

# GRAPEVINE GRAPEVINE

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# EDITORIAL

Ava Donohue & Zara Griffin

It is our privilege as editors to welcome you to the 80th edition of Grapevine Magazine. It's exciting to be editors for such a milestone in the history of this publication. We weren't students in St Andrew's College when the 70th edition was published and will be long gone by the 90th edition. However, somewhere deep in the archive, this edition will live on as part of the legacy of our time in SAC. We can't help but feel it's fitting that this 80th edition will be published as we reach the end of a year filled with exciting activities from start to finish, detailed within these pages!

Like a phoenix from ashes, a butterfly from a chrysalis, or whatever metaphor you prefer, as we emerged from our 'COVID era', one of the main priorities of this year was to focus on the importance of community, and of being part of something larger than oneself. After two-ish years in separation, we've rediscovered that feeling of being a united community – we're back to being a lively and vibrant hive of activity, where people are constantly doing and being a myriad of different things. So many of the endeavours we have undertaken in the College, both as individuals and as a wider school community, were done because of the new perspective offered to us by COVID. Whether it was taking advantage of opportunities to travel and explore, as demonstrated by the numerous school trips over the year, or efforts to truly embody our school motto for the year of 'responsible citizenship', or even the inaugural House Cup – we did so because we understood the importance of not letting opportunities pass us by, and the essential values of school spirit, community and coming together to celebrate. This year was an opportunity to redefine and strengthen a core value of unity within the school, and we believe that the SAC community has done just that!

But as a school community, we have a lot of people to thank: ourselves – for turning up, for putting ourselves in situations we may not have been entirely comfortable with, our teachers and coaches – for believing in us, and Mr Micallef and his team who've supported the community in each of their endeavours. Finally, we must thank our own incredible team: Ruby, Stella and Elsa on layout and design, managing editors Sofia and Sarah, and Mr Quinn and Ms Hickey, without whom this magazine wouldn't be possible.

Until next time,

Zara & Ava



# THE SEVEN HUSBANDS OF EVELYN HUGO

Grace Higgins

I first read *The Seven Husbands of Evelyn Hugo* in January 2022. Since then, I have read it three times, each time more enjoyable than the last. I have urged every friend and family member to pick it up and give it a chance, and all those who did read it also enjoyed it. *The Seven Husbands of Evelyn Hugo* was published in 2017, but it wasn't until 2021 when it became an internet sensation, mostly due to TikTok. It was on the New York Times bestseller list for 30 consecutive weeks in 2021 and sold over 500,000 copies in 2022. This book deserves every ounce of praise it gets and let me tell you why.

*The Seven Husbands of Evelyn Hugo* is written from the perspective of Monique Grant, an aspiring journalist who has been chosen to write the story of the famous Hollywood actor, Evelyn Hugo. The book is split into seven sections, one for each of Evelyn's husbands as she tells the story of her life and how she grew from nothing to become one of the most famous people in the world. Until this point, she has been reclusive - untouchable, even. So why does she want to show the world who she is now?

As Evelyn tells her story, the reader can see that the public didn't know who she really was at all. The reader also learns more about Monique's similarly complicated life as she struggles with a difficult breakup. Monique and Evelyn become closer as the story unfolds. However, Evelyn is harbouring a secret that explains why she chose Monique to write her story in the first place. As Evelyn's story comes to a close, the reader wonders why she chose Monique to handle her story. This is all revealed at the end, leaving the reader with a heart-breaking and devastating finish.

*The Seven Husbands of Evelyn Hugo* might be one of my favourite books ever. Alternating between the present and past, this book is complicated and unique – overall, it is everything you want in a book. It is a great read for new and frequent readers alike, and I encourage you to dive into this engaging and poignant novel.



Art by Fara Wagemakers

# THIMUN

The Hague International MUN

Alice Papon

This year, on 23rd of January, 18 St Andrew's students from 5th and 6th Year, accompanied by Mr Hehir, Dr Carter, Ms Jones, Ms Leggett, Ms O'Shea and Mr Micallef, arrived at the World Forum Convention Center in The Hague, Netherlands. After two wonderful days spent in the city of Amsterdam, these 18 students were in trepidation at the idea of finally attending the event that they had been waiting for: The Hague International Model United Nations conference. Among those students, fourteen delegates were representing Ethiopia and Lithuania; one student, Ava Donohue, had the incredible chance to be a chair during this conference, and one student, Sarah Brownlee, had the immense honour to be Deputy Secretary General of the event. The two remaining pupils were members of the press team: the MUNITY, Billy Williams as a layout editor and myself, as a reporter.

The conference had started, and after the preparatory meetings in each committee, it was time for the Opening Ceremony. In the grandiose auditorium, you could hear the song "Waving Flag" and see an array of people from across the world raise the flags of their respective countries. Brilliant speeches were made about the history of THIMUN, the city of The Hague and the theme of THIMUN 2023: The future of borders.

Finally, the Secretary General of THIMUN, Saw Yone Shou, gave a speech on endangered borders in today's modern world and the Opening Ceremony ended with the President of the General Assembly declaring THIMUN 2023 open. On the second and third day of THIMUN, the press team was already under pressure, as the MUNITY journal had to be published daily. The deadlines were narrow and the ideas were at first restrained, but the press team persevered and continued on with publishing their issues. In the meantime, delegates were debating and choosing what was best for the borders of Ethiopia and Lithuania, while the Andrews chair was running debates and keeping her committee in order. Our Deputy Secretary General was helping all participants to make sure they had the best THIMUN experience, all while handling the administrative aspects of the conference. Although the students were tired, they had a great time doing their respective jobs, and made friendships they would never forget. The school organized a few outings in the evenings, and St Andrews students were glad to go to an ice-skating rink, to go out for dinner; and to meet even more people from across the world.

At last, however, it was already time to go. The last day was spent full of goodbyes and promises, as well as hard work from all Andrews students. The closing ceremony took place in the auditorium; the Deputy Secretary Generals including our own Deputy Secretary General, Sarah Brownlee, all made great speeches, evoking past memories made in THIMUN, as well as the importance of the debates we had the opportunity to participate in. THIMUN's Secretary General made a final, very emotional, speech; and THIMUN 2023 was officially closed.

Art by Daniel McCarthy



Art by Callie Fields

## WHO WAS HYPATIA OF ALEXANDRIA?

Hanna Berhanu

A philosopher, astronomer, mathematician and political advisor in 4th century Alexandria, Egypt. Hypatia of Alexandria was all these things. Born between 350-370 CE, she was a teacher at her father, Theon's, school who was a scholar and a mathematician. It was not the type of "school" that we think of today, but rather throngs of students who attended random classes at selected teacher's houses. Students and civilians would flock in huge numbers to attend her lessons and speeches in the city square.

Hypatia was one of the few female scholars of her time, and the earliest female mathematician whose life and actions are reasonably well-recorded.

This was quite unusual for a woman of her age. Unfortunately, this made her a target of the political struggle in Alexandria.

The city of Alexandria was divided into three classes: peasants, the elite and the Christian clergy. Within these classes, there were also different religions e.g. Christianity, Judaism and Paganism. Christian militant groups, such as the Parabolani, wreaked havoc on ordinary citizens. Considering that Pagans were among the elite, most of them were shielded from the violence inhibited by the more "peasant" class. These religious conflicts simply set the background for the mob that would cause Hypatia's death.



There were rumours in Alexandria at the time, saying that Hypatia, Orestes' advisor, was preventing the reconciliation between him and the Bishop Cyril, who was the leader of the Christian Clergy. It is not known explicitly whether Cyril himself ordered it or was perhaps complicit in the following actions of the mob, but it is a topic of Hypatia's life that is discussed extensively by many scholars and writers. In March, during the season of Lent in 415 CE, Hypatia of Alexandria was seized from her carriage by a Christian mob and was taken to the Christian Church of Caesareum. They stripped her naked and murdered her using roof tiles or oyster shells (the word "ostrakas" from the original text can be translated as both). She was torn from limb to limb and paraded from town to a place called Cinarion, where they set the remainders of her flesh aflame.

After being subject to such a horrible death, Hypatia promptly became a legend in history – as a martyr for science and rationality, a symbol of struggle for Protestants, and a feminist icon. There are many other interpretations of Hypatia's life and death, which have been turned into countless books and a movie called Agora.

While this publicity is important, many scholars have twisted her story to pertain it to their interests. This hindered the work of historians, for whom it took many years to finally understand her story with the facts separated from the myth. It is only thanks to their work that I have been able to write this article and not have it completely diluted by arbitrary love stories and demonising of certain groups.

Truth and accuracy. It has taken us almost 1,600 years to finally embody the true intentions of the philosopher, but then again, we will never know. Yet, the continued search for knowledge of her life and her actions will help us get closer to that, and maybe, one day, we will fully get to understand who Hypatia of Alexandria was.



Art by Tristan Wang

# ULIVE

## Julia McCutcheon

This year's ULIVE concert took place on the 1st of February. There was a great sense of anticipation in the school leading up to the event. If you were one of the lucky few that secured a ticket, I hope you would agree with me when I say it was a great event, with phenomenal talent on display by all year groups.

