



GRAPEVINE

Summer 2022 | Issue 78



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EDITORIAL

Varshika Mecheri & Fabiola Grimmeisen Medina

As we approach the end of the school year, we look over this past year with immense pride at how far we have come since the pandemic's beginning. We have lived through lockdowns and online school and now, finally, we have had a complete school year with the spirit of the school reviving one day at a time. We started the year off with masks, open windows, year group bubbles and no clubs. And now we have made it back to our 'normal.' This return to "normalcy" in the physical sense has been greatly awaited and while we inch closer to it every day, we cannot overlook the fact that we are all changed. For better or worse, our experiences shape our lives and all we can hope to do is to extract value and carry ourselves forward.

This Summer Edition is truly an important one. It holds stories of our lives, recorded with detail and personalisation. From this edition you can expect: details on the long-anticipated Musical, Brian Keenan's visit to our school (author of "An Evil Cradling," winner of the Irish Times Literature Prize for Non-Fiction), the St Andrew's College

Model United Nations, the Young Economist of the Year competition and much more. Having a collection of events such as this is truly invaluable as no price can be placed on the memories we make every day, here at St Andrew's College.

Summer is upon us once again! And when we come back, we'll all have had new experiences, maybe we will have made a new friend, travelled to a different country or had soul searching conversations with a loved one. No matter what we achieve or don't achieve in the following months, we urge you to bask in your uniqueness, be unapologetically yourself and do what you can to make the world a kinder place.

The Grapevine magazine is for all of you and for everyone in our school community. We hope you enjoy reading these insightful accounts written by students and teachers. We'd also like to thank all those involved, with special thanks to Sofia and Sarah for putting the magazine together and making it what is is, and Mr Quinn for making this year of editions an unforgettable one.



Holly Gilmer



BARCELONA

Aimee Balmer & Elsa Micallef



For what felt like two weeks but was merely four days, half of the Transition Year students travelled to Barcelona. The trip was filled with good food, sightseeing, hot weather, sun burn and family-style group selfies. We made memories with each other in the beautiful city of Barcelona (read with Spanish accent), and we wanted to take you along for the ride - don't worry, you won't have to queue for two hours!

It began with a screeching alarm at 3am as we headed to the airport with a Spotify playlist downloaded, ready to get some sleep on the flight over. We arrived at the hotel that evening after an exciting day, greeted by fellow Irish TY students. Did someone say noise complaint?

We dove into the culture, instantly filling our plates with French fries and Italian style pasta from the buffet. Our hotel was in Salou, an hour away from Barcelona. It was by the sea, a two-minute walk from a beautiful cove that had golden sand and crystal-clear water. While it was lashing rain in Ireland, we were lucky enough to have our first swim of the summer in the Mediterranean Sea.

One large aspect of our trip was sightseeing, we wanted to dive into the Spanish culture and capture the full Barcelona experience. To do this we visited many famous places such as the Sagrada Familia, an extraordinary cathedral designed by the Spanish architect Gaudí. Photos can't capture the sheer size and incredible detail of the building. Another one of Gaudí's sights that we were lucky enough to visit was Park Güell, beautiful gardens designed by the man himself. With all this sightseeing we needed a pit stop for food and La Rambla was the perfect

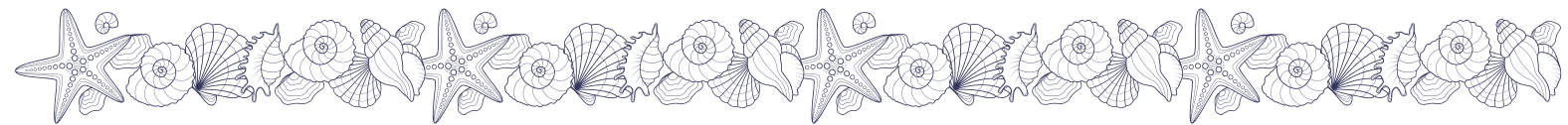
place for this with its traditional cuisine. We gorged ourselves on ham, cheese, fruit, fish and freshly squeezed juice. A memorable lunch, if we do say so ourselves.

A few of our less cultural endeavors worth mentioning were Port Aventura, a terrifying yet exciting experience and the House of Illusion, a mind-blowing evening. During the day in Port Aventura, we got soaked in the wild west, lined up for two hours, rode the third highest roller coaster in Europe, had lunch in China, queued for an hour, fell from the sky and nearly had a reunion with our lunch. It was a hectic day, and we certainly have some good photos from it. Our minds were blown by the talented magicians and acrobats that performed in the House of Illusion. Coins appeared, phones disappeared, cards were revealed, and Ms Dooley's phone number was exposed. Here it is... Just kidding, we wouldn't do that Ms Dooley.

All in all, it was a brilliant trip. We've become so much closer as a group and for our first trip abroad in school it could not have gone better. We really appreciate all the work and planning put into the trip by Mr Hehir. It could never have happened without him and all the teachers who made sure it was a memorable trip, Ms Burke, Ms Dooley, Ms Halferty, Ms Harte, Mr Micallef, Ms O'Shea and Ms Taylor.

We hope after reading this you have gotten a glimpse into our experience and we would encourage anyone, if they got the chance, to visit the marvelous city of Barcelona.





IS BODY POSITIVITY TOO POSITIVE?

Izzy Kidney

Recently, when I've been scrolling through TikTok, I've noticed a huge increase in videos promoting body positivity, it has almost become a trend. Of course, I think promoting a healthy body image is essential for our mental health but in ways, I find that what I'm seeing is too much, and can be far more detrimental to our welfare rather than a lack of positive talk about our body images. It led me onto the question, can we be too positive about our bodies?

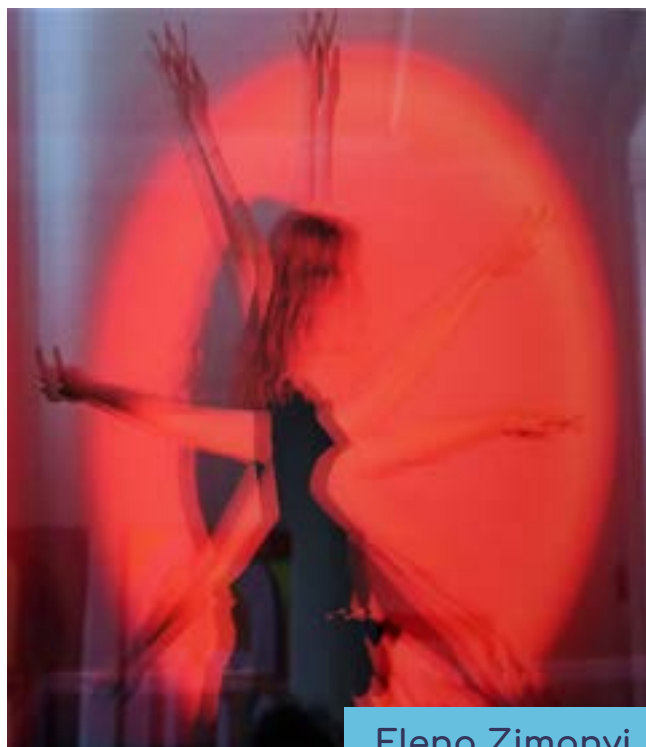
By posting videos speaking openly about our bodies and talking about our own struggles surrounding our body image, we can improve the societal standard and expectations of how to look. However, some people can take the movement in a different light where they can become positive to an unrealistic standard, not allowing themselves or others to express negative or even neutral feelings about their own bodies. This positivity is known as toxic body positivity. Personally, I find this to be very harmful, as I think to truly accept ourselves, we need to be able to feel all emotions, both good and bad, instead of repressing them. Furthermore, this positive talk, although with good intentions, can lead to people feeling isolated, as this level of happiness with themselves can seem unattainable.

I think to properly partake in the body positivity movement, we need to be careful about how we approach body image. Many people have deep-rooted ideas of how their body should look, which can be difficult to overcome, and these ideas can be seen very subtly in our everyday life without us even realising. In a study carried out by the Department of Children and Youth Affairs, 77% of Irish adolescents ranked body image as being important to them, with 43% of those surveyed dissatisfied with their bodies. They also recognised that self-image is the number one factor that 'hurts' the mental health of Irish teenagers.

