



GRAPEVINE



Winter 2021 | Issue 76



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Editorial

Fabiola and Varshika

This edition of Grapevine is dedicated to Mr. McCaughan, a dear teacher who passed away last August.

Welcome to the Winter Edition of Grapevine 2021!

It's been another eventful term and we're all very thankful to be back in school in person. Maybe it's the atmosphere of the school or simply our very talented and creative students, but we've had an abundance of insightful articles submitted for this edition. From extra-curricular activities being re-introduced to admirable academic achievements, the past four months have been full of nerves and excitement.

Within this edition, you will find discussions of student life in all its aspects; sports, school trips, interviews and of course, students' passionate opinions on global issues. Submitted from all different years, this magazine covers a range of different topics, one of which will be sure to interest you.

The best part of being editors of Grapevine is reading these unique pieces from students of all years with different interests. Every article reflects the unique style of these writers and that is what makes Grapevine the magazine that it is. The compilation of works is different for every edition and the contrast between them is a testament to our growth and the change that every new season brings. St Andrew's College has never been a

stagnant place, as we continue to grow into ourselves and find our purpose, there is ample opportunity to write and share the process.

We believe that although challenges are thrown our way, we can surmount them by discussing them rather than denying their existence. Within this edition you will find that the role of Covid 19 isn't overlooked; we hope that we can recognise its existence and importance to the students at St Andrew's while shining light on other aspects of school life.

Happy holidays and enjoy the well-deserved break!





Gerry McCaughan

Mr Reidy

In August 2021, St Andrew's College lost a highly regarded teacher and much-loved member of staff, Mr Gerry McCaughan. Gerry joined the college in 1978, teaching maths for close to forty-three years.

He was known as a truly dedicated teacher who always motivated his students to achieve impressive results in an atmosphere of quiet calm and confident control.

Gerry could often be seen in the early mornings, arriving with his trademark beanie to proceed to the staffroom where he ate his loaf of dry bread before his teaching day began. In the evenings he would fill up his flask on his way to the Forty Foot in Sandycove for a swim.

In all weathers, Gerry insisted on this daily swim, befriending a wide range of people there. His love of the sea (which he described as being 'in communion with the sea') was most likely inspired by his upbringing on the beautiful north Antrim coast, where he often visited to spend time with his family.

Gerry spoke fondly of his time as a Housemaster when St Andrew's was still a boarding school throughout the 1980s and early 1990s. It was a time when the school was smaller and he nostalgically remembered this period as one spent with his other 'family' of boarders at its heart, creating a special atmosphere about the place.

He was also a keen enthusiast of all sports, especially hockey, attending and supporting the school teams on Saturday mornings. On Sports Day every year Gerry took an active part in organising events, distributing medals and generally soaking up the whole atmosphere.

He was a great lover of music, with a vast knowledge and eclectic taste. He shared this in his final farewell speech to the school community over Teams, documenting his time in the college through tracing the musical genres of the decades in an amusing and genuinely interesting way.

It was Gerry's responsibility to coordinate the school's annual prizegiving ceremony, latterly held in O'Reilly Hall, and although it often proved a logistical headache, he got on with it quietly and efficiently and with little fuss.

He was also shop steward through a difficult period of industrial dispute in the country and managed the situation with the utmost diplomacy, much to the benefit and gratitude of all. Gerry was a strong believer in the school union and attended ASTI meetings regularly, always keen to stand up for fellow staff members.

In his final farewell staff conference, it was noted by Mr Ovington that very few people in life can be described in one word, but for Gerry that was easy. He was simply 'cool'.



Caoimhe Mooney

To commemorate Gerry, a comments board was set up in the staffroom where staff summed up their feelings about him on post-it notes. Phrases such as 'a gentle giant' and how much he loved his 'chats' were what his colleagues remembered most fondly about him.

He was a fluent Irish speaker as well as being very well read, particularly admiring works in translation, which allowed him to converse on a whole range of subjects. He was also a great lover of cryptic crosswords.

Gerry's funeral cortège drove along Booterstown Avenue and past the gates of the school on Saturday, 14 August, 2021, where a large number of students and staff lined up in silence to pay their final respects. A one-minute's silence followed a week later at the staff conference to begin the new school year.

Gerry was one of life's true gentlemen who had a smile for everyone and an infectious laugh that warmed the hearts of all those in his company. He is very much missed and well remembered by all.



The Journey of Jone\$town

An interview with teacher and author Mr McDermott

What is the earliest memory you have of being proud of something you wrote?

I don't mean to sound like a very humble person at all, but I don't really feel pride when it comes to writing. I'm not proud of my achievements in that chest-thumping sense. There is a great sense of satisfaction...the first sense of satisfaction I got was when I was twelve, rather than getting a usual Christmas present I asked my parents to get me a really good ballpoint pen and a hardback book. When I came home for Christmas (you would have expected someone who came home from boarding school to be off outside playing the whole time) ... what I did was I went to my room and wrote, because I had recently discovered fantasy like Tolkien and writers like Terry Brooks and I had read CS Lewis and all of that stuff was in my head and I wrote this story about elves and wizards.

Was there a moment when it was clear that this work was going to be something special?

This book, I knew within 30 pages of writing it that it had real potential. The two detective novels were good, and you know Ms Devane, Mr Quinn, Mr Hickmott and Mr McArdle had read them. And they're fairly upstanding people and you can ask them. Many people have read them and said similar things, that they're not outstanding but they're no worse than anything you find in the shops, but the trouble is that publishing companies want a formula, they want something they can sell. But I just kind of thought;



with this one there was a spontaneity about it, I wasn't necessarily looking to write a story I just had this vision, this idea. The story is set in America (I like writing about America), it's set in a gated community (so very privileged) and it's set in New Hampshire. The reason it's set in New Hampshire is a sort of a nod to my favourite writer John Irving, all his books are set in New Hampshire, but I wouldn't dare compare myself to him and I just had this vision of this gated community which is all American and all white and where everyone was beautiful and wonderful but seething underneath all that, is corruption and while I don't write about racism, it is hinted at.

More on the book...

The narrator of the book Matt Lowell, he tells you right at the start that he's unreliable, that he's making stuff up and he sets a challenge to the reader, he says that some of this is made up and a lot of it's true, but you have to try and figure out what's not true. I love the idea of a storyteller who keeps you guessing.



There's a quite a lot in the book that is, I suppose, quite shocking, and it's called Jonestown because this idea of keeping up with the Joneses but also, it's led by a kind of a patriarchal figure called Zimmerman. For me the main part of the story is Matt's story, he begins to reveal his family background, him and his sister are estranged and something happens to his brother TJ in their childhood and Matt has a fascination with serial killers and all things death related and his father was a coroner and Matt does things in his past, maybe he does them, maybe he doesn't but anyway some of it's true. I begin to tell his story and his family starts in California, and without giving it away, the sort of return to California completes that arc but in between it's his journey of self-discovery.

What was the hardest part to write?

