

# THE PRAISE

ISSUE 3 - SPRING 2016

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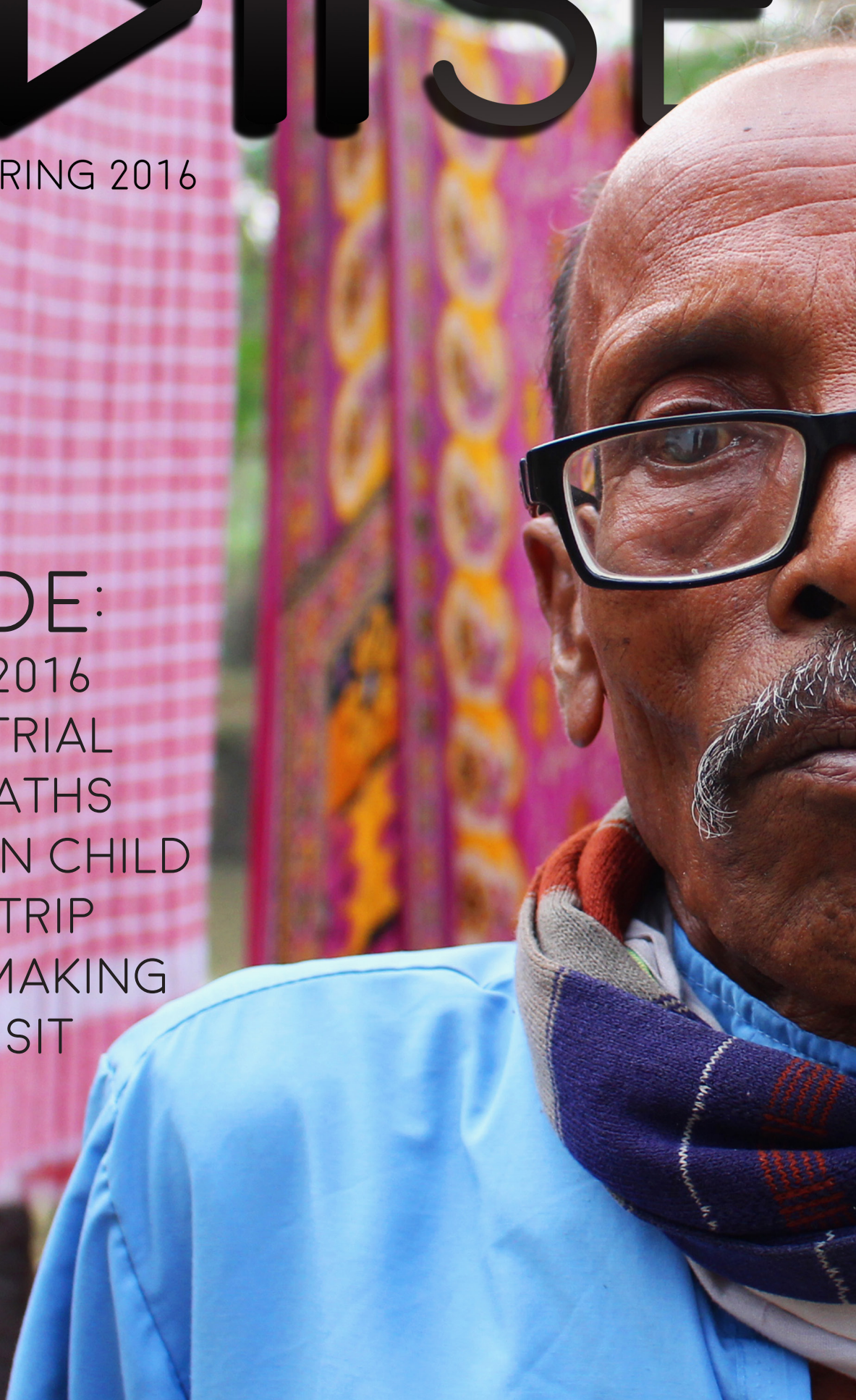
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# THE MEANING OF INDIA

