St Patrick’s students have had a busy weekend – there was visitation of the St Francis Xavier Retirement on Friday afternoon and Rugby on Friday night. A large number of students then attended Saturday school. On Sunday morning we had sixty students collecting for the Salvation Army Red Shield Appeal and on Sunday night students sang in the choir at the Regional Mass at St Patrick’s Church and enjoyed a meal in St Patrick’s hall afterwards.

Students are reminded to focus on their assignments and to begin serious revision for the exam block which is about to commence. In coming weeks the timetable for the end of semester exam block will be published. Now is the time to be ramping up the time set aside for study – to work hard at reading and writing and making notes in various forms that suit.

Summary Writing

One way to revise is to write a good summary. [http://www.enotes.com/topics/how-write-summary](http://www.enotes.com/topics/how-write-summary) has some great tips on how to summarise. On this site they suggest eight steps to summary writing (for more detail go to the web link above).

1) *Divide…and conquer.* Divide it into sections. Focus on any headings and subheadings etc.

2) *Read.* Read straight through.

3) *Reread.* Rereading should be active reading. Underline etc.

4) *One sentence at a time.* You should now have a firm grasp on the text you will be summarizing. In steps 1–3, you divided the piece into sections and located the author’s main ideas and points. Now write down the main idea of each section in one well-developed sentence. Make sure that what you include in your sentences are key points, not minor details.

5) *Write a thesis statement.* This is the key to any well-written summary.

6) *Ready to write.* Put the sentences in order and add transition words (then, however, also, moreover) remember these tips:

7) *Check for accuracy.* Reread your summary and make certain that you have accurately represented the author’s ideas and key points.

8) *Revise.* Once you are certain that your summary is accurate give it to someone else to read and explain it to them filling in the details.

School Review and Improvement – Validation Phase

Please complete the surveys from the link which has been emailed to you from MyYardstick.com who have been contracted by the Diocesan Catholic Education Office to conduct the survey on behalf of the college. This is part of the validation phase of the five year school review and improvement cycle. The survey closes on Friday so these are the last few days to have your say.

St Patrick’s Family

We are thankful that Ms Amarlie Carroll’s surgery has gone well on Monday. We ask your prayers for her continued speedy recovery.
Weekend Masses

**Walkerston**

**Saturday Vigil Mass**
- 6:00 pm St John’s

**Sunday**
- 7:30 am Eton

**Marian**

**Saturday Vigil Mass**
- 6:00 pm Holy Rosary

**Sunday**
- 9:00 am Mirani

Northside Cluster

**Saturday Vigil Mass**
- 6:00 pm St Joseph’s
- 6:00 pm St Brigid’s

**Sunday**
- 7:30 am St Brendan’s
- 9.00 am St Joseph’s

Southside Cluster

**Saturday Vigil Mass**
- 6:00 pm St Francis Xavier
- 6:00 pm St Mary’s

**Sunday**
- 7:00 am St Patrick’s
- 7:00 am St Therese’s
- 9:00 am St Michael’s
- 9:00 am St Francis Xavier
- 9:30 am St Francis of Assisi
- 6:00 pm St Patrick’s

Enrolment at St Patrick’s in 2013

Last night we spoke with parents of Year 10 students at Mercy College regarding our enrolment process for Year 11 in 2013. In short there are two key meetings that prospective students need to attend with their parents.

- **12 July** - Introduction to Senior Schooling Night
- **2 August** - Subject Selection Evening

Following these meetings there are enrolment interviews, finalisation of enrolment by the end of Term 3 and an orientation day at the end of the school year.

Please contact the office for more information regarding these meetings and the enrolment process. If you know of families who are interested in enrolling their student in St Patrick’s next year please get them to contact the college so that they can participate in the full enrolment process.

Readings for this Sunday

(These are for the vigil mass – there are four choices for the first reading this week)

**READING 1 GN 11:1-9.** That is why it was called Babel, because there the LORD confused the speech of all the world. It was from that place that he scattered them all over the earth. **OR EX 19:3-8A, 16-20B** You shall be to me a kingdom of priests, a holy nation. **OR EZ 37:1-14** ... the dead bones are brought to life by the spirit **OR JL 3:1-5.** I will pour out my spirit upon all flesh. **RESPONSORIAL PSALM PS 104: 1-2, 24, 35, 27-28, 30** Lord, send out your Spirit, and renew the face of the earth. **READING 2 ROM 8:22-27** the Spirit too comes to the aid of our weakness; **GOSPEL JN 7:37-Rivers of living water will flow from within him who believes in me.**"

Hamilton Island

We received the following letter from another guest on the Island complimenting our students.
Kea McNeill – Campus Minister

Last week four students from St. Patrick’s College attended the Year 11 A.C.T.S camp; this is a diocesan retreat that catholic schools from all around the Rockhampton diocese have a chance to attend. Students are given a chance to meet new people and explore questions about faith and life. Everyone was given the opportunity to share what was important in their life and listen to the stories of others. The year 11 camp, A Chance to serve, focuses on how everyone can be a part of recreating our world as the compassionate, just and peaceful world God intended it to be. The students who attended were a great group of people, everyone explored how they can make a difference in their community, help others or simply become a presence in someone else’s life. Even though it was only a short three days away from school, study and home everyone received a chance to make new friends, see old friends again, and examine who they are as a person and how they may take advantage of a chance to serve others. The line that was used frequently through the camp was a line from St. Francis of Assisi, “Preach the Gospel at all times and when necessary use words.” Our actions speak louder than words, may we use actions that help others in our daily lives.