The middle, the trouble is it's a bit like running a race because at the start of the race you have great energy, at the end of the race you'll find a reserve of energy to just get through it but in the middle, there's that sag and it's to do with pacing.

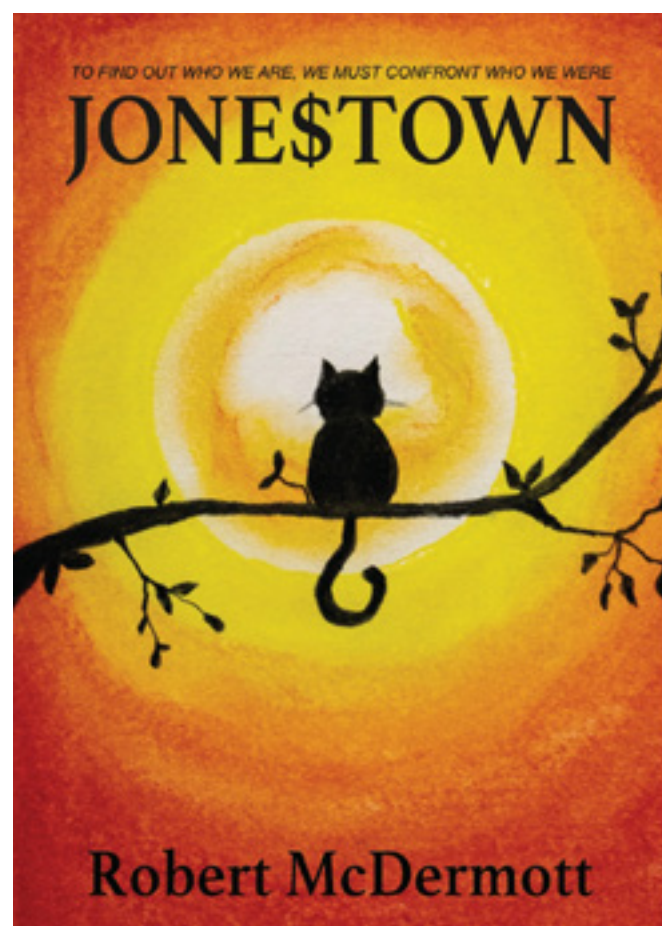
The opening of the book is not so much that a lot happens, but Matt gives us a lot of information at the start; he is a slightly manic character, who talks a lot, and goes off on tangents and there's a lot of energy in the start and the trouble was; I had to make sure that that energy didn't dissipate in the middle. This idea that you don't write the story, your characters tell you the story is peculiar, but it's true! You're not a person writing or typing, you're a person inside the head of a character and you're trying to consider

their motivation and how they see the world.

As a published writer, do you have any advice for people who want to follow this path?

It comes down to, apart from the hard work, there's hundreds of thousands of books written about writing but I've never heard it put better than when Stephen King said, "to be a writer you have to read a lot and you have to write a lot." There are no shortcuts, read widely, all the time and write regularly.

'Jone\$town' by Robert McDermott is available online at The Book Depository and in print at Dubray Books Blackrock.





Behind the Scenes

An interview with former Grapevine coordinator Ms Mockler

When, how and why did you become Grapevine co-ordinator?

I became coordinator of Grapevine about 15 years ago, when I took over from Mr Reidy. I had just started teaching in the school two or three years beforehand, so I was looking for something extra that I could do. I was always interested in journalism; it was something I had considered doing instead of teaching and I thought it would be a great idea to get involved in this.

Since Mr Reidy had decided to move on, I went for an interview with the headmaster at the time, Mr Godsill, and next thing I knew I was in charge. Back then it was a considerably basic magazine. I was excited to be able to move the magazine along and transform it into more of a student magazine.

How much time did Grapevine take up and where did it fit into your routine?

Some parts of the year were busier than others. It starts off quite busy trying to get interest for students to get involved in the magazine. Then, it was a matter of keeping the meetings going week by week. We used to have a little room in the library, which was brilliant because students could use those computers and come in and use the library to type up their work. It was a lovely sense of community.

Layout back then was a huge job, because the software we used was basic, you had to do everything from scratch, that could take upwards of a month sometimes. I remember one year almost missing the

Christmas party, because I was in school until 8pm finishing up the magazine to get it out in time. When the deadline to publish the magazine would come up, the editors, the layout team and I would sometimes spend up to two hours after school going through the whole thing drinking tea or coffee, which took up a lot of time, but was a lovely chance to connect.

If you were a student, would you be involved in Grapevine and why would you be interested?

I definitely would, I loved journalism and was considering going down that career path at first and I had really enjoyed being the editor of my school magazine in TY. I mostly would've been interested in doing interviews with people. I was also a really opinionated teenager, so I definitely would have written quite a few opinion pieces as well.

What do you enjoy reading the most, what kind of articles do you find the most interesting?

Whenever I pick up a newspaper or a magazine, I always look for the history-based articles. I love Classical Studies, so any new discovery, new dig, new find, I'm straight in there. I'm really into science as well, so any new scientific breakthrough or experiment hooks me immediately. Politics not so much, although I'll keep up with that sort of thing; I'm more interested in the past.

What is the purpose of the Grapevine Magazine, why was it created and what would you say is the goal of the magazine?



GRAPEVINE

It's gone through a number of changes over the years. At the beginning it was more a newsletter of St Andrew's. It kind of grew from there. During Mr Godsill's time he very much saw it as something that sold the school. He liked to send it out to parents and prospective pupils to give a sense of who we were. For one edition we tried to make it more of an academic thing, where students wrote about academic topics that interested them.

That was great, but it wasn't quite right. For a long time, it wasn't so much a student publication, but rather a school publication.

So, around 2015, after a long battle it was handed over to the students, because the editors had wanted it to be just a student magazine and not have the sense that it was marketing the school. At that stage, I kind of stepped back a bit, and I became just a guiding hand. I think that's the direction you should pursue now. This is a new phase of the school identity and life, especially with our new principal who's very much behind the arts and behind Grapevine.

Do you have any advice for anyone thinking of getting involved or already involved?

I think definitely try to come together more and bring the sense of community back, of course only once you're allowed to meet in person again and restrictions are lifted. Try to become more involved and hands-on. To the people in Grapevine, I urge you to get stuck into your role and really buy into it. As a journalist or a

photographer, attend events, take the initiative to cover things without having to be asked to do it.

That's what makes a really good journalist; someone who goes out and searches for stories and things that you think should be brought to the attention of the public. What you need, is a sense of ownership and self-motivation in the magazine. Also, playing into your strengths, so create a comic strip or a cartoon if you're an artist etc. Basically, take more responsibility, get out there, find your voice and see Grapevine as an opportunity.

What is something you've learnt through the process of being coordinator?

I've learnt a lot of skills. When I started the magazine, I thought it was going to be only about journalism, but then I realised I had learnt so many more things. I learnt how to proofread better and edit better. My grammar improved so much. Learning how the software worked and layout and design actually became my favourite thing. I loved working with all the different personalities in Grapevine. I still remember every single editor and layout team. What I learned about Grapevine; it gives a voice to those students who are quiet and tend to go under the radar.