This year, as ever, ULIVE was run by TYs, with the whole year group getting involved. We were divided into teams for Production, Promotion and Acts, as well as additional roles of presenters and stage managers. Iris Duignan, Aylin Ustuner, Katie O'Reilly, Natasha Armah-Kwantreng, Zach Boles and Jake Dolly were given the role of presenters, while myself, Melana Sova and Erin Egan took on the role of stage managers.

Before undertaking the event, I had only a vague idea of ULIVE beyond the concert itself. I had no idea of the amount of work and dedication it took to make the night the yearly success it is. The performers you see onstage are only a fraction of the people involved in the event. While ULIVE itself is only on for one night, the preparation for the event takes place for weeks beforehand - from people signing up for the event, to the making of posters, the preparation of the Senior Hall, the organisation of the order of acts, hiring the necessary equipment and more.

Soundchecks ran all afternoon the day before, and from twelve to four on the day of the concert. Something that really struck me was the patience and understanding displayed by all the acts as they dealt with delays and technical difficulties, making our jobs so much easier. As soundchecks grew to a close and the hours until the performance dwindled, the sense of excitement and the energetic buzz grew. There was a keen sense of camaraderie and teamwork between the teachers, students and technicians backstage, all focused on making the show the best it could be.

The performances went off smoothly, with students from P6 to Sixth Year staging a combination of music, both retro and modern. The night finished with a rendition of "Hey Jude" by Sixth Years, who were eventually joined by previous acts and members of the crew. I had the time of my life helping with ULIVE this year, and I can say with confidence it was a strong highlight of my TY. As a year group, it was a unique opportunity for us to view the planning and logistics of running a school event as big as ULIVE.

On behalf of TY, I'd like to thank Ms Moran, Mr Hickmott, Mr Micallef, Mr Williams, Mr Quinn, Ms Carroll, Ms Sawyer and Ms Noone, for aiding us with their years of expertise and helping us enormously. ULIVE itself infused the school with a musical atmosphere for the rest of the week. No piano in the hallway was left unattended, beats were tapped out during silent work in classrooms, and even Mr Micallef could be heard humming to himself while walking the corridors.









# ONE ACT DRAMA FESTIVAL

Alexia d'Arcy

Theatre enthusiasts at St Andrew's were recently treated to a fresh and revamped version of the annual One Act Festival, which ran from the 7th to the 9th of February. For years, the event saw students compete against those from other schools with just one play from St Andrew's. But this year, the school decided to take a bold step and showcase six plays: three by the juniors and three by the seniors. The One Act Festival allowed students to stretch their creative muscles and perform in a way that felt more inclusive than previous years. With the pandemic having put this on hold for some time, it was refreshing to see students of all ages come together and collaborate on something special.

The process to prepare for the festival began with auditions, which were held before Christmas. The junior plays featured were 'The Self-Eatery,' written by John Celano, 'Why All the Fuss About Free Will' by Mr McDermott, and 'Gene of the Lamp,' written by Henry McDonell. The senior plays were 'Tracks' by Peter Tarsi, 'Whatever It Takes' by Mr McDermott, and 'Little Box of Oblivion' by Steven Bean, which would also compete at Bray One Act. One of the best things about the new format was the opportunity for teachers to direct the plays, allowing them to stretch their creative muscles as well. The backstage teams were able to grow, and students were given more opportunities to get involved.

With co-directors, props, costumes, make-up, lighting, and sound teams, everyone had something to do. The lead up to the festival was intense, with rehearsals taking place after school for up to three days a week. When it was finally time to present the plays, the costumes had been selected, and the makeup was perfected. Every night of the festival, two plays were presented - one junior and one senior - with two musical performances in the interval. The first night kicked off with a bang with 'The Self-Eatery' directed by Ms Hickey and Ms Yilmaz, followed by 'Little Box of Oblivion' directed by Mr Mansfield. The second night presented two more wonderful plays: 'Why All the Fuss About Free Will' directed by Mr Hargreaves and

and 'Whatever It Takes' directed by Ms Carey. On the final night, 'Gene of the Lamp,' directed by Ms Casey and Ms Comaskey, was performed, followed by 'Tracks' directed by Mr Mansfield.

Moving from a tough past two years where the schools has had to adapt to remote learning and social distancing protocols, it was refreshing to see a school event that brought people together, showcased their talent, and allowed for a bit of creative fun, truly bringing back some of the St Andrews magic. The One Act Festival was a huge success, and we eagerly await next year's event and hope that it continues to grow and inspire future generations of St Andrews students.



# WHY WE SHOULD STILL CARE ABOUT THE WILLOW PROJECT

Ruby Newall

The Willow Project. A surprisingly innocuous name for something that has proven to be so controversial. You would be forgiven for thinking it was a cute group name or kids' book, but these words have come to mean something much more impactful. The Willow Project is an Alaskan oil drilling project, approved by the Biden administration on the 13th of March in contradiction of their climate goals, spearheaded by ConocoPhillips, the largest crude oil producer in Alaska. It is expected to take place on Alaska's North Slope and includes drilling up to 250 wells in the National Petroleum Reserve in Alaska. It would also include the construction of a processing facility, hundreds of miles of pipelines, at least 1 airstrip and a gravel mine.

There are claims that the job opportunities and revenue brought to the area by these projects will be transformative for the mostly Alaska Native population with many Native leaders backing the project. Such as Nagruk Harcharek, president of the Voice of the Arctic Iñupiat, with a tweet, reading: "The decision to advance Willow is an important step for Alaska Native communities on the North Slope, the state, and the nation." There are also claims that the oil produced will help to ensure US energy security for decades to come

with US Secretary of the Interior Deb Haaland saying, "I am confident that we are on the right path, even if it's not always a straight line."

Yet, despite community and monetary benefits, the approval of this project poses many environmental conundrums. Rosemary Ahtuanguak, the Mayor of the Nuiqsut, which is the city that rests closest to the project, has opposed the project with concerns about the health of the local wildlife and residents. Indeed, many environmentalist groups share concerns over the impacts on freshwater, bird migration, and land and aquatic wildlife that live in the area.

Furthermore, the global climate impact could be catastrophic. The project is set to release 180,000 barrels of oil per day for the next thirty years, making it the largest oil project on US public lands. With the Earth's temperature rising, this is a dangerous gamble, with the lives of billions on the line. Climate change is already battering countries in the global south with droughts in East Africa and floods in South Asia, and many more disasters. What we need is not investment in colossal new oil projects by countries with immense resources, but funding into alternative, sustainable energy sources that will not cause further harm. What we need is for





global powers to accept responsibility for our planet and work towards a brighter more sustainable future.

This was a view shared by many. Environmental and Indigenous groups both filed lawsuits against the project. Yet again, young activists on TikTok used hashtags such as #StopWillow and #StopTheWillowProject to promote a petition to halt the Willow Project. This petition gained over 5 million signatures, a clear sign that, though resistance may have failed on this occasion, all is not lost. Our generation has proven to be climate conscious and politically engaged, both key ingredients of change. The Willow Project may have been approved, but our effort and engagement with the topic has been a preview to the change we will bring when more of us are in positions for greater change.



Return of the annual Mentor-Mentee  
'Blind Date with a Book'

# THE INFLUX IN USAGE IN AI GENERATED WORK

Finn O'Dónaill

Can you tell the difference between Artificial Intelligence generated work? With the rise of AI becoming a writing utensil and hand, many popular companies focus their attention on these bots. In this article, we will examine the pros and cons of AI-generated work and answer the questions: Is AI having a positive impact and can you tell the difference?

With the rise of AI writing platforms and tools, more and more individuals and organisations are turning to these technologies to automate their writing tasks and produce content quickly and efficiently. While AI writing has the potential to revolutionise the way we create content, there are also concerns about its impact on society and everyday life.

One of the primary concerns about AI writing is the potential loss of jobs and the displacement of human writers. As AI writing technology improves and becomes more sophisticated, it's likely that more writing tasks will be automated, which could lead to a significant reduction in the demand for human writers. This could have a ripple effect on the economy and job market, as well as the quality and diversity of content produced.

Additionally, there is concern that the increasing use of AI writing could lead to a decline in the quality of content

produced. While AI writing tools can produce content quickly and efficiently, they may lack the creativity, nuance, and emotional intelligence that human writers bring to their work. As a result, AI-generated content may be less engaging, relatable, and less impactful than content created by humans.

Another concern about AI writing is the potential for biases and inaccuracies in the content produced. AI writing tools rely on algorithms and pre-existing data sets to generate content. For example, if an AI writing tool is trained on a data set that contains biased or inaccurate information, it may inadvertently produce content that reinforces those biases or inaccuracies.

Furthermore, the widespread use of AI writing technology raises questions about authenticity and transparency in content creation. As AI writing becomes more prevalent, it may become increasingly difficult to determine whether a piece of content was written by a human or an AI.

This can create challenges for consumers who want to know the source and authenticity of the content they consume. There is a risk that AI-generated content could be used to spread disinformation or propaganda, further complicating the issue of authenticity and transparency.