ROBERT FIELDS. 4TH YEAR

What can I say about India? Well, it's not what the books say anyway. India is such a beautiful country with an amazing atmosphere with warm hearted people all to top off with a unique smell which can only be described as smokey mixed with spices. The city of Kolkata was very unique in the way that it has its own finesse, its own ripeness and originality. The city of Jharkhali was even more unique in the sense that you were safe, and you were not alone. Many places around the Sunderban area were like they were taken directly from National Geographic documentary, and when we took a boat ride in the Sunderbans it was like being in the patrol boat you see in Apocalypse Now, except bigger and made of wood.

The highlight, the teaching, was probably the best thing out of the entire trip. You felt connected to the children both spiritually and educationally, and that feeling you got when they smiled at you every day you were done, really did make you think; is education a virtue or a necessity of life? This was all topped off with being with an amazing class, along with an amazing crew that looked after us. To all the teachers and people involved, thank you.

# AN INTERVIEW ON INDIA

JAMES MARTIN, 5TH YEAR

As we all know the Transition year class went to India with the school to help promote education in Indian schools. This interview seeks to capture the defining moments of the trip and the student's feelings about their time there.

Describe the journey to India.

**Mazzy:** A trip I'll never forget.

**Caitlin:** Very lush, we got hot towels and lemonade on the plane. It was great.

**Aisling:** It was fine apart from crying after I watched Room.

Sum up your time in India in one word.

**Mazzy:** Memorable

**Caitlin:** Unforgettable

**Robert:** Unreal

**Aisling:** Phenomenal

Are there any images that particularly stand out of all the time that you were in India?

**Mazzy:** Getting hand-made saris and blouses at our students' houses from them in front of their families.

**Caitlin:** When we had a small performance on the last day to show off what the kids had learned and after my class finished their performance they all jumped off the stage and ran up to me with the biggest smiles on their faces.

**Anthony:** Seeing the market in Jharkhali.



What were the best and worst things about the trip?

**Aisling:** The best thing was going to the students' homes. The worst part was not being able to give any of the poor people money.

**Caitlin:** I don't think I could pick the absolute best thing about the trip because there were so many, but one of them would have to be how everyone has matured over the course of the trip. The worst thing though would be the absence of beef.

**Anthony:** The best thing for me was the people there, the Loretto girls and the children. They were all so warm and friendly.

As the transition years have shown, their journey to India was a formative experience that they all thoroughly enjoyed.



# A MOCK TRIAL FOR CSPE

WILLOW HANNON, 2ND YEAR

A few weeks ago my class (2nd year boys and girls) did a mock trial as our CSPE action project. The project was planned by our English teacher Ms. Reynolds. It took a long time to plan and practise for it, but it was very enjoyable. We all had important jobs, as the jury, barristers, witnesses, usher, and the judge. We spent many classes planning and preparing for the day of the trial.

The trial went mostly smoothly, only a few slip ups here and there. The barristers' speeches were very informative and well planned out and it was clear that a lot of time was spent writing them. The witnesses had also shown that they had put a lot of time and effort into learning off their stories and who they were. I was one of the jury.

We took our job very seriously and wrote down all the information from the trial. We took a long time deciding on a verdict. We had many debates and anonymous votes, but we finally came to an agreement. The class learned a lot about court trials in this project. Overall it was a very enjoyable experience. Everybody had a lot of fun during the whole process.



# MAD MATHS

DAMIEN COLLINS, 6TH YEAR

Every Saturday since January I have been attending 'Maths Enrichment Classes' in UCD. It has been hard convincing myself to give up the lie-in, but the excitement of learning something incredible draws me to Belfield for 10am every weekend.

These classes are run in five colleges across the country and their purpose is to prepare secondary school students for the Irish Maths Olympiad happening this April. They take place annually and are offered to 4th, 5th and 6th year students. Mr Flynn told us in maths class about the competition and encouraged us to go along.

