elementary and middle school have expressed a greater desire to learn independently. As a Math tutor, I encounter students whose experience has been largely competitive or collaborative in nature. Students in elementary school are often presented with timed math fact sheets or other competitive activities. Students who are a little older often work in groups at the high school level. Virtual learning has eliminated both of these factors, and this has resulted in greater independence for students in their learning. I do not know what the impacts of this greater independence will be in the future, but I am optimistic. While collaborative learning is often an engaging way to learn, it fails to prepare students for life-long learning. Beyond college, it is hard to find peers who are interested in learning with you and who share a passion for the same area of interest. If students learn independently from a young age, they will be more likely to continue to learn independently as adults, which will lead to a deeper, richer life.

Virtual learning does not replicate the sense of community that is engendered at our schools. However, the positive impacts of virtual learning may emerge as we recover from the pandemic. Hardship breeds resilience and independence. While time will tell about the outcome of this experiment with virtual education, there are reasons for both pessimism and hope.

Zachary Joseph lives in Menasha with his parents, two brothers, and his cat. He is interested in Biology and Mathematics and hopes to be involved in teaching in the future.



Education in the times of COVID-19

Rohan Gala, a junior at Bay Port High School

The experience as a student during the COVID-19 pandemic has been very different from normal learning. Despite great attempts by our school to normalize our educational experience, students have been forced to adapt. Between a mixed version of online and in-person learning as well as a shift from this hybrid plan to a completely online one, the pandemic has had an impact on my education both positively and negatively.

Because time in the classroom has been limited, our learning has shifted towards more work at home. We have had to rely more on homework and less on face to face time with our teachers. Students have moved to learning more from textbooks, and we have had less learning from lectures. I find school now to be more challenging and time-consuming. When questions arise, we are not able to easily ask our teachers in a timely way. Additionally, it is hard to develop relationships with our teachers. Finally, there are some classes that require hands-on learning such as lab work. For example, I have not been able to participate in lab for biology class which is essential in applying what I learn.

On the other hand, relying on my abilities to navigate textbooks, online resources, and slideshows, I have gotten stronger as an independent student. This will help me transition well to college. I have had more time on my own to pursue topics that interest me in greater depth.

COVID-19 has disrupted social interactions between students. The pandemic has created a lack of communication between classmates. Due to the restrictions of online classrooms, interactions between peers have been limited to texts or emails.

I have relocated a number of times and have changed many schools over the years. This has brought unique challenges, whether it is in making new friends or developing new styles of learning. COVID-19 has been the hardest change to deal with because it has affected all aspects of learning and life. In the long term, students will be stronger and better prepared for future obstacles.

Rohan Gala is an Indian-American who has had the opportunity to attend schools in many different Midwest cities (Chicago, Milwaukee, St. Louis and Kansas City). This has given him the unique opportunity to experience different education systems, and types of schools from exclusive private schools to good quality public schools.



Education in the times of COVID-19

Tejokrishna Chintamani, a fifth grader in Odyssey-Magellan in Appleton.

I was a fourth grader when COVID-19 caused schools to go online in mid-March. We started this school year online and have been online since. Online school has its set of struggles. These encompass bad internet connection, insufficient communication with teachers one-on-one, and difficulty in socializing with friends. In January 2020, a couple of months before the lockdown, we had Volleyball at my school. It was fun, but COVID-19 hit and we couldn't finish the season. I was sad because it was the first sport in school that I had participated in. During the lockdown for the first five days or so I thought we would be able to return to regular school in a month. Then I realized that it was going to last a long time. Now, eight months later, COVID-19 remains a big problem. Before the lockdown I didn't like getting up and having to go to school. Now I want to go to school. Sometimes, kids in my class can't get into the live online meets. In science class we had a group project. Some groups didn't finish on time due to poor communication, content showing up differently on each screen, and other technical difficulties.

The COVID-19 pandemic has brought some positive change like me spending more time with my family, going on walks with my dog, and it has made me pay more attention to the world around me like politics and diseases.

Tejokrishna Chintamani lives in Menasha with his family. His hobbies include drawing, painting and he is an avid reader. He has enjoyed playing tennis since he was five years old.



QUOTE

Luck has nothing to do with it, because I have spent many many hours, countless hours on the court, working for my one moment in time; not knowing when it would come.

Serena Williams

TRIVIA QUESTIONS

1. Which year was the very 1st model of iPhone released?
2. What sport was Jesse Owens involved in?
3. Which is the hottest planet in our solar system?
4. Which animal can be seen on the Porsche logo?
5. Which country invented tea?
6. Which bone are babies born without?
7. How many times does the heart beat in a day?
8. What does the DC in DC Comics stand for?
9. Which two countries share the longest international border?
10. Which Indian costume designer won an Oscar for the film *Gandhi* in 1983?

Answers on page 26.