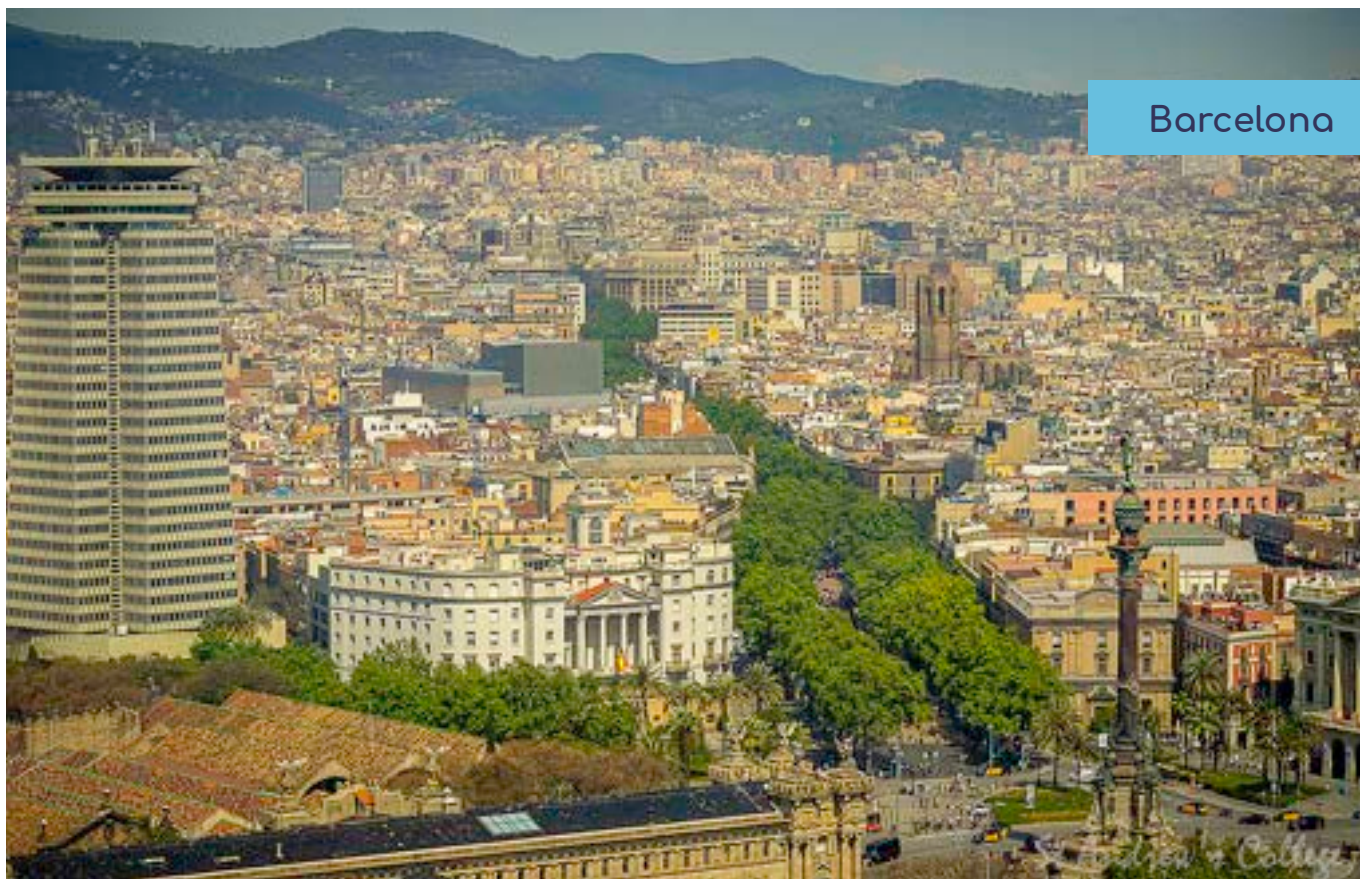
A new idea in the world of self-image that has become quite popular in the last while, which we can participate in, is the body neutrality movement.

It is based on the idea that how you look doesn't matter, and your body is just a place for your soul to live in. You are encouraged to still care for your body even if you don't love it, and to keep it healthy because it allows you to live your life. Although this can be quite a difficult concept - it's far more difficult than it sounds - I think we can learn a lot from this idea by following it, in harmony with the body positivity movement as it allows for us to see a different perspective on ourselves.

As time moves on, we can see how body image movements grow and adapt with our changing world. At the end of the day, there will always be people who take movements differently, and we all do have our own ideas of how everything should be. However, I really do feel that this excessive positivity isn't the right way to focus on our bodies. We should learn how to understand that not everything we see on social media is gospel, we shouldn't let these platforms make us feel bad about ourselves. It's essential to find our own self-worth, outside the media. Together we can create a healthier world to live in, regarding body-image.



Elena Zimanyi



Barcelona

ARE WE MISSING THE MOMENTS IN BETWEEN?

Zara Griffin

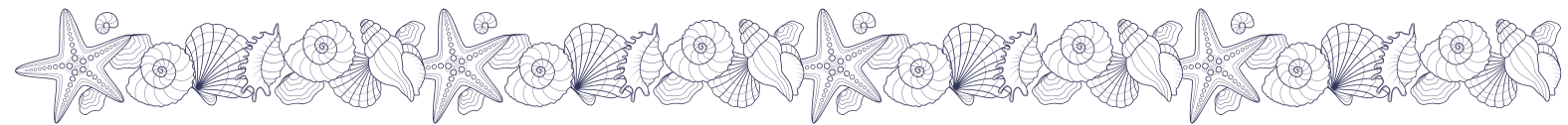
Sometimes things happen in life - good or bad - and they shape our lives in ways we never knew existed. They let us take a closer look at the world and realise how much we take for granted.

In spring 1915, amidst the turmoil of the First World War, poppies grew in the churned-up battlefields of France and Belgium. 107 years later, amidst the turmoil of a pandemic and a war close to home, it's imperative that we look for the poppies.

I've recently noticed myself remembering insignificant details of things I did during lockdown and either miss them or have this rather bizarre gratitude towards them. The pandemic is of a scale most people alive today had never seen. Lockdowns and restrictions to contain the spread of the virus impacted the way we learnt, the way our families earned a living, and how safe we felt in our homes and communities. Yet on what we hope is the other side of the pandemic, there was beauty

found in the little moments that have now become memories we'll relish telling our grandchildren about. They could be anything, the thrill of walking down the middle of an empty road or the unsolicited joy we'd get when we went on an outing to the supermarket. I'm by no means making light of the hardships and heartaches experienced during the past two years. I am incredibly lucky to have been sheltered from so much but, although trivial, there were moments in which there was extraordinarily little that I wouldn't have done to change everything back to what it used to be. Yet two years on, the memories that come to the fore aren't those of anxiety and crying but rather those small moments of unexplainable happiness that came from embracing the moments-in-between.

In Brianna Wiest's book 101 essays that will change the way you think, she writes that "emotionally intelligent" people know that "happiness is a choice, but they don't feel the need to make it all the time.



They are not stuck in the illusion that ‘happiness’ is a sustained state of joy. They allow themselves time to process everything they are experiencing. They allow themselves to exist in their natural state. In that non-resistance, they find contentment.”

It’s so easy to find ourselves descending into a state of spiralling anxiety where every bit of news is catastrophic, and everything is corrupt and it’s just getting worse. We live with this form of FOMO (Fear of Missing Out), we crave constant happiness and then when something anxiety-inducing occurs, we can’t find it in us to look for the diamonds in the rubble, the poppies in the battlefields.

With all that’s going on in the world at the moment, it can only be expected that anxiety is high. It’s understandable that when faced with so many problems that are so complex, we get overwhelmed. With a pandemic, a war in Europe, and climate change dwarfing the ever-present concerns of humanitarian crises such as hunger and homelessness, the feeling of helplessness grows every day.

If the pandemic taught us only two things, they would be: what is valuable to us and the power of

unity. We’ve learnt that when we have those who we consider family around us, we will be able to cope.

Under normal circumstances, developing a vaccine can take up to 10–15 years but in the space of one year the Covid vaccines had passed clinical trials and were already in the process of being administered. unity is power. So yes, fuel prices are rising but maybe it will cause us to end our heavy reliance on fossil fuels, perhaps the thousands of people fleeing their war-torn homes will spark a debate on the status of refugees, and so on. Perhaps they won’t.

But what if we look at what waiting really is – it is our life, and accomplishments are the results of what we do while we are waiting. The legacy of our generation will depend nearly entirely on what we do with the time-in-between, when the sun’s hidden behind the clouds and all is not plain sailing.

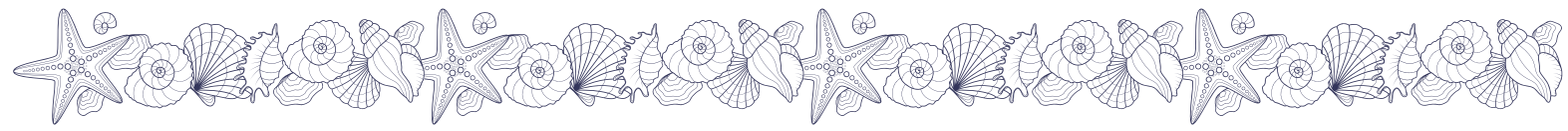
107 years after the poppies first grew in the churned-up battlefields, it’s vital that we too look for the poppies in the world around us, in the moments-in-between.



Eva Spain



Elena Zimanyi



Hamilton Musical

TOO REAL



Bui Doi | Moss Simmington

St Andrew's College



In March 2020, we never thought, for even a second, that our lives could be turned upside-down. Life was fast, school was busy, and then everything stopped. I was never someone who liked to have too much spare time on my hands, and then suddenly, that was all I had.

We made a chart to track the number of cases and hung it up on the fridge, to watch as they would climb from five hundred, to six hundred, but the margin only reached as far as June. Now, two years on, I laugh at our naivety, and sigh in relief that it did all eventually reach some approximation of reality.

At 16, I initially distracted myself from an existential breakdown by sitting outside, under the sun of that heatwave during the month of May. When I wasn't in the back garden, I was in my room, keeping myself company with good music and my own thoughts. In hindsight, I got very good at being an introvert, and after a while it felt like I could do lockdown for the rest of my life.

