

GRAPEVINE



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Group Captain John Hemingway DFC

As the new editors of the Grapevine - Aylin, Keelin & Patrick, we are delighted to welcome you to the 81st edition of the magazine!

We know everyone is looking forward to the Christmas holidays, when we won't have to think about school for two whole weeks. However, before we completely forget about this last term, we would like to take a moment to reflect on our academic, sporting and creative successes.

The main theme that kept coming into our heads while putting together this magazine was the idea of community, which of course is our school's motto for the year, but is also an inescapable and ever-present concept in St. Andrew's. Especially in the lead up to Christmas, the sense of community is omnipresent, both in school and out.

Reflecting on school life and events this past term, the strength and power of our community is what really stood out to us. For example, the way in which students and teachers have come together to make wonderful events like the school musical, Sister Act and International Night. This really highlighted the talent and rich diversity we have in our school.

However, it is important to remember that our school has always valued community and that it is not a foreign idea. For example, how we have supported the Uganda Project for the past nineteen years, and how we finally got to visit Uganda again this summer after a long absence of three years. Throughout this project our school community does our utmost to help communities on the other side of the world. When editing this edition of the Grapevine we've been reminded that our school community and its kindness, stretches much further than the faces we see every day.

The pride that we have in our school community was reinforced when we read all the incredible articles that we received throughout the past term. They showed us the creativity and intelligence that surrounds us and how much we can learn from each other - making us reflect on the world. That may seem a bit over-the-top, but it's true, and we hope when you read this, you too get a sense of how wonderful our school community is.

Of course, we cannot talk about this magazine without mentioning the brilliant students and teachers who have contributed and supported it. Thank you to Zara and Ava, whose guidance and expertise has been invaluable. Mila, who pulled this whole magazine together into something that is readable and actually looks like a magazine. Finally, of course, Ms Hickey, who has been so supportive and helpful every step of the way. This magazine would not be what it is without you all.

That's enough from us - we can't wait for you to read the Winter Grapevine 2023, and we hope you enjoy reading it as much as we did putting it together!

Editorial

Patrick Fanning,
Keelin O'Carroll
& Aylin Ustuner



Last of The Few

Dr Nikki Carter

'I am not a great man, I'm just a lucky man' - Group Captain John Hemingway DFC.

On the 13th of September the College welcomed one of our own, and the last surviving member of Churchill's 'Few', a group of pilots who flew in the RAF against the Nazis in the Battle of Britain. Group Captain John Hemingway DFC, nicknamed 'Paddy', is 104 years old and attended Saint Andrew's. When he left in 1937, the school had 120 male pupils and was based in St Stephen's Green. He had barely turned 20 when the Battle of Britain broke out.

Group Captain John Hemingway DFC was welcomed by Ms Marshall, Mr Micallef, Dr Carter, Mr John Ingram and the Head Boy and Head Girl. He was escorted by his son Brian who was his voice for the talk. All senior history students came to the library where, facilitated by his son and Dr Carter, the Distinguished Flying Cross recipient was delighted to see his photograph from school and listen to a video and talk on his life. He answered questions and showed us his medals and logbook.

The story of the life of this great man is incredible.

He fought in the Battle of Britain, Battle for France, and across Italy. Born in Dublin in 1919, he joined the RAF on a short service commission on 7th March 1938, gaining the rank of Pilot Officer a year later. He says he was surprised they trusted him with a Hurricane plane!

"I was posted to 85 Squadron at Debden flying hurricanes in December 1938, I hadn't flown a Hurricane, but they must have thought I wouldn't break one". Following the outbreak of World War II, he was assigned to 85 Squadron in France and is recorded as destroying a He 111 on 10th May in his logbook. The following day, he destroyed a Do 17 and was forced to make a landing near Maastricht. During the Battle of Dunkirk, he flew supporting missions over the English Channel. He was shot down over Eastchurch on the 26th of August; making him 85 Squadron's first official combat victim over Britain.

On the 1st of July 1941, he was awarded the Distinguished Flying Cross. In one of his roles as flight controller John directed aircraft during the Normandy Landings. My favourite story from his career is when he was shot down in Northern Italy. He was acting Commanding Officer carrying out

strikes on key targets and dive bombing the retreating Germans. He was shot down at 3,000 feet and landed on Italian farmland in his parachute. Hearing gunfire he ran to a local Italian man who was gesturing to him. The local partisans helped him hide in a ditch, fed him wine and chicken and dressed him as peasant. A local girl of about eight walked him past German soldiers to the Italian resistance who brought him to the 15th/16th Lancers. They returned him to his Squadron. He said he was terrified for the girl who bravely passed the Nazis.

When the war ended, John was promoted to wing commander in December 1945. He commanded 244 Wing and later served in the Middle East with the RAF and a senior staff member at NATO headquarters in France before he was appointed station commander at the RAF in East Yorkshire in 1966. He retired in September 1969 at the rank of Group Captain.

Incredibly, John's Hurricane from the Battle of Britain is being restored and when it was retrieved from the marshes the gun button was still set to 'fire'. John was very modest in his descriptions of his career. He was one of 3,000 pilots and 200,000 RAF who won the Battle of Britain and to him, it was his job. His statue is outside the Battle of Britain museum and he has been on the cover of Life magazine.

He now lives in a nursing home in Foxrock. He presented the school with a painting of the Hurricane P3966 he crash-landed during the war when he bailed out over Pitsea Marshes in Essex.



The students and teachers were wowed by his medals and pored over his logbook. He said that he had a great day and was happy to have photographs taken. The Irish Times filmed and reported on the event. The Group Captain made the Front Page! We were incredibly honoured to have Group Captain John visit us and it is a day that those in attendance will never forget. We said goodbye to John with so much knowledge and asked him to visit again.



Royal Russell MUN

James Hayes

This year, from the 14th to the 17th of October, close to 40 students from St. Andrew's College travelled to Croydon to participate in the 41st International Royal Russell MUN conference. After an early start, we arrived at Royal Russell School and immediately rushed off to prepare for our first day at the conference. For many, it was their first time participating in a MUN conference, and for almost everyone their first conference outside of Ireland. That afternoon, we focused on lobbying, where people worked together to write resolutions on the many topics that would be discussed in the coming days.

The next three days were filled with engaging discussions and debates as delegates attempted to tackle complex issues such as the question of peace in Ukraine, deforestation, and gender equality. St. Andrew's delegates submitted several resolutions in their committees, with nearly all of them gathering widespread support from the other members of their committees. Everyone pushed themselves to try something new, and it was great to see the more experienced delegates helping and encouraging others.



As well as MUN committees, Royal Russell MUN also had the added benefit of hosting a mock-up of the International Court of Justice. Julia McCutcheon and I participated in the ICJ as judges for the case, hearing the dispute between Guatemala and Belize. Having already participated in several MUN conferences, I wanted to try something different this time. Although I was slightly nervous going into the courtroom on the first day, I was soon put at ease by Mr Stern, a former public defence attorney who now runs the ICJ at schools across the world. I was struck by his wit and intelligence, as well as his constant strive for excellence. His expectations were always high, and this meant that the standard in the room was the highest I had ever seen in a MUN conference.





Royal Russell made sure that our time at their school was as enjoyable as possible, with activities run in the evenings to keep the delegates entertained. Each night, they held a themed disco in the main hall, which became one of the highlights of the conference. They also ran a talent show one night where a small group of students from St. Andrew's successfully auditioned and gave a lovely performance.