Let us pray,

God our Father,
yours is the beauty of creation
and the good things you have given us.
Help us to begin this day joyfully in your name
and to spend it in loving service
of you and our fellow man.
We ask this through our Lord Jesus Christ, your Son,
who lives and reigns with you and the Holy Spirit,
one God, for ever and ever.
AMEN.

David McGovern and Sister Margaret Tish from Mission Australia visited a year 11 and 12 Religion and Ethics class last Tuesday the 15th May. Students were able to hear about their life and the work they have done and are continuing to do for Australian communities and others in need around the world.

Mission Australia is a community service organisation that has been transforming the lives of Australians in need for more than 150 years. Today more than 550 community and employment services have helped over 300,000 Australians.

Mission Australia has the vision to see a fairer Australia by assisting people in the need to find pathways to a better life, the 3,500 employees and 1,700 volunteers work together with the goal of strengthening families, empowering youth, they strive to solve homelessness and provide employment for individuals, families and communities.
The workers and volunteers of Mission Australia aim to stop problems before they start, provide support to prevent situations from getting worse and form partnerships to find long-term solutions to community issues.

Edna Galvin – Assistant to the Principal: Curriculum

How to be successful at school

Diet
Many students appear to arrive at school drinking coke or other high sugar drinks and eating high fat food. Eating breakfast is very important but eating the right kinds of food is also important. Our brain responds to appropriate nutrition.

Class time
Be alert, involved and listening carefully is the only way to be successful. If you listen carefully exams and assignment would be much easier. You would need less help – i.e. tutors and drafts, you do not fail exams and assignment – you fail lessons by not listening.

Homework
If it is not done – this is not made up then you fall behind – you are not ready for the next lesson.

Study
Revise the week’s work – mid week maybe better than at the end of the week.

Drafting
Drafting is mainly an activity the students do to improve their work. Teachers offer advice to improve drafts – then the student is to make the improvements – all work must be the student’s work. Drafting is a consultation process NOT a marking process.

Vale
It was with much regret that we learnt of the passing of Gabrielle Manning last week; Gabrielle was a student in the last group of year 12 girls at Mercy College. Her family has had a long association with St Patrick’s College. Gabrielle was only in her early 40’s and has two small children. She was an outstanding drama student and those who knew her remember her with great fondness.

May she rest in Peace – Amen
Sean Geoghegan – Assistant Principal Student Welfare

‘The Knowledge Project’
The role of Background or General Knowledge in Reading Comprehension

We are now into the six month of running the Knowledge Project (at the end of this newsletter) as one of the pillars of improving reading comprehension at St. Pat’s, and this is a good a time as any to remind students and parents about how the development of general knowledge is an indispensable cornerstone in the development of literacy.

Probably one of the first things any aspiring teacher learns is that in order to teach a new concept to a student, one should build on existing knowledge. How the teacher activates that prior knowledge is really up to them. Teachers usually use metaphors or illustrations that are closely related to the pupil’s own prior knowledge rather than the teacher’s, so the pupil is able to absorb the learning. But what happens when prior knowledge does not exist and therefore cannot be activated?

We are faced with a generational issue in education whereby students although having wide access to information technology, know a lot less ‘stuff’ than earlier generations. (Rote learning certainly had a place in education.) Students display much expertise with ‘process’ but have a lot less ‘content’ or ‘general knowledge’ at their disposal. Unfortunately, this lack of content and therefore background knowledge has adversely affected the reading comprehension ability of many students.

Every act of comprehension involves one’s knowledge of the world. Understanding and what a student learns from a book or text is limited and determined by the reader’s prior knowledge or schemata.

When a person reads, what the reader brings to the text is as important as the text itself. Individuals have schemata for everything. Long before students come to school, they develop schemata about everything they experience. Schemata become theories about reality. These theories not only affect the way information is interpreted, thus affecting comprehension, but also continue to change as new information is received.

Schemata can represent knowledge at all levels - from ideologies and cultural truths to knowledge about the meaning of a particular word. We have schemata to represent all levels of our experience, at all levels of abstraction. Our schemata are our ‘knowledge’. All of our generic knowledge is embedded in schemata.

Everyone has their own personal schema. For example, suppose you were in a conversation and someone used the word "Speed", what would you think they meant? Could it be?

- the rate at which you move (distance/time)
- going faster than the speed limit
- the film with Keanu Reeves and Sandra Bullock
- the drug
- Gary Speed, the Welsh footballer

It is likely that some of these would occur to you, but others not.