The lectures - which are given voluntarily by lecturers from UCD - cover topics that are completely new each year. Ideally if a senior cycle student attended for all three years, they would gain a vast knowledge of maths, thus increasing their chances for winning the competition. The prize for the top six students is a fully paid for trip to the International Maths Olympiad - this year happening in Hong Kong.

To give a flavour of the problems encountered, here is a question from a previous class: 'I have two egg timers. The first can time an interval of exactly 7 minutes. The second can time an interval of exactly 9 minutes. Explain how I can use them to boil and egg for exactly three minutes?'

My enjoyment comes from the complexity of the answers, of which none are straightforward. Mathematical problems get stuck in our head, puzzle us to the point of annoyance but it's so great once that answer comes.



# THE STOLEN CHILD

ALLIE O' NEILL, 2ND YEAR



On the 16th and 17th of January students of John Scottus senior school and junior school took to the stage performing a play called "The Stolen Child".

They performed in the Pavilion Theatre. The school had outside help from a ballet group. The play was very well acted out by all involved. It was a gripping story about two children swapped at birth. The play included lots of great singing and dancing as well as acting.

It was very clear that everyone involved worked very hard on the play and had lots of rehearsals but it all paid off in the end.

# ROME FROM TWO PERSPECTIVES



PATRICK KILROY, 5TH YEAR

In February, the 5th and 6th year Classics classes went on a trip to Rome. It was a largely educational trip but it still felt like a holiday. We stayed in a surprisingly nice hostel, which had a plentiful selection of restaurants and cafés around it. This was most important of course.

The majority of the trip was spent 'Rome-ing' around, if you see what I mean. We visited all sorts of ancient sites in varying stages of preservation, but they were all interesting to see. The sites included the Colosseum, the Pantheon, The Trevi Fountain and a number of Roman villas, baths and arches.

The only issue with seeing these places was the walking. Hours started blurring into days, who knows how long we trudged on for? But now I'm getting off track, which we certainly never did.

We were given a great deal of freedom by Mrs. Waters and Mr. O' Connor. We almost felt like human beings.

The majority of us were reluctant to leave but we were somewhat forced to get over it.

It was an amazing trip that was of course very educational and thought provoking.



## KATE RYAN. 6TH YEAR

This year, the fifth and sixth year students who are studying Latin or Classical studies (with three exceptions) were given the opportunity to expand their knowledge of certain aspects of their course by actually visiting the historical sites and landmarks that they have been learning about, in the bustling and diverse city of Rome. The students (accompanied by Mrs Waters and Mr O'Connor, and two additional chaperones) travelled to Rome on the 16th of February, and returned on the 19th.

From even before landing, the history of the city could be seen everywhere in the incredible architecture - the skill of the Romans is something to behold.

On our first day in 'Roma' we visited the 'Ara Pacis', or "Altar of Augustan Peace", an altar built approximately 2,024 years ago to promote the Roman Empire and an 'Augustan' way of life (a lifestyle that promotes abundance, nature, and family). After admiring the altar in all its glory, being

tested on the facts by Mrs Waters (the classical studies teacher), and taking several pictures, we moved on.

Next we marched to the nearby 'Spanish Steps', which consists of 135 steps. Some members of the group easily conquered each step, while others struggled but completed the ascent nonetheless, and then there were others who simply admired them from the bottom and went for the more inviting Italian gelato instead.

We then walked on through the city as the sun was setting, taking in a somewhat busy evening, until we were hit with the magnificence of St Peter's Basilica, a true marvel of both architecture and art, each and every interior covered with intensely detailed figures, bright colours, and perfectly-sculpted archways with columns and niches under a coffered ceiling.

The following day, we saw the ruin of an extraordinary Roman bath, walked on the Palatine Hill, saw the Arch of Constantine and the Arch of Titus, visited the Pantheon, Trajan's Column, and The Trevi Fountain, and walked through what was once a hectic Roman forum (marketplace), and, of course, witnessed the Colosseum in all its renowned wonder. The Colosseum is a huge monument, yet fits so perfectly into the centre of the city - a colossal fragment of classical history.