After four days of engaging and thoughtful debate, Royal Russell MUN was drawing to a close. The final item on the agenda was prizegiving. While the focus of MUN isn't only on prizes, it is great to recognise those who were outstanding during the conference. St. Andrew's did extremely well, receiving multiple individual awards, as well as two Commended Delegation awards. This was particularly impressive as the two delegations who were awarded prizes were solely made up of fifth-year students. Shortly after, the gavel came down and with that, Royal Russell MUN 2023 was over.



For most people, the trip was now over. Most schools were heading back that evening and immediately rushed off after the closing ceremony to get ready for their journey. Fortunately, we were lucky enough to be allowed to stay one extra night. That evening, we all went into Croydon for dinner, and the following day, we were treated to a tour of Westminster by Mr Quinn. MUN can be quite intense, so it was nice to have time to relax and have fun before going back to Dublin. Royal Russell MUN was an amazing experience that saw new friendships formed, and skills acquired and developed, and I look forward to next year's conference. I want to say a special thank you to everyone who made the trip possible especially Mr Hehir. Without him, MUN at St. Andrew's wouldn't be the same, and we all really appreciate everything he does that give us the opportunities like Royal Russell.



Our SciFest breakfast with the College Principal

Phoebe Peare, Scarlett Breen & Mary Harrington

On Thursday, the 16th of November, we attended a special breakfast in Mr. Micallef's office with the head girl and head boy, Amelia and Hugh, along with the other SciFest prize winners.

We started by getting something to eat and drink. There was quite a selection such as tea, coffee, orange juice, lots of sausage rolls, fruit cups and yoghurt pots.

When everyone had finished eating, Mr. Micallef and the head girl and boy were eager to find out about our projects. First, they interviewed the overall winner, Elijah, on his impressive project: 'Will Solar Powered Cars Meet the Needs of the Future?' The head boy was very interested in this project and asked quite a few questions himself.

Once they had finished asking him questions, they moved on to the runner-up group, which was Linnet. Her project, "Whether Looking at Pictures of Body Images Affects our Self-Image," was quite fascinating and is relevant to our year group

Then Mr. Micallef spoke with Teagan and Erin, who had done a very interesting project asking, "Are Plant-Based Burgers Healthier than Beef Burgers?"

It was then our turn. Mr. Micallef asked us about our project on: 'Examining the Effects of Heat Protectant on Human Hair.' We talked about the online marketing of these products, how they have been reviewed and scored by the public, and how this affected our opinions as we drew up our hypothesis. Mr. Micallef also asked about our experiment and how we conducted it. We answered by explaining that we did a survey throughout our year group, asking girls if they regularly use heat and heat protectant on their hair. We then separated six samples of hair into one control, four samples that would be treated with four different heat protectants and one that would be heated without the application of such a product. We applied heat to all five groups except the control. Afterwards, we put the samples of hair under the microscope and took photographs of them from this perspective. This allowed us to examine and record the results of our experiment.

Overall, we were very happy to attend breakfast with the principal and we are very proud of our project.

Art by Leah Garvey



Uganda 2023

Edie Dunbar, Ruairi Kelly, Patrick Fanning, Keelin O'Carroll & Ellie Walsh

Edie Dunbar

Kampala is the capital city of Uganda and the first of the many places we visited throughout our trip. Kampala is chaotic, frenetic and differs from any other city I have ever been to. The sheer amount of people compacted into the streets could be, to say the least, overwhelming at times. However, after spending the afternoon there, and noticing how each of them stopped to wave or to chat as we passed by, I realised that they were some of the friendliest people you could meet. Even though we only spent the afternoon in Kampala, it remains one of my highlights from the trip. And although the experience was an amazing one, the difference in living conditions and the undisguised poverty was something that simply could not be ignored. And whilst we cannot deny the injustices some of the people in Kampala are faced with, the contrast between their lives and the lives of the people that we fundraise for highlights just how important the work we do throughout the Uganda Project is.



Good Shepherd's Fold Children's Home

Ruairi Kelly

Good Shepherd's Fold Children's Home, or GSF, was a completely unique experience in our trip to Uganda, and at least for me, it was a place unlike any other I had encountered. GSF was much less an 'orphanage' than a mini, lively town, with an extremely vibrant and friendly community of children, teenagers, and staff. It was in a lot of ways an unexpected place, with plantain-stealing vervet monkeys, a tethered donkey that would appear outside our cabin one day, and disappear the next, and stranger still – Mr. Hickmott, Mr. Williams, and Mr. Quinn as our roommates. The executive director, Mark Gwartney, worked hard on making us feel welcome in the community; giving us tours, introducing us to countless people, and inviting us in for dinner with him and his family every night. We were given every opportunity to spend time with the community, through 'teaching' classes, getting crushed in an Andrews v. GSF football match, and driving out to a nearby pool with some of the children, who were anything but shy. Mr. Williams will remember seeing me bravely run away from a giggling crowd of small children, tossing some type of spider at me repeatedly. I think it's easy to look at people in unfavourable positions, and assume they must be miserable, but GSF proved how powerful

gratitude and ambition is in the face of adversity, and even though no one there was as privileged as I, or anyone else on the trip was, it was humbling to see how much the community has built out of so little.



Rubirizi Secondary School

Patrick Fanning

A highlight of the trip for me was getting the chance to visit Rubirizi School in Kisiizi. I attended a Maths and Chemistry class, where we studied the states of matter, and learnt the exact same properties as we had learnt in science in Andrews. It was fascinating to think of us sitting in classrooms thousands of miles apart and learning the same things, and this sense of connection was only reinforced by talking to the students and realising how much more we had in common with them. My memories are filled with the children's friendly and welcoming attitudes and looking back, I think they were just as excited to see a group of Irish teenagers as we were to attend school in Uganda. Their enthusiasm was best seen at the school assembly. These mundane words make a lot of us feel a little bored, but this assembly was anything but boring. We saw a highly entertaining skit, and phenomenal dancing from the students, who were matched in energy by their teachers. We also got to join in, which was great fun for us, although we were not up to their standard. It was a fantastic experience, and whilst we could not forget the challenges that they face, what I came away with was a sense of the spirit, culture and enthusiasm for learning that filled the school.

Kisiizi Hospital

Keelin O'Carroll

On our first night in Kisiizi we were told that there was something different about the place, something special. And I, still not over the experience of the past week, refused to believe this. However, it isn't the memories I have of walking goats or getting lost in Africa that changed my mind, but instead the sense of community and pride I felt each time I stepped into the hospital.



A core memory for me from the two weeks I spent in Uganda is the few hours I spent in the children's ward in Kisiizi Hospital one of the evenings. We had visited the day before as a group with bubbles and balloons and singing and photos, but this time it was different. And whilst the laughter and excitement that filled the ward, from things that we take for granted every day, was still there, this time I felt less pressure. On this particular evening there was an interaction I had that will stay with me forever. As I became more familiar with one of the mothers, she began to tell me about the hardships she had faced bringing her 6-month-old twins to the hospital. Four days of traveling alone with two babies, followed by two weeks of sharing a single bed in a crowded room seemed unimaginable.



I remember thinking that this woman embodied the sheer perseverance and determination of the people in the communities that we fundraise for. The people who over the two weeks, welcomed us into their lives and made me realise that it's not the beautiful setting or cherished memories I have that made Kisiizi mean something so special to me, but instead them, who are the very reason, that as a school community, we can be proud to have the Uganda Project.