Movie Review—Dil Bechara

By Rakesh Kaushika

The movie starring Sushant Singh Rajput and Sanjana Sanghi is a Hindi adaptation of John Green's novel "The fault in our stars". A Hollywood movie based on the book was released with the same title as the novel. Dil Bechara translates to "The helpless heart".



The story is about Manny (Sushant) and Kizie (Sanjana). They are young and live in Jamshedpur, a city in the eastern Indian state of Jharkhand. Manny is diagnosed with Osteosarcoma, a type of bone cancer, and doctors had to implant an artificial ankle in his right leg. He is currently in remission. Kizie has Thyroid cancer, is introverted, and has a constant companion in an oxygen cylinder which she names "Pushpinder".

Kizie is initially not interested in Manny's friendship but when she meets him at a cancer counseling center, she has a change of heart. Manny has a friend JP who suffers from cancer of the Optic nerve. JP has an ambition to make a movie before he turns completely blind. Manny is determined to help JP achieve his dream. Kizie admires a singer called Abhimanyu Veer Singh (Saif Ali Khan in a guest role). She is perplexed as to why Abhimanyu had not completed a song titled Tum Na Huye, in his album. She is eager to meet him to find the answer.

Manny finds out that Abhimanyu lives in Paris. Kizie insists on traveling to Paris to meet him despite the concerns of her parents and her doctor. The doctor allows her to travel on the condition that her mom accompany her. Manny makes the travel arrangements. Kizie is very excited but she is hit with a serious symptom of her cancer and she becomes blind. Her parents rush her to the hospital. Manny comes to visit her but she refuses to meet him. She feels it is unfair for Manny to suffer because of her serious illness. Her Dad, knowing how much they both care for each other, tells Kizie that she should not be making the decision for Manny.

Manny, Kizie, and Kizie's mom leave for Paris. They arrange to meet Abhimanyu where Kizie asks Abhimanyu her burning question. He gives a vague response and Kizie and Manny feel that he is in an unstable state of mind. As they prepare to leave, Abhimanyu yells that when a loved one dies, the partner left behind feels miserable and that there is no purpose to life. He advises them to enjoy life as long as they are together and alive.

Kizie and Manny enjoy sight-seeing in Paris. Kizie tells Manny that she loves him. Hearing that, Manny starts crying and reveals that his cancer is back. They return to India. Manny gets very sick. Kizie then asks Manny to complete the movie they had started with JP. The three of them work hard and finish the project.

Manny calls JP and Kizie to the Church. He wants to hear what they would say about him at his funeral. JP says that it is good that he is blind because he would not want to see a world without Manny. Kizie recalls that she was scared as to how her parents would live without her. Manny came into her life and taught her how to live life fully even in difficult circumstances.

Manny dies two days later and Kizie receives a letter that Manny had written. He had a powerful message for her "We don't decide when to take birth or when to die, but we decide how to live the life that is given to us".

Movie Review—Dil Bechara (Continued ...)

Sushant Singh Rajput, navigating the depth of his character, shines with a stellar performance and keeps the audience engaged throughout the movie. It is a very emotional movie with a powerful message. Watch this movie simply to witness Sushant Singh Rajput's last act. An outstanding one.

Sanjana played the role of Kizie fabulously. Dil Bechara is the debut film of Director Mukesh Chhabra and he took two years to complete the movie. Music maestro A.R. Rahman composed nine song tracks for the movie. This last movie of Sushant's was released posthumously in 2020.

Tribute to the late Sushant Singh Rajput (1986 - 2020)

Sushant Singh Rajput has acted in several successful Bollywood films including M.S. Dhoni: The Untold Story, Chhichore, Kedarnath and Detective Byomkesh Bakshy. He was the lead actor in the popular Hindi television soap opera Pavitra Rishta, when he got his break for the big screen. Kai Po Che, his first film, was released in 2013.

Below are some notable quotes of Sushant:

- *“My strength would be my honesty and my passion towards my work”*
- *“Perhaps, the difference between what is miserable, and that, which is spectacular, lies in the leap of faith”.*
- *“I am a trained engineer, so I am conditioned to come up with a right answer to a difficult question, but when it comes to art, there is no definite answer because it's so subjective”*
- *“I'm a noun in your life, verb in mine*



I always felt a strong connection with Sushant as he attended my alma mater, **Delhi College of Engineering (DCE)**. Sushant dropped out of DCE in his junior year to pursue a career in acting. He was a Physics National Olympiad winner and he displayed a deep interest in the field of Quantum Physics. He was an intelligent actor in the Bollywood film industry of India. He was equally fascinated by the workings of the universe as he was by acting and that showed in his performances.

As evident from the NASA and mathematical formula t-shirts that showed his nerdy side, he often let his choice of T-shirts do the talking for him. As we bid adieu to this outstanding actor and human being, his quirky t-shirts would be part of our fond memories of him.

Rakesh Kaushika works as a Manager, Corporate Data and Analytics at West Bend Mutual Insurance. He has lived in the Fox Valley area for 20 plus years with his wife and two children. He is passionate about teaching and also works as Associate Professor (part time) with UWGB and Lakeland University.