For example, you may never have heard of the footballer Gary Speed, but you may be aware of the others. This means that in your schema the word "speed" is connected to a number of different things - rate of movement, the drug, the film.

For example, if two people have different schemas then they can easily misunderstand each other. When one person says "I like Speed", referring to the footballer, another might think he is saying he likes drugs. When we learn we are not able to assimilate information that is too remote from our current understanding.
Inferencing - A Key Process

Prior knowledge (organized into schema) has been proven to have a significant influence over comprehension. A student’s ability to make sensible inferences tells us that the student has made connections with the text and comprehends what is being read. It has been shown that while high achieving readers tap prior knowledge to make inferences, poor readers often have trouble applying prior knowledge to form inferences (Carr & Thompson, 1996) and comprehend text.

In comprehending text, much more goes on in the brain than simple decoding. The reader must visit several previous learning experiences to fully comprehend what they are reading, and this builds a strong foundation for true comprehension to occur.

What readers bring to the printed page affects their comprehension. Some insist that the prior knowledge of readers is the single most important component in the reading process.

Individuals acquire schemata through their experiences - both real and vicarious. As individuals have more experiences, they refine, reshape, correct, and restructure their schemata. One of the major problems involved in comprehension is that readers hardly ever share the same schemata. In addition, readers do not always hold the same schemata as do writers.

In summary, the success of a reader is closely linked to the breadth of his/her knowledge of the subject. The more knowledge you have, the better your understanding is likely to be.

REMINDER: INFORMATION NIGHT

For the SOUTH AFRICA TRIP will take place on Monday the 4th of June at 7pm in the College Hall. All travellers must attend.

Bianca Johnston – Cultural Coordinator

Handbell Workshops / Training:

Last week, students of the Handbell ensemble received information regarding the upcoming Handbell Workshop and training sessions. The Handbell Society of Australasia (HSA) is bringing the International Handbell Clinician and Conductor, Debbie Rice to Mackay to (i) workshop St Patrick’s College Ringers and (ii) offer the first HSA accredited: “HSA Handbell Musician Certificate”. This is a wonderful opportunity for St Patrick’s handbell ringers and one which is not available to secondary students in any other region in Australia. Debbie Rice is a professor and lecturer at the Concordia University, Edmonton, Canada; Executive Director of the World International Handbell Committee (UK, USA, Canada, Korea, Japan, Hong Kong and Australasia); an International Festival Director; and an International Adjudicator at Festival competitions.

All handbells ringers will be participating in a workshop with Ms Debbie Rice on Wednesday 6th June in the Handbell rehearsal room from 3pm – 5:30pm. Students have also been invited to participate in the Handbell Musician Certificate course. All students must return their permission / registration forms to Mrs Johnston or Mrs Browne by next rehearsal. The registration forms are available from Mrs Bianca Johnston. For more information please feel free to contact by email Mrs Carmel Daveson at carmel@ehw.net.au or telephone her on 0408728952.
Southern Cluster Sacrament of Confirmation Service:

Singers of the College have recently been asked to lead the singing for the Parishes of Southern Cluster Confirmation Service. Singers are required to wear full academic uniform to the service. The confirmation service will be held at St Patrick’s Church at 6:00pm, Wednesday 23rd May. All musicians are required to meet in the church at 5:15pm for sound check. The college would like to thank the staff and students for sharing their gifts and contributing to the service.

Secondary Schools Choral Festival

The Secondary schools choral festival offers all Secondary Choirs in Mackay the opportunity of workshops with renowned quality student choir conductors. This year we are privileged to invite Mr David Lawrence. This event helps stimulate and strengthen interest in choral singing at gives students and staff the opportunity to learn new skills and develop their vocal techniques. Throughout the week the College Choir will be participating in workshops and participate in a massed choir experience. The Secondary schools choral festival will conclude with a culminating concert that will highlight our College Choir and other choral groups from our community.

Students will be involved in:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 10th</td>
<td>7:15am – 8:30am</td>
<td>Choir rehearsal</td>
</tr>
<tr>
<td>July</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 11th</td>
<td>7:15am – 8:30am</td>
<td>School Choir Workshops (at St Patrick's College)</td>
</tr>
<tr>
<td>July</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday 12th</td>
<td>Time to be advised</td>
<td>School Choir / Sectional Workshops (at St Patrick's College)</td>
</tr>
<tr>
<td>July</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday 13th</td>
<td>2:30pm – 6:00pm</td>
<td>Mackay Region Schools Choir Workshops (at St Patrick's Hall)</td>
</tr>
<tr>
<td>July</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday 13th</td>
<td>7:00pm</td>
<td>Celebrating Choral Music Concert (St Patrick's College Hall)</td>
</tr>
<tr>
<td>July</td>
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</tbody>
</table>

Students will be required to wear their formal Choir uniform to the concert.