On the penultimate day, we rose early to catch a bus to Tivoli to visit Hadrian's Villa. Hadrian was the emperor of the Roman Empire from 117 to 138 AD. He lived in luxury, on several acres of land. We saw all the impressive architectural features of each building that was part of his 'villa'.

On the final day, with an extensive, new, and impressive view of Rome and its vastly intriguing history, we said goodbye to the 'Eternal City' with keen ideas to return some day soon - to perhaps see even more of that architecturally remarkable city that was gleaming with classical glory.

Nothing compares to seeing it for yourself, seeing its dimensions and its surroundings. Visiting something makes it real and much more compelling. This trip to Rome was profoundly educational. As with every encounter of a new place and atmosphere, there was also an opportunity for us to grow as young people - or, to quote one my peers, it was 'Most definitely worth it'.



# LEADERSHIP COURSE

HANNAH MONAGHAN, 6TH YEAR

On the fifth of November, a leadership course began for sixth years students, completely voluntary and free of charge. The course ran every Thursday for six weeks by Brian McGeough, who runs a company, McGeough Training Limited, primarily focused on training and leadership.

During the one hour sessions, the group discussed what it meant to be a leader and what qualities a leader should have. As many of the participants are in leadership roles in school, such as house leaders, the discussions were particularly helpful and relevant. Every week the group focused on a new topic; service, courage, integrity, vision, confidence and stillness. At the end of each

session Mr. McGeough decided on a task for the upcoming week. This provided the students with a chance to put their newly discovered knowledge into practice. For example, one week we discussed courage. For homework, we had to identify any unhealthy fears we had and try push past them in an effort to be leave our comfort zone. Courage is a vital trait a leader must have.

At the end of the course each student submitted an essay on leadership. This was an excellent way to reflect on what was learned over the past few weeks. I found this course extremely beneficial and found myself very aware of the members of my house team which I meet with every week. I realised that leadership is seeing a need and fulfilling it, to the benefit of those you are leading.

# SEACHTAIN NA GAELIGE

EMMA LOHAN, 2ND YEAR

On the 1st of March 2016 John Scottus School, along with hundreds of other schools around the country, delved deep into Irish culture and language with the festivities of Seachtain na Gaeilge.

We celebrated the 'Seachtain' with an interesting Irish quiz, an Irish assembly full of music and dancing, and of course the céilí in the yard to round off the week, accompanied by Ms. Cronin's Sean-nós dancing.



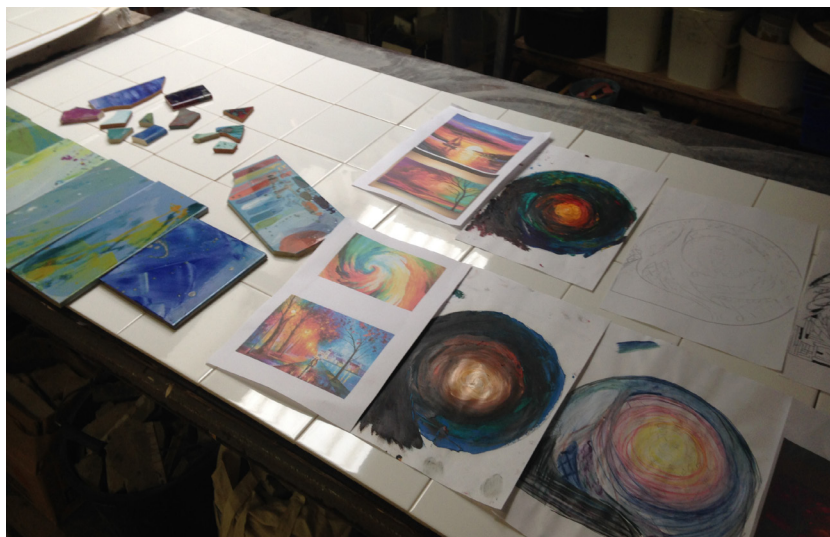


# THE MOSAIC

HUGH KAVANAGH, 6TH YEAR

On the 19th of January 2015 the current sixth year art students were confronted with a proposal from Ms. Sweeney, an idea to create a mosaic for the school. We would be given the opportunity to be a part of the production of a piece of art that would be meaningful and delightful, showing the artistic side of the school and lasting for generations to come.

