flame
MAGAZINE
MANDOULIDES SCHOOLS ANNUAL PUBLICATION
JUNE 2016

MANDOULIDES
EDUCATORS SINCE 197

MANDOULIDES

EDUCATORS SINCE 1978

At the top...

We congratulate our students who have taken us to the top with their success and their scholarships in **prestigious universities** across the **USA** and **Europe** in 2016

7 students in universities of the USA

24 students in universities of Great Britain

2 students in universities of Italy

5 students in universities of the Netherlands

Harvard University, USA
R. Ketsetsidis $64,500*, F. - I. Sitilidis $73,930*
University of Cambridge, Great Britain
R. Ketsetsidis, F. - I. Sitilidis, G. Venizelos
Princeton University, USA
F. - I. Sitilidis $55,090*
California Institute of Technology (Caltech), USA
R. Ketsetsidis $55,338*
Duke University, USA
A. - G. Koulouras
Dartmouth College, USA
F. - I. Sitilidis $64,948*
Imperial College London, Great Britain
R. Ketsetsidis, G. Venizelos

Annual scholarship for 4 years

The total amount of scholarships from USA universities and colleges for 2016 is **$ 2,340,576**

The students attended the Mandoulides Schools' "Studies Abroad" Program, which prepares them for admission into universities abroad, without International Baccalaureate (IB) courses.

Harvard

Cambridge

Princeton

Caltech

Dartmouth

Duke

Imperial
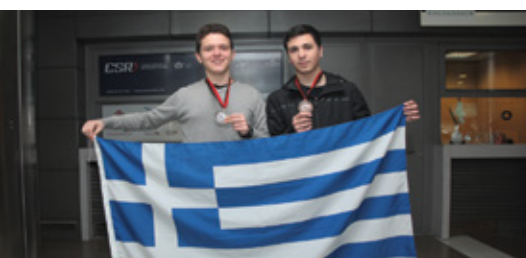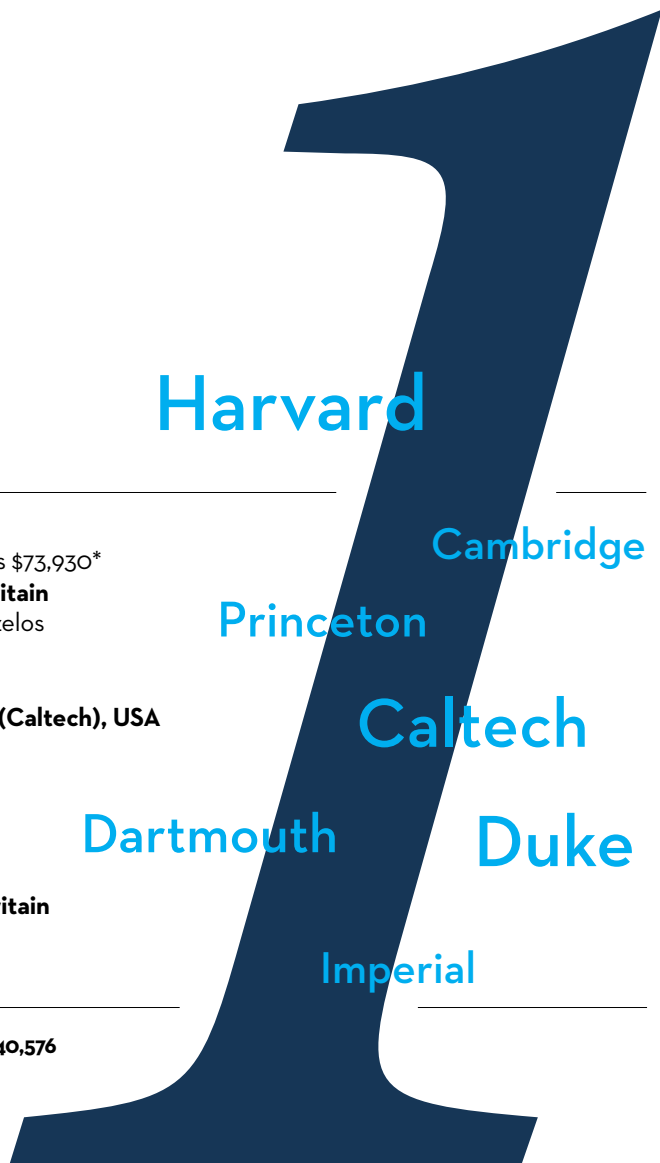
Silver Medal (R. Tsiamis, 10th Grade) in the 33rd Balkan Mathematical Olympiad (Albania, 05/2016).
Bronze Medal (V. Georgiadis, 11th Grade) in the 33rd Balkan Mathematical Olympiad.
Both qualified for the 57th International Mathematical Olympiad (Hong Kong, 07/2016).
Qualified (O. Pliaridis, 9th Grade) for the 20th Junior Mathematical Olympiad (Romania, 06/2016).

2nd place (R. Ketsetsidis, 12th Grade) in the 28th National Informatics Competition. **Qualified** for the International Olympiad in Informatics (Russia, 08/2016) and for the Balkan Olympiad in Informatics (Cyprus, 06/2016)

3 gold, 6 silver and **2 bronze medals** in the 33rd National Mathematical Olympiad of the Hellenic Mathematical Society.