Conclusion

Ellie Walsh

Overall, the most incredible thing about getting the chance to go on the Uganda trip was being able to witness, first-hand, just how far our fundraising and donations have gone. They have allowed us to help advance Rubirizi school, do amazing work in the Good Shepherd's Fold Children's Home and provide healthcare to the most vulnerable in Kisiizi Hospital. The incredible aid given to these communities is in no way just the work of the lucky few who get to visit Uganda, instead, it is the effort and support of the entire school that makes it all possible. For me, the most enlightening thing we saw in Uganda was their strength of community and how they did everything in their power to support each other and help their less fortunate members. This strong sense of community is also present in our school. There is no better cause to come together for than the incredible work of The Uganda Project. However, none of this would have happened without the teachers that made it all possible: Ms. Burke, Mr. Hickmott, Ms. Taylor, Mr. Williams, and Mr. Quinn. We will all be forever grateful for the experiences and memories we now have because of those two weeks. By taking actions as small as buying a tombola straw at The Winter Fair, we can support these people and communities across the globe, who are really not so different from us. So, whether you are interested in the trip or not, we could not encourage you more to get involved and to take pride in the incredible difference we as a school have made.



Scifest

Linett walsh

When I first heard we had to do a SciFest project, I had no clue what I'd do. I'm not very scientifically minded and don't consider science one of my talents, so I thought maybe I'd do something pretty basic and just get it out of the way. But as I started thinking about what I'm really interested in, I decided to do a psychological experiment on the effect of unrealistic body standards on girls' body image and when presentation day arrived, I noticed others had done the same thing and focused in on their interests too. There were experiments about cars, fake tan, hair products, music, TikTok, and sports. There was something for everybody in the hall that day. Even people who weren't crazy about science had approached it from an angle that interested them.

Everyone put a huge amount of time and effort into their projects, and the teachers' constant help made a big difference. The judges spent a long time on each project, asking unexpected but interesting questions. I enjoyed that part because they mentioned things about my project that I hadn't noticed myself, and asked questions on things I hadn't thought about. It pushed me just the right amount outside of my comfort zone.

There were some amazing projects on display that day. Multiple special prizes and PTA awards were presented as well as the overall winners. I wish I could list all the

projects and prizes here, but there were just so many! However, I was delighted to be listed amongst them. My form, 2HS, was announced as the overall winning form and we're really looking forward to our prize: a trip to the BT Young Scientist in January.

In the end, the overall winners were announced. Third place was tied between Teagan and Erin ("Are Plant-Based Burgers Healthier than Beef Burgers?") and Phoebe Peare, Scarlett Breen and Mary Harrington ("The Effects of Heat Protectant on Human Hair"). I later learnt that Teagan and Erin had blended up burgers to get their results (Ms. Brogan was probably delighted to have that in the lab), and Phoebe, Scarlett and Mary used pieces of Scarlett's sister's hair for their experiment! I was surprised and delighted to come second but more importantly I was happy that I had found a way to make this work when I thought it wasn't going to. Elijah came first place with his amazing project: "Can Solar-Powered Vehicles Meet the Travel Needs of the Future?" He had made a tiny solar-powered car!

I learned loads from doing my experiment. Not just how to do a t-test or plot graphs effectively, but that science can be for everyone if you find a way to make it interesting for you. To any first-year students who came in to look at the projects and thought 'I don't want to do that next year', or 'science isn't my thing', I promise you you'll find a way to make it something that interests you.

6th Year Brussels Trip

Ciara Murphy

Bright and early on Wednesday the 1st of November, at 4:20 a.m., the sixth-year business and economics classes arrived at Dublin airport. As a total of thirty-six students, we were joined by Ms. Melendro, Ms. Kinsella, Mr. O'Reilly and (a fashionably late) Mr. Doyle. After a short flight, we arrived in the capital city of Belgium, the headquarters of the European Union, NATO and chocolate! Soon after arriving in Brussels, we made our way around the city centre, on a guided walking tour where we visited the Gran Plaza, the Manneke Pis, Saint-Hubert galleries and many other sights. After learning about the old part of the city, we had a chance to explore it for ourselves, and of course sample the well-known cuisine of Belgian chips and waffles.



A few important aspects of the Leaving Cert business course are management activities, production types and marketing. These were explored and discussed in our first afternoon in Brussels, when we visited a family business, The Concept Chocolate Factory and Shop, and spoke with the owner, Max Pliester. We learned about the sustainable origin of his chocolate and the process by which the cocoa beans are grown, harvested, fermented, dried and turned into cocoa butter, cocoa powder and eventually chocolate. Some students also helped Max make some of his fabulous chocolates and of course we all had to sample some!



We ended our first day with a quiz prepared by the teachers containing various general knowledge, sports, business, Spanish and history questions, representing the various interests of the different students and teachers on the trip.

The second day began with another early start (which led to a few naps throughout the day!). We travelled to the European Parliamentarium, where we learned about the history and the ongoing duties of the EU Parliament in an interactive museum. Due to the significant role that the EU has in our Leaving Cert course, we also took part in the Parliamentarium role play game. This consisted of us stepping into the shoes of EU MEPs, learning about significant issues facing the EU and tackling these problems to form legislation to protect it. This game was unique, educational, fun and very well received by everyone!

In the afternoon, we made our way to the Oxfam Immersion Workshop, where we learned about the origin, farming and environmental and human implications of sugarcane and cotton production. We also participated in another roleplay game, this time we put ourselves in the shoes of cotton farmers, Cambodian garment workers, clothes factory managers and clothing brand CEOs.

We took part in imaginary negotiations about the rights of the farmers and factory workers, learning about what industrial relations can look like when a business is operating around the globe. The evening ended with some Laser tag and challenge rooms, perfect after a tough day of negotiating fair pay, working conditions, and creating legislation to protect Europe!

On our third day in Brussels, we found ourselves in a magnificent building, the Museum of Belgium's Central Bank. We proceeded on a guided tour of the museum where we discovered the origin of money, bankers and cheques and learned seven of the one hundred ways of how to tell a real euro banknote from a counterfeit one. Following this, we made our way to the European Commission, where we listened to a very interesting presentation from Luigi Fiorino about the EU Commission's duties in the day-to-day running of the EU and in the law-making process. We also discovered how the EU commissioners are appointed and we learnt how the different types of EU legislation are formulated, amended and passed.

In the afternoon of our second last day, we visited a Belgian shopping centre where lots of souvenirs and chocolates were bought by everyone! Prior to our final night of the trip, we went bowling where we once again proved that our group's skills go well beyond European business and economics.

Our ultimate day in Brussels was slightly less aligned with the Leaving Cert coursework, but nonetheless, an important attraction to visit! We spent the day in the Walibi Theme Park, just outside of the city, where we found rollercoasters of high speeds and dizzying heights, water rides and spooky Halloween characters (who we attempted in vain to scare off by speaking in Irish!).

Following our experience in the theme park, it was time to head to the airport and return home. We landed safely, though perhaps a bit tired, back in Dublin airport at 9:40p.m. on Saturday the 4th of November. It is safe to say that everyone had a fantastic time in Belgium, thanks to the excellent planning of the trip and to all the teachers who brought us.



TY French Exchange to Hyères

Rose Foster & Eva Spain

On the 29th of September, myself, 21 other St. Andrew's College students, and two French teachers travelled to Hyères in the south of France for a ten-day French exchange with students from Lycée Cours Maintenon. We flew to Nice airport and then took a two-hour coach journey to the school in Hyères where we were welcomed by our exchange partners for the first time! At the start, we found speaking French extremely difficult but then we improved towards the end. We each stayed with the family of each of our exchange partners. They were all in the same school, which was much easier for us. Going at this time of year also meant that there was lovely weather over the ten days with temperatures between 24-29 degrees Celsius and not a cloud in the sky!