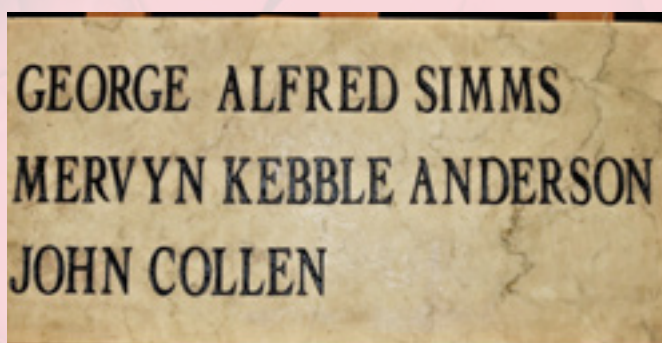
Remembrance Day

Carter Horner

On November 11, 1918, the world celebrated the end of World War I. Since then, many places around the world have celebrated the day, calling it Remembrance Day (also Veteran's Day or Armistice Day in other countries), commemorating those who gave their lives during the war. Some who died attended St Andrew's as students, and their names are etched into a memorial plaque beside the senior hall.

To celebrate the day, and to give thanks to those who gave their lives, St Andrew's College held a memorial ceremony on the 11th, hearing from multiple students and teachers. There was a short speech given by the Headmistress, Ms Marshall, followed by Ms Carter, the coordinator of history. Graham Weir, a member of the SACA, then said a prayer.

On the original plaque there were three names unfortunately missing, so as part of the ceremony, a new additional plaque with the names of Lt Alfred George Simms, Lt Mervyn Kebble Anderson, and Lt John Collen was unveiled by Ms Carter and John Ingram. After a citation of the names on the original plaque and the new one by the head boy and girl, wreaths were brought out and hung.



Throughout the ceremony we heard beautiful performances from the senior choir of Caledonia and a wonderful combined rendition of Amazing Grace and My Chains Are Gone. Several students from Ms Carter's 5IB history class also recited poems and short speeches, including a jaw-dropping performance by Jiaer Chen of a Chinese poem entitled Facing Snow.

Those who were part of the ceremony wore poppies, a symbol of Remembrance Day. After World War I, the only plant that would grow on the war-torn battlefields was the poppy. Poppies surrounded the dead soldiers, creating seas of red around their bodies, and they became a symbol of their sacrifice and bravery.



Prizegiving

Ms. Carter



Annual Prizegiving took place online on Monday 25 November. It was live streamed to all of the college community.



Mr Colin Black, ex-student and author of Gas Man was our guest speaker and the evening was a great record of the achievements of the pupils of St Andrew's College. We look forward to next year.



2nd Year Geography: A Trip to Glendalough

Sophie O'Connor

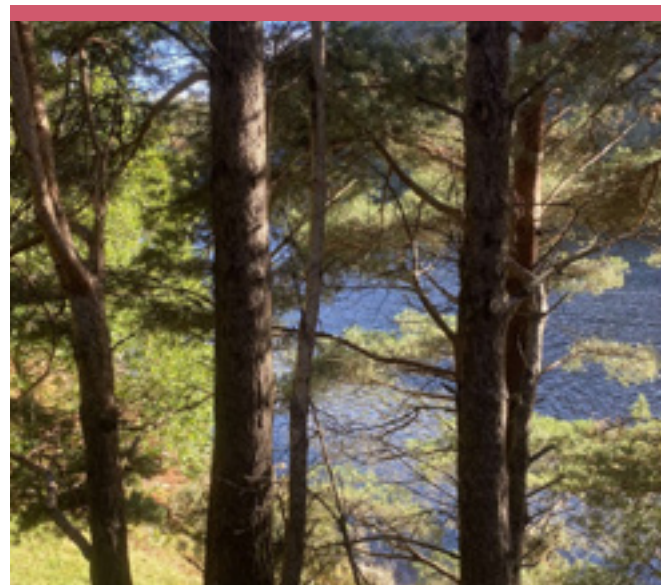
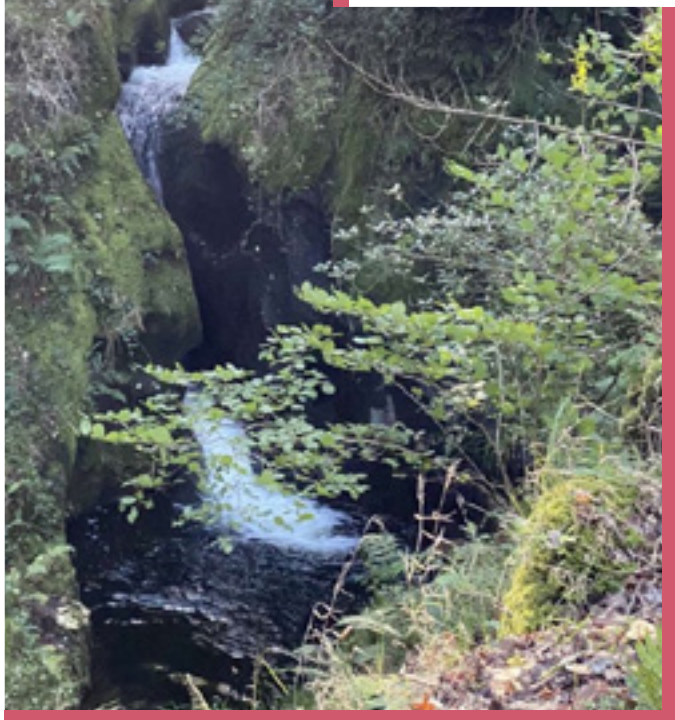
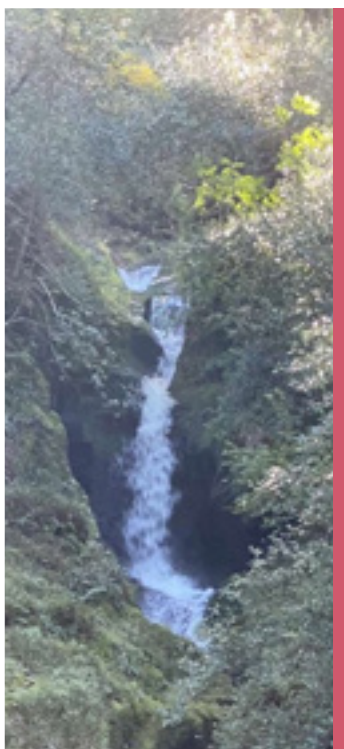
During October, Second Years went on a school trip to Glendalough, County Wicklow. My form (2MR) went on the 21st of October. Our geography teacher, Ms Chellar, brought us down to the car park where a coach was waiting for us. We boarded the coach, and it took about an hour to get there.

Once we arrived in Glendalough, Ms Chellar and Ms Holloway gave us an introduction to Glendalough's fascinating history and highlighted the geographical elements that were apparent in each area that we visited.

We were first guided around a monastic site where St Kevin's church and a small remote cemetery lay. We were given a worksheet to fill out throughout our field trip.