After a while, we gained that five kilometre freedom. I began to meet up with friends for walks, but we had nothing to talk about. Eventually my mates and I setup a band, for fear of going entirely insane. We discovered Thin Lizzy, Bob Dylan and Rory Gallagher. But really, it was Fontaines D.C.'s that we all fell in love with. 'D.C.' stands for Dublin City, and my dad reckons that they're best described as Boomtown rats reincarnate, just with a more refined sound. Going on 17, their powerful drums and punk lyricism stood for the fear, chaos and confusion I felt at that moment in time. In my friend's shed, at the back of his garden, music was our tool for escape of a life gone unhinged, where words were the weapon against the nameless enemy. Of course I had moments of solidarity for the international crisis at hand, but mostly I was in my own head, self-absorbed in my own teenage doubts and frustrations. As the lead singer Grian Chatten puts it in the track 'Too Real': 'None can pull the passion loose from youth's ungrateful hands'

Eventually, we were allowed back to school. For most, the transition back to routine life felt like a relief and came naturally, but for others, we might have had to disguise how strange it all felt. I

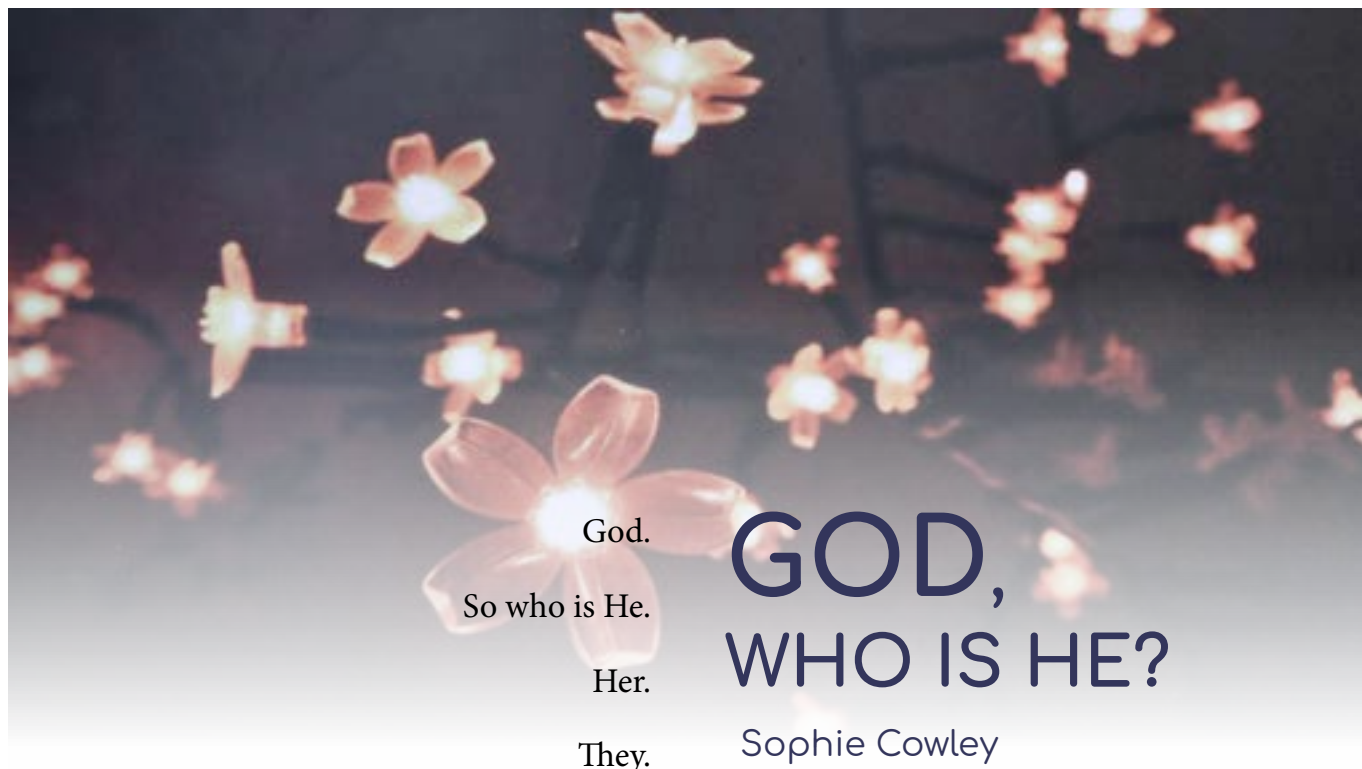
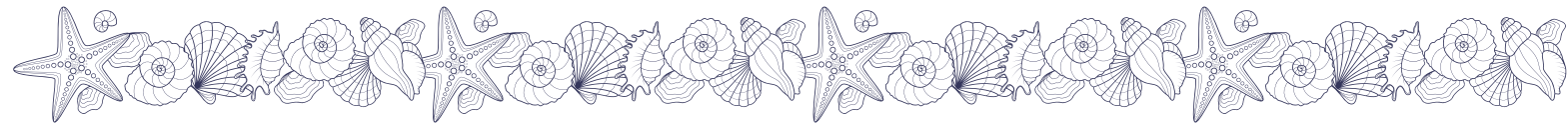
probably got too comfortable in my own space and forgot those essential skills like small talk. Walking around in a sea of masks was also very weird. Seeing first years jump around in hysterics, having seen their teacher's face for the first time and exclaiming how different they had pictured them in their heads. My biggest and most unwelcome surprise on returning to school was a loss of confidence, perhaps because it was always something I took for granted. I remember casually preparing for an English presentation, not thinking much of it, and then almost forgetting how to breathe for five minutes while my class compassionately nodded their heads at my half-formed sentences. I got through it, which was the main thing, although this long-anticipated return to reality felt like it only brought new challenges.

Fast-forward to 2022, and we appear to have made it out the other side. In St. Andrew's, the latter half of this school year felt like a due awakening. In late January, supporters could once again come out to watch sports cup matches. We rummaged through storage for the dust-ridden flags, banners and face paint in anticipation of near forgotten ritual. On the side-line, those courageous enough of the sixth years attempted to string together rusty chants, instilling in the younger years a shared culture in revival. When chant lyrics went wrong, we all laughed in short-lived embarrassment, before being inspired to remember those buried words by a sudden counterattack or defensive effort. These were the sort of things that we had forgotten how much we missed.

A good friend of mine convinced me to audition for the musical this year, which ended up being one of the highlights of my time in St Andrew's. I overcame that stage-fright, and by the last night of our performance, I was relishing every moment.

Despite all the uncertainty of the past two years, I think it's ended alright. That's not to say we're in the clear, history still writes in blood when the world needs peace. If I've learned anything since 16, it's that nothing can be taken for certain in this mad world. You just have to take what you've got, harness that madness, be grateful for it, and move towards tomorrow.

Moss Simmington



God.
So who is He.
Her.
They.

GOD, WHO IS HE?

Sophie Cowley

It was always Him for me. I grew up in a Catholic family on both sides. It was pretty much a given that I would be Catholic. At the time I didn't really care too much. Go to mass every Sunday, say the prayers, go home.

But then every Sunday dissipated into every Easter and Christmas. Then every Easter. Then not at all.

I was never forced to be Catholic, but I was never aware I had a choice. But we were barely Catholic anyway so what did it matter, right?

I was asked one day, 'So do you even believe in God?' due to my lack of religious sacrifice of my weekends.

I don't know. I don't know if I believe in Him.

I know I should. I know I want to. I know I do... sometimes.

There are two split parts of me. The first where I ask myself, although many theories circulate over the beginning of the everything, how did we happen? Best guess: atoms and that come together and bang here we are. Therefore, I reject the possibility that God came and took seven days to 'make' the world we now know.

So why do I feel the undeniable draw to Him when someone I love is ill? When I need His guidance or His help.

Maybe it's because I've seen my grandmother do it so many times. Hands clasped tightly, rosary beads woven through each wrinkled finger, praying to a belief.

Because that's what God is. A belief. To be feared or loved, He is a belief.

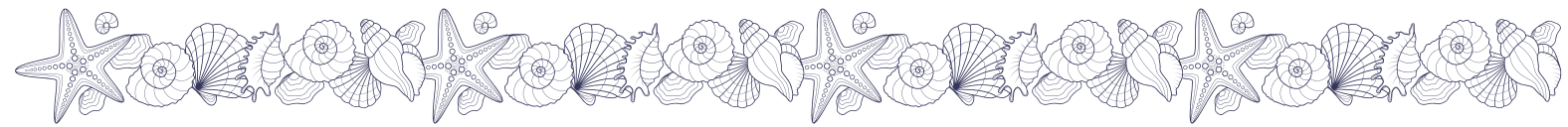
But what a beautiful belief to have. In times of strife, you turn to Him. In need of enlightenment, He is there. Because He loves all his children, or so the Bible says.

I wish I had that belief. I'm not saying I don't. I just pick and choose, I guess.

I do not follow all His rules, I do not attend weekly mass, nor pray each night, but there is this weight. As I walk by a church, to know what it represents, to see the cross, I say it.

The father, the son and the holy spirit.

And suddenly I can breathe again.



Call it conditioning, call it self-punishment, but I do it. Every. Time.

But if I choose to believe in Him, do I hold Him responsible for all the sadness of the world? For all the hunger, and death, war and fire.

He is beautiful and pure, He brings happiness and life, but that is only one side of the book. I cannot believe 'everything happens for a reason' if He is the reason. If He pulls the strings of life.

But yet He is an answer. He is a dream and an enigma.

Do I personify someone so unbelievable, yet captivating?

Do I believe Him.

But who is He.

He, She, They. Different to everyone yet, means the same.

Who is He?

A question of truth so incomparable, if found, would they tell?

I wouldn't.

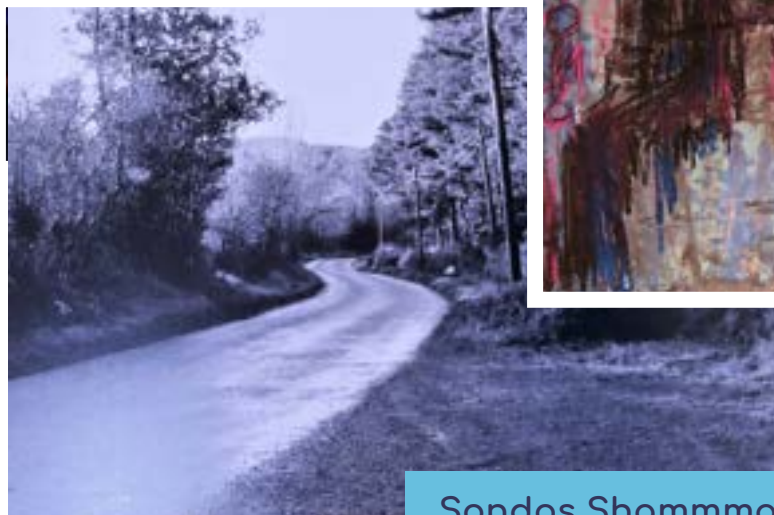
Because He is more than He is.