School

During the week I attended school with my exchange partner between 8am and 5pm. Our day started off by waking up around 6:30am, having a light breakfast and getting ready for the day. It was quite a long day compared to starting at 9 – 4 in Ireland. Academically, it was very interesting to see the differences in the French education system. The academics were quite contrasting in their learning techniques. We took chemistry, mathematics, Spanish, French and more. They also have different subjects in French schools such as SES (social economic sciences,) Dutch and SVT (life and earth science). This was a totally new experience as French was spoken throughout the classes. We travelled to the athletics stadium for PE. They also have



Art by Oskar McDermott

some cool modern features such as coffee and hot chocolate vending machines, and brand-new volleyball courts on which we had practice on Wednesday after school, as school ended at 11am on Wednesday! The school does not have a uniform either, which was a nice change! The school does not have a uniform either, which was a nice change!

Outings

We were so lucky to have such interesting 'sorties' (outings) planned for us by our school in Hyères. On Tuesday we visited the shops and landmarks and explored the streets of Hyères as well as visiting 'Montée de Noailles', one of the largest forfeited castles in Provence since 1527! On Friday, the Irish students and the French exchange students took a trip to Marseilles. We saw outstanding views of the city and travelled to many museums. Marseilles was a beautiful city with outstanding architecture and culture. Our host families also organized weekend outings and activities for us, ranging from ziplining to going to the beach to rock climbing or meals out with the family.



Art by Emily Kaestner

Our Host Families

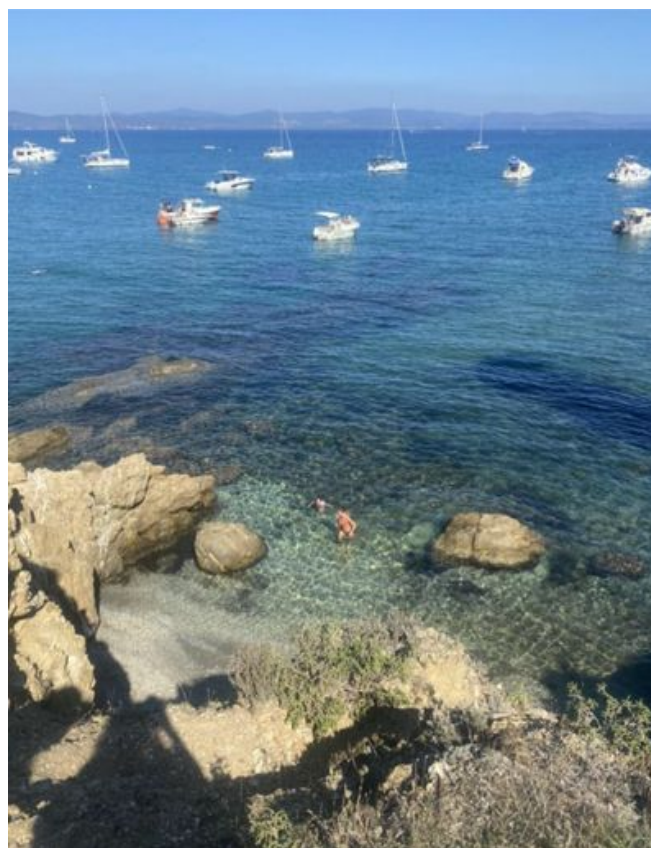
I was very fond of my family, the Boulgemies. The children engaged with me and even looked out for me in school, and their parents were very kind to me. The Dad was a retired professional footballer! But he was also a great chef, and I often helped him with cooking the dinner.

My host family were very welcoming and made me feel at home in their life. I became very close with the 9-year-old little sister. I enjoyed experiencing a new family dynamic to my own. My favourite memories of the family include having freshly homemade baked goods every morning, swimming in their pool and enjoying spending time with the family. - Rose

Highlights

We have many fond memories of this trip, but our favourite aspect of the experience was making friends with all the French students. They were very good at organizing outings with other French students who had exchange partners also. For example, we went to the beach at the weekends with a big group of us in the boiling hot sun to snorkel, paddleboard and swim, we played volleyball after school together, we all went into the town for a bit of shopping, and we all gathered in people's houses to go swimming and chat 'en Francais' (in French).

Not only did we make new French friends, but we became better friends with the Irish group on the trip and made friends with people we wouldn't have normally talked to in school. In fact, we all plan to return to our exchange partners' houses together next summer as they all told us that we would all be welcome anytime with our friends and family.



In conclusion, we thoroughly enjoyed this trip and would highly recommend it to any younger students. It was an academically and personally beneficial experience for us. We have made memories and new friendships through this exchange. It is not a very long exchange but it's the perfect length to get a real taste of French culture and language! We also look forward to welcoming 22 students from Hyères back to St. Andrew's in March and we hope all students here will be just as welcoming to them as they were to us.

All-Ireland Hockey Final



Jack Flanagan

The schoolboys All-Irelands is regarded as one of the biggest and most prestigious competitions in Irish hockey, mostly because of how difficult it is to win. A team must play a total of five games in two and a half days to get a chance to lift the cup, which we can all agree is quite taxing. We spent a lot of time preparing by doing many tough running sessions before and after training with Mr. Jones. He also planned out what the team should eat in the days before and during the tournament to perform as well as possible.

This year the tournament was hosted by Banbridge Academy in Ulster. The group matches were played on Wednesday and Thursday, with the finals to be held on Friday. In our group, we had Temple Carrig to play first, then Cookstown and Wallace High School the next day.

On Wednesday, we left the school at 10.30 and travelled up to Banbridge. We got off to a great start beating Temple Carrig 6-0 but knew a tough day was ahead.

On Thursday, we played Cookstown first and had a slow start going 2-0 down in the first half, we battled back to 2-2 and had chances to make it 3-2 but ran out of time, finishing 2-2. This wasn't the result we wanted but we knew we needed to beat Wallace High School to make it to the main semi-finals. Unfortunately, we had another slow start going 1-0 down in the first quarter, we started to play in the

second half but couldn't score. Then Wallace scored again to make it 2-0 but we kept creating chances and scored to make it 2-1. We were on top for most of the second half but couldn't find the breakthrough and the game finished 2-1. Meaning we were out of the main draw but still had the Herbie Sharman trophy to play for.

Even though it wasn't our objective at the start of the tournament we now had a semi-final against Wesley and the school was coming up for it, so we knew we had to win. No pressure!

Friday couldn't have started any better as we beat Wesley on 1v1s after a great game and the support was amazing throughout the game. In the final against Banbridge, another very tight game we came out the wrong end of the 1v1s and left with silver.

We have to say a big thank you to Mr. Ovington, Mr. Styles, Mr. Jones and the parents who helped the team throughout the tournament and of course the supporters on Friday!



Art by Eoghan Hughes

IB Global Conference

Conor McFadyen

On the weekend of the 7th of October, along with three other students of the IB in St. Andrew's, I attended a meeting run by the IB and the IB Festival of Hope during the IB global conference being held in Ireland this year. We spoke to members of the board of the IB and discussed with alumni and other students from around the globe about what the IB could do to improve their curriculum. This was the first time the IB had spoken directly to students, and not just through schools or teachers.

During this meeting, we were also told about 'Global Youth Changemakers,' an organisation that you can be selected to join between the ages of 18 and 30 whose aim is to have young people change the world that they are soon to be in charge of. The entire experience was very productive and made steps towards improving the entire IB curriculum as a whole.

Debate Club This Year

Amelia Hoggett, Finn O'Donail, Elsie Bath,
Patrick Fanning, James Hayes & Aidan
Leahy

The SAC debate club has continued to grow this year, with more junior and senior students getting involved. It has been great to see new students, particularly those in younger years, develop the confidence to speak publicly and express their views. So far this term, many students have gotten the opportunity to partake in competitions outside of school, and in this article, some of them will reflect on their experiences.