1st place (Infinite Racing team) in the "F1 in Schools 2016" Panhellenic Competition. **Representation** of Greece in the world finals (USA, 10/2016).

1st place (Senior High School basketball team) in the National Basketball Championship for Senior High School boys, for the 7th time.

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ΔΙΕΘΝΕΣ ΜΑΘΗΤΙΚΟ ΣΥΝΕΔΡΙΟ
INTERNATIONAL STUDENT CONFERENCE

Odysseas Elytis The poet of Aegean

30 ΜΑΡΤΙΟΥ - 03 ΑΠΡΙΛΙΟΥ 2016
ΕΚΠΑΙΔΕΥΤΗΡΙΑ Ε. ΜΑΝΤΟΥΛΙΔΗ
ΘΕΣΣΑΛΟΝΙΚΗ

Υπό την αιγίδα του
Οικουμενικού Πατριαρχείου

ΟΔΥΣΣΕΑΣ ΕΛΥΤΗΣ
Ο ΠΟΙΗΤΗΣ ΤΟΥ ΑΙΓΑΙΟΥ

EDITORIAL

2016 has been a very successful year for our school. Our students' great achievements in international and national competitions and especially their admissions to prestigious educational institutions abroad have filled us with pride and strengthened our determination to optimize teaching and learning, thus better preparing them for a highly competitive world, full of uncertainties, which is changing at an unprecedented rate.

Our initiative is to help students develop as critical thinkers and keep their minds young and open because as the saying goes, "If you don't go through life with an open mind, you will find a lot of closed doors."

This magazine is a proof that we are evolving and we are placing great importance on education beyond the confines of the classroom. The students set their spirit free, and Flame becomes a launch pad for their ideas and a means for their creativity to blossom.

I am really proud to say that contributors to this issue possess the power to perceive, explore and analyze complicated concepts that will stir the mind of the readers. If you have ever wondered why Europe is in dire straits, how intelligence is defined, what the real reason behind a panic attack is or why it takes you ages to reach a decision, our articles, written by inquisitive young people, will provide you with some valid answers.

Students breathed life into these pages through relentless effort but with great joy and enthusiasm. Aristotle said that pleasure in the job puts perfection in the work, and we hope that his words will come true.

See you next year!
Rania Dantsi

Photo by Stavros Piperidis

We are all beautiful

by Natalia Tsoukali

No, we are not! Mahatma Gandhi wasn't beautiful. He was wrinkled and skinny, yet wise and inspirational. But not beautiful. Donald Trump isn't beautiful. And, he doesn't have any redeeming qualities either, come to think of it.

"You are so beautiful!"

I bet your mother used to say that to you when you were young. I remember my mother doing the same thing, probably because all mothers are convinced that their precious offspring is the most beautiful in the whole universe. But what is it that makes me and you feel elated when we hear these nine letters being articulated? And the question is: do we refer to how charismatic or amusing someone is, or do we talk about the subconscious and conscious perception of someone's astounding external facial and body features? The definition of the word "beauty" is, "The quality of being pleasing, especially to look at" and I repeat, to look at.

The truth is that at the beginning of humanity's journey, the conventional definition of beauty certainly did have an unbreakable bond with one's worth. Physical fitness and strength, in particular, were a true measure of survivability. If a woman wanted her offspring to survive in a hostile world, a big, muscly mate with a six-pack would probably be her best choice, as he would most likely be able to fend off predators or other suitors. Accordingly, choosing a fit woman to bear one's children would increase the chances of her surviving birth and of being able to provide for them afterwards. In fact, there exists a branch of science called evolutionary aesthetics, which refers to evolutionary psychology theories in which the basic aesthetic preferences of Homo sapiens are argued to have evolved in order to enhance survival and reproductive success. We are genetically predisposed to seek out certain physical characteristics and as a result, even nowadays, our society gives enormous importance to looks thus forming a direct correlation between beauty and societal worth. So much so that some alarming facts come to light; for instance, the presence or absence of desirable features skews parents' attitudes to their offspring. A number of studies have shown that mothers treat attractive children more favorably than "unattractive" ones. One researcher, who spent a decade observing how mothers look after young children in supermarkets, found that only 1% of children judged unattractive by independent assessors were safely secured in the seats of grocery carts.

Shocking, isn't it?

A simple chemical reaction, when a visual stimulus activates the pleasure centre of our brain, defines our perception of one's appearance and, unfortunately, our opinion of the person itself. In fact, scientists have found that good-looking students get higher grades from their teachers than students of "ordinary" appearance. The effect of beauty on society is rooted even deeper and has greater consequences than the fluctuation of high school grades; defendants considered less attractive than others tend to receive heavier sentences. Our society has even developed a word to describe this inexplicable discrimination, officially calling it "lookism".

What is fascinating though is the urge of people to make things seem just a little better. For many years we have been listening that beauty has many aspects, with inner beauty being the main contender, which is obviously an attempt to put other traits to the spotlight, since evolution has turned us to beings that are not complete slaves to their instincts.