He is not one person, but a feeling. A life path. The light at the end of the tunnel.

If He did in fact not exist, where do the dead go when they pass, the ground? The sky?

I wish I knew. God how I wish I knew.

But I'm so happy I don't.



Sondos Shamma



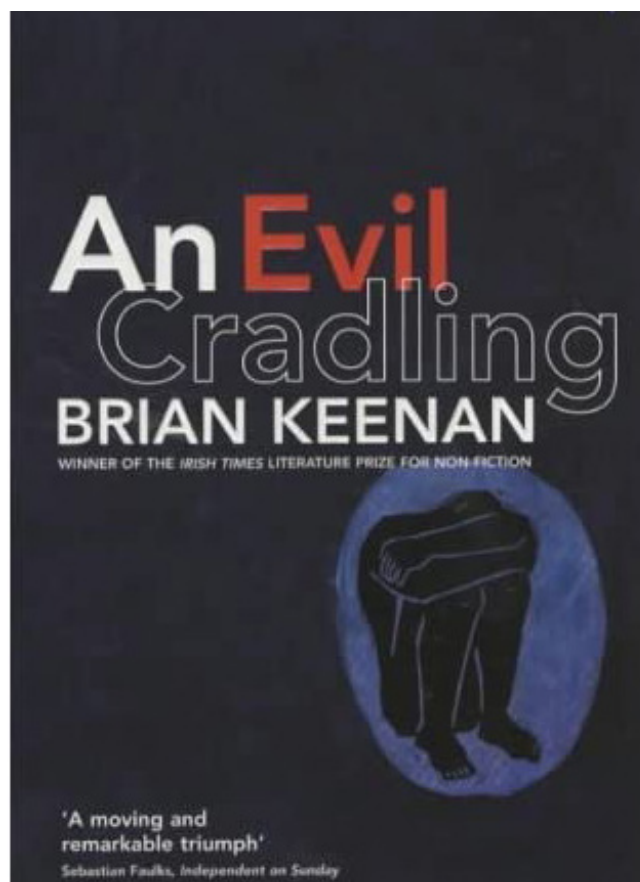
BRIAN KEENAN: 'AN EVIL CRADLING'

Mona Manno

On April 6th, the Northern Irish author, Brian Keenan visited our school to talk about one of his most famous works, 'An Evil Cradling' and bravely offered an insight into the terrorist mindset and extreme fundamentalism.

Keenan's autobiography is about his four years as a captive in Beirut. It is written very descriptively and with a lot of imagery present. The book is centered on his close bond with fellow captive John McCarthy, as well as the harshness with which they were treated by their captors. Keenan was released from captivity on Friday, August 24th, 1990.

'An Evil Cradling' portrays "a universe in which nothing happens, and yet everything happens". Keenan's writing is an exceptional blend of literalness and also profoundly poetic, both of which helped him stay alive in prison. He used his resolve and practical intellect to make sense of what was happening to him.



As the author stated, he used his imagination to escape into himself. When reading the book, it is so easy for us as readers to understand and empathise with the fundamental basis of the pain and agony which was inflicted by his captors.

Over 30 years ago, on April 11th 1986 the Belfast native's life was changed in the most unimaginable way when he was captured. It was amazing that despite his horrific ordeal, he still had the willingness to analyze and understand these criminal mindsets and it heartened all of us to learn that the circumstances in which he spent his four years haven't tainted his perspective on life.

Keenan's message is an inspiration to us all. Personally, I am deeply moved by the inspiration and courage that Brian Keenan has to offer, and I really hope that his story reaches as many ears as possible!

Thank You Letter



THESE VIOLENT DELIGHTS BY CHLOE GONG

Grace Higgins

I picked up *These Violent Delights* by Chloe Gong a few weeks ago on a Monday during school. The beginning was slow, and I often found myself not wanting to read as I needed complete focus to understand the complex world building. However, this was during a time when I did not have much time to read due to CBA deadlines and upcoming tests. When the extra two days off from school for St. Patrick's Day came, I had only read about a quarter of the book so I decided to try to read as much of the book as I could, and I am so grateful I did. I easily finished the book over that weekend.

These Violent Delights is a retelling of Shakespeare's *Romeo and Juliet* in 1920s Shanghai, about two years after the end of the First World War. Shanghai was not a safe place during these times. Violent gangs had taken over the city, and the two most powerful were the Scarlet Gang and the White Flowers, who have been rivals for a long time. Juliette Cai, heir to the Scarlet Gang, and Roma Montagov, heir to the White Flowers, are both in their late teenage years and have long forgotten their forbidden romance from when they were younger. They are now sworn enemies, just as they were supposed to be when they feel in love before Roma betrayed Juliette and her family.

However, a dangerous threat has been lurking the streets of Shanghai that brings these two rivals together again. A strange disease has caused those affected to rip out their throats with their own hands until they die. No one can find a cure, and it is too dangerous to go near the dead bodies as the disease is highly contagious. Both Juliette and Roma are given the task of finding out how to keep this threat at bay. To their dismay, it seems the only way they will be able to find the cause of the disease will be to team up and search Shanghai for answers. Their adventure takes them across Shanghai, searching for a cure to this life-threatening disease, but the past is too hard to forget, and their feelings for each other begin to surface again.

I really enjoyed reading this book. With multiple narrators and beautiful writing, I was fully immersed in the fascinating world of 1920s Shanghai. What surprised me the most is that the author, who was able to beautifully retell the story of *Romeo and Juliet* in such a drastically different setting, was only twenty-one when she published it. The cliff-hanger at the end of the book has made me eager to read the sequel, *Our Violent Ends*, which came out just a few months ago. I'm sure you will feel the same if you get a chance to read this book.



FOR THE FIRST TIME IN FOREVER

Amelia Flanagan



This year's school musical, fittingly titled *For the First Time in Forever*, was a huge success, with parents, guardians and friends streaming into the school to see the culmination of the work of over 200 students and staff. The performance buzz was back in the school with the amazing variety of fantastic acts. However, there is no way to pull off such a show without hours of work behind the scenes, the odd jobs and never-ending to-do list.

There were no better people to talk to about this than the brilliant Mr Williams and Ms Sawyer, so that's exactly what I did! What started as a few simple questions turned into an eye-opening conversation where their passion and knowledge shone through in every word. Immediately you could see the staggering amount of effort applied to the musical. Let's start with the simple questions first;

"How did the idea of a variety musical come about?"

A straightforward answer really, in that between COVID and year bubbles, it was the only way to go while keeping the musical the whole-school,

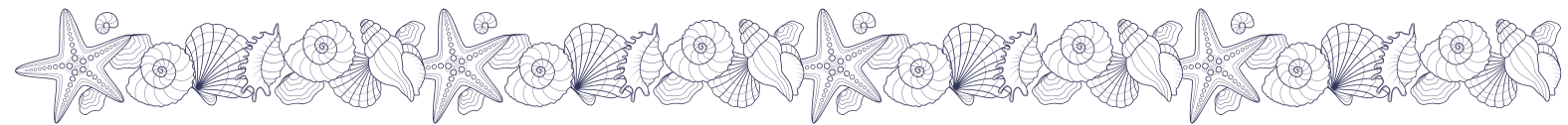
community event that it is supposed to be. The idea had originated from Ms Sludds, Ms Sawyer said, with a suggestion of a 'Musical Concert'. Little did she know that she had just laid the foundations of the 2022 musical.

"The normal musical was never going to be possible, we knew that," said Ms Sawyer, as Mr Williams detailed how they tried to find ways to incorporate normality into the musical, running ideas past Ms Marshall and the Deputy Principals.

"We admire how our school did everything by the book." COVID regulations and that safety was always the top priority. So they landed on a variety show where each year bubble performed their own songs. Even if one year or more was impacted by COVID, the rest of the show could go on. In fact, not a single COVID rule was broken throughout the entire process.

"In terms of planning and logistics, when did that start, and what did it entail?"

"In a year where the musical will be in November, the planning will start in June," said Mr Williams.



They begin their own separate work earlier. For *Grease the Musical*, Mr Williams took half the numbers for choreographing and Ms Sawyer took the other half for the music, and it was similar here. They start collaborating in August. And yes, there are videos of Mr Williams initially choreographing the numbers in his sitting room, but no, they will “never see the light of day”... maybe for research purposes?

Speaking of research, you couldn't just hand someone a full musical script and sheet music for this year's musical and say, “off you go and learn this,” as it was made up of many different songs, all of which required separate sheet music. This made choosing songs far trickier, with Ms Sawyer saying it entailed “massive amounts of research”. Luckily, Mr Williams is a musical theatre encyclopaedia. With his guidance and the votes of the students (yes, they sent out a survey asking us to write which songs we wanted to perform, a big plus of the variety musical) we landed on a few musicals in the definitely pile – *Hamilton*, *Phantom of the Opera*, *Dear Evan Hansen*. Choosing suitable songs for the setting was very important too. While the stories of many musicals are drawn from real life, they often focus on tragic elements. While they create powerhouse musicals, they're not for everyone, so that was an important factor to take into consideration as well.

Believe it or not, Mr Williams knew even before auditions had started that the opening and closing songs of the musical would be ‘For the First Time in Forever’ from *Frozen* and ‘Masquerade’ from *Phantom of the Opera* (“It's his genius,” says Ms Sawyer). If you have a listen to the lyrics, you'll find they're quite relevant to the pandemic: “Look around there's another mask behind you.”