Junior Debate

Junior Debate club returned at the beginning of September, with little time before competitions began. The Matheson Junior Mace is hosting 3 unprepared debating events. St. Andrew's has four teams involved this year. In prepared debates, St. Andrew's has more teams than ever – eight of them! With topics as interesting as nuclear energy, the development of AI, and democracy; now is the time to join Junior Debate Club.

L&H Mace

L&H Mace debates took place on Saturday the 21st of October. This is a debate competition held by the Law and Humanities Society at UCD. Representing the school were Amelia Hoggett and I. It was a day full of action with three debates, each as riveting as the one before it. The first motion read "This House regrets the rise of TikTok," a very topical debate. The room was competitive, and we managed to come away with third place. From there, we went on to achieve second place in our following debates "This House believes that teachers' salaries should be pegged to the academic and behavioural improvements in their students" and "This House believes that politicians do not have a right to privacy." The day was an overall success in terms of debate, but beyond that, it was also a wonderful opportunity to catch up with old acquaintances including a former SAC classmate! The experience was certainly an enjoyable one, as always with the L&H Maces.

Leinster Debate

On the 3rd of October, I took part in the Leinster Debates in UCD, with my partner Aidan Leahy, and two other teams consisting of Alexia Darcy and Elsie Bath, and Alisha Manoj and Zahra Nassiri. We debated the motion of 'whether Irish colleges should consider non-academic factors, like extracurriculars in admissions'. Thankfully, we were not against each other as we were all in different rooms. It was fascinating to debate the question as it was relevant to us as students, and the factors of stress and equality were common arguments both for and against the motion. Strong points were made by both sides, so we did not necessarily come to a single conclusion, but it was an important question to consider for the future of students in Ireland. All the teams came first or second in their rooms, so we are looking forward to the upcoming rounds, and we will be hoping to try keep up the success.

Concern Debates

As in previous years, this term some students have gotten the chance to debate in the Concern debating competition. The first round took place just before midterm break and was held online. Our team spoke against the motion that 'Africa will regret its reliance on China'. I took part alongside Amelia Hoggett, Elsie Bath, and Ciara Murphy. The debate proved interesting to research, and forming an argument which was not too heavily politically focused was difficult. Luckily, we won the debate 3-1, and we are now preparing for our next debate. This will be with Keelin O'Carroll, Amelia Flanagan and Elsie Bath and we will speak in favour of the motion that 'African nations must be allowed to develop fossil fuel resources to help lift their people out of poverty'.



Art by Tereza Supic

A Trip To Glendalough

Charlotte Donohue

The 2nd years went on a geography trip to Glendalough this October to explore the area and find out how the landscape was formed.

We boarded the bus at nine o' clock in the morning and left at quarter past. It took us about an hour and a half to get there, so we arrived around eleven o' clock. We were split up into two groups within our forms so that we were easier to control, but we were all walking together as a group. We followed our teachers to the monastic site, where we learnt about the different buildings, what they were used for, and why the monks chose that spot to settle in. We had been given a sheet to fill out as we walked, and there we filled out all we had learnt about the monastic settlement.

We then began the longish walk to the Upper Lake, admiring the beautiful landscape as we went. One of my classmates and I had been assigned to take photos occasionally, and so we stopped every now and then to take a shot or two.



We arrived at the Upper Lake, where there was a small business that we went in to that displayed stuffed animals. We all felt a bit odd about the dead animals that were there, including a long-eared bat and a large mountain goat, but it was quite interesting to learn about the animals that inhabited Glendalough. After writing in more of the booklet, we followed the teachers up the hill to the waterfall, where we looked at the view.

Then we made our way back down to the shore of the Upper Lake, got our booklets out again and sketched the view of the U-shaped and V-shaped valley. We then made our way to the food stalls for lunch, which we had an hour for. There were long queues for each truck, but the hot food was worth it in the end.

After lunch, we walked further to have a look at the valley formation. We walked through a forested area and stopped to take photos and learn about St. Kevin, the monk who lived there in the sixth century. We saw the hole in the rock where he kept his belongings and the area where he slept. Moving on from there, we came after a while to the very end of the valley. At this point, it had started to get quite cold and it was about to rain, so we did not stay there for too long. We filled out some more of our worksheets on the landscape, had a look at the waterfall and then began to make our way back to the bus. The roll call was taken to check if everyone was with us and finally, we boarded the bus.

It took us another hour to get back to the school, and we arrived at a quarter to four. We all unlocked our phones and were then allowed to leave.

Everyone enjoyed the trip; it was very informative about Glendalough and its geological history.

Art by Eoghan Hughes



**“Nostalgia runs deep
laden between a
sweetened memory
of pain”
-Antavia**

Why do we remember?

Vivaan Shrivastava

Why do we remember? Memories make up who we are, they shape our characters and they evolve our personalities. This haiku highlights the pain that consumes some memories, and if these memories do make up our character, then why do we involve ourselves in the reminder of what was so painful, the memories that hurt or even the memories that make us want to forget? Is it the thought that what was, is better than what is? Is “nostalgia” a call to our childhood’s when the grass was greener, the days were brighter, and the wind was softer? Do we believe that remembering will change how today’s pains hurt us? Although it may be the contrary, we might want to remember because who we are today is better than who we were, or because we feel we have bettered or improved ourselves from the person we once were. Do we love or do we hate the fact that we remember?

Why do we remember?

The Battle of Booterstown

Transition Year Journalism Class

Our TYs were away in Gartan, Donegal and Uisce, Mayo a couple of weeks ago. While both groups claim that their trip was better than the other, we are here to decide which one will come out on top.

Uisce is in a very remote Gaeltacht area in County Mayo. The place we stayed in was used throughout the summer as a boarding Gaeltacht which meant there were many dorm rooms, which held 4-6 people. The building itself was right beside the sea which meant some students had beautiful views of the surrounding scenery. Not even a minute's walk away was a quiet beach, perfect for water activities (for the teachers as well).

Gartan Outdoor Education and Training Centre is situated within an 87-acre woodland estate on the shore of beautiful Lough Gartan in Donegal. We stayed in a beautiful stone building with plenty of dorms. The rooms themselves were spacious and nice. Each of the girls' rooms got their own bathroom (unfortunately for the boys, they had communal ones only). We also had a window view of the lake, the mountains and surrounding nature.



In Uisce there was plenty to do when it came to activities, whether it was land or water based. For all the activities, we were separated into smaller groups. There were numerous water-based activities, including pier jumping and going out on a massive paddle board. For land-based activities, we got to do archery, yoga, and much more.

In Gartan, water based activities included canoeing and kayaking, while land-based activities included rock climbing, orienteering, team skills, the nightline, and life-sized snakes and ladders. Nightline seemed to be the most enjoyable activity. We were all blindfolded and guided through a forest by the person in front of us.

As good as they both were, we simply cannot decide which is better. Every TY seems to be in favour of the one that they went to. However, as expected, there were colds going around after both, but the Uisce cold seemed to take out more soldiers. The important thing is that both groups had a great time and enjoyed themselves.

6IB Art Exhibition

Elisa Terry

On Thursday the 19th of October, the 6IB art exhibition took place in the college. The exhibition was called "Reborn, Your Idea of Love," with the pieces on show reflecting the name beautifully. The exhibition was organised and run by Chiara Sabatini and Emma De Rosa, two 6IB students, and helped by Ms. Owen. For their CAS project, they collected art pieces from students all throughout the school, from 1st to 6th year, and presented them in a gallery outside the library, where they were all for sale. CAS is a program run through the IB to encourage IB students to enhance their personal and interpersonal development by learning through experiences, and this exhibition has not only helped with the personal growth of the organisers, but everyone who took part, whether it was the artists, the refreshment services, the welcome attendees, the setup crew, the cleanup crew, the media team, or anyone else involved.