The first step was to design it. This was a challenge as we needed an idea to represent the school without using too much symbolism, while being visually attractive too. A design emerged from multiple ideas over a series of brainstorming sessions, determining its size, shape, colour scheme and subject.

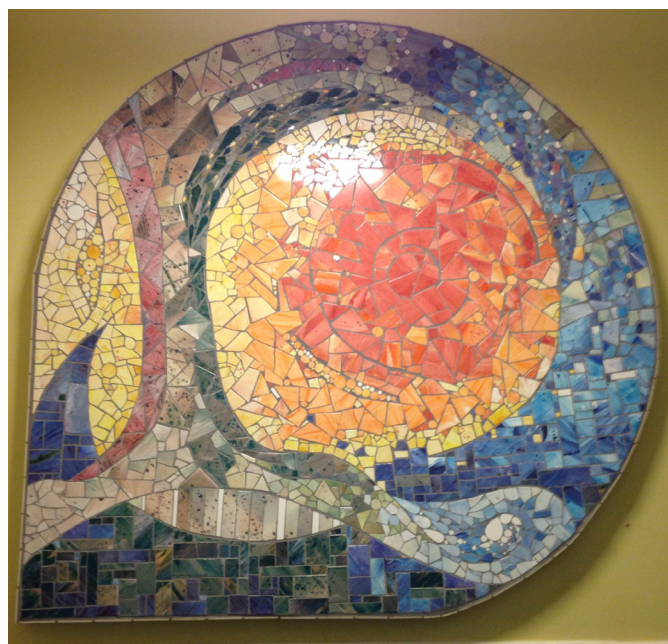


Due to multiple unforeseen delays however it was not until this year that the mosaic was framed and put up on display. Now, when parents, students and teachers walk into John Scottus, they are greeted with a magnificent wall mosaic, but they are also greeted with a testament to the community spirit, talent and determination of the members of this fine school.



Conor O'Brian, an artist who specialises in mosaics, was then brought on board. His expertise helped us to finalize our design as something that was feasible for a mosaic. Ms. Sweeney and Mr. O'Brian had our tiles painted and fired so that the process of putting the mosaic together could begin.

Although the design and initial conception of the project was headed up by the sixth years, the long process completing the mosaic was a whole school effort. Students from each year helped with the tedious task of breaking, shaping, and placing of each piece. Each pupil in the school is represented by a circular tile. Months of painstakingly carving the delicate tiles ensued. They were carefully set with even spacing and specific colour coordination. Finally when everything was in place, the tiles were mounted and set into mortar.



# YOURSELF

MARIA COLFER, 2ND YEAR

"I like pink"

"I like blue"

Would you ever wear something that colour?

"Oh no. It's not something everyone else would do."

"I love dying my hair!"

"Why? You're natural hair colour was nicer!"

"It's a way of self-expression"

"I love tattoos"

"If you love them so much, why don't you get one?"

"My friends would hate me, and no one would date me."

"I have a few piercings, and want more"

"They make you look ugly"

"I don't care, I like them"

What is self expression?

Something you do that makes you happy.

Don't let others shame you.

Be who you are and do what you do.



# THIRD YEARS GO TO JAIL

AISLING SPRATT, 3RD YEAR

As part of our Junior Cert. C.S.P.E. action project, the third year class visited Clover Hill courtroom and prison on Tuesday the 1st of March. When we first arrived at the courtroom, seven or eight of us crept quietly into what I found to be a surprisingly small courtroom to listen in on the ongoing trial. Soon enough the whole year was in the room, but shortly after, we had to tiptoe out again for our trip to the prison next door.