“What was the process for casting and matching the songs to the year groups?”

“We had to look at numbers” Ms Sawyer says, explaining that while only 14 TYs auditioned for the musical, there were 60 + first years who tried out and many fifth and sixth year students also. Unfortunately for the TYs again, we had no boys at all in our cast, so that made many musicals very difficult to pull off with a small, all-female cast.

“We had to reflect the musical numbers on the amount of people from the year that wanted to be in it,” said Ms Sawyer. Makes complete sense Ms Sawyer!

Each year nailed whichever numbers they were given, and, speaking as a cast member, I know the students were thrilled with the allocation of songs.

“What was the biggest challenge you faced throughout it?”

COVID and year bubbles. For Ms Sawyer, the orchestra couldn't meet in the same room to rehearse until the 28th of February when regulations eased, less than a month before opening night. On Mr William's side, wearing masks made the ‘theatre’ part of musical theatre very difficult to cultivate.

“I always approach these things from an acting perspective first and foremost.” He said, “but when you can't see people's faces or facial expressions...”

The normal atmosphere at rehearsals with the years getting to know and supporting each other was all lost for the first months of the musical preparation also. Luckily, we didn't miss out on making new friends through the musical, but to quote Mr Williams, it was “very late in the day”. The sixth years really helped with that also.

The biggest benefit to the variety show was that many more students than normal got to showcase their talent: numerous solos from different students and the biggest cast in history. Bringing everyone together indeed. Speaking for myself anyway, the musical was the highlight of my school year, and I'm sure many students will agree with me. None of it would have been possible without the talent, dedication and unwavering support of Ms Sawyer and Mr Williams, who seemed (and should be) very proud of what they've accomplished despite the challenges.

Now they are looking forward to being able to tell a chronological story again though, handing someone a script and saying, “off you go, learn that!”



SAIMUN 2022

Martha McCutcheon

SAIMUN 2022 took place on April 1st, 2nd & 3rd in St Andrew's College, hosting approximately 15 schools. The conference was as beneficial, informative and entertaining as it always is, despite being smaller than previous years.

We had extensive involvement from both staff and students. Students from 3rd to 6th year were involved in many roles including the executive team of 6th year students, various administration roles, the press team and of course delegates, just to name a few. We formed 12 Andrew's delegations; these groups of students represented a range of different countries.

Delegates represented their countries' views with upmost diplomacy and worked together over the weekend. They collaborated successfully in lobbying to make resolutions which were debated throughout the conference.

The delegation of the USA, a TY & 5th year delegation from St Andrew's received an outstanding delegation award for their prominent level of debate and participation in committee and general assembly. Blackrock College and Wesley College also received outstanding delegation awards for their representation of France and Japan.

SAIMUN is always a highlight for students on the SAC calendar and this year was no different. We look forward to hosting SAIMUN again in 2023.





AN MUN DIARY

Christopher Lane

For the first time in almost three years we hosted SAIMUN in person, our 33rd Annual Conference. It was held in school, with the building completely transformed. Classrooms became committee rooms, and the senior hall was turned into General Assembly, with tables for each delegation. With over 200 delegates from at least 15 schools in attendance, it promised to be an exciting weekend.

Mr Quinn kicked proceedings off with a new delegate workshop, that was helpful for new and experienced delegates alike. Then we moved onto committee work, where we focused on specific issues like the questions of ethical lithium and cobalt mining and the question of legal status of refugees. It was great to see the committee rooms scattered around the school, filled with delegates speaking.

The opening ceremony took place that afternoon. We had speeches from Mr Hehir, our headmistress Ms Marshall and Deputy Jennifer Carroll MacNeill. The atmosphere of an in-person MUN, after so long online was incredible. To see everyone in their suits and formal clothes, huddled around their delegate placards as we listened to the Secretary General, Grace Wilson, give her opening speech was unforgettable. We also had musical performances from the students that were breathtaking and a refreshing change from normal opening ceremonies.

On Saturday we continued with our committee work, working on resolutions and debating. The day finished with many excellent resolutions passed by committee, ready to be debated in General Assembly.

On Sunday afternoon we all gathered in the senior hall, with our respective countries, ready to debate in GA as a group. There was a terrific buzz in the room. We debated six resolutions and the standard was amazing, especially from the many first-time delegates, who spoke with exceptional confidence. Everybody had a great time and worked well together.

A lot of hard work went into the conference being pulled off with barely a hitch. The Secretary General and her team put many hours into the conference. Teachers, especially Mr. Hehir, gave up their weekends to help supervise and run the conference. The admin team, who set everything up and ran all the behind-the-scenes stuff were indispensable. The chairs did an amazing job running their committee rooms. The IT team helped set up and run a fantastic digital system. The press team produced an excellent copy of 'The Delegate' magazine. The delegates themselves of course debated to a very high standard and made the weekend what it was.

For those involved in the conference it was a great experience, for many their first in person conference, for some their first ever. It was wonderful to see so many people enjoy themselves and do things they never thought they could over the duration of the weekend.





THE HIST GIRLS' MACE DEBATE COMPETITION

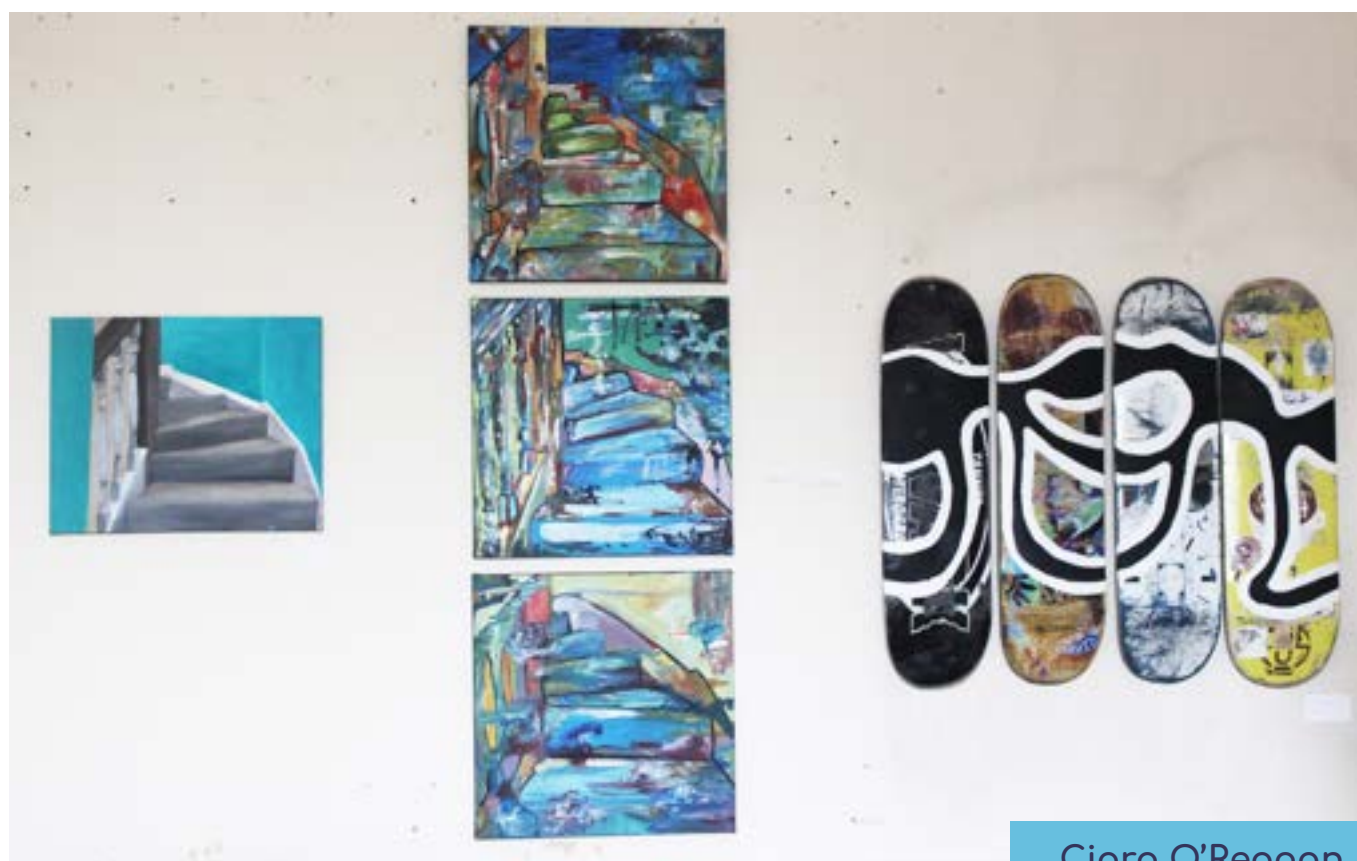
During the Easter holidays, on the 16th of April 2022, the St Andrew's College Senior Debate club took part in the Hist Girls' Mace debate competition for schools. The competition was one day long, starting at 9:00 a.m. and ending at 8:30 p.m. It was held online, which was not as engaging as it would be if it had been in person, but was very enjoyable nonetheless. Unfortunately, not many members of the debate club were available to attend but the school was represented by Isabel Connolly, Ruby Newall and Ciara Murphy.

To begin the competition, we participated in a short workshop on how the debate would work. The debate style used was British Parliamentary debate, and it seemed to have touches of MUN style debating. We were in pairs, and we debated the motions in groups of eight people, four proposing the motions and four opposing. The day consisted of three debates and a final at the end of the day.

Ciara Murphy

The debate motions were very interesting and controversial at times, they included topics such as, a salary being introduced for stay-at-home parents, the cessation of religion classes in schools and the banning of cosmetic surgery. The motions provided for stirring debate and the organisers and participants were all very kind and accepting of everyone's debating capabilities.