Art by Chiara Sabatini



Art by Fara Wagemakers

Emma and Chiara designed their project with many potential goals in mind. They wanted to create a good exhibition demonstrating how much potential the SAC community has when they dig deep and have something to work towards, for example creating an art piece. This project represented the combination of two major areas that are close to both Emma and Chiara's hearts: gender violence and the universal expressivity of art. They wanted to find a way to substantially help the growing women's community in danger by donating the entire proceeds to Bray Women's Refuge. The total amount made from the exhibition was €1800 (including free donations), with all the art pieces being sold.

For the creation of the pieces, students were asked to focus on their personal interpretation of love and on the light that love is supposed to bring in our lives. All media and formats were encouraged: photographs, digital, paintings, portraits and sculptures.

The exhibition was an enormous success and the space outside the library was full of students, parents and teachers. It was organised so that the parents coming in for the 6th year parent-teacher meetings could also stop by and have a look at the wonderful display.

Can Happiness be Measured?

Max Wang

Happiness, a timeless and profound emotion, has captured the human imagination for centuries. It is often defined as a state of joy, but it encompasses much more, evoking feelings of contentment and a sense of being valued. With its various dimensions, it is considered one of the most essential emotions, and is cherished by all. However, measuring happiness remains a challenging and complex task. Traditionally, scientists relied on subjective reporting from sources like surveys, but the growing field of neuroscience offers potential for more objective approaches, such as brain scans. This article delves into the intricacies of happiness and how its measurement has evolved over time.

Subjective well-being is vital in the measurement of what some would say is immeasurable. And refers to an individual's self-evaluation of their well-being and happiness. Whilst it is often assessed through single questions like, "How satisfied are you with your life these days?" It is subjective and reliant on the individuals' feelings and experiences. On the other hand, objective well-being focuses on measurable indicators external to subjective experiences, such as age, health, and income.

Subjective well-being assessments frequently use Likert scales and rating systems, allowing people to rate their happiness on a scale from 1 to 10. Self-reports and surveys provide valuable information, but their subjectivity can introduce biases that affect the interpretation of emotions. Another approach is the self-report scale, which uses words to measure happiness, which are often more effective than numbers in gauging emotions. Despite these approaches, accurately measuring happiness remains imperfect.

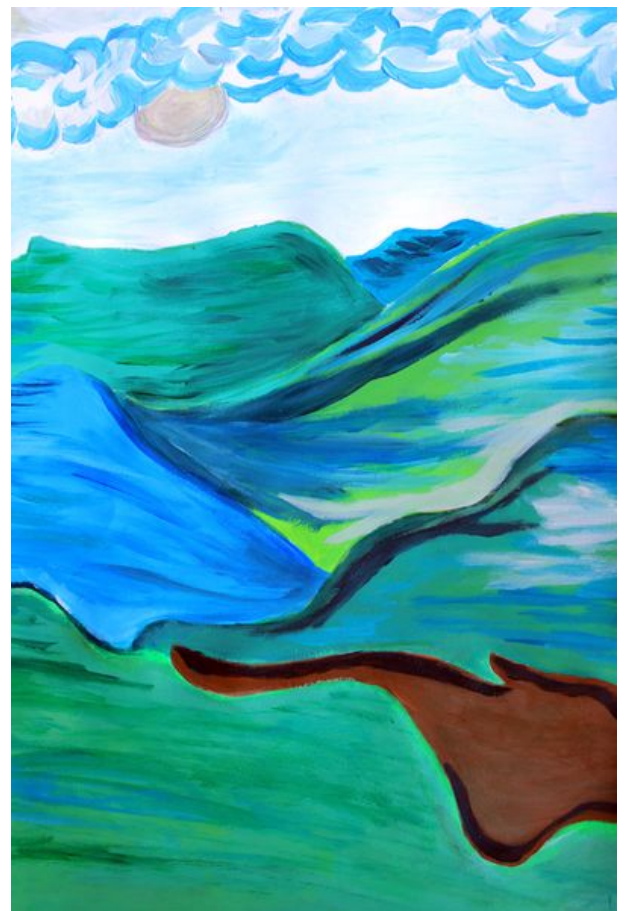
Beyond self-reports and surveys, objective measures provide a unique perspective on happiness. Researchers have explored socioeconomic measurements which correlate with happiness. They have also investigated physiological and neurobiological indicators, such as electroencephalography and functional magnetic resonance imaging, to gauge positive emotions and well-being. However, these objective measures may not fully capture the subjective aspects of happiness.

Measuring happiness is further complicated by its fleeting nature. Happiness is a momentary state that fluctuates based on several factors, making it challenging to measure consistently. Additionally, ethical considerations, including privacy and cultural bias, affect the measurement of happiness. These potential mistakes can be increased by our lack of understanding of the complex emotion.

To achieve a comprehensive understanding of an individual's happiness, researchers have experimented with combining methods, such as self-reports and physiological and neurobiological indicators. This combination allows them to explore the intricate details of happiness, bridging the subjective and objective aspects.

Happiness varies across the world, influenced by cultural and environmental factors. Diverse cultures and beliefs shape people's definitions of happiness. For example, Costa Rica places an emphasis on positive attitudes, health, education, and biodiversity, which contributes to its high happiness levels. In contrast, countries with high levels of corruption, such as North Korea, face challenges in fostering happiness. Social indicators, including GDP per capita, healthcare, education, environmental quality, and HDI, significantly impact happiness. Countries like Norway, Sweden, and Finland, with high HDI scores, are among the happiest due to their social and environmental standards.

In conclusion, measuring happiness is a complex endeavor. Happiness is challenging to quantify because it presents itself in different forms, including feelings, thoughts, and experiences. Whilst it may be possible to measure aspects of happiness using various methods, happiness remains more subjective than objective. It cannot be boiled down to a single measure, and there will always be limitations and imperfections in its measurement. Happiness is a deeply personal and multifaceted emotion that defies easy quantification. But are these not the very reasons why it will continue to intrigue us?



Art by Emily Negi

What is The Arrow Of Time and its Implications?

Yitian Chen



From glass being shattered on the floor to the expansion of the universe, change in a system is always driven by the passage of time.

Our understanding of time over the past millennia has been shaped by our cognitive perception, which is why we have memories of the past, feel the present and anticipate the future. Since the introduction of clocks, we have been able to record time quantitatively, and by now, we have developed highly accurate atomic clocks that would not have had even a one-second difference if they had started running from the inception of the universe.

The question, however, lies in what the arrow of time really is. After all, if time did not have a specific arrow or an endpoint to which it headed, we would observe utterly unpredictable phenomena, such as the broken glass recollecting itself to form a new window whilst simultaneously another window getting shattered and breaking into pieces.

In 1865, German physicist Rudolf Clausius coined a new thermodynamics concept, entropy, which can be simply interpreted as a measure of randomness and disorder in the universe. It also explains why heat can spontaneously transfer from hot to cold systems and that the reverse process would only occur if additional energy were added.

One of the most intriguing theories of all time in science is the Second Law of Thermodynamics, which states that the state of entropy of the entire universe will always increase over time. In his book, "New Pathways in Science", the English

philosopher of physics, Sir Arthur Eddington, asserts that "The law that entropy always increases holds [...] the supreme position among the laws of Nature" and "if [a] theory is found to be against the Second Law of Thermodynamics [...] there is nothing for it to collapse in deepest humiliation." Indeed, the Second Law of Thermodynamics is widely believed to be the fundamental principle that undergirds the grand edifice of scientific knowledge as we know it.