According to the aforementioned definition of beauty though, that is a lie. When we refer to someone as being beautiful we inevitably refer to the symmetry on their face. Anything else is just a list of excuses and theories we devise in order to hide the simple truth, which is that there are ugly people too. We have come up with words and ways to create an illusion. It almost seems like the term "inner beauty" is used in order to make less attractive people feel "kind of beautiful". Of course they are not the only culprits behind this scum. The media and companies that gain profit from vanity and hope for beauty have been taking advantage of that for many years. But we are miles away from what we have been trying to establish, because we cannot simply admit the fact that the other virtues that people possess cannot be defined as beauty. They are remarkable features, yes, and that is fantastic, but do not make people look beautiful! So, all of you who fall into this category, cheer up. You have more things to define you than just one boring and misinterpreted adjective. I am an average looking person myself, due to genetics, and I could not care less since I am good at singing and I can speak three languages apart from my mother tongue.

Therefore, the next time you compliment some not so good looking friends of yours by saying they are beautiful, remember that you subordinate all of their other features. YOU LIE TO THEM, you just end up empowering looks because you act as if beauty is the reason they should be happy. The reason that made you want to disdain the importance of beauty worked as a boomerang and it's coming right after you.

We, people, the humankind that is so proud of being superior to their biological needs and claims to focus on other things of higher importance than these, haven't achieved anything when it comes to giving more attention to the being itself than to how it looks. What we should really do, instead of pretending, is simple. We ought to clarify that when we refer to beauty we obviously refer to looks by definition, physical appearance plays a significant role in our lives, but there is also intelligence, good sense of humour and so many other characteristics that make us amazing and fascinating as personalities.

At the end of the day, these are characteristics untouchable by time and can be part of an extraordinary life. Besides, as the Little Prince said, "It is only with the heart that one can see rightly; what is essential is invisible to the eye."

Once upon a time...

"if you want your kids to be intelligent read them fairy tales"

Albert Einstein

by Olympia Dadoudi

We all remember the moment when our grandmother took us in her arms for the first time and told us a fairy tale. Sometimes it can even be the first thing we remember from those lovable days. Have you ever wondered why fairy tales are valuable parts of our lives? These little tales, besides being bedtime stories, have a moral to teach as well. Can you even imagine your life without these stories? They are those that gave us the first lessons for life.

Let me give you some examples. I'll start with a fairytale that most girls all over the world know and love, Cinderella. This story encourages benevolence and hard work as a means of achieving one's goals. Cinderella is never negative or angry, no matter how poorly her stepsisters and stepmother treat her, and keeps working hard even when things seem to be hopeless. Can you think of an easier way to teach this lesson to a small child? I can't.

Another example, one of my favourite stories when I was younger, is " Little Red Riding Hood". Although there have been many versions of this story one moral is the most obvious, "Don't talk to strangers." Little Red Riding Hood talked to the wolf, who was obviously a stranger, and that got her into great trouble. Even though some violence took place, this was a way of making kids understand how dangerous such behavior was. "Snow White and the Seven Dwarfs" comes next and the lesson taught in this story is that real beauty comes from within. As we know, the "Evil Queen", driven by jealousy, decided to kill Snow White in order to become 'the fairest of them all'. But despite her many attempts, the queen never succeeded because the Magic Mirror recognized Snow White's beauty both on the outside and the inside.

Grown ups "borrow" some ideas from fairy tales so they do not sound preachy or omniscient, thus they convey the message they want to put across more effectively. We have talked about some popular fairy tales so far but children books serve a useful purpose too.

Why don't we start with the well-known story of "Alice in Wonderland"? Through the pages of this popular book children are taught that fear of the unknown should never be an impediment to acting as there are so many fascinating things to discover in life. "Peter Pan" can not be left out. The main theme discussed in the book is that, "Dreams do come true if we only wish hard enough. You can have anything in life if you sacrifice everything else for it." Isn't this the best way to teach the importance of perseverance?

The last, but surely not the least important, lesson comes from the "Jungle Book". I am not in a position to know what your parents used to tell you when you had a nightmare but mine often borrowed a phrase found in the Jungle Book, "Things will be better in the morning", and indeed they were.

Fairy tales are a wonderful way of broadening children's imagination. Hans Christian Andersen, Father of the Modern Fairy Tale, said, "Everything you look at can become a fairy tale and you can get a story from everything you touch". These amazing stories have the power to turn children into princesses that need help or noble knights that live incredible adventures and beat evil creatures. They bring excitement in children's lives. They get the impression that when they grow up they will become just like the characters they so much admire in their favorite fairy tales. They develop a sense of wonder even though they know that life is not like that. Imagination is the key word; children need to think the impossible. However, some people believe that imagination is not essential in our lives and we might as well survive without it. Albert Einstein's words though can serve as the best answer to all those defying the right to fantasy, "Imagination is more important than knowledge. For knowledge is limited, whereas imagination embraces the entire world, stimulating progress, giving birth to evolution", so he urges parents to read fairy tales to their children if they want them to be intelligent.

It's never too late to enjoy a good fairy tale. Grab a book from your bookshelf or download one from the Internet and immerse into the magic of Alice in Wonderland, fly with Peter Pan, dance with the Seven Dwarfs and take a long walk in the jungle with Mogul and Balloo. I am sure you will discover things that you had not noticed when you were younger, fairy tales have something to offer to all ages.

Inspirational quotes by Disney

- ### Snow White & the 7 Dwarfs
  Remember when the raindrops come tumbling, remember you're the one who can fill the world with sunshine

- ### Cinderella
  No matter how your heart is grieving, if you keep on believing, the dream that you wish will come true.

- ### Peter Pan
  Never say goodbye because saying goodbye means going away, and going away means forgetting.

- ### Aladdin
  Like so many things it is not what is outside but what is inside that counts.