Mr David Lawrence:

We are most excited to announce that Mr David Lawrence will be our 2011 Festival clinician for this years District Secondary Schools Music Festival. David is excited at the prospect of returning to Mackay in 2011 as the guest clinician. David Lawrence is one of the UK’s most versatile conductors, working with orchestras, symphony choruses and national youth choirs. He currently holds the Guinness World Record for conducting the UK’s largest choir - 6,846 singers!

David’s work has taken him to Singapore, Colombia, Canada, the United States, India, throughout Europe, and since 2005 he has worked regularly in Australia. His positive and engaging manner makes him a popular guest conductor, and he is an experienced and respected trainer of choral conductors. He teaches regularly alongside Ghislaine Morgan in Portugal, and for the company Artsworks delivers management training and team building through the media of singing and conducting.

With particular experience in the field of contemporary music, David has prepared and conducted première performances by Per Nørgård, Pierre Boulez, Iannis Xenakis, Mauricio Kagel, Graham Fitkin, James Wood, Bob Chilcott and others. As a guest chorusmaster of the Netherlands Radio Choir he has worked with conductors such as Kenneth Montgomery, Frans Brüggen, and John Adams. Working closely with Stockhausen, David also conducted this exceptional choir in the German première of Scene II from his opera Sontag aus Licht.

He has worked with the London Philharmonic Choir, the Hallé Choir, and the CBSO Chorus for whom he is the Associate Conductor, as well as the national youth choirs of Scotland, Northern Ireland and Wales. David has adjudicated at international choral festivals as well as for the BBC ‘The People’s Chorus’ for BBC Four. Choir of the Year and Young Musician of the Year competitions. He conducts for BBC Television’s 'Songs of Praise' and directed ‘The People’s Chorus’ for BBC Four.
As Principal Conductor of Young Voices David directs massed choirs in an annual series of concerts with some choirs incorporating more than 8,000 singers. He continues to work with Sinfonia Viva as their Choral Advisor, a project leader and conductor, and has also directed large scale education projects with the Orchestra of Welsh National Opera, the English Symphony Orchestra, the Royal Liverpool Philharmonic Orchestra and the City of Birmingham Symphony Orchestra. In 2011 David will conduct Beethoven’s Ninth Symphony with the Barrier Reef Orchestra as part of a six week visit to Queensland.

Brendon Brauer – Sport

St Pat’s Senior Cross Country Champions

Following last week’s Mackay District Cross Country trials, the following students have been successful in winning age championship medallions. These students will be presented with their medals at this week’s assembly.

<table>
<thead>
<tr>
<th>NAME</th>
<th>Age Group</th>
<th>St Pat’s Cross Country points</th>
<th>Mackay District Cross Country Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophie Webb Smith</td>
<td>16yrs Girls</td>
<td>1st- 4pts</td>
<td>1st- 4pts</td>
<td>8</td>
</tr>
<tr>
<td>Jordyn Mulherin</td>
<td>16yrs Girls</td>
<td>2nd- 3pts</td>
<td>3rd- 2pts</td>
<td>5</td>
</tr>
<tr>
<td>Imagion Carlyle-Brauer</td>
<td>16yrs Girls</td>
<td>4th- 1pts</td>
<td>2nd- 3pts</td>
<td>4</td>
</tr>
<tr>
<td>Brianna Hutchinson</td>
<td>Open Girls</td>
<td>1st- 4pts</td>
<td>1st- 4pts</td>
<td>8</td>
</tr>
<tr>
<td>Anthea Ford</td>
<td>Open Girls</td>
<td>2nd- 3pts</td>
<td>2nd- 3pts</td>
<td>6</td>
</tr>
<tr>
<td>Sunniva Aknes</td>
<td>Open Girls</td>
<td>3rd- 2pts</td>
<td>4th- 1pts</td>
<td>3</td>
</tr>
<tr>
<td>Shannon Bella</td>
<td>Open Girls</td>
<td>4th- 1pts</td>
<td>3rd- 2pts</td>
<td>3</td>
</tr>
<tr>
<td>Sean Nicoll</td>
<td>16yrs Boys</td>
<td>1st- 4pts</td>
<td>1st- 4pts</td>
<td>8</td>
</tr>
<tr>
<td>Tomas Richards</td>
<td>16yrs Boys</td>
<td>2nd- 3pts</td>
<td>2nd- 3pts</td>
<td>6</td>
</tr>
<tr>
<td>Brennan Tolson</td>
<td>16yrs Boys</td>
<td>3rd- 2pts</td>
<td>3rd- 2pts</td>
<td>4</td>
</tr>
<tr>
<td>Lachlan Pierpoint</td>
<td>Open Boys</td>
<td>1st- 4pts</td>
<td>1st- 4pts</td>
<td>8</td>
</tr>
<tr>
<td>Daniel Coleman</td>
<td>Open Boys</td>
<td>2nd- 3pts</td>
<td>2nd- 3pts</td>
<td>6</td>
</tr>
<tr>
<td>Dom McDermott</td>
<td>Open Boys</td>
<td>0</td>
<td>1st- 4pts</td>
<td>4</td>
</tr>
</tbody>
</table>

Vicki Wilson Cup

The Mackay Round Robin Vicki Wilson Cup competition was played at Mackay SHS on Friday with both the St Pat’s First VII and Second VII teams involved. Both teams competed well but unfortunately were unable to qualify for the Mackay final. Our First VII finished in 3rd place following the round robin competition which is a pleasing result. The college would like to thanks Mrs Tracey McLeod and Mrs Tania Anderson for coaching and managing the teams on the day.