Despite these concerns, AI writing has the potential to revolutionise the way we create and consume content. AI writing tools can help individuals and organisations produce content quickly and efficiently, freeing up time and resources for other tasks. AI writing can help to democratise access to content creation and enable individuals who may not have the opportunity to write before to do so.

Moreover, AI writing can also be used to improve the accessibility and inclusivity of content. For example, AI writing can also be used to generate content in multiple languages or to create content that is accessible to individuals with disabilities.

Additionally, AI can be used to create more personalised and targeted content, which can improve the user experience and engagement.

To address the concerns surrounding AI writing, it's important to establish ethical standards and guidelines for the use of AI writing tools. This includes ensuring that AI writing tools are trained on unbiased and accurate data sets, as well as establishing transparency and accountability in the content creation process. It's also important to prioritise the development of AI tools that augment and enhance human creativity, rather than replacing it.

In conclusion, the increased use of AI writing systems in our everyday lives is both fascinating and concerning.

While this article has examined how the future of work may look, with an increase in automation, and how this negatively impacts writing, while also providing many boons, such as efficiency and effectiveness, I can now reveal a final piece of information I have been withholding from you this whole time. This entire article apart from the introduction and this conclusion, was written by Artificial Intelligence. Just by using a few commands inputted into ChatGPT, a popular machine learning technology, this article was conceived. With this final piece of information, you can now hopefully yourself answer the question I posed to you at the start of this article: Can you tell the difference between human written work and artificially generated pieces?



Art by Amelie Marchant



# HOCKEY TRIP

Isabel Light

Twenty-eight of the girls' senior hockey players travelled to London on Saturday March 11th accompanied by 4 staff: Ms O'Shea, Mr Dee, Ms Burke, and Ms Dooley. We were invited on behalf of past pupil, Rachel Diggin (Class of 2019), who is the Oxford University Ladies Hockey Captain for 22/23, to represent her and SAC at the 123rd Intervarsity Match between Oxford and Cambridge. The 4 captains' schools play in curtain opener fixtures before the Mens' and Ladies' games. Upon arrival early on Saturday, we were brought straight to Kingston Grammar School where the Senior 2 squad played in a competitive match vs the KGS U16s. The game finished 1-0 to SAC. Meanwhile, the Senior 1 squad took part in a masterclass session with KGS head coaches Harriet Naismith and Olympian Matt Daly. We were treated to 'tea' afterwards in their sports pavilion. After a lovely walk to see Hampton Court Palace, we travelled to our hotel in Earl's Court and caught the tube to dinner in Covent Garden. We had an early start on Sunday to travel to Southgate Hockey Centre where our big game took place at 12:15pm vs Brighton College. The schoolboys' game ended in a draw just before us, between Tonbridge and Warwick School, and they shared the title. Our game was an incredibly exciting end to end match which also finished all square.

Captain Becky Bowers was presented with the cup along with the Brighton captain just before the Ladies' game. We had lunch at the venue and watched Cambridge shock Oxford with a 1-0 win. We then hurried back to Earl's Court to get ready for an early dinner before going to see 'Six: The Musical' in the West End. Early Monday we checked out of the hotel and headed to Tower Pier for a Thames Cruise which took us as far as Westminster. We headed towards Heathrow on the tube with our bags and despite a cancellation and a bit of a detour, arrived home safely on Tuesday. Congratulations to our 8 amazing 6th year students who played their last game in the blue and white of St. Andrew's College.



# 50TH ANNIVERSARY OF GIRLS HOCKEY

## Ms O'Shea

Both girls' and boys' hockey have flourished since being introduced to the school. This year marks 50 years since the first girls were admitted to the College which coincided with the introduction of girls' hockey. We have proudly built our hockey programme over the years into a thriving and successful school activity for 5-18 year olds. This academic year, the secondary school has fielded 21 girls' and 7 boys' teams, with more than 15 staff members involved in the day-to-day running and coaching of the sport after school and on Saturday mornings.

We have proudly won the All-Ireland Schoolboys Championship 7 times since 2001 and the Schoolgirls' Leinster Senior Cup 7 times in the last 20 years, most recently in 2019 when OUHC Captain Rachel Diggin's side was victorious. St. Andrew's College was named Hockey Ireland School of the Year in 2010, the

same year in which we won the Kate Russell All-Ireland Schoolgirls Championship. We have, over the years, supplied many players to Irish underage and senior squads with several our past pupils enjoying playing the game professionally in Europe and travelling the world with the national squad. We are hugely proud of their achievements and the contribution that all our past and current students have made to the success of hockey in St Andrew's College.

Our Senior 1st XI have had an incredible season where they went undefeated until the Leinster Cup final and have now reached the semi-final of the league, due to take place in March. We have 7 interprovincial players in the squad and 3 underage Irish representatives playing today. We were absolutely honoured to be invited by our alumnus Rachel to represent her and wish her and the Oxford Ladies Blues.







## GIRLS RUGBY

Eibhe Lubliner & Amelia Flanagan

For the first time in St Andrew's College history, (on International Women's Day, no less) the Senior and Junior Girls' Rugby teams took the pitch in Energia Park, Donnybrook. The atmosphere was electric, at least fifteen people in the stands creating the noise that 100,000 could not have made. First up was the Junior team. The team spirit and hard work being put in was obvious. Then, guided by their talented captain, Hannah Scanlan, the Senior girls went on to win all three matches they played (including a Wesley demise). They started off the match like a brick wall in defence: no one could escape their tackles. Coupled with some brilliant tries from many different people, the Seniors had secured their first win.

More hard work paid off as the team went on the win their two other matches, with the players motivated by overwhelming support from the sidelines. Other members of the squad, coaches, teachers and parents were unwavering in their positivity!

After the obligatory post-match photo was taken (everyone looking their best after a full day of running around and tackling with all their might) the cup was lifted after a short speech from Hannah. On their International Day of Celebration, the SAC girls lifted each other up, celebrated their historical feat, and were proud to represent their school.

The Senior team went on to compete against schools from all around Leinster in Kildara Rugby Club soon after, with two losses and a win.



In the end, the overall feeling from everyone, Junior or Senior, was pride and joy, at the chance to finally play rugby for St Andrews.

But how did it all begin? Well, training began in early January each Friday after school, (to give you an indication of the starting level, Mr Jarvis kindly sent a video explaining how to catch a rugby ball into the Teams page). Soon we had moved onto passing, positionings on the pitch and of course: tackling! What started as cautious advances on the tackling bags finished as confident full-contact practice matches within two weeks.

By this stage, we were about two weeks away from the Metro Cup (the one in Energia Park).

Consistent training and motivation from Mr Jarvis had us excited and feeling prepared on the day, and safe to say it went as well as it could have!

None of this could have been achieved without the coaching and support of Mr Jarvis. We owe all our new-found skills and confidence to his dedication, not to mention his positive and encouraging attitude from the start, that had all the players returning each week! He continues to encourage us to join clubs, or try variations of rugby, like tag rugby, and we could not be luckier. Thank you so much, Mr Jarvis.

Overall, girls' rugby has been firmly established in St Andrews College, and we are sure it will only get better and stronger as the years go by!



# BEYOND THIS MOMENT

Zara Griffin

An interview with Mr Micallef

Interviewing the Acting Principal of St Andrew's College comes with some trepidation. I know it's probably without reason but I'm relieved when I'm met at reception with the distinguishable 'hello,' something that's always accompanied by an affable smile. A year ago, the largest office in the school lay pristine, furniture set perfectly in its place, the grand mahogany table clear, and the folders arranged immaculately by colour. Today as I sit in it, I can't help but notice that it's had a makeover, Mr Micallef style, with his favourite art and photos from over the years filling the space.

When he arrived to cover a sick leave in 2002, he didn't intend to stay in Ireland for more than a couple of years (although Mrs Micallef might say otherwise) and he never imagined he'd be in the position he is now. Twenty-one years after arriving in Ireland, he can sing both national anthems, or at least something that resembles Amhrán na bhFiann. Ireland is now his home.

Behind this moment in time is a journey, one that began long before his arrival in SAC. Mr Micallef was born in Malta, to Maltese parents who moved between Malta, Eventually they settled in Ipswich in the UK.

I went to a school quite similar to SAC, called St Joseph's College... I really enjoyed school but in the 1980s it was a very different experience. I have very fond memories of my two geography teachers, but it is my Religion teacher, a gentleman by the name of Mr Sean Conway that I remember most fondly. Mr Conway was an Irish man from Donegal. He really cared about his students and always encouraged us to try and step outside our comfort zones and to take the opportunities that were offered to us. He was a kind man and wanted us to grow up to be thoughtful, compassionate and kind individuals. I'd like to think that my message is a similar one."

While studying geography and economics in UCL, he never had any idea that he wanted to be a teacher. About halfway through his third year, a friend recommended he attend a meeting called Community Service Volunteers, where people were either placed in a hospital or a school. Mr Micallef ended up in a comprehensive school in north London, the polar opposite of what he was used to. He was placed in two different classes, one with a lady who did Year 8 (1st Year) humanities, and one with a guy who was teaching GCSE (like Junior Cycle) geography. "I helped with the course work,



and I just loved every second." Off the back of that he applied to do teacher training in the Institute of Education in London, specialising in geography.