The arrow of time appears to be the only factor, in the long term, that increases disorder in the universe. Take, for example, the reason why table salt dissolves in water. Chemists might argue in a pedantic way that table salt (sodium chloride) is made up of an ionic crystal lattice which gets attacked by partially charged hydronium ions and hydroxide ions when put in contact with water, thereby disrupting ionic attractions between sodium cations and chloride anions, thus dissolving the salt. Whilst this explanation is valid, a much simpler yet fundamental reason is that aqueous water is more disordered (it has a higher entropy), so salt particles can statistically be arranged in more ways in water than in a rigid solid, provided the process of dissolving is chemically sound.

It follows that the Big Bang and the expansion of the universe are consistent with the increase in entropy. During the process of the Big Bang, light, or photons, existed before there was any matter in space. In fact, light has produced matter and antimatter in a process called pair production, which Albert Einstein quantified elegantly in the equation

$E=mc^2$. Such a process of creating matter increases the complexity of possible combinations (disorder), thereby increasing the entropy of the universe. It is thus not surprising to find the universe still expanding, since the progression of time is always pointed to the growing disorder of space.

Hence, the fascinating question arises here: if indeed time is a manifestation of pervading disorder in the universe and continues to be so until maximum chaos (if it exists) is reached, is our understanding of natural sciences confined by the very nature of having to comply with the Second Law of Thermodynamics? Will our scientific theories fail to provide accurate predictions in a static universe where entropy is constant? Or in a universe where entropy decreases with time?

It seems to me that the fundamental human knowledge in physics, chemistry and even biology is built on top of the fact that entropy in our universe increases with time, which is unique to our own universe and is not a complete explanation, that might otherwise be invalid elsewhere. This further reinforces my belief that the laws of physics, as we know them, are a product of the genesis of the universe from which light and, subsequently, matter were created and using them to explore worlds before or outside of our universe seems futile.



Art by Eoghan Hughes

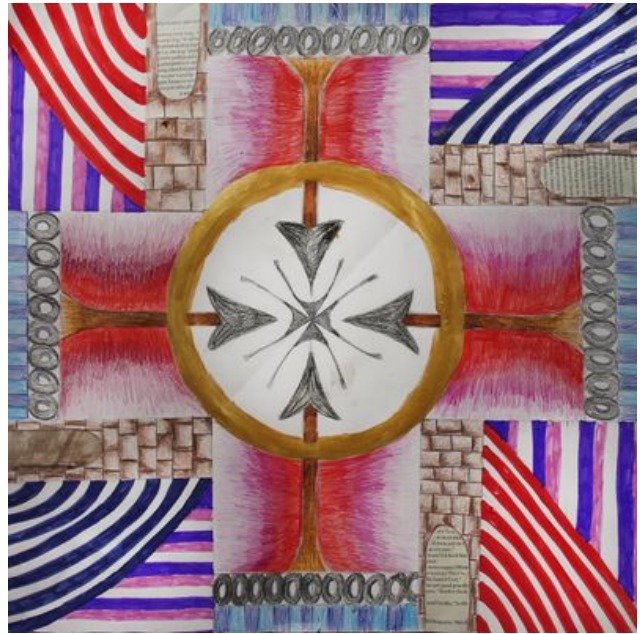
Review - Hamlet

Johnny Doyle

On the 11th of October, we attended the unfolding of a captivating rendition of the iconic 'Hamlet', directed by Katie O'Halloran and aided by the mesmerizing portrayal of Hamlet by Tiernan Messitt-Greene, at Dublin's Mill Theatre. The entire ensemble had an incredible showcase of their acting prowess despite a minimalistic set configuration.

Katie O'Halloran enacted the bold decision to minimize the set by reducing it to its fundamental framework, comprising of a row of boots to separate the audience and the stage and a small staircase aided with a singular platform. O'Halloran's daring decision culminated in success in many aspects of the play. I believe this stripped-down approach granted the actors the freedom necessary to showcase their hard work and emphasised the audience's attention on the raw emotion and dialogue presented before their eyes. I found that the absence of an elaborate set design did not take away from the performance but rather accentuated the depths of their characters and honoured the epochal words of Shakespeare. I believe that this rudimentary approach bestowed upon the actors an opportunity to convey the tragic story of 'Hamlet' to the superlative.

Tiernan Messitt-Greene performed Hamlet as if it were a tour-de-force. Witnessing him convey in detail the intricate feelings which Hamlet underwent during the process of his ontological journey into existential madness was simply mesmerizing. Messitt-Greene performed some of the most iconic Shakespearean soliloquies with sagacity, providing the audience with a lucid window into the "sea of troubles" at play within this turbid soul, which I found to be both moving and emotionally resonant.



Art by Yasmin Breen

A notable point of commendation is owed to the strategic use of lighting to engender great tension amidst pivotal moments in the play. This was most effectively displayed amid the milieu of the erratic appearances of the apparition via the flickering of light and the dimming of light during Hamlet's iconic soliloquies as he poured his soul onto the stage for full display of the audience.

This version of 'Hamlet' at the Mill Theatre, under the command of Katie O'Halloran, proved to be a masterclass in capturing the enigmatic ontological essence of Hamlet's tragic expedition in the Shakespearean world. The entire ensemble showed how in the simplicity of the meagre, greatness finds its canvas. The synthesis of Messitt-Greene's supernal performance of Hamlet, the bold but effective command of O'Halloran and the skilful usage of lighting to engender tension gave rise to an utterly enthralling rendition of 'Hamlet' and has bestowed upon me an indelible experience which has unreservedly converted my juvenile experience of theatre.

Review - The Hunger Games

Selina Zhang

I initially read the first book of The Hunger Games trilogy when I was ten and still in fourth class. It was definitely the first time I had been swept into a different reality, truly thrown into a world of imagination. 'The Hunger Games' is written from the main character Katniss Everdeen's perspective and transports us to an alternate future where the world has one capital and twelve districts around it. Katniss, along with Peeta, the male tribute from their district, are forced to compete in a game of cold-blooded murder, both having to overcome different difficulties. What amazed me is how the author,

Suzanne Collins, was able to write about a character and allow them to continuously grow and display both their negative and positive traits, while still not overwhelming the reader with information. The main theme of this series is how violence can control people. The Hunger Games are only held annually to remind the districts of their helplessness and to entertain the people of the Capitol.

Overall, I think that if you have not already, you should definitely pick up one of these life-changing books. They truly pull you into a wormhole, a scary future yet also a potential one of what our world could become.

First Year

Naomi Cawley

The day had finally arrived, my first day of secondary school. My family and I drove down to the school where I met my friends. We sat together and I was incredibly nervous as they called out the forms. My form was the very last one called. We were led by our form teacher into a room. The room was dark and had no windows. All the tables were in rows and the chairs were all close together. I sat down at the front and my form teacher helped us with our devices. After form we headed to our first class of the day, geography. This classroom was quite different from my form room. It had a huge window on one side of the wall looking out on a pond and a little garden. My geography teacher was very nice and helped us all find our seats. The rest of the day was fine, and I made it to all my classes on time.



For the first week, the school seemed so big, and I was sure I would not be able to find my way around! But after that first week I found my way around easily. My mentor was also helpful and answered any questions I had. I also joined the Debate club which is fun, and it helped me get to know a few people in my year. Mr Doyle and Ms Kinsella are great at organising competitions and I took part in one. It was very exciting, and I had never done debate before, so it was a wonderful experience.

There are a lot of events on each week at St. Andrew's College; I have signed up to be part of the decoration committee for International Night and cannot wait to try all the delicious food. Commuting on the dart with my friends is fun and I get to know them a bit better spending time outside of school. The food in the canteen is delicious - I especially like the cookies and hotdogs. I also take part in hockey on Tuesdays and Fridays, and I love being part of a team. Overall, the first few weeks of first year have been great, and getting involved in new things has been too.