State Titles

A number of St Pat’s students will represent the Capricornia Region at state titles events this week. Good luck to the following students;

Capricornia Girls Hockey 19yrs (Cairns)
Amy Camilleri

Capricornia Boys Hockey 19yrs (Gympie)
Sean Gibbs
Rhys McBride
Cameron Fordyce
Curtis Hill

Capricornia Netball 19yrs (Brisbane)
Brianna Hutchinson

Capricornia Basketball 19yrs (Rockhampton)
Josie Craig
Jordyn Mulherin
Brendan Furdek
Brayden Bate
Liam Cleary
Hayden Lund
Justin Black
**Important Dates**

June 4  Capricornia Cross Country trials (Sarina)
June 25  QISSN (Netball) and Confraternity Shield (Rugby League) Carnival

**Netball Draw for Wednesday 23 May**

<table>
<thead>
<tr>
<th>Time</th>
<th>Court</th>
<th>Umpire Duty</th>
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</thead>
<tbody>
<tr>
<td>3:45 pm</td>
<td>MSHS A v Mercy Firsts</td>
<td>Sarina A/SPC Blue</td>
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<tr>
<td></td>
<td>SPC White v PSHS</td>
<td>SPC Black/MNSHS Elevens</td>
</tr>
<tr>
<td>4.35 pm</td>
<td>Sarina A v SPC Blue</td>
<td>MSHS A/Mercy Firsts</td>
</tr>
<tr>
<td></td>
<td>MNSHS Diamonds v SPC Red</td>
<td>SPC White/PSHS</td>
</tr>
<tr>
<td></td>
<td>HSC Blue v Mirani Matrix</td>
<td>MNSHS Suns/SPC Green</td>
</tr>
<tr>
<td>5.25 pm</td>
<td>MNSHS Eleven v SPC Black</td>
<td>MNSHS Diamonds/SPC Red</td>
</tr>
<tr>
<td></td>
<td>MNSHS Suns v SPC Green</td>
<td>HSC Blue/Mirani Matrix</td>
</tr>
<tr>
<td><strong>BYE: SPC Gold</strong></td>
<td></td>
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</tbody>
</table>

**Edie Weiss – Guidance/Career Officer**

**JCU Experience**

Year 12 students are invited to attend the JCU Experience in Townsville on July 9 and 10. We will travel by bus and stay at a JCU residential college. Students have the opportunity to experience living in college, find out about university life, support systems etc, and will visit two faculties of their choice to find out about courses, facilities and ask questions. This has always been a valuable trip to help students decide on their future. The cost is only $70 which is for accommodation and some meals, and JCU are generously subsidising the cost of travel. Interested students please collect information and application package from the Counsellor’s office on Thursday.

**JCU information Evening**

See the flyer at the end of the newsletter about the JCU information evening for students and parents, to be held at the Windmill on Wednesday May 30 from 5.30.

**Red Shield Appeal**

Thank you to the students who gave up their Sunday morning to participate in the Salvation Army door knock. Despite being cut short by a heavy downpour we raised over $1400 for those less fortunate that ourselves.
Emmanuel Kindergarten, Mt Pleasant
is now accepting Expressions of Interest for 2013 and beyond

We welcome expressions of interest from families wishing to enrol their child at our new kindergarten centre, to be opened at the commencement of the school year, 2013. Expression of Interest application forms may be obtained by emailing kindergarten@rok.catholic.edu.au or by phoning the Diocesan Catholic Education Office Rockhampton 4931 3753. Alternatively, families may collect copies of the forms from the adjoining Emmanuel Catholic Primary School, Baxter Drive, Mt Pleasant, Mackay, 4740.

“It’s our time”..... to lend support to St. Joseph’s Cathedral Rockhampton Restoration Appeal.
Visit ...... www.cathedralappeal.org.au

Diocesan Youth Festival August 25 – 26
For students in Years 11 and 12
Being held in Rockhampton at St Joseph’s Cathedral and The Cathedral College

Following the success of last year’s festival, the Diocesan Youth Festival for 2012 has been scheduled for the weekend of August 25 – 26, with an invitation to students in Years 11 and 12 to come along.
Music, Keynote speakers, Shared conversations, Entertainment, Games, Prayer and Eucharist.
No registration fee for students from Catholic Colleges.

Further information will be distributed in coming weeks to Colleges across the Diocese, keep watching this space!