After qualifying as a geography teacher, he went to Teddington School, where he "had five fabulous years" and "loved every second." But with his form finished, he felt the desire to go abroad and applied to schools in Kenya and Mexico City.

"I remember the interviews; I got the interview for Mexico City first. I didn't know where I was going but, in my head, I had left Teddington. The school in Mexico offered me the job. I did take it, and then I went into school and I said it to my head of department and she went 'oh I thought you had your heart set on going to Africa' and, in that moment it was like my life turned because I thought, yeah, I do, I don't want to go to Mexico City, I do want to go to Africa." So, he turned it down, went for the next interview for a job in Kenya at Greenacres School. "I remember I rang my mum and said I've just had an interview for a school in Kenya, and I've taken it and there's just this silence on the other end of the phone and then my mum said, 'that's lovely'. Goodness only knows what she was thinking."

The rest is history. "I loved it [Kenya], it felt like real life to me. I really loved travelling in Kenya". Whilst in Kenya he felt very fortunate to visit (and sometime camp) in the most beautiful places, the Masai Mara for example, as well as Amboseli and the Tsavo National Park. "It was such a privilege to have the opportunity to spend time in these wilderness areas".

He travelled as far as Zimbabwe where he visited Victoria Falls (his favourite geographical landform), micro-lighting above the gorge. He took the TAZARA train from Tanzania all the way to the middle of Zambia. It was an old railway line that used to bring copper to the coast and as the train crawled along, elephants and giraffes were milling around the tracks. They visited Zimbabwe at a time when unfortunately the Zimbabwean economy was in freefall, and he remembers people desperate to exchange Zimbabwean dollars for US dollars. "It just felt like living the history," he said. The Rwandan genocide had only happened five years before, and he remembers teaching children who were the only remaining females from a family that had escaped Rwanda.

After meeting his wife Claire in Nairobi, they ended up coming back to London for another year before getting married and moving to Ireland. "I feel very at home here now. I mean, when you have children, and your children are at home in a place, you're also at home. The Irish people remind me a lot of being in southern Uganda, where you can't walk down Kisiizi Valley without saying hello to somebody." His long-time support of his beloved Manchester United is well known but I ask a potentially controversial question: what country do you most regularly support? "I've lived in Germany, in England, in Kenya and my family's Maltese but I don't pretend to be very complicated. I suppose I now support English football and Irish rugby. I never watched rugby before I came to this country and then having individuals in school who played rugby, I wanted them to do well. I've fallen in love with Irish rugby."

After arriving in SAC, Mr Micallef taught IB geography until becoming a non-teaching deputy principal in 2017. Coincidentally, his first leadership role was covering my mum's maternity leave when she went off to have me. He covered several other roles before becoming a teaching deputy with Ms Costigan in 2009.

During his time here there's no achievement that quite tops the Uganda Project, a brainchild of Mr Micallef, Mr Hickmott and Ms Lynott. "I think that's the thing I'm most proud of. The longevity of that project has been super. I love the fact that myself and Mr Hickmott, when we stood in the assembly [in Rubirizi School], we had been in that school longer than most of the students in the hall. For an African community, where people go and promise a lot and then you never see them again, the project is healthy. We're going back again and that's so important." He is also very proud of the U-Live concert and how important it has become to the College. "I remember some brilliant performances over the years, one year we opened the concert with a flash mob, another with about twenty people playing bodhrans, which sounded spectacular. We had an amazing tribute to Dolores O'Riordan (of The Cranberries) with a group coming together to do an amazing version of 'Zombie'." Of his highlights, 'Inhaler', playing on our stage, and I suppose and 'Luke & Elsa' singing 'Lovely' by Billie Eilish and Khalid. It was a proud moment!

And so, we arrive back to the present day. Outside the door, office staff type busily on their computers,

deputy principals sit in meetings, students bustle up and down the corridor before the bell rings out announcing that it's time to get back to class. "The relationship between the students and teachers is really special. The atmosphere in Andrew's is different to what I've experienced in other schools. I think the highlight for me this year has been the school returning to what it was like pre-covid. I love the fact that there has been so much drama and theatre, that the music is all back, that we were able to enjoy Intercultural week/International night and the fantastic St Andrew's Cup day. It has been a really really busy year – but a really good year. It was a long two-and-a-bit years in COVID, and I think we've enthusiastically embraced everything that's going on."

Before I leave, I take the opportunity to ask two extra, considerably more trivial questions, to end on a high note: Given your love of both music and Africa, if Live Aid was to take place again, what are your three dream performances, dead or alive? "I would have loved to have seen Freddie Mercury. I was at Wembley for the Freddie Mercury tribute concert back in 1992. So, I would love to have seen Queen. I love The Cure, after Manchester United I think The Cure would be a constant in my life. I was also very lucky to see Kirsty MacColl sing 'The Fairy Tale of New York', live with Shane McGowan of The Pogues, at a Fleadh in London during the 90s, and also the Cranberries play 'Zombie', however, if I was picking a third band it would be U2. I've always loved U2, ever since, well since I was at school. If I was to pick three, I'd probably pick Queen, The Cure and U2. But I'd be hard pressed, I love live music



- whether it's Billie Eilish at the O2, Guns 'n Roses at Marley Park or Ailbhe Reddy at Whelan's, it's all great!

Well known for his stunning photos that document the life of a student in St. Andrew's, I had to ask how he got into photography. "I always liked photography. I have hundreds and hundreds of old photographs at home, family ones, but I think photography tells a story as a moment in time, beyond the photograph, beyond the people in the front of it... I love travel photography. If I could reinvent myself, I'd become a travel photographer."

It's been nine months since Mr Micallef assumed the role of Acting Principal when Ms Marshall went on maternity leave. "I've really, really loved every second of it. As with any job, there are highs and lows. I've really felt the importance of a team. I've really felt that you trust the people you have in those positions to do the job because you can't do everything. While I feel

responsibility for every aspect of the school now, which I would never have done, I like knowing what's going on across the whole school community. I like that I can go into the Junior School because they're rehearsing violins and go and stand in the corridor and talk to people as they're walking past. There are other big picture things which are my responsibilities, so there's been quite a lot of learning for me over course this year. It's an exciting job."

40 minutes after I should have finished, I stop my voice recording. Interviewing the Acting Principal of St Andrew's College comes with some trepidation but as expected it's without reason. Not one to call attention to himself, my unassuming interviewee has certainly proved himself worthy of filling the role of Principal of St. Andrew's College. His tireless support sustains beloved school events and his endless belief in staff and students alike have made our re-emergence from Covid such a vibrant success.



# CLASSICS TRIP

Hugh Brownlee &  
Patrick Fahy Feng

This trip started like any good trip does: getting up in the early hours of the morning and heading to Dublin airport. We turned up at Terminal 1 at 4am, all still sleepwalking but absolutely buzzing to be going on the trip. Despite the thorough warnings about not being late to the gate from the group of teachers accompanying us, it ended up being them who almost missed the flight!

After a three-hour flight, we touched down just outside Rome and boarded the bus that would take us to our first ancient site: the city of Herculaneum. We wandered down the steep entrance and spent the rest of the afternoon discovering the ancient city and its secrets. We then hopped back on the bus, absolutely exhausted from the day's travel and drove along the beautiful winding coastal roads that brought us to Sorrento, and what would be our hotel for the duration of the trip.

The next morning, we all woke up early to visit the place that we had been studying for the last five years: the ancient city of Pompeii. As we caught our first long-awaited glimpse of the ancient city, it felt completely surreal. Walking around the incredibly preserved city, with Mt. Vesuvius looming ominously in the background, was an indescribable feeling. To be standing in the ruins of what used to be one of the most powerful civilisations on the planet was a unique experience. After seeing sights such as the Stabian Baths, the Villa of Mysteries and the Amphitheatre,

we all piled back on the bus and returned to Sorrento, where some of us went to watch the Ireland Six Nations rugby match (classy, we know). We were then allowed out into the town, where we had some seriously good authentic Italian food.

On the third day, the group was brought to Paestum, a major ancient Greek city, known for its well-preserved ruins. We were allowed roam around the city ourselves, wandering inside the temple and amphitheatres, bringing what we had studied to life. After leaving the ruins, we left for a museum across the road, unfortunately, the exhibition was cut short as parts of it were closed for renovations. After grabbing lunch in the town around the ruins, we returned to Sorrento, where we were allowed to go out and wander the city ourselves, before coming back to the hotel for dinner.

Finally, we had made it to our last day. Clambering on the bus, we drove to Naples - specifically the Naples National Archaeological Museum. The museum was filled with archaeological finds and objects, for example the representations of the destruction of Herculaneum and Pompeii, as well as a mosaic representation of Alexander the Great, which can be seen on the cover of one of our books. Getting back on the bus, we were sad to leave, but ready to get back home and see our families and friends again. It was an unforgettable trip and was made better by the great group of people, and even better again by the group of teachers that accompanied us. Thank you so much to Mr Flanagan, Mr Fairbairn, Ms Mockler and Ms Jones for making this amazing trip possible!