- ### Hunchback of Notre Dame
  If watching is all you're gonna do, then you're gonna watch your life go by without you.

- ### Hercules
  A true hero isn't measured by the size of his strength, but by the strength of his heart.

- ### Mulan
  The flower that blooms in adversity is the rarest and most beautiful of all.

- ### Chicken Little/Tangled
  You gotta be ready to listen to your children, even if they have nothing to say.

OVERTHINKING

by Themistoklis Haris

A butterfly doesn't think before it flaps its wings. A runner doesn't think to start running, once the starting pistol has been fired to signal the start of the race. We don't wake up every morning thinking that we have to live. Thinking and doing are just two actions melded into one, and that is called living. But since people are unique in their own way not everyone responds the same way to challenge. Some people instantly make up their minds and put their decisions into practice, without spending time pondering possible consequences, while others contemplate about everything and wind up doing nothing. So people fall into two categories, the **impulsive** ones, who decide on anything on the count of three, and the others who need a week or so to make up their minds about what color their new pair of slippers will be, the **over-thinkers**.

In either case, we usually treat the situation as a behavioral problem. We go on to say to the impulsive: "Do you ever think before you do anything?" and to the over-thinker: "Come on! Just do it! Quit thinking about it".

In both cases the problem itself stems from deeper psychological reasons, therefore, we should at least explore the basic reason why our mind tells our bodies what to do and in our case what not to do. Impulsivity is a basic, yet fascinating concept in psychology. It appears to be a complex behavior when people think only what they want to do right now without taking a minute to think ahead or of the potential consequences. **"Act now, Think later",** seems to be the motto that drives the life of impulsive people and rarely do they plan or devise elements in their lives in order to avoid any regretful outcome. Over thinkers, on the other hand, find themselves acting in the exact opposite way. They analyze their course of action, their days, responses, reactions and constantly think of scenarios that might happen. I once read that over thinking is the perfect way to create problems that do not exist and this was when I started thinking about the reasons why these people subject themselves to such torture. The only rational explanation I could come up with

was **FEAR**. These people are insecure and afraid of failure. That's why they cannot be sure about themselves and keep thinking about even the most trivial things. Well, most people fear failure, a feeling which is deeply rooted in their subconscious, but with over thinkers the situation is a bit different. They define failure in a completely different way from other people. They perceive any imperfection or lost battle as a personal failure and they constantly judge their actions sternly letting negative thoughts permeate them. The problem with them is that they perceive over thinking as a defense mechanism against possible failure but, alas, they end up drifting into a state of regret for things that should have been done in one way or another. Most over thinkers constantly wonder, "What would people think of me If I ...?" They strive to be perfect and public opinion is worth a million to them, and this is when indecisiveness becomes an indispensable part of their lives; uncertainty paves the way to depression. Fyodor Dostoevsky was probably right when he said that, "To think too much is a disease."

Don't get me wrong here, I know that not everyone is positive by nature but I do think that people should learn to appreciate themselves and avoid aimless thinking. So if the description of the over thinker fits

> ## "To think too much is a disease"
> *Fyodor Dostoevsky*

your profile, put other people's opinion behind and take a leap into the unknown, act with confidence and move on. It would also be a good idea if you found an impulsive friend, you would make a perfect match. And when you find yourself at a fork in life do as the great French military and political leader Napoléon Bonaparte advised his people, **"Take time to deliberate, but when the time for action comes, stop thinking and go in."**

Everybody loves an underdog

by Apostolos Chorozoglou

In books and films there are depictions of main characters that find difficulty progressing towards their ultimate goal due to obstacles. People like that sort of thing. The common man can relate to the person that overcomes all odds to achieve what he desires. That's because everyone has a story to tell in which he had to do the same. Gripping and clawing towards a goal is inevitable. It's nonsensical to presume that everything a person aims towards is easy to achieve. Obstacles are a part of one's life. That being said, however, overcoming them makes triumph seem more amazing. Arthur Ashe said that **"Success is a journey, not a destination. The doing is often more important than the outcome."** However what's most important is that a person desires his goal more when he has to increase his effort to attain it. Michael Jordan got cut by his high school team and is widely regarded as the best basketball player of all time. J.K. Rowling's first Harry Potter book got rejected 12 times and the franchise ended up grossing well over 30 billion dollars in total sales. The Beatles got turned down initially, but they did get to carve out a pretty great career. Ferruchio Lamborghini was insulted by Enzo Ferrari for making tractors. His company is now a leader in luxury cars manufacturing. They all suffered losses, yet they came back stronger than ever. The good things in life are earned, not given. And as cliché as that statement may sound, it's true. The more you long for something the happier you are when you achieve it. Because the sense of validity of the efforts you've put in is most important; because it validates the journey.

And it's all about the journey, right Mr. Ashe?