DATE CLAIMER

THE CELEBRATION OF
ST JOSEPH’S CATHEDRAL
COMPLETION OF RESTORATION WORKS

1ST & 2ND SEPTEMBER 2012
Further details will follow
Woolworths Earn & Learn is on Again

It's simple to participate in the Earn & Learn program, from the 9th May when you shop at Woolworths you can collect the stickers from the checkout operator, and then simply send them into reception and we will attach them to the cards which have been supplied by Woolworths. The more stickers we receive the more equipment we can purchase for St Patrick’s College.

Have you got your tickets yet for Mercy College’s

DEAR EDWINA MUSICAL

Bring the family and friends for an entertaining evening of song and dance for the whole family.

Tickets are available from the finance office - phone 4969 4199.

- Adults: $25.00
- Pensioners and students: $15.00
- Children: $5.00
The Knowledge Project
Term 2, Week 6

History
The French Revolution (1789)

Above: The Storming of the Bastille, The Guillotine

The French revolution paved the way for the secular system of governance that we now see governing most of the countries of the world. From the perspective of freeing the people from unjust monarchist regimes that committed all sorts of crimes under the banner of religion it can be seen as a successful and valiant effort on the part of the people. The years of the French revolution can be seen to have laid down the birth pangs of a new world order. For many historians it together with the Industrial Revolution is seen as the beginning of the Modern Era.

Before it was toppled in 1789, the French Monarchy had grown corrupt and greedy, fueling the resentment of the lower classes (peasants) and the middle classes (bourgeoisie). While French peasants starved, the nobles lived a life of luxury. When Queen Marie Antoinette was informed that her subjects had no bread to eat, she is famously believed to have suggested, “Let them eat cake.” At that time, political prisoners were sent to the Bastille, a feared prison in the heart of Paris.

The Revolution began July 14, 1789, with the storming of the Bastille to free the prisoners. The revolutionaries wanted to radically change French society, and they were willing to resort to great violence. Fired by the ideals of the Enlightenment – liberty, equality and fraternity – the revolutionaries sought to overthrow the hereditary monarchy and also to break the power of the church. They even sought to remake the calendar into a more rational system.

But the revolution was mired in violence and even anarchy. In just a few years, thousands of men and women were put to death on the guillotine, which the enlightened leaders of the revolution believed was a less painful, more modern way of beheading criminals. Painted blood red, the machine stood four meters tall and occupied a central square in the heart of Paris.
For the first thousand years of Christianity there was no "Roman Catholicism" as we know it today, simply because there was no Eastern Orthodoxy or Protestantism to distinguish it. There was only the "one, holy, catholic church" affirmed by the early creeds, which was the body of Christian believers all over the world, united by common traditions, beliefs, church structure and worship (catholic simply means "universal"). Thus, throughout the Middle Ages, if you were a Christian, you belonged to the Catholic Church. Any Christianity other than the Catholic Church was a heresy, not a denomination.

Today, however, Roman Catholicism is not the only accepted Christian church. Thus to be a Roman Catholic means to be a certain kind of Christian: one with unique beliefs, practices and traditions that are distinct from those of other Christians. Nevertheless, the Catholic Church continues to maintain that it alone has carried on the true tradition of the apostolic church and has traditionally regarded dissenting groups as heresies, not alternatives (Martin Luther was swiftly excommunicated). However, the recent Second Vatican Council declared all baptized Christians to be "in a certain, although imperfect, communion with the Catholic Church."

Although it did not begin at a specific point in history like the Protestant denominations, in its long history Roman Catholicism has evolved into a distinctive branch of Christianity with beliefs, practices and organization that differ from both Protestantism and Orthodoxy. The Roman Catholic Church is the world's largest Christian church, with more than 1.2 billion members. Countries as diverse as Italy, Ireland, Spain, the Philippines, Mexico and Argentina are all almost completely Catholic.

Roman Catholicism traces its history to the apostles, especially the Apostle Peter. St. Peter is considered the first pope, and every pope since him is regarded as his spiritual successor. This gives the leader of the church spiritual authority and provides a means for resolving disputes that could divide the church. Through trials like persecution, heresy, and the Reformation, the notion that the church leadership represents the continuation of an unbroken line from the apostles and their teachings ("apostolic succession") has contributed to the survival of Christianity.

The Catholic world is governed from Vatican City, the small independent state within the confines of Rome. There the Pope, who is also the Bishop of Rome and thought to be the successor of Peter the Apostle, leads the faith, with the aid of his Cardinals.
Roman Catholic beliefs do not differ drastically from those of the other major branches of Christianity - Greek Orthodoxy and Protestantism. All three main branches hold to the doctrine of the Trinity, the divinity of Christ, the inspiration of the Bible, and so on. Distinctive Roman Catholic beliefs include the special authority of the pope, the ability of saints to intercede on behalf of believers, the concept of Purgatory as a place of afterlife purification before entering Heaven, and the doctrine of transubstantiation - that is, that the bread used in the Eucharist becomes the true body of Christ when blessed by a priest. Catholics usually celebrate the Eucharist more often than do Protestants, usually weekly. In Catholicism, the Eucharist is called the Mass. Catholics observe seven sacraments, which are religious rituals believed to be commanded by God and effective in conferring grace on the believer.