# CONCERN DEBATE LEAGUE

Ciara Murphy

This year was the St Andrew's Senior Debate Club's second year competing in the Concern Debate League. The competition, once again, was held online and the first round consisted of three debates. As they always are in Concern debates, the motions of debate were remarkably interesting and at times, very controversial. We researched the topics and wrote our speeches with help from our teammates, and I believe that we could all see an improvement in our debating skills from last year.

Our first motion was opposing the motion that "GMOs are necessary in the fight to end world hunger" against St Benildus College, which we won 3-1, beginning the league with a positive start. Our second debate was proposing the motion that "Climate activists must give up eating meat" against Saint Patrick's Cathedral Grammar School. We were successful again, winning this debate 3-1 as well. We finished the league round with 9 point

after winning our third debate against St. Joseph's Secondary School CBS Drogheda, proposing the motion that "HIV/AIDS in the Global South is the forgotten pandemic". After winning all of our debates in the first round of the league we made it through to the knockout round of 64 schools, where we opposed the motion that "The SDGs are a waste of time" against Kinsale Community School. Unfortunately, we did not make it any further in the competition, finishing 46th out of 120 schools. We progressed much more in this competition than we have before, and we hope to get even further next year!

Thank you so much to Mr Doyle and Ms Kinsella for their support of debate club and well done to everyone involved in these debates: Amelia Hoggett, Amelia Flanagan, Zara Griffin, Misia Crofton, Sadhbh Sheehy, Moya Bourke, Isabel Conolly, Robert Boles-Alvarado, Ciara Murphy, and, our newly appointed Concern debate coordinator, Ruby Newall.



Art by Holly Gilmer

# ICYD

## Hanna Berhanu & Finn O'Dónaill

Every year in either Cambridge or Oxford Union, the International Competition for Young Debaters is hosted for teenagers from all over the world. Earlier this year, the St Andrew's College Junior Debate Team had a team qualify for the competition. Hannah Berhanu and Finn O'Donaill from Second Year went to Cambridge over the April/May long weekend. We set out for a 14-hour long day of debating on Sunday with students from a diverse range of countries – Greece, Kuwait, Canada and India, to name just a few.

The first round of debating started at around 09:45. The motion for the debate was: 'This house would ban for-profit universities and colleges'. We were Opening Government, meaning that we were the first to speak. We were very nervous at first but managed to get 3rd place out of the 4 teams in our debate room. After this, we decided to dig our heels in and strive to make an improvement, and luckily, we did.

Our second debate surrounded the issues of farm animal slaughter and usage of animal-based products. For this debate, our motion was very convoluted and the points that our side were making were being proven by our opponents too. In our speeches, we both addressed this, and our speeches were more rhetorical over points. We still performed very well here and came 2nd. Better than our first debate, but we were still aiming for first.

The pressure was mounting to improve our

standing, so we both tried hard to get into 1st place for this debate. Our motion was: "This house regrets the culture of fearing death". This was an intriguing topic, as there were a wide range of points to be made. We came 2nd again in this debate. A good standing, but still not 1st.

"This is it," we thought to ourselves. We collectively understood that we'd have to dig in our heels for this last round. Our motion was: "This house would have prisoners to take part in medical trials in exchange for lighter sentences". We were the opposition. Coincidentally, we had to face the teams from our first debate again and Blackrock College was on the same team as us. We fought it out, making as many POIs as possible, deconstructing the proposition's arguments and being as charismatic as we could be.

And finally, we achieved what we so desired. We came 1st! This then secured us a place in the top 10 teams.

After coming 3rd, 2nd, 2nd, and 1st in our debates, we came joint 8th of the total 2000 teams in the entire ICYD Competition. After debating with Blackrock College in our final debate, we knew that the only way to do the Best in Ireland was to beat them, but it is harder to beat someone when you are on the same team as them too. Luckily, we managed to come out on top in all the Irish schools that attended putting us as self-proclaimed Irish Champions for ICYD 2023. While we unfortunately did not qualify for the semifinals and the finals, we still stuck around to watch them.

We were presented with some of the most rapid and heated debate we had ever seen before.

Controversial topics such as love and immigration were discussed, with admittedly excellent points being made by all speakers. We learnt a lot not just from the competition, but also from the competitors' speeches and discussions with them during breaks.

After the competition, we had been in the

Cambridge Union for 14 hours that day. We returned to our respective hotels, knowing that we had achieved more than we could have imagined. But how?

During the months before this competition, we practiced for four or five sessions a week. Over and over, preparing motions. It was lots of work but with the help of the Junior Debate Club, Ms Kinsella, and Mr Doyle, we managed to be the Best in Ireland for ICYD 2023 - and we are very proud of that.

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## DEBATE

# JR MACE

Aylin Ustuner



On the gloomy, rainy day of the 28th of January 2023, the National Junior Mace Debating Competition took place in UCD. Early that morning, four junior debaters and four senior judges from St. Andrew's College arrived at the university doors, eager for them to open and begin the day-long competition.

I was one of the senior judges for the event. Having only joined the debate club this year, this was my first judging event. It was exciting to see how being a judge would differ from being a debater and I was greatly looking forward to the competition. Yet, I have to admit that I

was slightly apprehensive going in, being new to the experience. However, my worries were disparaged when I learned that each first-time judge was to be paired with a more experienced judge to show us the ropes. There was a wide range of debate that day, which each debater, whether it be a complete beginner or a more experienced student, wrote informed and eloquent speeches. I found it very interesting to hear all the speeches, and to learn the process behind choosing a winning side.

I very much enjoyed the day I had at the National Junior Mace competition. I hope to go back next year as an experienced judge!



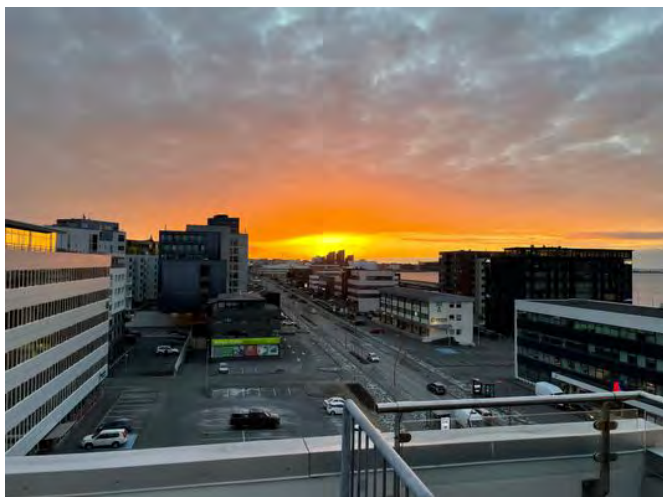
# ICELAND TRIP

Emma de Rosa

On the 23rd of March, our 5th year classes, including both the Leaving Cert and the IB, went on the long-awaited trip to Iceland with their geography classes. We were struck by the incredible power of nature while visiting places such as the Golden Circle, the Blue Lagoon and the South Shore.

As an Italian student who joined St Andrews as part of the IB Programme this year, I can firmly say that this trip was an amazing excursion. Personally, this trip was a huge opportunity to bond with students that I've never met before and to get to know the different personalities and nationalities that are in the school.

By participating in shared activities outside of the classroom, students can develop a sense of camaraderie and mutual respect that can carry over into our daily interactions at school. Additionally, a school trip can provide an opportunity for students to showcase their talents and skills in a new environment, which can help to break down stereotypes and misconceptions that may exist.



If you ask the participants what the highlight of their trip was, they'll surely tell you about the experience of seeing the Northern Lights. But if you were to ask me the exact same question, I would say the moment that preceded the Aurora Borealis.

We were able to see this phenomenal and magnificent display on our second day, the most tiring day, after the disappointment of not being able to see them the night before. That morning we'd done the Golden Circle Tour, which included the visit to the Hellisheidi Geothermal Energy Plant, the Kerid Volcanic Crater, the Geyser visitor Centre and Thingvellir National Park, the Gullfoss Waterfall and finally the Blue Lagoon. By the evening we were shattered and after a relaxing dinner in a Pizzeria nearby, we were supposed to go back to the hotel, ready to fall into bed.

I was sitting in the penultimate row at the back of the bus, and I suddenly turned to say something to the people behind me, when I noticed the brightness of the stars and the clearness of the sky. So, it came naturally to my mind to think and say "maybe tonight there is the possibility..."

If you've ever been to Iceland, you must know that seeing the Northern lights is pretty unique and that the chances of seeing them increases if you get away from the city lights.

Five minutes after my observation, everyone on the bus started screaming and taking bad-quality pictures from the windows. It's

difficult to describe the excitement I felt at that moment. It really is a once-in-a-lifetime event and something that's always been on everyone's bucket list.