We learned a lot about rocks, glaciation, erosion, waterfalls, tourism and rivers which of course was the purpose of the trip, but we also learned about the history of Glendalough. We got a great insight into what Glendalough was like during the golden age in Ireland when Glendalough's founder, St Kevin discovered this site which has now become a popular tourist attraction due to its stunning landscape, scenery, and beautiful walks. Its history dates back to the 6th century BCE.





We then moved on to touring other areas of Glendalough and filling out our worksheets on the way. We viewed a beautiful lake that showed us a real-life example of a V and a U-shaped valley. We even did an activity where we had to create a news segment that was one-minute long promoting eco-tourism in Glendalough.

We had a lot of fun during the trip, and we certainly did quite a bit of walking. We enjoyed expanding our knowledge about Geography but best of all we loved getting chips and hot chocolate from the chipper van during lunchtime.

We would like to thank our geography teachers and of course the geography department for the tremendous amount of time and effort they put in to making this trip as rewarding as it was.



First Year School Trip to Kilruddery



India Donnelly

I loved our school trip. We all arrived giddy, waiting outside the bright orange buses, excited for the day ahead. Our first activity of the day was bushcraft which was very interesting. We got to learn all about how to survive in the wilderness and how to create fire. We scoured the forest for thin twigs to act as kindling for our fire.

My favorite part was when we got to roast marshmallows over the fire, but it was hard work to keep the fire alive. When we had finished with bushcraft, we moved onto shelter building. The scenery around us was magical, with big strong trees towering around us, we watched as the sunlight shone through the branches. We hauled our big thick branches and worked for half an hour on our shelters.



After our 2nd activity, we split into teams and got ready to start a relay race. There were a series of huge tires stuck in the ground that you had to climb over to complete the obstacle course. It was lots of fun watching our teammates' concentrated faces as they ran down the hill to high five the next player. In the next challenge, each player had to push a barrel down mini slopes and hills and whoever's team got to the end first would win.

My friend and I laughed as I continuously failed to roll my barrel down the slope and was ready to give up until my other teammates helped me. We all cheered as we stacked our last barrel.



Millie Gaynor

Afterwards we went on part of the 'Hell and back' course. It was really fun. We had to lift ourselves over mini walls and land on mats. We all had a laugh as most of us failed to lift ourselves up and just ran around the obstacles (don't tell anyone). The final part of the course was a massive slope that you had to run up, and as you got higher, the slope got steeper, until it was like running up a wall. It took all of us many attempts until eventually a few managed to reach the top.

Later, we mixed with some of the other forms for team building. First, we did riddles which were trickier than we had expected. Next, we got to play a game of 'the floor is lava' but instead of playing it normally, we played it in the trees. Each team was given three planks of wood to get to the next obstacle without touching the ground.

None of us could stop laughing and after a while we gave up and just went on the zip lines.

The next team building activity was a race to see which team could unlock their box first. The boxes had a combination lock, and we would only find out what the code was after we had completed some activities. When we finally got there, we opened the boxes to find loads of Maoams!

Our final activity was archery which we all loved. The bus ride back to school was filled with exhausted but very happy first years. Everyone had the best time and returned home with red faces and big smiles. It was a great start to the year!



Une Promenade au Zoo

Weichen Huang

Le 20 Octobre, j'ai voyagé en bus au zoo de Dublin avec toute mon année de troisième. Il y avait trois bus à étage, une douzaine de professeurs de langues et une centaine d'élèves.

Nous sommes arrivés au zoo vers dix heures sous la pluie. Quand nous sommes entrés il y avait un lac devant nous avec des canards et des oiseaux. Pendant que nous nous promenions dans le zoo nous avons vu des tigres, des zèbres, des girafes, des pingouins, des phoques, des pandas roux, des loups, des singes, des gorilles et des orangs-outangs. C'était merveilleux.

Nous avons passé plus de deux heures au zoo.

C'était une expérience agréable pour tout le monde. Nous nous sommes très bien amusés.



Un Viaje al Zoo

Aidan Leahy

El 20 de octubre fui al zoo, con mi clase de español. Cogimos el autobús desde la escuela a las nueve de la mañana. Cuando llegamos al zoo nos colocamos en nuestras clases de idioma. Caminamos durante una hora juntos y después nos separamos en grupos más pequeños de amigos.

Vimos las focas, los elefantes, los hipopótamos y las cebras. Los pandas rojos fueron especialmente chulos. Hizo mal tiempo, estaba lloviendo a cántaros. Pero después de una hora, el cielo se despejó. Me lo pasé bomba y me gustaría ir otra vez.



Eva Lynch



Phillippa Dunlop



Eoin MacCarthy



Luke Micallef



Caoimhe Mooney



Bilingualism

Anna Vittoria Baratta

I'm sure you all heard of this word before, but what does it mean?

The Cambridge dictionary tells us that it's 'being able to use two languages equally well'. But when does that happen, when you start thinking in both languages? When you speak both on a daily basis? Or perhaps when you can jump right from one to the other without effort, proprio così?

Some might say that one can be considered bilingual only if they understand big novels with complex vocabulary or if they can spell any word, but then again, I'm pretty sure that most of you wouldn't know how to spell the word 'handkerchief'. The truth is that there is no real definition to bilingualism. To me it's a state of mind, a feeling of belonging when speaking to a person. Not only do you understand what they say but you can also relate and relax, without the need to translate your thoughts or worry about grammar.

Is my English perfect? No, but neither is my Italian. What we have to remember is that languages are ever changing, and words could take millions of different meanings throughout the years.

Languages are fascinating as they are not only words, but they are made from centuries of history that tells us a lot. Take English for example, it is currently an official language in 67 countries but somehow it manages to change ever so slightly in each, telling us more about that





country's culture and past. These can be small differences in pronunciation or they can be big, like slang suited to each place's needs.

Something truly astonishing is when a language has a word of its own, that cannot be directly translated into others. It's like that feeling is specifically connected to a place and its customs. An example would be the Italian verb "commuovere" which is described as "the feeling of being moved to tears by a heart-warming story." Isn't that just beautiful? One that tells you more about Italian culture would be "abbiocco," which can be described as "the feeling of drowsiness after a big lunch" - although I believe that this translation doesn't do it justice.

This tells us a bit more about Italy, as food is a key aspect of life and meals are precious family time. I cannot tell you how many times I've almost fallen asleep at family gatherings after a big lunch! To truly understand a language, you must know its origin and the people who speak it. I strongly believe that a language can be part of one's identity and beliefs, and that's why I don't ever want to lose my Italian. It is all I've known for 12 years, and it is a part of me.

Every day I learn something new about languages. I'm always intrigued in knowing more about the grammar and structure. So maybe next time you start complaining about how boring Irish is, think about your ancestors and what the language meant for them, their identity.

That is bilingualism.





The Place I Call Home

Alisha Manoj



The kitchen is the heart of our home. It is the place where I feel warm and fuzzy inside. One of the best memories I have is when I first learnt how to make a traditional Indian flatbread called roti. My mother put on some classic Indian music and got me working.