It is far harder to kill a phantom than a reality

by Filippos Ilarion Sitilidis

You need courage to fight against weapons, but logic to fight against illusions. This is why an illusion is the most difficult opponent one may face. It possesses no material substance, yet it occupies the space and paralyses the mind; through the mind it conquers the body, thus subordinating and directing our actions. "It is far harder to kill a phantom than a reality", quoted Virginia Woolf, thus highlighting the misleading and elusive character of an illusion, which generates absolutely no desire for resistance. The next step after accepting illusions as the worst opponent humans can face is to determine which one is the most dangerous. Since my early childhood I used to help at the local church charity program. There, I realized that people's personal interests often supersede their desire to help others. I tried to seek a justification for this and eventually formulated the idea that our society can be explained by the forest model: An unhealthy tree can survive and recover in a healthy forest, but a healthy tree in a burning forest is destined to perish. Following this logic, the problems that influence individuals most, are the problems society as a whole has to face. Since man is a political being as Aristotle quoted, we may conclude that the illusion that hurts our society most must be immediately connected to politics: the illusion that the common interest is the sum of peoples' individual interests, an illusion whose nature I've always considered when I was in the charity program. This illusion completely devastates the value of political life. People seize to be true political beings, and develop a personal political conscience, which is, in

‘Utopia lies in the horizon. When I draw nearer by two steps, it retreats two steps. No matter how far I go, I can never reach it.’

We cannot hope for a cloudless day.
But one thing is for sure:
We can make the sun shine brighter!

itself, an oxymoron. Nowadays, as we vote based on our personal felicity and not the common good, the notion of a political conscience is closely related to the achievement of our own personal merit. Thus, politics loses its essence, since it is being exercised from each of us individually, by and for ourselves. The main challenge, however, lies with determining the source of this illusion and with proposing a possible solution, rather than with understanding its negative consequences. That's when I turned to my old favourite subject area: Game Theory. The problem we are facing forms the basis for Prisoners' Dilemma, a well-known Game Theory problem, according to which Bob and Alice have been arrested for robbing a bank. The prosecutors offer them a bargain in the form of a dilemma, such that whatever the other does, each is better off confessing than remaining silent. But the outcome if both confess is worse for each one than the outcome if they both remain silent. In this problem, each of them will try to maximize their personal interest. By believing that

the other will defend his/her personal profit the prisoners wouldn't try to think on behalf of the common good. The reason why is lack of trust and honour. This is the source of our illusion and this is where the solution lies. Although the suggestion of forming a society based on trust and honor sounds leniently utopic, we should not be deterred from trying. "Utopia lies at the horizon. When I draw nearer by two steps, it retreats two steps. No matter how far I go, I can never reach it. What, then, is the purpose of utopia? It is to cause us to advance." As Eduardo Galeano shrewdly observed, although we cannot completely solve this problem, we can certainly mitigate it. It would be a great step for mankind if each of us tried to belong at least to one group of people where such relationships based on trust and honor are valued. Of course, there will always exist people affected by this illusion, as there will always exist clouds in the sky. We cannot hope for a cloudless day. But one thing is for sure: We can make the sun shine brighter!

Inner Peace

by Christina Efstathiou

This decade is ripe with intense contradictions. On the one hand, we might think that distance is no longer a major hindrance in uniting peoples and that communication between people and nations can nowadays be instantaneous. But are we actually united as a species when chaotic problems and human wretchedness still plague this earth? War is raging, economic crises are crippling nations and hunger still prevails in many parts of the world. All these may render us desperate enough to believe there is no end to this misery, that we are doomed to live in constant fear.

We are constantly thinking that there will always be someone willing to kill innocent people, and inflict tremendous pain on humanity. We have lost hope and faith in our ability to reverse the situation.

Photo by Stavros Piperidis
& Daphne Mesochoriti

*When the power of love overcomes
the love of power, then the world will know peace*

Jimi Hendrix

But, maybe, there's a way right in front of our eyes and we are unable to see it. I will try to make you see things in a different way in order to infuse optimism to your hearts. And, who knows, perhaps this new outlook can affect everyone's attitude towards our ability to improve the world we live in and help us bring inner peace to our hearts and minds.

Reaching inner peace may seem difficult and unattainable, but I will attempt to convince you that it is the only effective solution in order to bring the problems that are festering our world to an end. You may be wondering, how we can possibly achieve inner peace while everything around us is falling apart. In order to demonstrate the correctness of my theory I would like to address two questions. To begin with, how can everyone work to this end, and secondly what will the beneficial impact of inner peace be on the world?

Let us first examine the ways in which we can achieve and maintain inner peace. It is important to keep in mind that we should start small, we have to apply it to our everyday life first and then move on to tackle societal issues. In order to find inner peace, it is necessary to apply three rules, acceptance, understanding and engagement in what we love.

Acceptance

According to the Serenity Prayer we must find "the serenity to accept the things [we] cannot change, have the courage to change the things we can, and the wisdom to know the difference."

It is vital to define what we cannot change in ourselves. The next and most challenging task on the road to inner peace is to find the self-awareness and strength to modify the aspects of our character that can be altered. All of us recognize that we have both positive and negative traits. Society is constantly pressuring us to present an ideal persona based on societal stereotypes. We must remind ourselves that everyone is different and unique in their own way. Having reached that realization, we will come closer to the point of accepting others. Failing to do so might fill us with negative emotions and thoughts, a fact that leads to the destruction of our inner peace.

Understanding

Even if we don't completely accept others, which is more common than not in life, the least we can do is try to understand them as much as possible. A great way to facilitate this process is by attempting not to impose our beliefs and opinions on others but understand their perspective by empathizing with them. We shouldn't be quick to judge, as we never know if we might find ourselves walking in that person's shoes some day.