**Philosophy**

**Friedrich Nietzsche (pronounced Neat-shuh) (1844 – 1900)**

Few other names in philosophy hold such deep meaning in Western society as Nietzsche. Variously linked by scholars to nihilism, existentialism, and the Nazis (though he died two decades before National Socialism took root in Germany) Friedrich Nietzsche is one of the most misunderstood philosophers in history. He embraced no formal school of philosophy; he was stridently independent.

Nihilism is the complete disregard for all things that cannot be scientifically proven or demonstrated. What Nietzsche did suggest was that many people used religion, especially Judeo-Christian teachings, as a crutch for avoiding decisive actions. Nietzsche claimed that human beings must craft their own identity through self-understanding and do so without relying on anything transcending that life—such as God or a soul. Nietzsche's contribution to existentialism was the idea that men must accept that they are part of a material world, regardless of what else might exist. As part of this world, men must live as if there is nothing else beyond life. A failure to live, to take risks, is a failure to realize human potential. Nietzsche gained notoriety in the nineteenth century through such statements as “God is dead, and God remains dead because we have killed him”, views that were adopted by existentialists and postmodernists such as Sartre, Foucault and Derrida in the twentieth century. In many respects they were echoing views that had been expressed in an earlier century. “All things are subject to interpretation whichever interpretation prevails at a given time is a function of power and not truth.” He attacked moral and intellectual certainties to the point whereby people were no longer able to clearly identify good and evil.

He was not without a marvellous sense of humour: “Ah, women. They make the highs higher and the lows more frequent. “

“In large states public education will always be mediocre, for the same reason that in large kitchens the cooking is usually bad.“
Music
Pyotr Ilyich Tchaikovsky (1840 – 1893)

He was the first Russian composer whose music made a lasting impression internationally. Disparaged by critics in his own day as well as for most of the twentieth century as an overly sentimental hack who had little grasp of form, more recent opinions see him as a nationalist who composed straight from the heart and was bold enough to follow his instincts.

Tchaikovsky's music was dismissed as "lacking in elevated thought," and its formal workings were derided as deficient for not following Western principles stringently. Vestiges of this last claim still remain in some critical circles, but by the end of the 20th century, Tchaikovsky's status as a significant composer had become secure, with increasing numbers responding positively to its tunefulness and innovation.

Needless to say, whatever one thinks of Tchaikovsky's technical merits, and while the standing of Tchaikovsky's music has fluctuated among critics, for the public, it never went out of style, and his most popular works have yielded iconic sound-bytes such as the love theme from Romeo and Juliet. Along with those tunes, Botstein adds, "his musical scores written for ballets such as Romeo and Juliet, Swan Lake, Sleeping Beauty and the Nutcracker served to immortalise him. Tchaikovsky's music appealed to audiences because it has an immediacy and directness that is startling even for music, an art form often associated with emotion. Tchaikovsky's melodies, stated with eloquence and matched by his inventive use of harmony and orchestration, have always insured audience appeal. His popularity is considered secure, with his following in many countries, including Great Britain and the United States, second only to that of Beethoven."
Impressionism began in France in the mid 1800s. The Impressionists were not very popular because they had a different approach to painting. At this time many artists painted in a very traditional way that involved spending hours in a studio, painstakingly creating paintings that were extremely detailed. These paintings were sometimes of people or landscapes or historical events.

The Impressionists often painted out of doors and wanted to show the more immediate effect of light and colour at particular times of the day. Their works are sometimes described as 'captured moments' and are characterized by short quick brushstrokes of colour which, when viewed up close looks quite messy and unreal.

Starynight by Vincent Van Gogh

If you step back from an Impressionist painting, however, the colours are blended together by our eyes and we are able to see the painter's subject which often showed colourful landscapes, sunlight on water as well as people engaged in outdoor activities and enjoyment.

Paintings by Impressionist artists have become some of the most popular artworks of all time. This is probably due to the fact that their subjects were usually pleasing and uncomplicated. Key artists of the Impressionist school were English Landscape artists Joseph Turner and Constable, as well as French painters Eugene Delacroix, Jean-Baptiste Camille Corot and Edouard Manet, and Pierre-Auguste Renoir.

The Blue Lady- Renoir

Edouard a Bar at the Fo-Manet
Einstein was a German theoretical physicist who developed the theory of general relativity. For this achievement, Einstein is often regarded as the father of modern physics and in 1921 he received the Nobel Prize for Physics. While best known for his formula $E = mc^2$ (which has been dubbed "the world's most famous equation") Einstein's theory prompted man to split the atom, ultimately resulting in the creation of the atomic bomb and the nuclear age.

The theory of general relativity is the most important theory of the 20th century. It identifies that light always travels at the same speed (186,000 miles per second – the fastest velocity in the universe), but that speed is relative – it only tells you how last something is moving relative to something else. As a train goes by at right angles to us, its speed can be measured. But imagine moving towards an oncoming train at the same speed – it would seem to be moving twice as fast. Light, however, doesn't behave in the same way: its speed is constant, regardless of the speed of its source or observer.