The visit started with a brief but interesting talk from a prison officer who showed us various makeshift weapons that prisoners had smuggled into their cells. He also showed us some tiny mobile phones that could go undetected through metal detectors, after which we bombarded him with questions on numerous topics. We then had to go through security ourselves and then Garda Sheridan showed us the control room, in which we could see the whole prison via CCTV cameras. He brought us through all the stages that a prisoner would have to go through when first coming to the

prison, e.g. waiting room, reception and security. We were shown all the different zones of the prison where the cells were, and the recreational areas. Garda Sheridan showed us the 'key room' where we discovered all the different types of locks for doors and he kindly used Jack to demonstrate the different types of handcuffs. The class also stopped to look at the gym, visiting room and training room, where officers practised dealing with out-of-hand convicts.

I'm sure many people would agree with me when I say that this was a very interesting experience during which we learnt a lot about the legal system.

# VISIT FROM A GARDA

ISABEL O' FARRELL, 3RD YEAR

On the fifteenth of January, the third years had a visit from Garda Burke of Donnybrook Garda station. This visit was part of our CSPE action project under the heading "law". I think I can say that we all found the visit interesting and all learned something new.

We rang up the station to invite a Garda in because we had many questions to ask and we thought that a visit from a person who deals with law everyday would be very informative.

Before he arrived, we wrote up questions that we had and set up the room. He arrived after lunch and spoke to us for about 45 minutes. After that, we asked him questions that we had.

Garda Burke focused on juvenile crime and the consequences of breaking the law when under 17. He explained what the Children's Act of 2001 does. The aim is to give juveniles who have broken the law a second chance and stop them from entering the full criminal justice system. We learned that before 2001, minors who committed an offence went straight to court regardless of their age.

Now JLO's (Juvenile Liaison Officers), deal with the young people and their families. The idea behind the Juvenile Diversion Programme is to allow for young people who commit criminal offences to be given a caution instead of prosecution. A caution is a warning by the Garda Siochána against committing certain types of behaviour. This system is much better than the olden days because now when the child grows up, they get a second chance.

He also talked about how when people who use drugs are desperate for money, they will commit robberies in broad daylight. They might see a handbag hanging off someone's shoulder and just grab it. What I found interesting was learning how adults use children to commit crimes. For example, a woman might come to the front door of someone's house and ask them for some change. Meanwhile their child goes around the back perhaps through a window, finds a handbag on the counter, grabs it and goes back to the front. A child under 12 cannot be charged with an offence which is why these types of crime are committed. I think that we all found the visit enlightening and it was a thought provoking experience.

# PROCLAMATION DAY

ANNA NAKONECHNA, 3RD YEAR



Early morning on the 15th of March 2016, classes were dismissed at nine o'clock and the students of John Scottus gathered outside the school gate. It was Proclamation Day across Ireland, and all the schools throughout the country assembled in front of their schools where they read the Proclamation.

At first, Damien Collins told us about the Irish flag and the meaning behind it followed by Mark Mulvey reading the Proclamation to our school. Mark's great grandfather was a rebel fighting in the GPO during the Easter Rising and we were very lucky to have him read the Proclamation that morning.

After the speech and the Proclamation reading, we sang the Irish National Anthem and a few words were said by Dr. Kelly at the end of the ceremony.

# IS SOCIAL MEDIA A GOOD IDEA?

PARIS MORAN, 2ND YEAR

Two weeks ago, a man from an online company that aims to protect people on social media, came into 1st and 2nd year to talk about social networking and its effects. He told us about the dangers of social networking and how we should never put any personal information on online because it could have disastrous effects.



When you consider that social networking is a creative platform that you can do amazing things on, it's difficult to imagine that there could be reasons why social networking is dangerous and intimidating. But he told us one of the main reasons why social media is unattractive to some people is that there is a huge lack of a privacy on many social networking platforms. When signing up for most social media apps the website ask you to fill a field where you are required to fill in your personal details. These details are usually kept private but Steve (the man who was talking to us about this topic) told us of some situations



where these details have been leaked or accounts being hacked with terrible consequences. He even told us a story about how a girl's Facebook photos were stolen and used in an advertising campaign!