IndUS News.....

Annual Diversity Community Block Party: On August 22nd 2020, Celebrate Diversity Fox Cities (CDFC) held this event virtually due to the COVID pandemic. IndUS was a proud co-sponsor along with Bright Ideas Fund, Lawrence University and Community Foundation of the Fox Valley Region. We showcased various cultural performances with pre-recorded clips. We missed the usual accompanying cookout and social mingling in the setting of a park. Entertainment included dances like Kathak fusion and Hmong folk dance, and music from Ghana, Mariachi, Afro-Cuban drumming and Ariel Arts. These were interspersed with pledges of dignity and respect for all by Jake Woodford, Mayor of Appleton and several community leaders.

September 26th, 2020 saw **Rhythms of the World**, another event reimaged due to the pandemic. We collaborated with Appleton Rotary, Building for Kids, Appleton City, Downtown Inc., Farmers’ Market, Lawrence University and Appleton Public Library. Local ethnic groups presented a variety of music and dance performances. They included Hmong, Chinese, Indian, African American, Native American, Mexican and Peruvian among others and music genres of Zumba, Rock, Latino, Salsa and Indian.

The next annual **IndUS Banquet** will be held on November 20th, 2021 at the Hyatt Regency, Green Bay. The IndUS Board met on October 11, 2020 to report on activities of various committees and to plan for the future. After narrowing down a list of possible themes for the next banquet, “Winds of Change” was selected as the final winner.

Light-up Appleton: Appleton Downtown Inc. displayed lit-up signs across windows of downtown businesses throughout the holiday season. They depicted celebrations of holidays with lights from around the world. IndUS helped create a poster for Diwali. They also distributed 250 holiday kits for kids, which included educational coloring activity. The poster and coloring sheet are shown here.

Light up APPLETON Window Walk

Diwali

Symbol of Light
Diwali lasts five days and is celebrated during mid-October to mid-November. Households light dozens of little clay oil lamps, called diyas, or candles to symbolize the triumph of light over darkness, good over evil, and knowledge over ignorance.

5 Days of Diwali

- Day 1 Dhanteras:** there is a custom to purchase something precious on this day
- Day 2 Choti Diwali:** victory of good over evil & light over darkness is worshipped
- Day 3 Lakshmi Puja:** lights are placed around homes to welcome Goddess Lakshmi as she enters and bless people with good fortune
- Day 4 Annakut:** food is arranged at temples as an offering to the God Krishna & a sign of gratitude
- Day 5 Bhai Duj:** sisters pray for their brothers while brothers give their sisters gifts to show love & affection

Interactive Practice
Engage in some common activities occurring throughout the five days of Diwali. Scan the QR code to learn more.

SCAN ME

Appleton AZCO TUNDHALAND Kimberly-Clark BOLDT JOHNSON FINANCIAL GROUP Renewal by Andersen

IndUS News (Continued....)



Diwali

Symbol of Light

Diwali lasts five days and is celebrated during mid-October to mid-November. Households light dozens of little clay oil lamps, called diyas, or candles to symbolize the triumph of light over darkness, good over evil, and knowledge over ignorance.




SCAN ME



Interactive Practice

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Celebrations around the World: Building for Kids, formerly known as Children's Museum, had a virtual program showing holiday celebrations. On December 8th 2020 Dr. Sandhya Sridhar presented a live slide show on three Indian festivals - Dasara, Diwali and Christmas. It was followed by a pre-recorded dance by Tanmayi Gandhi and Riya Butala. Both performances were well received.



BRAIN TEASER ANSWERS

A: They all made right hand turns

B: Turn on the right switch and leave it on for two minutes. After two minutes, turn on the middle switch and leave it on for one minute. When that minute is up, turn off both switches and enter the room. One light bulb will be hot (1st switch) and one will be warm (2nd switch). The cold bulb will correspond to the switch you didn't turn on.

MATH TEASER ANSWERS

C: 256 (4^4)

D: 454585 ($9 * 5 = 45$, 1st and 2nd numbers; $9 * 5 = 45$, 1st and 3rd numbers; $45 + 45 = 90$; $90 - 5 = 85$ where 5 is the 2nd number)

TRIVIA ANSWERS

1. 2007
2. Track and Field
3. Venus
4. Horse
5. China
6. Knee cap
7. More than 100,000
8. Detective Comics
9. Canada and USA
10. Bhanu Athaiya. She died in 2020 at the age of 91.

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CURIO CORNER**Tug of war:**

A favorite and loved sport.

Two teams pull a rope against each other to show who is stronger.

Was first used as a name for the sport in the 19th century.

Origins: Practiced in Cambodia, Greece, Egypt, India, and China.

Archaeological evidence shows it was popular in India in the 12th century.

Was a part of the Olympic Games from 1900 for two decades.

TWIF (Tug of War International Federation) organizes World Games.

India and USA are among the 53 countries associated with TWIF.

It is now played in almost every country in the world.