I was not particularly good at the dough making and my rotis were all off, but we laughed through it. I also got mad when I learned that I couldn't roll a piece of dough into a circle, but I got increasingly better at it when my mom lovingly showed me how. At the end of the evening when my family tried the food I had made, they were very considerate of my feelings. Well, most of them anyway.

'Home is where the heart is' - it's overused and corny, but still true. The mesmerising scent of incense has been my happy place for as long as I can remember. The smell floods the rooms of my home, making me feel safe and warm. My family and I sit down at the dinner table every evening and we share stories about our day. This is one of the things I look forward to the most after a long day. The room is always full of laughter by the end of it, often from a ridiculous story one of us told.

My sister is a harsh critic. She is particularly fussy about what she eats for breakfast, but as my family values the first meal of the day greatly, we prepare it in advance. Sometimes we eat pancakes, dosa, overnight oats or whatever else is convenient.

I am quite a dramatic person; my family would most likely agree. My stories at dinner prolong for what seems like hours, boring them out of their minds. I love telling them every tiny detail about my day to make up for their absence during most of it.



India Donnelly



Every weekend at breakfast, when we are eating the food we prepared the night before, we like to call our relatives from India. I look forward to this so I can tell them everything that goes on in my life, but it's a bittersweet feeling when we realise how far away they are and that we won't see them for a while. We like to go to India usually every year or every two, but because of Covid we cannot. These calls are a valuable time of the week to catch up with everyone.

I love to get in a bit of quality time with every member of my family whenever I can, let it be doing karaoke with my sister, baking with my mum, which is a weekly occurrence, or watching cricket with my dad. I'm not much of a sportsperson but watching cricket with my dad is one of my favourite things to do with him.

I was never the type to sit down and watch any sort of match but when my dad started explaining the game I was immediately interested. I even tried to pick it up once...

Even after that, I love sitting there with my dad having him explain every little thing I don't understand and watching him get excited when India is winning with flying colours! Usually, the best things happen at our dining table, but sadly not this Sunday when India didn't get into the Cricket World Cup semi-finals.

It's true that amazing things happen when we're at our dining table, like when my sister got her Leaving Certificate results and when she found out what course she got in; but putting all that aside, the real best part is knowing my family will always be there cheering me on no matter what. Dining table or not, my family will always be there. They will always be my home.





A Diverse World is a Better World

Ava Donohue

When engaging in a conversation about diversity and what it means, it is more than likely that somebody mentions “how far we’ve come”. While it is true that we, as a society, have made progress when it comes to valuing diversity we still have a way to go before we can congratulate ourselves for having a fully tolerant and inclusive society. There are numerous examples of racism and intolerance today, which poses the question, is society as diverse as we think?

There are many obvious benefits to having a diverse society. Interacting with a diverse group of people from different, cultural, racial, and ethnic backgrounds can mitigate stereotypes and biases against these groups, as they are no longer fictional figures in people’s imagination. Over time, people understand that their perspective is not the only one in this world, and that listening to the opinions of others is beneficial for us all. Cultural diversity also teaches us to acknowledge and validate other ways of life. Not everybody lives like us, thinks like us, speaks the same languages as us, and that’s OK. In fact, supporting cultural diversity means more than simply being tolerant of ways of life other than our own, it means believing that this is a good thing, something that everyone can benefit from.

These are statements that I, and many people I know, would wholeheartedly agree with. After all, where would we be without the inventions and innovations of other countries and cultures? Paper



Katherine Kiersey

money from China, cuisine from any corner of the globe, even your favourite Hollywood movie, you would not be able to access it if everyone was limited to the confines of national, cultural, racial or religious borders.

However, the advantages of having a diverse society go beyond superficial things like the examples listed above. While researching this essay, I came across a study by social anthropologist Steven Vertovec, whereupon he composed the idea of “super-diversity” in order to explain Britain’s “social and demographic development”, particularly in more urban areas.



So, what separates “super-diversity” from regular diversity? According to Vertovec, super-diversity is the “diversification of diversity”, through the following three facets;

The changing population configurations arising from global migration flows,

Diverging patterns of gender and age,

The change in migrants’ human capital (education, work skills, and experience).

Before this study, there appeared to be a direct correlation between ethnic diversity and a lack of social conformity, trust and coherence. According to earlier studies, ‘diversity’ caused people to become more distrustful of those in their communities and was the root of division between different ethnic groups. The difference between these studies and Vertovec’s research is that “old-diversity patterns” studies only documented areas and communities whose populations are composed of mainly two large ethnic groups. In such places, it is easy to separate people into ‘us’ and ‘them’ categories without a second thought, leading to distrust between different groups in the community. In “super-diverse” areas, though, residents cannot be sorted into ‘us’ and ‘them’ camps - due to massive variations in race, ethnicity, religions, gender, age and more.

As British anthropologists Nikolay Mintchev and Henrietta L. Moore wrote in their 2016 article ‘Super-diversity and a prosperous society’; “Here, pathways to prosperity have little to do with ethnic homogeneity because the social divisions that define everyday life are not organised

along ethnic lines, but along other forms of difference [that] cut across ethnicity.” In super-diverse communities, residents do not believe having a wide range of ethnicities is an obstacle to individual success and happiness.

So, what can we learn from the case study of “super-diverse” communities?

In my opinion, this simply reinforces how important true diversity is in society. Not just a corporate, tokenistic version, but real, genuine diversity where everyone is equal, regardless of race, ethnicity, religion, gender or sexual orientation. The benefits include greater understanding of each other, tolerance and prosperity. When people are not defined by their ethnicity, they can focus their energy and talent on other things that benefit society. For all these reasons, I believe a diverse world is a better world.



Genesis Duran and Alois Plissonneau



A Special Show

Sofía Herranz Harmen

Ladies and gentlemen, boys and girls, prepare yourselves for one of our finest Andrew's musicals, but this time, with a new twist.

This year, you will get the chance to enjoy an assortment of 33 songs from 15 different musicals, coming from the capable hands of the brilliant Andrew's musicians from all years. Ranging from rap and rock to ballads and huge chorus numbers - students will show you just what they can do. They may even bring a tear to your eye - it's not like it hasn't happened before!

Of course, what would a musical be without an orchestra? The ever-talented musicians of the school are being brought together to experience a wide variety of music and share their passion with you. From first to sixth years, they will not cease to amaze you.

Moreover, the musical would not be if not for the brilliant masterminds behind the scenes who have worked tirelessly to bring this production to you, and to bring this performance to life; Ms Ciara Sawyer, the producer and musical director; Mr Matthew Williams, the director; Ms Aisling Noone, the accompanist; and Ms Amy Moran, who assisted with auditions.

Rehearsals are well underway; dances being learnt, songs being played, staging being organised; the rush begins now and one thing is for sure, students are ready to give you their best. So, sit back, relax and let the tension build. Come March, we will be ready to rock your world.





Carols by Candlelight

With Christmas around the corner, we can't neglect the fabled Andrew's 'Carols by Candlelight'.