He also discussed the importance of never letting anyone on social media follow or interact with you if you do not know them because on social media so many people are not who they say they are/ seem to be. Many people set up fake accounts or steal peoples' identity.

The last vital point Steve made was that everything you put online stays online. Every social media company has their data base, he explained, so even if you only post a picture for a few seconds photo is still saved to a data base.

So, in conclusion social media is an amazing developing platform but can be dangerous if not used properly. So be careful what you share because in some shape or form anything that is posted online stays online.



# MESSAGE FROM THE EDITORIAL TEAM

Due to a technical fault the following articles were accidentally omitted from our previous edition, please accept our apologies and thanks to our contributors for their understanding.

## SPACE FOR SPORTS

DEVANG MEHTA. 2ND YEAR

Ultimate Frisbee in John Scottus has seen great success as of late. For people who are not familiar with Ultimate Frisbee, here is a brief guide:

7 players per team

You cannot move with the Frisbee in your hand (excluding pivots)

To score, a member of your team has to cleanly catch the Frisbee in the end zone of the opposition.

Training takes place after school once a week. The organisers propose a blitz type competition to take place approximately once a month. This would ensure that you would quickly become familiar with the game and improve your ability in running and your frisbee skills.

Personally speaking, I think this is a great sport for everyone. You don't have to be rough or strong because it is a non contact sport. Ultimate Frisbee makes you think a lot and improves your quick

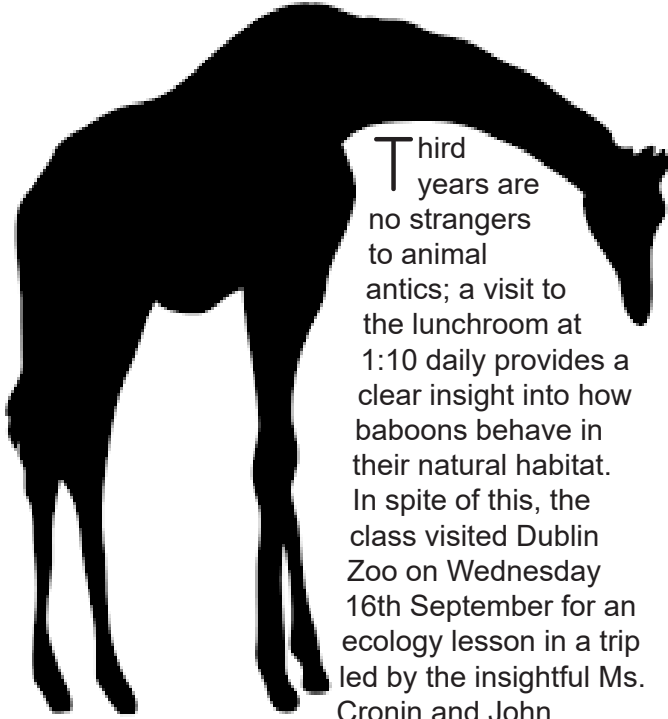


thinking skills as you need to think on the spot with only seconds to make your decision. Any type of person can play this sport. All you need is a brain, a positive attitude and of course some arms and legs, but that's it.

The team is coached by Mr. Pender who as you know is a knowledgeable and passionate sports person. No doubt, under his guidance the team will have the winning strategy. Also assisting him could potentially be a past pupil called Amandeep who is preparing to try out for the under 23's Irish Ultimate Frisbee team. He is also strongly passionate and enthusiastic about this sport.

# THIRD YEARS AT THE ZOO

AISLING SPRATT, 3RD YEAR



Third years are no strangers to animal antics; a visit to the lunchroom at 1:10 daily provides a clear insight into how baboons behave in their natural habitat. In spite of this, the class visited Dublin Zoo on Wednesday 16th September for an ecology lesson in a trip led by the insightful Ms. Cronin and John,

Dublin's own zoologist. The day's activities consisted of "throwing a quadrant" in order to examine the frequencies of the different plants, catching the insects in nets, pooters, and beating trays, building a pitfall trap, and examining the trees using a map and key. The class enjoyed examining all the creatures they found: ants, spiders, woodlice, millipedes, wasps, and some earwigs.