We got off the bus after a while, we were searching for the perfect spot and then the real magic happened. These series of bright, colourful, and often rapidly changing patterns in the sky occurred, with variation of colours from green, to pink, to red, to purple, and even to yellow or blue. The lights formed shimmering curtains, pulsating rays and even dancing shapes in the sky. Even the cold was stopped by the mesmerising beauty captured in that moment. It was an awe-inspiring sight to witness.

So, what was the best part of that glimpse for me? The fact that I shared that moment with those people; the energy that every single person in the group felt; the shared excitement and verve that we felt.

It may seem reductive, but this was an incredibly enriching experience and as I reflect on it, I cannot help but feel an overwhelming sense of awe and gratitude. It was truly an experience that I will cherish forever.





# CLASSICS NEWS

Ms Mockler

## Young Classicist Award 2022

TY student Anna Baratta was the overall winner of the National Competition for the Dionysus Award, which is presented by the CAI-T teachers. Her project was entitled "Lesbianism and gay representation in the ancient world". Congratulations to Anna and her teacher Mr. Fairbairn!

TY students Elsie Bath and Natasha Armah-Kwantreng were finalists in the Young Classicists Award. Their project was entitled "Gods and CEOs". The project sought to

sought to examine the parallels between the relationship living gods and mortals had in the ancient world, and the relationship between the top 1% of wealthiest people and the general populace in the modern world.

## Leaving Certificate Award 2022

Congratulations to Aoife Haines who achieved the highest grade in Ireland in the 2022 Leaving Certificate Classical Studies exam. Aoife will be awarded the Presidential Medal, which is presented by Classical Association of Ireland.



Art by Vivaan Shrivastava



Art by Serhii Kramarenko





# REPORTERS IN WARTIME

Alice Papon

In 1917, American Senator Hiram Johnson stated: "The first casualty when war comes, is truth".

In wartime, corruption, censorship, and war crimes against reporters are all daily occurrences. As this senator said before, the very first casualty of war - which most of the time happens before war has even officially started - is truth and accurate information.

However, since 1917, there have been other wars, and most importantly, there has been the evolution of the infamous centre of "fake news": social media. These types of media have somewhat replaced newspapers when they have the means to provide accurate and timely information. Thus, truth is now a casualty even when there is no ongoing conflict.

Furthermore, media and press is now also considered as a weapon and tool that needs to be controlled and manipulated in order to win a conflict. Veronika Melkozerova, a Ukrainian journalist states: "Russia (and Ukraine's other critics abroad) are, after all, looking to leap upon any opportunity to undermine trust in our authorities." Evidently, newspapers try to fight off the bias and misinformation that comes with social media, as the New York Times stated in their article, "How does the Times report war?": "we work to obtain reliable, firsthand information about events, interviewing witnesses throughout the region".

However, the papers that try to fight off said misinformation are reader-funded, as opposed to being government funded. This is the reason why readers should support these papers, more so if we hope to obtain timely and unbiased information. As Mikhailo Tkach, one of Ukraine's top investigative journalists said: "Destruction of corruption means getting additional funds for the defense capability of the country. And it means more military and civilian lives saved", which means that supporting reader-funded newspapers would not only allow us to uncover the truth and to fight off misinformation, it would, above all, save human lives!

Finally, newspapers should be also supported in regards to the length journalists and reporters go through everyday to report war. The New York Times says: "Some of our reporters spend more time in a conflict zone than many soldiers". This quote is extremely impactful, as it is known that there are multiple war crimes that are directed towards reporters. Indeed, journalists working in crisis areas face numerous risks; violence, restriction of access, censorship, harassment, and arbitrary detention are all shockingly common.

In conclusion, in order to stop a passive war that consists of censorship, media control and manipulation, as well as spreading misinformation, it is imperative we all read and even subscribe to newspapers and journals all around the world.

# SAIMUN

Chris Lane

Between the 3rd and 6th of April, we hosted our 34th St. Andrew's College International Model United Nations conference. A simulation of the real United Nations, it gives you the opportunity to learn new skills and meet new people. With over 400 students involved, representing over 50 countries, coming from places such as Ethiopia, South Africa, Turkey, France. It promised to be truly amazing. For the first time since 2019, the conference was held in the Royal Marine Hotel in Dun Laoghaire. As Mr. Micallef said, "After three years away it's an absolute pleasure to be back". It truly was a unique and inspiring venue.

We were very lucky to have Ambassador Orla Tunney open our conference. Reaffirming the UN Charter preamble, she urged us all "to advance and uphold these principles" of justice and respect, of practicing tolerance and living together in peace, and of uniting our strength during our lifetimes. Inspired, over the four days delegates were introduced to, and began debating. Committee chairs oversaw proceedings. Administration and IT made sure everything worked without a hitch. The executive team lead by Secretaries-General Martha McCutcheon and Myrtle Collins gave excellent leadership,

whilst the teachers under Mr. Hehir made sure there wasn't any serious issues in a student run conference.

As a chair in Security Council, I watched the delegates become more confident over the week, speaking out and making great contributions. I also learnt more leadership and organisational skills. It was an unforgettable week and I met so many new people and old faces. I really want to see as many people as possible involved again next year so that they can experience it too.

Of course, an event like this wouldn't be possible without a lot of organisation. The executive team took the lead and created a wonderful conference. The admin and IT teams kept things running smoothly. The press team produced wonderful magazines each day. The chairs ran their rooms well and the delegates made the conference worthwhile. As ever, Mr Hehir's oversight was invaluable.

The conference concluded with multiple awards for the school. The highlights being, a highly commended delegation for Japan and an outstanding delegation for China, as well of course, as many individual awards.

SAIMUN 2023 was a tremendous success.







# REVELATIONS ON THE BATHROOM WALL

Rory Rusnak

The public bathroom is a sanctified space where men sparingly reveal things: the writing of names or dates, and inside jokes etched beside overflowing toilet bowls. But it is here also, besides the inane and occasionally funny bathroom stall joke, that we find perhaps the clearest expression of toxic modern masculinity. Written in black sharpie, or perhaps scratched out by fervent nails, we find threats of violence or the plastering of sexist phrases.

In my opinion, the bathroom stall is the perfect metaphor for a particular type of male psyche. Its defacement is a symptom of a toxic male culture that is perpetuated by figures like Andrew Tate and Conor McGregor. For change to happen we need more than a good scrub, we need to build a new space, a space that is free from the reach of those preaching this toxic form of masculinity.

Scrolling through a TikTok for-you-page, you see a barrage of videos: expensive skincare hauls, banal music critiques, influencer dramas and the cult of Andrew Tate. For those unfamiliar, Andrew Tate is a British former kickboxer turned social-media magnate, whose quasi-hustler antics intend on teaching his young male fans how to escape the “matrix,” make money and get women, while rising to the top of the masculine food chain by asserting themselves as “alpha males”.

This brand of misogyny is not singular to Tate, nor is it specific to the sports world: Chris Brown – the chart-topping R&B singer has been accused – on three separate accounts – of domestic abuse

Yet, he has legions of fans online willing to defend him, with even high-profile female celebrities like Kelly Rowland coming to his defence. His lyrics, too, are riddled with sexism. Perhaps the most egregious example of his lyrical misogyny is the song “Biggest Fan” in which Chris Brown declares to his lover that “no is not an option... I’m a take what’s mine.”

What does it say when a man like this is praised as the epitome of masculinity and is able to work and record without any real repercussions? At the base of this sexist rhetoric is a manipulation of the biological: Brown and Tate are asserting the notion that, because men are physically stronger than women, they should be given license to hold power over women’s bodies. This, in turn, emboldens young men to act in a similar manner, increasing violence against women.

A recent report from The Guardian shows the impact Tate is having on young men: in the United Kingdom, 45% of British men have a positive association with Tate, and over 80% of British boys aged 16 and 17 have consumed his content. In the U.K. parliament last month, the MP Alex Davies-Jones spoke of Tate’s ‘toxic’ impact. According to teachers in the U.K., “There seems to be an increased need for boys to control girls.”

To stop this epidemic, we must take control of what “masculinity” means, and re-define it so that young men understand that with male-specific strength comes male-specific responsibility:

young men should be nurtured to understand that their height and physical presence can and should be used to protect women as opposed to perpetuate harm against them.

On Late Night with Seth Meyers, the Vietnamese poet Ocean Vuong raises an interesting question: what happens to our young men when the only way they can validate themselves is through the lexicon of violence? What happens when the likes of Conor McGregor and Tate describe themselves as “killers” or “grifters”?

What happens is that we arrive at a place as dangerous as it is misguided: a world that defines and limits men as perpetrators, purveyors of aggression.

As previously outlined, this has serious consequences. Our morals are vertically influenced, meaning that the behaviour we see, we mirror. If Andrew Tate and Chris Brown remain at the centre of the cultural zeitgeist, we'll see young boys and men become further indoctrinated with their harmful notions of masculinity.

Cultural change requires a grass-roots approach: the will of the general population. Perhaps the best place to start is in the home: a 2015 study from the University of Chicago concluded that parents have a decisive impact on their child's moral development. Schools have the capability of becoming a breeding ground for toxic attitudes. However, they can also help promote the healthy masculine: for example, the practice of yoga – which utilizes the strength of the body, and thus allows young men to become in tune with their masculinity - has been found, in Sweden, to help male inmates feel more responsible and purposeful, traits related to decreased violent behaviour.