Performed by more than 150 singers and 50 instrumentalists and led by a brilliant team of teachers, it is a show to behold. From music inspired by James Bond, 'The Name's Clause, Santa Clause', to Christmas classics like 'O Holy Night', there is a song for everyone.



Model United Nations

It has been an exciting term for Model United Nations (MUN). Since school reopened in September, we have finally been able to hold our weekly MUN debates in the senior hall in person again.

MUN involves students assuming the role of delegates in the UN from different countries and attempting to solve real world issues with the policies and perspectives of their assigned country. In St Andrew's College we hold the annual St Andrew's International MUN (SAIMUN) conference in addition to participating in other international conferences such as The Hague International MUN (THIMUN) and Boston MUN. MUN is a great community to be a part of, allowing students to improve their negotiation and public speaking skill, while meeting people from all over the world.

Sarah Brownlee

While it was very enjoyable online last year, it is great to be back in person and holding up physical placards of our countries at last. On Thursdays after school, fifth years have debated and passed resolutions such as those relating to the Hong Kong Political Crisis and resolutions relating to organ donation. These debates have generated lots of active participation and enjoyment.

By being involved in MUN we have all greatly improved our public speaking skills and widened our knowledge on many different aspects of life. We are looking forward to participating in THIMUN Online in January 2022. Best of luck to all those involved.



Delegates participating in the Singapore MUN



French debate

Alanna Kohut

Over a few weeks, I had the wonderful opportunity of preparing with a team of four other students for a debate organised by the Alliance Française, against Blackrock College, entirely in French. After auditions, a team selected from fifth and sixth-year students - John O'Hara, Fabiola Grimmeisen, Emily McDonnell, myself, and Ben Holman - alternated for a debate on the question 'Does the Education System Meet our Students' Needs?'

Weeks of preparation of writing speeches included editing and collaborating to build a series of points that were dedicated to getting the debate right. A few days before the debate, John, team captain, had to withdraw due to urgent hockey commitments. This meant that Ben, who had not expected to be in the debate at all, now had to memorize and prepare John's speech for the debate and take on the role of team captain.

Finally, on the 21st of October, came the day of the debate. Tension was high, nerves were kicking in. The debate was an intense blur of nervous stuttering, quick thinking, as well as accusations and emotional statements on the part of Blackrock College with the inevitable technical issues of the zoom meeting.

Our team may have had the advantage on the technical side of things, with our language skills and whatnot, but what Blackrock lacked in perfected grammatical clauses was made up for in rather aggressive debating skills and pizzazz.

I could go on about the intensity of public speaking and value of teamwork but to make a long story short, despite our efforts, we lost. We felt it was an unfair result and that we had stronger points for why the Leaving Cert has plenty of room for improvement. Nevertheless, all was not lost, Fabiola Grimmeisen won best speaker. Congratulations Fabiola!





Being a Teenager Now

Grace McFadyen

Are we the unluckiest teen generation? This is an impossible question to answer, but one I'm sure we've all thought about over the past year. When approaching the topic of how it feels to be a teenager right now, I started thinking about school stresses, college applications and cheesy Covid slogans that we've all been hearing for the past year. All the things I don't want to think about, never mind write an article about. In reality, the past year... 18 months... 2 years or however long it's been since all of this started, has been a really interesting time for all of us.

Once I got past all the stress and Covid anger, I started to think about us; kids (or "young adults"), and how this is the first time in our lives that we can all relate to each other. We can all find some common ground, no matter who we are. I could start a conversation with anyone in this school and have something to talk about with them. I think that is incredible. In a time where nothing seems solid in our lives, a time when no one really knows what they're doing with themselves or what they'll do in a year's time, I take comfort in knowing, now more than ever, everyone else is going through the same thing.



I also think we need to give ourselves a bit of credit and appreciate the fact that our day to day lives are not exactly normal. Beyond wearing masks, social distancing, etc, etc. we've all had to do a lot of growing up over the past year and a half. Suddenly, we had to be mature and think about others. We must try and navigate the complicated world of friendships, academics, families, futures and now we need to think about other people! I know it sounds silly but, in some ways, we've been thrown into a frighteningly adult world, while we're still really children.

The answer to the question, how does it feel to be a teenager right now? Actually, has quite a straightforward answer; it feels tough most of the time. But it feels nice to be surrounded by people who feel the same as you do. It's also funny, I think sometimes, to be in our situation. Humans have an amazing skill of turning the most uncomfortable situations into a joke. Being a teenager at any period in time is weird, but now it's even weirder and I don't think that's necessarily a bad thing. I believe everything we experience now will serve us later in life, and we should try to enjoy this weird time in our lives.





First Year Experience

Anna Balfe

The First Chapter

First Year students have gotten off to a great start this year. It has only been a few months and we have accomplished so much already. Some students say they have become a lot more independent since attending the Senior School. Others say they've found the October reports and tests a bit stressful, but once they were done, they were not that bad at all.

We have done so much since August! We have gone on a trip to Killruddery, we have adjusted to moving classrooms, learnt what it is like to have a different teacher for each subject, learnt how to manage their workload, and most importantly we managed to make new friends! Overall, we can't wait to see what happens next!



Hockey Bake Sale

The first year girls hockey team came together to raise money for a team away trip or lunch at the end of the year. In the end, we chose to do bake sales at our home matches. For our first match a few weeks ago, we held a bake sale which went very well. We sold brownies, cookies, cakes and other treats to the players, parents, opponents, teachers, and 6th Year students. We managed to raise over 150 euro! The treats were all homemade by many of the girls on the team, and the stand was run by a few of the girls not playing the match. Overall, it was a tremendous success, and we hope to continue the bake sales at the upcoming home matches and raise enough money for our team treat!





Basketball During Covid: One Year On

Last winter, I wrote about the struggle of sports training during Covid. We came back to a system no one was used to, and at times challenging to play in. Being on the U-19 basketball team, it was frustrating training with masks and playing non-contact basketball. I am sure others in rugby and hockey would say the same. But, against the restrictions, we kept going until the chance came around to play regularly again. At the start of this year, that chance occurred. It felt like a sense of normality had returned to the school, a refreshing reminder that things were heading in the right direction.

Last year we were only allowed to practice our shooting in basketball training. Thankfully this had changed in the past year, and we are back to full-on five on five practices. It is a fantastic feeling to train like that again. The competitive nature that was gone for 18 months or so is finally back. Also, training in our standard teams meant we could interact with different years again, and I got to meet some of the new guys on the team and get to know them better.

For the first time in 18 months, we had our first games of the season. To get back into the swing of things, we had some friendlies before the season got underway. To get a feeling of how we fared against other schools and see how we played together as a team. It is odd to think the second years played their first ever games for the school. None the less it is great that we are even back.



Photo taken pre-Covid

Many of us 6th years were scared that we may not even get the chance to play a match this year. We had a scare when the government changed restrictions for indoor games. Still, fortunately, we have been able to overcome them.