Overall it was an interesting and educational experience, the highlight of which was spotting Billy the Parrot on the way back to the bus.



# THE HIGHER OPTIONS

KATE RYAN, 6TH YEAR

Higher Opinions is an annual event held in the RDS Ballsbridge which aims to inform students who wish to go on to third level education of the monumental amounts of opportunities that await, from studying veterinary in Budapest to fashion in London. This event offers students first hand advice from students who have already left school and are living breathing college students who have all the insights into college life. There is also an abundance of college professors on hand to answer any questions you may have on any particular university or course.

I would advise you to bring pre-prepared questions on your preferred courses or any courses or universities you may have even an inkling of an interest in because the advice and insight you gain from the day will be extremely useful to you, I can guarantee that, it will open opportunities for you if you ask the right questions

Higher Options is a whole day event allowing students to wander among

numerous stands and stalls soaking up desired information. This year there were stands representing every Irish university, UCD, Trinity, DIT, DCU, NCAD, IADT, NUIG, UCC, UL, Maynooth and many more, but not only that but there are universities from a range of European cities are also represented: Budapest, Warsaw, Madrid, Amsterdam. This allowed students to gain at the very least awareness of various European universities and perhaps add them to their list of opportunities for the future.

Go in with an open mind, soak up as much information as possible, just talk to lots of people about lots of things. It is a really good chance to learn a lot and it is all there on brightly coloured stands and welcoming faces who will be eager to help. I learnt a lot about courses I was interested in and I learnt about the courses I wouldn't be interested in and I learnt about what I actually

# Higher Options

surprisingly might be interested in, so be sure to ask the right questions.

There are also universities from the UK, The University of Fashion in London, Oxford and Cambridge.

I was chatting with a man with the aim to inspire young people to consider Oxford or Cambridge. He described both universities with great enthusiasm and passion, describing their unparalleled success rates and the amazing opportunities offered to 'Oxbridge' students, but there is fierce competition for places at those universities. If you want go for it, only you can hold yourself back

Throughout the day there was an array of short yet informative talks from university lecturers, from Arts degrees, the sciences and studying in the UK.

I attended a talk from a woman who studied in UCD and is now teaching there. She has done many different things during her studying and working career. She started by studying a science

course. This led her into research. She then decided to study business and she worked in that sector for several years. Her interests have now led her to her present role teaching economics and commerce in UCD.

She showed me that once you find a course that interests you and get into university you can really go anywhere from there, there are so many career paths out there, everyone can find their own way.

Higher Options is a wonderful opportunity for gaining information from universities all over Ireland and Europe directly, under one roof. Higher Options gives students information on: travelling during your college years, how to become a fashion designer, a world famous writer, even how to get to space. Giving you the information that you need and crave before you get there- 'there' being university.

It is all about choices and Higher Options offers you a world of choice.



# CONTRIBUTORS TO THE PAUSE

## JOURNALISTS

Maria Colfer  
Damien Collins  
Robert Fields  
Willow Hannon  
Hugh Kavanagh  
Patrick Kilroy  
Emma Lohan  
James Martin  
Hannah Monaghan  
Devang Mehta  
Paris Moran  
Anna Nakonechna  
Isabel O'Farrell  
Allie O'Neill  
Kate Ryan  
Aisling Spratt

## EDITORS

Hugh Kavanagh  
Julia Twamley

## COVER PHOTO

The cover photo was taken by Lorcan Dunne, a past pupil and member of the team who accompanied this year's Transition year group to India. The photo is of an Indian man the group met whilst on their travels and captures the beauty of the country and people.

## SPECIAL THANKS

Ms. Maguire Timmins  
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