Although it sounds like a daunting task, in order to dismantle the defaced bathroom that represents the male psyche, we need to act now. Cultural change will not happen overnight, but by reclaiming masculinity as a framework of protection as opposed to perpetration, we will help solve the crisis of violence against women.



Art by Evie Ní Oisín



Art by Sofia Harty

# "A GOODBYE TO TY"

Keelin O'Carroll  
A TY Experience

'You get out what you put in,' a phrase that has been continuously repeated throughout TY. However, it is only now, when the year is coming to a close, that the impact this phrase has had on the past year of our lives is showing its truth.

The term 'butterfly effect' was created by meteorologist Edward Loren, and in simple terms explains how small events can act as catalysts on impacting the future. As I look back on TY, I think that this has never been truer. At the start of this year, we all made a decision on how we would approach it, and what we would do to overcome the obstacles that lay ahead. These small decisions would determine the outcome for our year.

For some of us, this began by introducing ourselves to the people we had supposedly 'known' for the last three years. The people we have been in the presence of for hundreds of hours whilst sitting across classrooms, yet failing to make conversation with, became those that we shared our tents with and sat beside on buses. In my opinion this did not entirely come from the necessity of talking to those in our outward-bound groups or having to contact those on our Winter Fair stalls, but instead came from the small decision that we all made to open ourselves up to each other, with the hope of turning individuals into a year group.

The year of TY looked different for all of us, but whether it be through extra-curriculars, clubs or organised school events there is one common factor that underlines it all - and that is our shared experiences. As social creatures, the presence of others connects us, and this connection is something that was nearly impossible to avoid in TY. It has allowed us to empathise as a year group and grow in a way that at that start was inconceivable. These shared experiences have allowed us to adapt ourselves and begin the change into who we want to become.

Whilst an abundance of our time was spent together, there were also moments that allowed us to reflect individually. Whether it was in portfolio interviews, work experience or projects, these solitary moments helped us understand what we value and the type of person we view ourselves as. With the fast-moving pace that is inevitable in TY, it was important we did not lose ourselves in the chaos. But I think this chaos highlighted what was important to us and the morals and traits we will keep with us as we move forward in our lives.

In retrospect, TY will only be one year of many. But the experiences and what we put into it were the start of a chain reaction that will impact all our futures. So, whilst in many ways this is a goodbye, I don't think we'll ever fully say goodbye to TY.





## SAC HOUSE CUP

Sophie Cantwell & Anna Moore

On the 19th of April 2023, we had the first ever Spirit Day, organised by Mr Fairbairn and the Anti-Bullying Committee. The aim of the day was to work together, in our houses, with people in different year groups, creating a sense of community and school spirit within the school as a whole. House names based on colours ensured everyone was fully dressed up to represent. Excitement built up in the halls as team leaders ran around painting their teammates' faces and tying coloured ribbons in their hair.

Each house worked together at different competitions throughout

the day, gathering points for their team. From newspaper tower building to dress up relays to scavenger hunts all around the school, the day was packed with fun! The highlight of the day, the dance competition, was a terrific way to finish. With different costumes, cartwheels across the stage and a couple of teachers dancing alongside their houses, you couldn't get much more school spirit than packing everyone into the sports hall for a dance off! The Yellow House won. They danced to Blinding Lights by The Weeknd.

All in all, it was an electrifying day, and we are already excited for next year's events. Who will lift the House Cup 2024?!





# SAILING

## Ms. Geraghty

St Andrew's Sailing Club has been growing from strength to strength with now over 100 active members, not including another 26 sailors in the St Andrew's Junior School Programme.

### TEAM RACING PROGRAMME

The first event of the season The Shanahan Cup, took place in February with very cool winds and low winter sea temperatures. Four teams entered and two teams were awarded podium positions: 2nd and 3rd place. Next up was the TR Leinster Championships where our teams were nicely rewarded for their continued training throughout the year and became the Team Racing Leinster Champions. Not only was this a huge achievement but all three qualifying teams managed to reach the podium and also received an invitation to the TR National Championships.

The winning team was captained by Oisín Hughes who did a fantastic job supporting and encouraging all three teams throughout this event.

Over the May bank holiday, our teams competed in a long and tough weekend of racing in the TR National Championships where they competed against fifteen other schools from all over Ireland. Again, a podium finish for Team 1 who were awarded 2nd place after a very challenging sudden death final and joint 3rd place for team 2 which was captained by Kei Walker.

### KEELBOAT PROGRAM

Our Keelboat Program which runs every Wednesday out of the RSGYC continues to allow our new sailors to build on their skills from the previous program which was run in the Autumn term and

introduce some new students to gain a taste and grow a love for sailing. This is also a pathway for those sailors who wish to eventually progress to the more competitive side of sailing in the Team Racing Program which runs throughout the entire academic year.

### **SUMMER CLINICS**

This year all members of our Sailing Club can avail of the Team Racing summer clinics at RSGYC which are run throughout June, July & August. This will allow sailors to improve their skills in the warmer weather in advance of our first event at the end of August, the Elmo Cup.

### **NATIONAL & INTERNATIONAL REPRESENTATION**

#### **Optimist Class**

Caoilinn Geraghty-McDonnell qualified to represent Ireland in the Optimist World Championships which are being held in Spain this June.

#### **ILCA4 Class**

Kate Flood and Seth Walker qualified to represent Ireland in the ILCA4 European Championships in Germany this June and the ILCA4 World Championships which will be held in Greece this July.

#### **ILCA6 Class**

Fiachra Geraghty-McDonnell continues to compete and achieve at many international events on his pathway to the Senior Olympic Squad, taking in the ILCA Europa Cup in Lake Garda, the ILCA6 European Championships and the ILCA6 World Championships. Both events being held in Poland. Sam Ledoux will also compete in the ILCA6 European and World Championships after his Leaving Cert.

#### **ILCA7 Class**

In September Fiachra Geraghty-McDonnell will progress into the bigger rig to join the under 21 squad with Oisín Hughes and compete in the Under 21 World Championships which will be held in Morocco later in October.

Throughout the summer we will also see many of our sailors compete in our local regional and national events and we wish them the very best of sailing. Should anyone like to find out more about our sailing club and how to join please contact:

Ms Geraghty at:  
[mgeraghty@st-andrews.ie](mailto:mgeraghty@st-andrews.ie)





# ELYSIAN FIELDS

Lauren Osborne

There's a place in the west of Cork where the earth stretches out its fingertips before falling into abyss. Water traces out abstract digits, a maze of islands and inlets, hemmed in spiny mountains and cliffs that soar like the hollering gulls that fill the sky with their shapes and clamour.

Now they chase a ferry, small over the ocean, chugging across the sound between the mainland and an island that stands firm against time. Sunlight shines through drops, turning water, for an instant, into precious diamonds, as passing dolphins surface before returning to the inky blue of true, dark ocean beneath the boat.

Shallower coves caged in mountains welcome passengers to the island. Sherkin it's called, all pale sands and clear turquoise waters, warmed by the sunlight they keep captive, tracing waves on the seafloor. Across rickety boards, cliffs to either side of the cove, the island's mountains open up to all who arrive. For centuries, man has found harmony here, but the mountains say that he will never be master.

It does not take three minutes to put the sparsely built up area by the docks out of mind. The pastel coloured row of houses is the largest settlement to be seen on the island. Through the jagged slopes and intense greens of the mountains, the patchwork of primeval vine and trees, heather on thin, loose soil, exposed rocks and the bloated grasses of pasture land, the only marks left by humans are the

narrow, pitted roads and trails, and the occasional gate to a field.

Puffing along, upwards, the shadows of the hills fall away, freeing the impossible blue and white of the summer sky from its rocky prison. A goat bleats from its craggy perch, and stares on without fear as it munches something green, unconfined. Here, he is king, keeping watch for intruders in his lands.

Further on, at the top of the hills, lie glossy green plateaus, territories picked out by dark hedgerows. Rosehips and blackberries lounge on sagging branches, not yet quite ripe, but the tart burst of juice still tempts the darting blackbirds hiding under bushes, and the swarms of mites making gentle music in the background.

Softly, cattle low contentedly in the distance as the road winds back to the coast, this time reaching above the cliffs instead of their base. A thin coat of green tops dark stone as it plunges into the water below. Here, with jagged teeth of water slick rocks knifing up from the deep, the sea seems less placid than at the cove where the ferry docks. The water here is darker, less tolerant, its peak swells singing violence as they slam into the cliffs, dizzying metres below, a warning to those who think it a trifle. They will not get another.

As trails loop back around to the bright cove and the docks, still clinging to the coast, the shoreline softens to an idyllic picture of dipping uplands and a million shades of blue

and green on the sea, a pleasant tang of salt in the air. One trail though, cuts past this.

Under dappled light shining through the wavy leaves of ancient trees, a small dirt path threads around knobby hills in the shade. In the forest twilight, a shaft of light hits something, not higher than a shoulder. A wall, the roof long rotted, innards on display. There are more, not far away. People once lived here, but the forest outlasted them.