Love

The last thing we should remember is to do what we really love and are passionate about, whether that relates to our profession or way of living. In this way we will infuse our happiness to our every day life, which is a contributory element to building inner peace. Without doing things that we appreciate and value, life becomes dull and pointless, leaving us with a destructive feeling of emptiness which leads to loss of our inner sense of peace. As Steve Jobs used to say, "The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle."

Having seen how these three rules can help people on an individual level it is time we witnessed how this "state of being spiritually and mentally at peace" can benefit our world as a whole. It seems that our society can be benefited greatly as gradually some of the problems plaguing our world may be resolved.

The process is far from easy. We must train our minds to think positively and our hearts to show love and compassion. It might take a long time to bear fruit but it is worth it. If we teach our children great values such as respect and acceptance, we pave the way to mutual understanding of people of different origins. When people are at peace with themselves they manage to make peace with people around them. With inner peace in our quiver, we will be able to forgive those who have lived lives of violence and lead them to a place of self-enlightenment.

We cannot live in constant fear, we must fight the problem in its root. Change will come from within us.

Dalai Lama XIV said, "We can never obtain peace in the outer world until we make peace with ourselves."

Dear readers, if you don't want those 5 minutes you have spent reading this article go wasted, please remember and adopt three things.

Acceptance. Understanding. Love.

And I'm challenging you to start today.

Willpower fuels one's journey

Photo by Daphne Mesochoriti

by Filippos Ilarion Sitilidis

There is no stranger beauty than that of roses flourishing inside rock crevices, highlighting the contrast between vulnerability and inflexibility, two opposing sides of nature harmonically combined. Life's ability to triumph, by sheer resolve, even in the most adverse of circumstances, inspires hope. Since antiquity, people have tended to humanize natural phenomena in order to accurately express philosophical thoughts. Similarly, the roses, representing both the fragility and perseverance of life, can be used as an example to prove that willpower overcomes the unyielding threat of death, thus confirming the words of Joseph Glanville: "Man does not yield himself to the angels, nor unto death utterly, save only through the weakness of his feeble will." I first encountered these words in the work of Edgar Allan Poe "Ligeia", a story serving as a manifesto for the power of will. Ligeia is a beautiful, passionate and intellectual woman that impresses with her immense knowledge of physical and metaphysical science. She becomes ill, struggles with human mortality shouting, "Shall this Conqueror be not once conquered?" and eventually dies. Her knowledge of mysticism, however, combined with an intense desire for life leads to her revival. The exact meaning of the revival scene has been extensively debated, which allows us to make one more interpretation. What made me set Ligeia apart was not merely the power of her will, but the nature of her will. She didn't just want to live, since this is a common desire of all of us; she wanted to prevail over death. She invites her opponent, Death, to a battle. Thus, she places importance on her journey, the struggle to triumph over death, rather than simply focusing on the destination, the attainment of life. It immediately follows from this analysis and Ligeia's revival that the greatest power is the willpower that inspires the journey, the struggle, regardless of the destination. As a result of these musings, a relationship was established between two of my favorite pieces of literature: Ligeia of Poe and Ithaca of Cavafy. The quest of willpower was a matter I first considered in an early age, when during a religious excursion I had with my family in a monastery I observed the wild beauty of the roses that flourish inside rock crevices. After reading those two literature texts, I concluded that willpower fuels one's journey and eventually this is the one power that rules them all.

Self-fulfilling prophesies

"If you change the way you see things then the things you see will change"

by Olga Sitsiani

Have you ever heard of the expression: "self-fulfilling prophesy?" Most likely, the majority of you reading this article have not come across this term before but I am sure that you will find the situations described below very familiar.

Think of someone carrying a cup of tea which is hot and filled to the top. A person witnessing the scene warns him that he has to be careful so as not to burn himself. Wouldn't you agree that the chances of spoiling the situation are far greater than those of not? Eight out of ten times the person waiting for the tea to be served finds 1/3 of his chamomile on the saucer. **But why?** The answer is far from simple and it is based on the Self-Fulfilling Prophecy theory.

We subconsciously conceive a thought of failure and finally indulge to that because our brain is exposed to the probability of failing. This applies to a lot of aspects of our everyday life. For instance, when a student believes that he will not pass a test although he has studied properly, he will most probably end up with a B- wondering why the universe, along with his wicked teacher, conspired against him. So is the case with athletes, when they think and strongly believe that can rely on their strength, ability and rigorous preparation chances are that they will beat their opponent. The prediction we make at the start of something affects our behavior in such a way that we make the prediction happen, whether it be positive or negative, and that is the mere definition of Self-Fulfilling Prophecy.

Think of the dissatisfaction with specific tasks that you are obliged to perform although you actually resent. Your brain is predisposed to believe that the whole endeavor is going to be a waste of valuable time that you would otherwise have spent creatively. It is a hundred percent guaranteed that the effort attributed to the deed will actually be underrated causing loss of interest throughout the activity, thus leading to the lowest results possible. In essence, we undergo a subliminal series of thoughts that make us suppress ourselves and do not let us get the most out of what we do in each and every case in our daily routine.

This phenomenon, however, has its roots in the fact that our brain actually reacts to the situation in an uncontrollable way based on the psychological input it gets. In the case of the student the brain is exposed to excruciating subconscious stress and that is the cause of a malfunction in the thinking process and disturbance of attention, so the results are not satisfactory. Another common observation is that sometimes people who struggle to lose weight are actually incapable of doing so even though they try with various means. The truth behind this difficulty lies in the fear of the opposite outcome. More specifically the person will cause a brain reaction of negativity and subliminal sadness which, as a domino effect, will minimize the metabolic rhythm destroying the chances of actually becoming slimmer.