Even though St. Andrews were not involved in the final, we really enjoyed the day, we learned how to use a new structure of debate and we learned different debating skills and techniques by listening to other participants. We are very grateful to the Trinity college Historical Society for organising this event and including our school. Thank you also to Mr. Doyle for signing us up and organising our involvement in the competition.



Ciara O'Reagan



Omar Williams

THE YOUNG ECONOMIST OF THE YEAR AWARD CEREMONY

The Young Economist of the Year Award Ceremony took place on April 28th in O'Reilly Hall, UCD. This is a competition where students from 1st to 6th year at national level can showcase their knowledge of Economics and skills to tackle real life and topical issues.

Students who entered the competition gathered at reception after registration to walk to the venue which was only a 20-minute walk. It was very big and had hundreds of chairs set up at the front for students to sit during the award ceremony and a stage where the awards would be given out and at the back of the room there were over 40 empty displays ready for use. Once inside, students started setting up their displays and props.

After an hour or so of setting up our displays and looking around at other displays, there was an announcement that the first round of awards was about to be given out. Once all the people were seated, the main organiser of the event, Rachel Farrell, commenced the ceremony. Thus began the round of special awards given out to students by the sponsors of the Young Economist of the Year. A huge congratulations is in order for the five people from St Andrew's who won an award in this round.

Sophie O'Connor

Afterwards, we were then given a token to use to get lunch. We were served chicken goujons and chips and an alternative option was available for vegetarians. Judges then went around to different displays after lunch and talked to various people about their projects and after about an hour or so of people coming to our displays and asking us questions, the second round of awards was announced. In this round, the awards were given to overall winners in their year group and then the overall Junior Young Economist and Senior Young Economist of the year.

After a very successful day for St Andrew's students and their teachers with a total of six awards won, we took down our displays and walked back to the school just in time for the bell to ring to signal the end of the school day.

A big thank you to Mr. Doyle for the help he has given all of the students, including myself, who entered the competition, and to Mr. Fagan who helped us greatly on the day of the ceremony. We all enjoyed the day out and we can't wait to enter next year.



YOUNG CLASSICISTS OF THE YEAR AWARD 2022

Elisa Shortt-Melendro, Charlie Jordan & Elliott Tiernan

The Young Classicists of the Year Award is an annual award for the best presentation or project based on an element of the ancient world such as a myth or story from Ancient Greece. It is given to the best project out of submissions from schools all over Ireland.

Our school entered the competition this year with Mr Flanagan's, Mr Fairbairn's and Ms Mockler's classes from Third Year taking part. Over a three-week span we researched and prepared our projects to send off to the competition. There was a wide selection of different formats in which to do the projects on, including Minecraft, Microsoft PowerPoint, Microsoft Word, posters or comic

strips. One of the main components of this project is connecting the ancient world to the 17 Sustainable Development Goals.

The Sustainable Development Goals (SDGs) were created by the United Nations in 2015, designed to be a “blueprint to achieve a better and more sustainable future for all”, with the aim to end poverty, protect the planet and to make sure that all people everywhere enjoy peace and a prosperous life, by 2030.

The Young Classicists of the Year Award is a great way for students and teachers to raise awareness of these goals within the school community.



Ilona Plissonneau



SPORTS AWARDS



Basketball Awards



Rugby Awards



FIRST LEGO LEAGUE 2022

Isabel Connolly



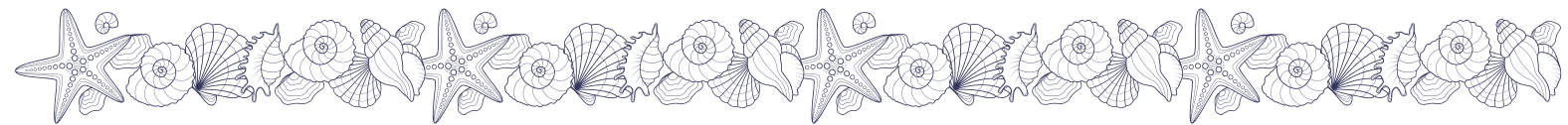
On Friday the 6th May, two groups of St. Andrews students went down to UCD to enter the FIRST Lego League 2022.

Mr Williams and Mr Doyle recruited two teams, a Junior team and a TY team, right before the Easter break. FIRST Lego League focuses on creativity and innovation, especially as we were focusing on the Cargo Connect challenge. We had to design, build and program robots out of Lego to complete a series of challenges on a map, which they would have to be able to do on the day of the competition by themselves using just the code.

Our two groups, the TY group 'Nerds in Navy' and the Junior group 'Error 404', got to work straight away with our robots. We spent ages designing and building efficient robots, one per group. Our design took a while to figure out but eventually we got it, basing it off of a WALL-E like design, with a manoeuvrable claw on top of it and a ramp at the front for pushing objects. 'Error 404' went the same route of a manoeuvrable part, but giving their robot the ability to switch different tools and parts, depending on what the challenge needed.

The building was the easy part, the coding was not. The coders in the groups spent hours trying to perfect a working code so the robots could even compete. The codes were very much a trial and error process as some days they worked perfectly and the next day they were completely off for no reason at all. If the robots were even half a centimetre out of place in their position on the map, the entire code was useless. We had many, many failures with our codes but our coders were committed and eventually made them work. Over twelve hours were spent on this project and we needed every minute of that time to make it work.

The theme of this year's challenge was improving the future of transportation, to make it more efficient and sustainable, particularly in delivery. We had to create an innovation project based on our robot and this idea. The project would include things like the problems with modern transportation, factors we have to consider in a solution, the actual solution and how it's incorporated into our robot design, our mission strategy and, finally, how we used the mission's Core Values into this project. These Core Values are discovery, innovation, impact,



teamwork, inclusion and fun. We certainly had a lot of fun with this project, both in terms of the project work and the chance to hang out together. We even got free pizza, courtesy of Mr Doyle.

So, on that Friday morning, we all walked down to UCD together. We displayed our innovation projects and robots in the science building. We entered our robots into the Cargo Connect challenge. You had three goes at it, the highest round score being your final score. The more tasks your robot completed on the map, the more points you got. To be honest, both groups didn't go into the challenges with much confidence but we, surprisingly, did better than we thought we would. Then afterwards, we presented our project to a group of judges who were actually really impressed with the 'Nerds in Navy' project and our presentation skills. We were really happy about this but it was about to get even better for us.

At the prize giving at the end of the day, the judges gave out cool yellow trophies made out of actual Lego. 'Nerds in Navy' were really happy to win a trophy for our Core Values but what really shocked

us was that we won the overall prize. We were absolutely delighted because if you had told us that morning that we'd be the overall winners we would have laughed. We still can't really believe how well it went.

If anyone is wondering whether they should try Lego League next year, I'd tell them to absolutely do so. It's a great opportunity for problem solving, creativity and thinking outside the box. It's also great craic and a fantastic opportunity to get to know people better. I can tell you that, as a Fourth Year, some of us grew a lot closer with the people in our group than we did going into it. Next year's group here will have even more time and resources devoted to it than last year. I'd say to give it a go and, although this was the last year us TYs would have been able to do it, we definitely plan on helping out next year.

We, as a whole group, would also like to thank Mr Doyle for getting us involved in this group and giving up his free hours to help make this project what it was. We really appreciate that and the pizza as well.





ENVIRONMENTAL COMMITTEE

Ciara Murphy

This year the environmental club has been very busy. Since the beginning of the year, the students and teachers of the environmental club have been working on several projects around the school, including feeding and taking care of the chickens beside the old music building – although sadly, the chickens won't be returning to school after this summer holidays. There is good news though: there is an exciting new project underway in the grassy space.

When entering or leaving school, you may have noticed the Environment Club, the TY Sustainability class and the Agricultural Science class have been building an unusual looking dome structure. This is called a Geodesic dome containing planter boxes and will be covered in sheeted plastic to become a greenhouse. In the Geodesic dome, students can learn to grow and take care of vegetables in school. The compost made in the school wormery and new leaf composters, are all used for planting in the school and will now also be used in the new greenhouse. The planting boxes are ready to go, and some spring onions have already been planted.

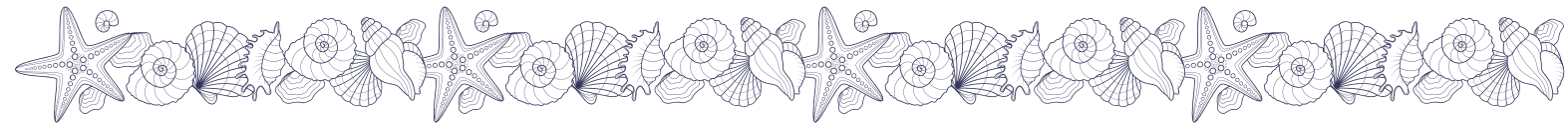
Just before the Easter holidays, Mr Moore started giving students, teachers and staff tree saplings,



to take home and plant in their gardens or communities. Like it was done last year, 1,000 tree saplings were donated by Coillte. The saplings include oak, silver birch, common birch, red alder, Scots pine and Norwegian spruce. In my own garden, I have a hazel tree that I received last year as a sapling, which is thriving with new growth this season.

Another thing that students and teachers may have noticed is the circular canvas in house area 2 has a new coat of paint. We have painted it blue, like the sea, because we have brought the dolphin made by the art department down to its new home in the geography area.

Students can look forward to a clothes swap shop towards the end of the school year, where students can bring in their old clothes that may be too small for them, but still in good condition, and swap them for other students' old clothes. This will give clothes that are still in good condition, a chance to be worn again, instead of ending up in landfill. It is also an opportunity for students to save money and fashion waste. There will be a book sale/ swap near the end of the school year as well. We encourage students to bring their old books



(particularly schoolbooks) to swap for books they will need for the next year of school. Schoolbooks are quite expensive and are sometimes used only a couple of times in the whole school year, and yet every student needs to own a new set of books almost every year. This book swap is an excellent opportunity to get yourself schoolbooks for next year at a greatly reduced price, or just for the price of your old books.