First Year Girls' Rugby

Lucy Scanlan

It is no secret that the first-year girls' rugby team is new to the school, yet the team has been highly successful, winning over eight matches during two blitzes. We have won against The High School, Wesley, Loreto and many more.

I joined the school rugby team as I have always enjoyed rugby, whether it be as a form of exercise or an excuse to have fun. I started playing at an early age and have had a passion for it ever since. It is so important for girls and women to play a mainly male dominated sport and continue to bridge the gap between gender imbalances.



First year girl's are welcome to join us for training every Monday from 4:10 – 5:10, at the far side of the rugby pitch for a mix of contact and tag rugby. Blitzes are played on Mondays or Tuesdays during school hours. It does not matter how much experience you have, as the team is filled with various levels of experience, with the goal of having fun.

Our success has not been down to just the players. We would like to thank the coaches, Emily McKeown and Ms O'Reilly, as they deserve a big thank you for attending blitzes, organizing training and making the team so successful.

Are we getting lost in the stars?

Finn O' Donail

Astrology and Astronomy. Religion and Wayfinding. These show that since the dawn of our kind, have entranced us with the pitch-black expanse in the sky: Space. But is it now time that we turn our gaze back to the more colourful limits of Earth?

As young people, we should be rallying together to save our planet. After all, are we not the ones who will be here, dealing with the choices of the current world leaders?

Space travel began during the Space Race of the Cold War, with the goal of showing utter dominance in a new plane of competition. It ended spectacularly with the Apollo-11 team achieving the wildest dreams of history's greatest minds by landing on the moon.

The great achievements of the mid to late 20th century space advancement only enhanced and encouraged more venturing to space in the 21st century. With every new discovery in space, humans have only been inspired to search longingly for more. 2022 marked the 50th anniversary since we last set foot on the moon, showing that we have moved on from the smaller goals like visiting the moon, to the larger ones; colonising Mars, harnessing the sun's whole power, and maybe even becoming space faring billionaires.

Among the cluster of rich men who can dream of being with the stars, Elon Musk is the most renowned of them all. Being seen as either a megalomaniac or an elite businessman in the media, Musk owns many large brands. X, Tesla, and SpaceX, to name a few. SpaceX is his most expensive and enduring endeavour, so far, with its aim to place humans on Mars. When it was launched in 2002, Musk claimed that by 2010 humans would be settled nicely

on the Red Planet. In 2010, it was by 2015. Now, it is by 2026.

It should be noted that Musk has a complex relationship with climate change. Whilst he supports the Paris Climate Accords, he also believes that buying his products is a very viable solution to climate change. Take Biden's plan to make electric chargers more accessible to the public in the US. Musk opposed this; his incentive? So that people would buy his Tesla chargers instead. In lieu of fixing Earth, he would rather make an Earth 2.0. One can only predict that the space faring rich will cycle through planets like plastic bottles ironically, leaving a trail of ruin behind them as they venture to their latest planet suitable for human life.

Only the richest in the world could dream of relocating to Mars. The average person would be left on Earth to funnel supplies to the new colonies. It is damaging that people believe they have any chance whatsoever of inclusion in these crusades to capture space, the hopes of people will be dashed once they realise their roles are less than what has been promised. Keep in mind, space innovation surrounding communications is positive. It is only when it comes to the unnecessary colonisation of space that issues start to arise. The issues particularly centre around increasing the luxury of the rich whilst sending disinformation to those not so fortunate.

In 2023, NASA's budget was \$26 billion. The European Space Agency's is a few billion and SpaceX is now worth \$74 billion. With these three bodies, two of which are fully supported financially by governments, the other one slightly so, it would lead you to wonder could this \$100 billion not be better used to make a difference to the state of the world right now?

Most Gen Zs are pro-science and discovery, and recognise entirely that space faring has helped us develop cleaner energy and lifesaving medical equipment, as well as microwaves, tinfoil, and Velcro. Although, it would seem many problems that space research promises to solve can be solved on Earth without the needless profit incentive that space adds to the mix for private companies and the needless creation of a middleman

So finally, think once more of Mars colonisation for climate change purposes. These organisations claim that the only way to solve climate change is to throw money at establishing life on Mars, because the situation on Earth has become too dire to solve. But what is left out of the picture is that instead of wasting money on an ever further away goal, that we most likely will never see into fruition, we are instead allocating resources to halting the environmental damage we see before us now.

Shouldn't we encourage innovation when faced with adversity? Shouldn't we be for the livelihood of all? That is not what I am seeing every day, with billions going down the drain after failed rocket launches repeatedly.



Art by Grace Higgins

Sister Act - The Musical

Julia McCutcheon

The St. Andrew's production of Sister Act took place from the 27th to the 30th of November. I hope you all agree when I say it was a phenomenal production. The leads were double cast, all taking two nights each, while the rest of the chorus, dancers and orchestra performed every night, heavily assisted by the backstage team.

Rehearsals started at the beginning of September and were held all day every Sunday until the show itself. Schedules were drawn and redrawn continuously and we devoted ourselves to learning dances, lines, harmonies and entrances. Despite the focus and intensity of the rehearsals, there was a real sense of camaraderie between the cast and the bond between us grew very quickly. Rehearsals became something to look forward to at the end of every week and we laughed more than we sang.



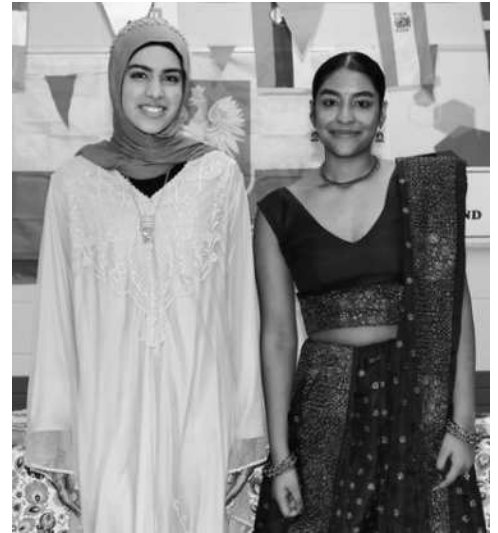
As time passed, we sped through the various scenes and acts. Everyone's enthusiasm and dedication could really be felt. A particular highlight would be the first rehearsals. We had to try on our costumes and everyone was giddy with excitement. The reality of performing in front of the school was growing day by day.



Before we knew it, the week of the musical had crept up on us. The sense of excitement leading up all day on our first night was high. A combination of nerves, anticipation and excitement reigned. Months of preparation had led up to this moment and we all wanted to do our best. It was hard to concentrate in class with the butterflies growing in our stomach thinking of the performance ahead.

As soon as classes finished, we raced to the sixth year centre. There's nothing quite like the chaos backstage. There are mad costume changes, the delegation of props and practicing dances one last time before going onstage. Not just the opening, but for every night backstage, there was a palpable buzz as people readied themselves for the performance. A full list of who was in the audience that night would be divulged in the dressing rooms, whether you wanted to know or not. There would be a rush of makeup, warming up voices and vocals, costumes and the gulping of lemon and honey drinks and before we knew it, we were onstage. Thankfully, we did ourselves proud.





International Night

Anna Moore

International Night 2023 was a night that highlighted our school's great diversity. There were food stalls from all over the globe. There were sample from different world cuisines, from sushi to paella to Irish breakfast rolls. There was a range of fun activities to explore like karaoke and Just Dance, as well as henna and face-painting.

The parade was a wonderful representation of the international presence in our school community, with many senior and junior school students involved to celebrate their many cultures together. Overall, International Night is one of the most enjoyable nights in the school, and this year was no exception.