In conclusion, the way we face reality is indeed the way our brain has depicted it and how it perceives the future. "If you change the way you see things then the things you see will change", said Wayne Dyer and he was so right. Positive beliefs will initiate and create a positive reality, whereas beliefs stemming from a negative mind will cause life to revolve around negative events.

The brain is a magnificent and powerful tool but how much do we really know about the brain and how it functions? Well, most of us when asked these questions would answer that the brain is a pink sphere that causes thinking and reasoning to happen. The truth is that our brain is more than that. It is a complex machine that processes data. If we start thinking positive thoughts we can actually train our brain. The power of positive thinking can turn people into confident and optimistic individuals capable of anything. On the contrary, the more we focus on negativity, the more neurons, the basic data processing units of our brain, will be created that support a negative thought process. In other words it will be like closing our eyes and eternally waiting for the end of something boring and excruciating, without interfering and interacting with it because we believe we are incapable of fulfilling our task. Needless to say that our mission won't be accomplished.

So, look on the bright side of life and the outcome will definitely reward you.

What's wrong with these children?

"He had put his hand up in class, a declaration of existence, a claim that he knew something. And that was forbidden to him. They could give a number of reasons for why they had to torment him; he was too fat, too ugly, too disgusting. But the real problem was simply that he existed, and every reminder of his existence was a crime."

John Ajvide Lindqvist, "Let the Right One In"

by Themistoklis Haris

Can you tell me who gave you the right to make me hate myself? Is it because you find me annoying? Is it because you cannot stand looking at me, talking to me or listening to me? Exactly how can you live with knowing that you had fun over someone else's sadness and discomfort? You might say, "I was just teasing them; I didn't know they took it seriously..." or "Come on! It was just a joke. No need to make such a big deal about it." But you made it a big deal, you made it matter. Every day you make it matter more and more when you laugh at how fat I am, or how much I study, or how weird I talk, or what kind of clothes I wear. **I cannot react.** And even if I did, what could I accomplish? Everyone is on your side. You are cool and popular. You are the boss, you can make belittling comments, and they all listen and laugh at how pathetic my efforts to make my voice be heard are. But I will try anyway. I will try to fit in, to tell a joke, to stand up for my rights in front of you; I will even try to be your friend. I know that you will laugh even harder. I feel suffocated; it keeps getting more and more difficult to breathe nowadays.

Who am I? Is there something wrong with me? I am confused. I get emotional easily. I even think of doing bad things to myself. Sometimes I hear people saying, "That's life. Get over it." That is audacious and insensitive. I am sorry but I won't accept that, not in a million years. So tell me now honestly, what is it that gives you so much control over my life?

"I'll beat you up if you don't get my homework done by tomorrow morning." **I am a bully.** I am constantly making fun of you because of some specific characteristic. **I am a bully.** I purposefully embarrass you in front of everyone and I make sure you are left out from my group of friends. Once again, **I am a bully.** Abuse at schools isn't a contemporary phenomenon. Bullying has always been present in social interactions of children and teenagers. It is defined as aggressive behavior intended to hurt a person physically or emotionally. That's because humans inherently tend to abuse their power and status and weak people are commonly found on the spotlight as victims, to quench the bully's thirst for self-recognition and reassurance. However, children and teenagers are very deeply affected by the opinion others hold for them, care a lot about having friends, belonging in a social group and being recognized by it, and usually develop dynamic relationships with other children competing in terms of social status and rank. Even more so, with the advent of the Internet and the globalization of communication, bullying is becoming more and more pronounced as a social problem, to the point where some authorities take exaggerated measures to control the behavior of young people. So, where do we draw the line?

Can you tell me who gave you the right to make me hate myself?

Why do bullies bully?

First of all, one needs to have all the facts. Why do bullies bully? Moving beyond the scope of a natural tendency to demonstrate one's strength against someone that cannot react, many surveys have examined the reasons behind a child's aggressive behavior. The annual bullying survey in UK questions over 5000 students regarding their bullying experiences, gathering surprising results every year. In 2015, over 50% of all students openly admitted bullying another student on a weekly basis, while over 60% of them said they were victims of bullies on a regular basis. The contradiction here is evident. There is no clear distinction between who bullies and who is bullied. It's all about the dynamic relationships that develop among children. A bully can easily be turned into a victim depending on various social circumstances and variables. Most cases of aggressive behavior originate from the victims' appearance. Over 26% of the victims said their weight was targeted, 21% claimed that their body shape was not up to the standards of their peers and 18% were bullied for the clothes they wore. The worrisome fact here is that about 48% of the above students actually want to take action to "fix" the "imperfections" that make others bully them, by undergoing treatments like Botox, breast implants or other kinds of surgery. But let us not go too far, 79% out of all students questioned decided to go to the gym or take on sports activities even though they had never thought of it in the past. When asked why, over 60% of them said, "Because I want to have a cool body in the summer that no one will make fun of." But enough with statistics; what is the gist of the story? We see a young population that is dead afraid of itself. It bullies but at the same time it is afraid of being bullied. To bully is to do what everybody else does. To be a part of it is to feel the acceptance of everyone else that does the same thing as you. And that soothes the heart of a teenager who seeks attention and acceptance at all costs. Being different is becoming more and more pain inflicting. Being special will get you bullied, while judging harshly, making fun of people and pushing them around for being who they are guarantees you acceptance. That's not a world for children to grow up in; and to my mind, it is not their fault. Children develop heated relationships that can lead to conflicts and this cannot change. However, I really believe that there must be something that made today's generation of young people believe that they are not special and that the only way they can be happy is by gaining power over another person, and make himself or herself the dominant teenager in the "hood". I have not managed to figure it out yet but I intend to keep on trying, and maybe this is where the key to solving the problem lies.