Now that the season has gotten underway. Our senior squad has gotten off to a strong start in the All-Ireland A cup, beating Coláiste Eanna in the first round. It's the solid positive start I think our squad needed, and it improves our confidence for our league and the cup itself.

Sean Colfer

I am excited to see how our season progresses into the later stages of the season, and we may even pick up a trophy on the way. Our next game is against Oatlands away in the league, and we hope it will be a good game and come out with the win.

As said before, it's great that we're getting back into the swing of things. It feels like a lifetime since everything has been somewhat normal, but knowing we are going in the right direction is nice. I think that it was getting tough last year, training for the idea of playing a match and not knowing whether or not we'll even get that chance. I can say personally, gaining the courage for something that might not happen last year was hard.

Still, since things are much different from last year, and we are playing games nearly every week (especially four in the previous eight days), my courage is back.

Our competitiveness as a team is higher than ever. I also have to thank our coaches, who have done a fantastic job during these times—coming in each week to help us improve our game, including during holidays. It is a testament to their dedication to the sport and us, their students.



Return to Sport

Callum Hewat

One of the major consequences of COVID 19 was the impact it had on sport in school, particularly the absence of competitive sport fixtures for students in St Andrew's. This was completely understandable given the pandemic and we understood that it was a necessary measure. However, sport plays such a central part in school life and in creating the amazing school atmosphere that we are so proud of.

This was particularly the case for team sports in St Andrew's where being part of a team and sharing a team experience can be such a powerful motivator and can really drive you on as an individual player and person. When this was combined with us not testing ourselves against other teams and players, it really felt like a big gap in our development.

One of the best things about this year has been a return to a more normal schedule of sports in St Andrew's with all sports taking place again. The school and the sports teachers moved as quickly as they could to get sports back up and running again and we are all delighted to be back playing.

The year started with a return to training and it was obvious that we had to work on our fitness levels and that our skills were a bit rusty. However, this was something we were really happy to do as we knew that before too long we would be playing matches again and that all schools were in the same boat as we were.

As the first friendly matches came onto our schedule, fitness levels improved and training sessions took on a more serious focus. We could not wait to get back playing matches again. No matter how good training is, it is just not the same as playing against other schools and having that competitive environment that matches have to offer.

We are now in the phase of the school year where friendly matches are being replaced by more significant matches in leagues, cups and All-Ireland competitions. This is where things get much more serious and we will have to bring our A game to make sure we deliver the results that we all want so badly.

However, we know we are not alone in this. The support we all get from each other and from the wider school community is a real motivator for us. In particular, the pupils and staff who turn up to watch our matches really help to drive us on, the support they give really makes a huge difference.

St Andrew's teams have always had amazing support over the years and none more so than from Mr Gerry McCaughan. As a school community we were devastated to hear of his passing earlier this year. Mr McCaughan was a constant figure pitch side and he took a genuine interest in every player and team and often travelled to our away matches. He was an absolute gentleman and we all appreciated his presence at those matches. While he has left a big gap on the side-lines, the belief that he always showed in us continues to inspire us.



Life on the Sidelines

Paddy McIllduff

The 30th of December will mark my eleventh month injured in 2021. This year has been riddled with injuries and setbacks and has caused such a vital part of me, rugby, to be postponed time and time again.

For some context, I have had three injuries on my left ankle this year including, a triple fracture of my ankle, torn ligaments off and on the bone and the separation of the bones in my ankle. I remember the day I got the first injury, and I thought it would be fine and that hopefully, only three months out would not affect me that much. And I was correct; the first three months went well until three doubled to six.

This is when I started to notice that not playing sports did not just affect my physical strength, but more importantly, was a significant burden on my mental well-being.

Life on the side-lines isn't what it sounds like. It is not just sitting around and playing PlayStation all day, but rather, a well-needed break taken away from your day.

My first injury happened amidst my exams in early May, and so I thought it would give me more time to study. Instead, it turned my life into an endless cycle of sleep, work and watching people play the sport I love, sadly this is how it has been this school year as well.

The only thing keeping me sane during these times is; dreaming of the day that I come back and play world-class rugby, analysing every aspect of every game I watch and thinking about how I would've done it. It's like an awful joke or a punishment having to watch people play the sport I love while I'm injured. It seems like the world is trying to tell me that the dangers of rugby just aren't worth my well-being, but my love for the sport says otherwise.

Life by the side-lines is something that I would never wish on anybody but trust me when I say I'm coming back swinging.





Why 'To Kill a Mockingbird' Shouldn't be Part of our School Curriculum

Eva Lynch



Christopher Hannon

'To Kill a Mockingbird' by Harper Lee was published in 1960, almost 62 years ago, and is still regarded as a racially progressive book. The subject of racism is an evolving, ever-changing issue. We can't treat 'To Kill a Mockingbird' as if it is still dealing with racism as we know it today, because it isn't. Lee's writing was progressive in 1960 but the book's messages about race and 'diversity' are severely outdated. So why is it still part of the school curriculum across the country?

Award-winning author Ellen Klages says "Good historical fiction opens up a dialogue between the past and the present. The attitudes of the past from the perspective of a more enlightened present-day reader may seem wrong-headed, even ugly." Historical fiction lets us reflect on the past and offers contrast to our lives today, but that applies to readers who already have a starting base of knowledge.

What conclusion would students with no previous knowledge of racism come to after reading 'To Kill a Mockingbird'? We can read about Atticus's views and Tom Robinson's trial, and teachers would hopefully talk about this book's outdated nature, but that isn't enough. We have to at least have a starting base to work from before reading the novel, and that's built by reading about modern day racism.

More importantly, if we want students to be educated about the subject of racism, they can't just read from the point of view of a white person. Books like 'The Hate U Give' by Angie Thomas, 'All American Boys' by Jason Reynolds and Brendan Kiely and 'How It Went Down' by Kekla Magoon all talk about modern day racism and are relevant to us in the 21st century!

Historical fiction by white authors shouldn't be muscling out books that were written recently and talk about our present-day issues. Maybe it's easier to study 'To Kill a Mockingbird' because it's more comfortable to talk about these issues as things of the past, even though they still exist in society today.

Modern takes on racism can make us question 'To Kill a Mockingbird' and we can learn about how the issue takes form in society today. While Harper Lee's message can still be appreciated, it needs to be clearly explained to students that it is outdated. After almost 62 years, there are other more progressive books we can read to educate ourselves on the issue of racism.



The Song of Achilles

Grace Higgins

'The Song of Achilles' by Madeline Miller is a historical fiction novel that retells the story of two characters, Achilles and Patroclus from Homer's The Iliad. Madeline Miller writes lyrically, giving her novel a fluid and enjoyable pace. The language she uses helps paint a better picture of how these characters would have acted at the time of the novel.

The book begins with Patroclus, who narrates the story, bringing us quickly through his childhood. Patroclus describes how he feels worthless as he is unable to do many things a boy during this time should be good at. His father, Menoetius, is a very confident and assertive man who always seems disappointed in his incompetent son. Menoetius' feelings about his son's inabilities only amplify Patroclus' lack of confidence.