As things rise and fall around them, the island lives on.



art by: Aoife Moore



Art by Jinu Nam

# FIRST LEGO LEAGUE

Matthew Lane

One of the extra-curriculars run in this school is First Lego League, run by Mr Doyle. This is a nationwide competition designed as an introduction to robotics for First to Fourth years. The first section called the Robot Game uses a standardised mat with different “missions” made from Lego placed throughout the mat. These missions use a variety of different mechanics, such as pushing, grabbing, collecting and placing. This year the theme was ‘Superpowered’, focusing on the collection and distribution of energy. Teams of six - ten then get given a kit full of Lego robotics pieces. The teams must build a robot using different combinations of motors, sensors, and mechanical parts to be able to complete as many tasks as possible in two and a half minutes. They then must use either Python or scratch blocks to code the robot to complete these tasks.

Another key part of the competition is the presentation to the judges. This section of the competition is worth 75% of the final score, and is divided into three categories; the Innovation Project, the Robot Design and the Core Values. The Robot design shows the judges the design process of your robot, and the Core Values are to show the judges how your team

worked together and overcame their differences. The Innovation Project involves finding a problem related to the theme of the year. This year we entered five teams; Team Uno, Robotanists, The Primes, Space Oddities and The First Year Team. Two of these teams went to the Regional Competition in UCD while 3 teams went to Monaghan. These trips were a load of fun for everyone. Every team was very proud of what they accomplished. In the UCD regionals, Team Uno won the trophy for the Best Robot Game by completing the most missions, while the First Year Team won the Best Robot Design Trophy. In Monaghan Regionals the Space Oddities team won the Monaghan regional competition, thus qualifying for Nationals. The Robotanists team also managed to win the Robot Design Trophy and qualified for the Nationals when they got through on a wild card. Both teams and the teams who came to watch had a great day out participating in the competition as well as the other activities around the place. Space Oddities finished top ten in the robot game and came 11th overall. Robotanists were extremely close behind at 12th place, excellent results for all involved, as well as a great learning experience for teams wishing to compete again next year.



# CELEBRATING ENDINGS

Jude McCrea

Below is an extract from Head Boy Jude McCrea's speech at Valedictory.

Jonathan Lockwood Huie wrote

"Celebrate endings—for they precede new beginnings."

We're here tonight, the class of 2023 to celebrate an ending and a new beginning. For some of us, that may be terrifying. I'm no exception. Journey back 14 years with me to my first day at school. The very idea of starting was enough to make me break down and cry. Back then the concept of this evening was completely unimaginable. All my four-year-old self wanted to do was escape and get back to my mum. Everything seemed so uncertain, frightening but also exciting. Isn't that where we are now? We're standing at the edge of something new. And we may well have the same feelings of excitement and worry about the unknown, but we managed then, and we will manage now.

Look how well we've done. Look at how we've excelled. How we've competed at the highest levels in hockey, rugby, sailing and basketball. We've taken part in MUN, economics, science, maths, chess and so many other awards and competitions.

And on top of that, a whole host of music and drama performances. We've helped create such a vibrant school.

The pride we've felt decked out in blue and white there as support to watch so many matches, even when the odds weren't in our favour, was thanks to the effort we all put in.

We, the class of 2023, were the ones who made this impact on the school, we were the ones who accomplished it, our passion drove us here, and it's the same passion that will continue to drive us when we leave.

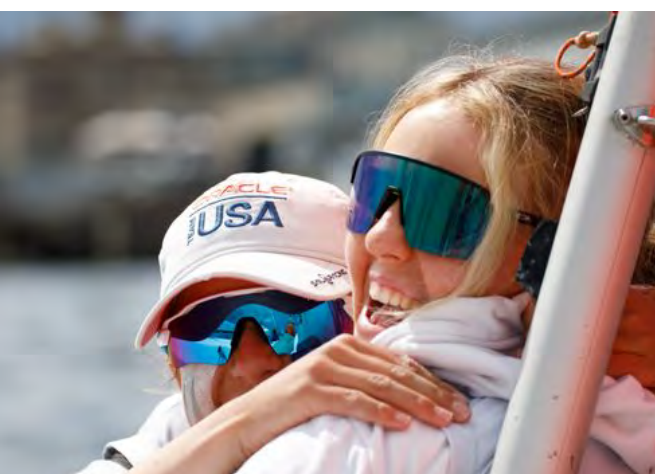
Leaving this school is scary. Not seeing the same faces every day is daunting. The routine we've had for over 34 hours each week is coming to an end. But it's also a new chapter we're facing. What we decide to do and where we end up is down to us. That's the exciting thing. We're no longer tied to school; we have the possibility to do whatever we choose. No longer will we sit through subjects we find boring. No longer will we wear a uniform or be confined to a classroom for 8 hours each day. In a few weeks the leaving cert will be done. And eventually, we will reminisce on the insignificance of it all, except first year form football. That was monumental.

It's the last 6 years that have given us this opportunity. We've developed academically, socially, and emotionally, not just for the leaving cert but for everything else. The skills in this room will see us spread all over the world becoming actors, academics, business people and countless other professions. St. Andrew's has provided us with those skills, and now it's up to us to find our path.



SPORTS

# A YEAR IN SPORTS









# REFLECTIONS FROM OUR HEAD GIRL

Sarah Brownlee

My journey at St Andrew's began in K1, which, in many ways, feels like so long ago. I have learned and grown as a person so much over the past six years inside, but mostly outside, the classroom. The experiences I've had in St Andrew's have led to the forming of strong friendships, learning and developing new skills and enjoying every minute of it along the way.

I remember sitting in our form room in 1st year and Ms O'Shea asking us to write a letter to our future selves. These letters were to be opened in 6th year. That felt a lifetime away. As a first year it was difficult to imagine how we could ever be as grown up as those 6th years. She wisely told us that the years would pass quickly and so to take every opportunity as it arose. I am grateful to have attended a school with so many opportunities, with emphasis on the importance of being true to ourselves and the values we believe in. Over the years we have learned that every one of us has our own skills, our own personalities, our own ambitions, and our own voices. Our teachers and fellow pupils have helped us open our minds to the possibilities in life.

We listen to music, or a certain song and it can remind us of a memory. Something significant or something that was so small but still stayed with us. Like a song, my time here in St Andrews will remain with me throughout our life. No matter where I go, this school will always be an important part of me as I follow my next path.

Whilst academics are very important, St. Andrews has always encouraged us to be

involved in the many activities outside the classroom. With that I formed so many new relationships. What follows from all those experiences and friendships are lasting memories. For some they are performing in the school musical or ULIVE, the fun, the nerves and excitement. For others, the adrenaline of playing in sports finals at UCD or in Donnybrook, with our mascot leading the proud and screaming supporters. Painted faces and hoarse voices filling the packed stands. Or the many MUN memories of trips and the highlight of hosting our own international conference, SAIMUN. We all have memories, big and small, but all cherished. They create an important link between the past and the future.

Looking to our future selves, we take a step back and ask ourselves: what have I done? And then, what can I do? These two questions will be what determines the path we follow in life. Answering these two questions enables us to reflect on lessons learned from the past whilst motivating us to achieve more in the future. My time here in St Andrew's has provided me with a wide range of skills and experiences to help me on that road ahead.

Success has a different meaning for all of us. I firmly believe that whatever brings you the most joy is what matters the most. The most important thing in life is not to search for what you think success should be, or how others define success, but rather what it means to YOU and what truly gives YOU a sense of fulfillment. Find what success means to you and with that you'll find your why, your purpose.

But continue to reflect on this, because what success means to us now may be very different to how we define success in the future. We're not expected to have all the answers, not just yet anyway.

The best thing about St Andrew's for me, is the variety and diversity across the board. Whether it's music, sport, writing, or the arts, there really is something for everyone.

It's a great way to make new friends and allows you to really make the most out of your time here in St Andrews. For me, playing on a hockey team, taking part in musicals and the choir, Grapevine, Model United Nations, the anti-bullying committee, and Green Schools has allowed me to learn new skills, while also creating friendships with people that I may not otherwise have known to the same extent. I took on the words of Ms O'Shea. She advised us to take every opportunity. I did just that and I've embraced it all.

The one thing I want you to take from this is that no matter what you do in your time in the college, I encourage you to get involved. There is so much to do, and it really is worth giving it a try. There's nothing to be lost from giving it a go,

and I urge you all to embrace the opportunities that come your way.

Whether you play sport, prefer the arts, debating, writing or being a part of any of the numerous clubs, there's something in St Andrews for you. The time does fly by, so enjoy it all. Have no regrets.

I would like to leave you with this final thought:

A few months ago, when returning from a school trip to The Hague and after a long final day, Mr Hehir gathered us in a huddle and quoted a poem by Christopher Logue:

'Come to edge...we might fall.

Come to the edge... it's too high.

Come to the edge,

And they came, and he pushed, AND THEY FLEW'

Take a moment and decide whether you want to remain in the known or take that leap off the edge into the unknown. There might just be a chance that you will soar. So why not take it?











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