For the last few weeks of the summer term, Mr Moore re-started the SAC cycles campaign to promote cycling to school. We urge students to cycle to school all year around, but in the nice weather, with bright, sunny mornings, it is an especially enjoyable time to cycle to school. If you even wish to only cycle once a week, you can join the WOW and COW (Walk on Wednesdays and Cycle on Wednesdays) by walking or cycling to school on Wednesdays from Blackrock DART station.

Thank you so much to Mr Moore, Mr Williams, Ms Garde, Ms O'Callaghan, the students in the environmental committee and all other teachers, students and staff who help us with our work to make St Andrew's College greener and brighter. We have exciting plans for the school for next year, but you will have to wait to find out what they are!



Iris Duignan



WHAT TRANSITION YEAR HAS TAUGHT US ABOUT OURSELVES, EACH OTHER AND THE WORLD

Ava Donohue

Thinking back to the end of third year, I recall feeling like there was a haze of uncertainty surrounding everything. Amidst the several months of online school, virtual mock exams, followed by a cancelled Junior Cert, I had no idea what the coming year would bring.

Most people presumed that TY was going to be nothing more than 'fun' (some might even call it a 'doss' year) - but either way, the prospect of learning anything useful was doubtful. This, combined with the fear that after a year of little to no homework and no state assessments, it would be even more challenging to return to the routine of exams, projects and deadlines in Fifth Year, meant that I went into TY with mixed expectations.

Eight months on, and am I still such a sceptic? Certainly not – over the past several months I have discovered so many various aspects of TY, and as the year draws to a close, I figured it was the perfect time to reflect on them.

One of the core elements of TY is self-discovery. In many ways, this year is for introspection, for taking some time to think about what we, as individuals, would like for ourselves going forward, from subject choices to college courses to potential careers. However, this can in turn provoke a deeper thought process, as I (and I know many others) have been forced to properly evaluate our strengths, weaknesses, ambitions and values.



Barcelona Trip

Having the freedom to contemplate our own needs, wants, hopes and ambitions for the future is undoubtedly an invigorating prospect, but that doesn't stop it from feeling daunting at times, even for those of us who pride ourselves on being constantly 'organised' and 'prepared'.

But, in my (possibly unpopular) opinion, uncertainty is an integral part of the process of self-discovery – because nothing is definite, anything can happen – and we, the individuals, have the power to control our own narratives (at least, up to a point).

Depending on how you choose to view this, it could seem unnerving or liberating. Either way, this was one of the foremost themes behind many parts of the TY programme, which I'm very grateful for.

This is linked to another key element of TY: collaboration. Although these two concepts may appear to be at odds with one another, it has been fascinating to see how they interact and complement each other, particularly during this year. In retrospect, it makes a lot of sense – when we are more confident and surer of ourselves, we have a greater ability to work together, and the work that we do is more likely to be effective and useful.

Even those of us who were doubtful, cynical even, of some of the measures taken to promote the ideals of teamwork and collaboration at the start of the school year, can now admit that there was value in them. However cheesy it may sound, being (gently) pushed outside of our comfort zones in this area was in fact helpful and worthwhile.

I would cite the Friday afternoon Outward Bounds as proof of this. In addition to trying out new activities and sports, challenging ourselves both



U-Live Concert

physically and mentally, we also got to know new people. At first this was mostly out of necessity (due to the random groups), but over time this decision became one made out of choice – another addition to the list of benefits of all the team building and collaboration efforts made this year.

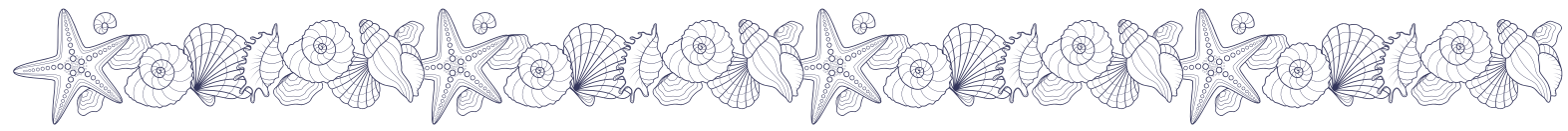
Finally, on to the concluding aspect of TY: the development of a wider perspective on our lives and those around us, and the ability to contemplate and analyse our own role in the world.

The saying ‘to expand or to broaden your horizons’ sounds a bit clichéd, I know, but that is the idea behind so many elements of TY, from work experience to trips abroad, from volunteering to the wider range of subjects we can sample during the year. All of it is in an effort to get us to open our minds, to explore new possibilities, while also remaining grounded with a realistic outlook on life.

When we reflect on ourselves and our own values and personal belief systems - as we have done throughout this year, consciously and unconsciously – our abilities to empathise with others, to think critically and to fully realise our roles in our communities, organisations and the world, are massively strengthened and improved.

These are just a few examples of skill areas which were truly emphasised, developed and appreciated in TY. This year has been full-on, complicated and exhilarating. It cannot be summed up in a mere couple of pages and there was no way I was going to attempt to do that. Everyone has different tales to tell, with different lessons being learned all round.

There is no single and undisputable ‘TY experience’, which is why this year is extra special, and why I believe its strength lies in its complexity, diversity and uniqueness to each individual.



SUMMER IN ST ANDREW'S



Music & Dance Festival



5th Year Art Trip





Seachtain na Gaeilge



1st Year Howth Trip



ATHLETICS

Andrew McGilton

The Track and Field season started off at the East Leinster A Championships, taking place over two days. It was held at the Morton Stadium in Santry on 28th April and 3rd May. We were blessed with great weather on both days which gave us perfect conditions to compete on the track and on the fields.

St Andrew's students produced many great results, from the 100 metres all the way up to the 3000 metre event. Two students qualified in the 100 metre event: Eva Lynch in 1st place and Alex Savage who came 2nd in his race.

Phillip Doyle and Leo Dailey ran extremely well in the 200 metre event, coming 1st and 2nd respectively.

In the 500-metre event, Zoe McCarroll and Oscar Dowdell came 2nd in their respective races. Natasha Armah-Kwantreng finished 3rd in an impressive 800-metre race.

We saw some fantastic running in the 1500 metres with Oscar Legge coming 3rd in the Inter Boys race and Andrew McGilton finishing 2nd in the Senior Boys race.

Ella May Spain won the U16 mile race and Holly O'Brien achieved a 3rd place finish in the Inter 3000-metre event.

We saw Ruby Mullen, Natasha Armah-Kwantreng, Holly O'Brien and Rosie Hickey participate in the 4 x 300 metre relay with a 2nd place finish.

In the field events, Jack Fairmaner won the Inter Boys Javelin event and Gavin Heffernon placed 2nd in the Senior Boys High Jump event.

Overall, 15 St Andrew's students qualified for the Leinster Championships.

On the 10th of May, St. Andrew's participated at the Leinster B Championships in Morton Stadium. The students got involved in all sorts of events.

Bella Smart, Anna Butler, Cole Thompson, Sam Cotton, Eleanor Shelby and Eve Lynch sprinted in the 100 metres. It was a great way to start off the Championships for the school.

In the 800-metre event, Eva Spain and Emilie Vioreanu ran very well in each of their races.



A couple of our students took part in the shot-put event. These students include Alex Savage, Oscar Dowdell and Bella Smart. Alex and Bella won their shot-put contests, while Oscar came 2nd in his event.

The most popular event by far, amongst the school's athletes, were the relay races. Here are the results from all the relay events:

Minor B Girls Relay - 1st place: Penny Guthrie, Yasmin Murray, Anna White and Megan Williamson

Minor A Girls Relay - 3rd place: Anna Butler, Abbie Clarke, Emma Hanna and Emilie Vioreanu
Minor A Boys Relay - 1st place: Sam Walsh, Jack Hanna, Cole Thompson and Oscar Dowdell

Minor B Boys Relay - 3rd place: Tom Land, Milo Leydon, Olivier Brama and Moritz Grimmeisen

Junior Girls Relay - 1st place: Eleanor Selby, Eva Spain, Clara Friel and Grace Carty

Junior Boys Relay - 2nd place: Finnlay Bailie, Hugo Griffin, Sam Walsh and Luke Maher

Inter/Senior Relay - 3rd place: Patrick Fanning, John Celano, Charlie McDonnell and Harry McDonnell

Congratulations to all the athletes who competed at the Leinster B Championships. An incredible result overall.

All of this wouldn't be possible without the effort that Gerry Cheung, Ms Dooley, Ms Burke and Mr Hickmott. We really appreciate all the training they have given all of us to become great athletes. The future is looking bright for St Andrew's in athletics for years to come.





SAC SAILING

Ms Geraghty

St Andrew's College sailors were very busy over the Easter break, competing in the ISA Youth National Championships which took place in Ballyholme YC. Across three different sailing classes (Optimist, Laser 4.7 and Laser Radial) achieving five top 10s and two podium places.

Many congratulations in such challenging conditions to the following St Andrew's College sailors who did themselves and our school proud: Kate Flood, Caoilinn Geraghty-McDonnell, Emma Hanna, Seth Walker, Fiachra Geraghty-McDonnell, Oisín Hughes, Sam Ledoux and Alexander Gallagher. Due to their amazing success the following will represent Ireland and St Andrew's College at World & European Championships this summer:

Caoilinn Geraghty-McDonnell | Optimist World Championships, Turkey

Fiachra Geraghty-McDonnell | European Radial Championships, Greece & World Championships, Texas

Oisín Hughes | European Radial Championships, Greece & World Championships, Texas

Kate Flood | Topper World Championships, Lake Garda & UK Nationals, Weymouth

Sam Ledoux | 4.7 Youth World Championships, Vilamoura, Portugal



BREAKING NEWS!