Time passes differently, depending on whether you are moving or still. The faster you move, the slower your clock ticks compared with that of someone stationary. If a spaceship was travelling at the speed of light, if indeed that were possible, all the clocks onboard would stop.

He was visiting the United States when Adolf Hitler came to power in 1933, and did not go back to Germany, where he had been a professor at the Berlin Academy of Sciences. He settled in the U.S., becoming a citizen in 1940. On the eve of World War II, he helped alert President Franklin D. Roosevelt that Germany might be developing an atomic weapon, and recommended that the U.S. begin similar research; this eventually led to what would become the Manhattan Project. Einstein was in support of defending the Allied forces, but largely denounced using the new discovery of nuclear fission as a weapon.
A gifted poet, playwright, and wit, Oscar Wilde was a phenomenon in 19th century England. He was illustrious for preaching the importance of style in life and art, and of attacking Victorian narrow mindedness. He was a spokesman for the late 19th-century Aesthetic movement in England, which advocated art for art’s sake, and he was the object of celebrated civil and criminal suits involving homosexuality and ending in his imprisonment. In the early 1880s, when Aestheticism was the rage and despair of literary London, Wilde established himself in social and artistic circles by his wit and flamboyance. Soon the periodical Punch made him the satiric object of its antagonism to the Aesthetes for what was considered their unmasculine devotion to art.

Wilde lectured in the United States and Canada in 1882, announcing on his arrival at customs in New York City that he had “nothing to declare but his genius.” On his arrival to America, Wilde stirred the nation with his flamboyant personality: wearing long silk stockings, an unusual mode of dress, long, flowing hair which gave the impression of an effeminate, and a general air of witiness, sophistication and eccentricity. He was an instant celebrity, but his works did not find recognition until the publication of The Happy Prince and Other Tales in 1888. His other noted work, which was his only novel, was The Picture of Dorian Gray (1890), which caused controversy as the book evidently attacked the hypocrisy of England. The book was later used as incriminating evidence at Oscar Wilde’s trial, on the basis of its evident homosexual content.

But Wilde’s greatest successes were his society comedies. His first success, Lady Windermere’s Fan, demonstrated that this wit could revitalize drama. A second society comedy, A Woman of No Importance (produced 1893), convinced the critic William Archer that Wilde’s plays “must be taken on the very highest plane of modern English drama.” In rapid succession, Wilde’s final plays, An Ideal Husband and The Importance of Being Earnest, were produced early in 1895. In the latter, his greatest achievement, the conventional elements of farce are transformed into satiric epigrams—seemingly trivial but mercilessly exposing Victorian hypocrisies.

“There is only one thing in the world worse than being talked about, and that is not being talked about.”
“We are all in the gutter, but some of us are looking at the stars”
[Upon taking a glass of champagne on his deathbed] “I am dying beyond my means”
“Most people are other people. Their thoughts are someone else’s opinions, their lives a mimicry, their passions a quotation”
“The only difference between the saint and the sinner is that every saint has a past and every sinner has a future”
“The only way to get rid of a temptation is to yield to it”
“What is a cynic? A man who knows the price of everything and the value of nothing”
“Young men want to be faithful, and are not; old men want to be faithless, and cannot”
“Some cause happiness wherever they go; others, whenever they go”
Knowledge Project Part 10
St Patrick's College

ACROSS
3 Roman Catholicism traces its history to the ___ especially St Peter.
5 First Russian composer whose music made a lasting impression internationally.
6 Famous work by Vincent Van Gogh.
9 The book the Picture of ___ Gray attacked the hypocrisy of England.
11 The Father of Modern Physics.
13 What Marie Antoinette famously suggested her starving subjects should eat.
16 The French Revolution was mired in violence and ___.
18 complete disregard for anything that cannot be scientifically proven or demonstrated.
19 "catholic" means this.
21 Art that was characterized by short quick brushstrokes of colour which, when viewed up close looks quite messy and unreal.
23 One of the ideals of the Enlightenment.

DOWN
1 The storming of this prison began a revolution.
2 Middle French citizens.
4 Lower class citizens.
6 Catholics observe ___ sacraments.
7 The French ___ paved the way for the secular system of government in most countries today.
8 A famous ballet written by Tchaikovsky.
10 Nietzsche's contribution to ___ was the idea that men must accept that they are part of a material world, regardless of what else might exist.
12 One of the most misunderstood philosophers in history - variously linked to nihilism, existentialism and Nazism.
14 Most important physics theory of the twentieth century.
15 Oscar ___ was a spokesman for the late 19th century Aesthetic movement in England.
17 Oscar Wilde's greatest success was his society ___.
20 In 1921 Einstein won this prize for physics.
22 St Peter is considered the first ___.

Knowledge Project - Part 9
St Patrick's College

Solution:

MATERIALISM

GESAMTKUNSTWERK

SEMANTISM

REALISM

REACTION

IDEALISM

MUSKET

Muhammad

Kidnapped