One day, Menoetius announces to Patroclus that Helen of Sparta is ready to marry, and Patroclus is to act as a suitor. Before the suitor is chosen, all the suitors are forced to take an oath, the Oath of Tyndareus, in which they swear to "uphold Helen's choice, and to defend her husband against all who would take her from him." When Menelaus, brother to Agamemnon and later a large figure in the War of Troy, is chosen to be Helen's husband, Patroclus is dragged out of Sparta by an unhappy Menoetius, and they return to their homeland.

Now back from the suiting, Patroclus has a dispute with his childhood friend, Clysonymus, which ends in Patroclus being banished. Whilst in exile, Patroclus befriends Achilles, who was also at the suiting of Helen of Sparta and took the Oath of Tyndareus. Achilles has been prophesized to either die young with glory or live a long, but simple life. Over time, Patroclus and Achilles become more than friends and their friendship blossoms into a heartfelt romance.

Everything seems perfect until they are called to make true on their oath towards Helen of Sparta. The story progresses as Achilles is forced to choose between the two ends of his prophecy.

'The Song of Achilles' by Madeline Miller is a beautiful and well-written book that retells the classic story of Achilles and Patroclus from The Iliad. This heartfelt and captivating novel gave me a new love for Greek mythology, and I would recommend it to anyone who loves reading, fans of Greek mythology or not.



Mabel Anne Forsyth



Pretending It Was Never Broken

Zara Griffin



We often break something and attempt to patch it together, back to what it used to be, only to discover that it will never truly be the same again, or indeed, that it wasn't worth repairing.

In the past two years, our lives have been flipped upside down, inside out; there cannot possibly be a person who thinks otherwise. When thinking of the time that has elapsed since our last "normal" Christmas, our recollections are filled with face masks, the silence of streets void of traffic and the frustration of uncertainty.

Beyond the pandemic, you may remember wildfires sweeping across Australia leaving destruction in its path or protests for racial justice. Maybe you think of the conviction of Harvey Weinstein. It could be

the Beirut explosion that killed at least 190 people and injured thousands of others or the election of Kamala Harris, the first female vice president and the highest-ranking female official in US history, as well as the first African American and first Asian American vice president.

While all vastly different, the turbulent events of the past two years have one thing in common and 21-year-old Harvard university student, Youmna Melhem Chamieh's essay entitled, "Bidding the Phoenix Goodbye", which won the 2021 Vogue Talent Contest, offers a fascinating way of looking at it.

Of Lebanese descent, she recalls a moment in her childhood when, after breaking one of her grandmother's



traditional coffee cups, she was reassured with a smile and “Inkasar al sharr,” which means, “The evil inside the cup has broken.” She was mystified, as evil usually causes things to “rupture” and is not usually “revealed by post-mortem.” However, she thought no more of this odd expression until her mother pronounced after reading the news of the Beirut explosions, “Now that everything is broken, we see just how rotten it was from the start.”

Chamieh writes that her mother was right about her native land and that the same could be said of so much else. For example, racism today echoes centuries of injustice. Why did it take until 2020 for Harvey Weinstein, a known assailant, to be convicted for the horrific

abuse of so many women? Even positive developments, like the election of the first female VP of the US, remind us of our difficult past. As Chamieh observes, we use the phrase “unprecedented times...” but is it accurate?

For as long as humans have existed, we have had this unbelievable ability to look the other way when confronted with the ugly truth. We prefer to patch up the cracks and pretend it was never broken.

If the past two years have taught us anything it is that many of our mutual ills were, in fact, very much preceded. As a society, we need to learn that if evil was so significant to rupture the status quo, it is time the status quo becomes history.



Meatless Mondays

Lana Knight

Today we face an unprecedented global emergency. Life on Earth is in crisis. Scientists agree that we have entered a period of abrupt climate breakdown. Mass extinction of our own making causes irreversible harm to life on earth each day. When the climate crisis poses apparent threats to our lives and home, we must ask ourselves, how can we fix this? What can we do?

The Covid-19 pandemic created a temporary pause in our destructive actions; with gas emissions dramatically decreasing and wildlife blooming everywhere, our world blissfully proclaimed that everything is 'okay,' creating a false sense of security. We exhaled in relief as the restoration of our home began.

'But how could it be this easy?' I wondered.

The answer is simple, it is not.

Ahead lies a long journey to a world in which global warming does not pose an impending threat to our lives. Although this road may seem complicated, the answer to our problems is simple. Change. A change in behaviour, a change in action, means a change for planet earth. But what do we need to change? Everything.

Working together to make a difference is one solution, however, we must remember the power of individual actions to create change. What you do has an impact. In

St Andrew's, a new project, 'Meat Free Monday,' is a school-wide initiative that aims to further the school's commitment to supporting the environment and upholding the standard we hold as a green school. Every Monday the canteen will serve a meat-free lunch, a simple single-day action that will cut down our carbon consumption and have long-lasting positive effects.

If meat is not eaten for one day of the week over an entire school year, each individual will save 375kg of CO₂ from annual greenhouse gas emissions. This 375kg of CO₂ would save the equivalent of driving a regular petrol car 1,540km, heating the average home for 59 days, saving 54,718 litres of water, equal to 841 showers lasting eight minutes, and the space of two and a half tennis courts.

With 1010 students in St Andrew's College, we have the potential to make a huge difference. This project allows students to make a small difference to create mass change for the wider world. This initiative creates one solution to a problem. But this alone will not solve everything. Instead, it is collective actions and behaviour that will. We need many solutions to this problem.

Our world waits at the crossroads of change, our futures facing uncertainty. We have no choice but to make a turn. Which one will we choose?



The Best of Us

Class of 2020 Valedictory

Evie Kelly | Former Head Girl

There's a day in junior infants, that I've always remembered. It was sports day, 2006. I was sitting in my tiny yellow chair as my dad chatted to the parents in the 'Golden Time' area. A consoling look from my dad as I wallowed in disappointment at the scenes outside. It was raining and sports day was cancelled. I don't know why I always remember that day, but no other sports day was cancelled for the next twelve years. However, in 2020, sports day was cancelled, and it wasn't because of the rain.

The class of 2020 left St Andrew's on what we now call "that random Thursday in March." Since then, we've turned eighteen, nineteen and twenty years old. Everybody dressed up and grown-up, we were finally graduating. I don't know if it was the socially distanced prefab or the absence of lockers in the corridors, but it was a

strange return. We were reuniting again, only to say goodbye.

The roll was called a final time and we collected our diplomas. There was a real sense of anticipation, even a little bit of nerves. But above all, it was a celebration of our year and the time we'd spent together. From re-visiting the sixth-year center to singing our infamous 'Angels' on tabletops, it was an emotional day from start to finish. We reminisced, we laughed, and we toasted to our time in school. To a school that was the best of us all for a very long time.

The forecast for the Valedictory was one hundred per cent rain all day. I couldn't help but fear a repeat of that traumatic day in junior infants. It did not rain that day—the sun shined—as we were dropped off one last time.