Congratulations to Kate Flood who has just been selected by the ISA to join their Topper High Performance National Squad. What an achievement and we wish Kate every success!



Team Racing

Next up for St Andrew's College Sailing Teams was the Team Racing National Championships which was held at the RSGYC on 30th April/1st May. 14 teams from schools all over Ireland competed in this competitive and fun event. Due to light/no wind, the competition had to be cut short on the Sunday, giving a sudden death result. St Andrew's College Team 1 & 2 were awarded joint 3rd but on count back, 4th & 5th places, and Team 3, 8th place overall. The sailors did the school and themselves proud showing amazing teamwork throughout the whole weekend. They also enjoyed a formal team dinner at the RSGYC on Saturday evening, making new friends with other Team Racing competitors nationwide. Our next event is the Elmo Cup which will be held on 27th/28th August at the RSGYC. Please save the date!



Power Boat Certificate: License to Drive

In addition to this sailing news, we had four students achieve their ISA Level 1 Powerboat Certificate. Congratulations Mona Manno, Alex Minch, Marlene Minch, Margherita Matera.



Keelboat Summer Program

Keelboat Summer Term Program got off to a great start and are training hard and having lots of fun every Wednesday evening.



SAC GOLF

Martha McCutcheon



On April 1st the Senior girls golf team arrived at Rathfarnham Golf Club for the provincial round of the Irish Schools Senior Championship 2022. The senior girls team consisted of Evanna Hoey (6th year), Martha McCutcheon (5th year) and Ruby Smart (TY). Sarah Emerson (5th Year) also represented SAC as an individual participant.

A delayed start due to icy conditions did not discourage the resilient team. With a difficult format of two gross scores to count from the three team members, on a challenging and unfamiliar course for us all, the team did remarkably well, finishing 3rd out of 12 competing schools. Unfortunately, finishing third did not allow us to qualify for the National final of the Irish School Girls Championship, however we are immensely proud of the team's effort and strong finish. We would like to thank Mr Ovington for his commitment and organisation which allowed us to participate and play in the competition.



VALEDICTORY

Callum Hewat

There is no doubt that as a school body we have been through a great deal together, not least of which has been COVID and the disruption that has caused to our school, our communities and to our world. But in that time, we have also learnt to care for and appreciate the things that are important. Our friends, our families, our health and our shared experiences. We have learnt to be a shoulder to lean on or to cry on and to listen with kindness and compassion when that is all we can do.

We've learnt to laugh, to enjoy being mature and indeed to cherish being childish and while we are all very different, we do share a common link, a common understanding, a common fellowship for we have faced our opportunities and challenges and we have done it together as a single body, a single group, a single entity made up of many individuals – that is our strength and that is who we are. This is the common bond that unites us all here as the Class of 2022.

As we are now let loose into the world, we have been told that we are capable of so much more than we ever dreamed of. Now all we have to do is believe it because every one of us is amazing just the way we are – remember that.



Callum Hewat & Katie Murphy

Alex Tyler



It's not what we are that can hold us back, it's what we think we are not.

Many years from now we will look back and nobody will remember the grades that we got, who won form football, apart from when Q hammered everybody else in 2nd year, or whether Gartan or Uisce was the better trip in 4th year, but we will all remember the experience we had together, the bonds that we formed and we will remember each other and the connections we have made in this place, at this time, during these most formative years of our lives.

When I came to St Andrew's College, I hoped for two things:

One, that I could look back on my time here and consider it a time well spent and, two, that I would be surrounded by people that I am proud and honoured to call my peers.

Ladies and gentleman, and the class of 2022, all I want to say is that you have helped me to exceed all of my hopes and expectations. These have been the best 6 years of my life.



6Q Form Photo



6th Year Final Day



Lana Kaminska-Knight

During these last six years here at St Andrew's, we have learned many different things. With seven hours in a school day, for 167 days in a year, we total 7,680 hours of class for six years, and I am certain that we learned something!

Malcolm Gladwell, In the book *Outliers* made popular the theory of the ten-thousand-hour rule. He says that "ten thousand hours is the magic number of greatness," meaning once you have completed ten thousand hours of an activity, like hockey, piano or even teaching, for example, you will be a master in that area. All our teachers here are great examples of masters in their craft, but Gladwell used the Beatles to explain this rule. He said that the band had played for ten thousand hours before becoming famous. They did this by spending their evenings playing gigs in Hamburg, Germany, for eight hours at a time. In just over a year and a half, they completed 1,200 gigs, totalling just under ten thousand hours, after which they achieved their first burst of success.

In a way, we are like the Beatles. We have spent the last six years practising and perfecting, failing, learning, and succeeding, all in preparation for our futures.

However, I mentioned that we have only completed 7,500 hours of class, and we need to make up another 3000. Although class time forms the basis of school life, in St Andrew's, it is not only the academics. The other three thousand hours are created from the rest of the Andrews' experience, such as late nights or early mornings spent at hockey, basketball and rugby training, musical rehearsals, MUN conferences, U-Live, choir, committees and clubs and more. If you add all this together plus academic life, it collectively adds to ten thousand hours. Although it may not seem as though we are masters in a specific craft or have all the knowledge there is to know about integration or Bishop's poetry, for us, these hours mean we are ready.

We are prepared and ready for the adventure ahead, the future, and it will be good.

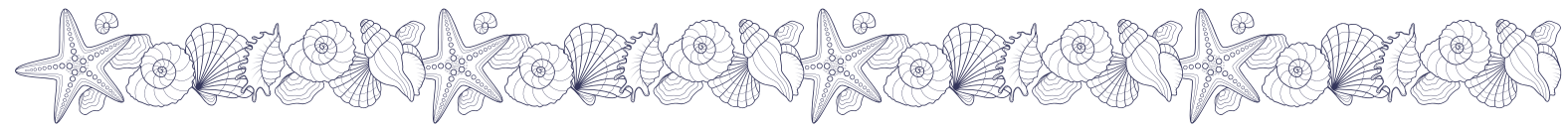


Lana Kaminska-Knight & Eoghan O'Mahony

Taking what we have learnt from Andrew's, a common motto, 'you get out what you put in,' reminds us of the importance of hard work. During Transition Year, this phrase became a constant for us. If we apply the same principles, I believe it will work in life too. We have to make the most of the opportunities we are given. Even the education we have completed is our privilege. The endless opportunities we have received will allow us to do anything we desire.

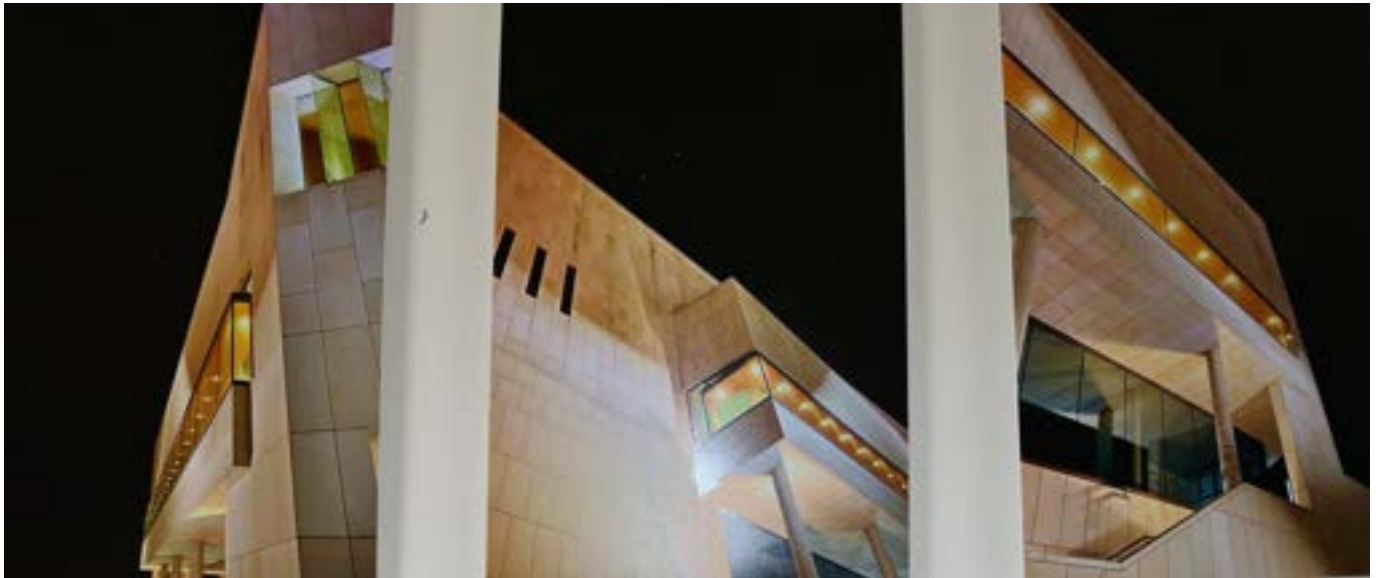
We have spent six years in a passionate and hardworking environment, with fellow students, friends, teachers and parents always encouraging us to do our best. A community like ours may seem somewhat normal for students of St Andrew's, but it is apparent that students in other schools in Ireland and around the world do not have the opportunity, the chance, or the luxury of completing their ten thousand hours by the age of 18. We leave St Andrew's with skills, knowledge, and an understanding of the world and ourselves.

My question for us is, what will we do with our privilege? And if not us, who will? If not you, who? We can and must make the most of it.



SOME IB ART...

Ilona Plissoneau





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