The necessity of problems

by Othon Tzamtzis

The Kindergarten bully approaches. You stuff your chocolate bar deep in your pocket and act nonchalant. In your mind, you keep thinking, please not the Kit-Kat, please not the Kit-Kat. That Kit-Kat was going to be the best part of your day. You'd been waiting for this break to savour its delicious chocolate. Do you remember the pain you felt when that hateful bully, grinning, reached into your pocket and with an insulting remark, stole your most precious treasure of that day?

It is a widely accepted fact that we all face problems in our everyday lives. Everyone comes across difficult situations at school, at work or in their interpersonal relationships. One might claim that children are the only ones who are problem-free. No financial responsibilities, no family to take care of, not a care in the world. But, when a child loses his chocolate bar, he may feel as stressed as an adult losing his job, despite the massive difference one action might have in their lives as opposed to the other. So, regardless of our age group, we often tend to believe that hardships drain our happiness away and offer no value to us, a fact which is absolutely understandable. Today, though, I would like to demonstrate the benefits of losing your chocolate bar once in a while.

Firstly, I am inclined to believe that we all set some specific targets in our life, because we feel that attaining these goals will make us feel content and joyful. However, the achievement of our goals is often impeded by a plethora of difficulties. As a matter of fact, the bigger our goal is the harder those difficulties get. The mere existence though of these seemingly insurmountable situations, not only do they make us work harder and thus improve ourselves, but they also help us understand if our goal is actually worth it. They help us understand if the path we have chosen is the one we truly desire. Because if you actually believe in your goals then you are going to fight for them no matter how hard achieving them is. On the other hand, if it were easy to achieve anything then we wouldn't have the drive to improve nor would we be able to feel the euphoric sensation of overcoming a problem. Although your chocolate bar is now in the greedy mouth of that bully, the situation might give you the opportunity to realize that perhaps an apple would have been a better choice. Another important fact to consider is that problems add a lot of interest in our lives. No, I am not referring to the interest you get from a bank loan, which is definitely a problem in itself, but I am talking about the realization that we are actually alive. More specifically, intense problematic situations are often those that stay indelible in our memory. When, on the other hand, everything in our life is plain sailing, we often lose interest, because we cannot satisfy our innate need to be challenged. A very characteristic example is that of books and films. The most memorable scenarios are usually the ones in which the protagonist has to overcome a very challenging situation. In fact the harder the situation gets, the more interested the spectator becomes. As a result the resolution of the protagonist's conflict leads to the spectator's spiritual catharsis and relief. This situation can also be observed in real life, as our biggest problems are also the most interesting ones.

Last but not least, I would like you to imagine a world

[*Life becomes inspiring, not in spite of the problems and the hard hits, but because of them*]

where there are no problems at all. At this point a short story by Alan Watts, an insightful modern philosopher, would be most suitable. In his "Dream of Life" he says, "Imagine that you were able every night to dream any dream you wanted to dream, and that you could for example have the power within one night to dream 75 years of time, or any length of time you wanted to have. At first you would naturally dismiss all of your problems and make all of your goals come true. After a few years in this dream you were going to say,"That was nice, but now for the rest of my dream I want something a bit more unexpected to happen." After that you would wish for something more and more adventurous, something that you would have even less control over. At last you would dream of being where you are now. You would stop playing God and you would desire to live life as you remember it, with all the problems and hardships it involves and that's because you would lose interest."

All in all, we come to the conclusion that, in a way, difficulties complete our lives. One might even think that problems are the yin to our yang, meaning that they are necessary for us to achieve satisfaction. Through difficult situations we improve ourselves and hence aid the improvement of our society. Apart from that, it is often said that in order to enjoy something beautiful one has to see something ugly. Likewise in order to truly enjoy and appreciate happy moments we have to embrace difficulties and see how they influence us. Otherwise we will never actually enjoy our chocolate bar.

After all, as Joni Eareckson Tada, a prolific author, stated "Life becomes inspiring, not in spite of the problems and the hard hits, but because of them", and believe me she knows what she is talking about.

[problems

add a lot of

interest in our

lives]

A diving accident in 1967 left Joni Eareckson Tada a quadriplegic in a wheelchair. Today, she is an internationally known mouth artist, a talented vocalist, a radio host, an author of 17 books and an advocate for disabled persons worldwide.

Cogito ergo sum
I think, therefore I am

by Kornilia Veliani

Reinventing oneself is never more cleansing and fruitful than when it is achieved through challenging one's own beliefs. Ever since I was introduced to the writings of Rene Descartes, and specifically, the book "Discourse on the Method", the phrase " Cogito ergo sum" (I think, therefore I am) fascinated me and took hold of my thoughts. My mind felt captive to the force that, in Descartes' point of view, proved my existence. For a long time I believed that quote to be unequivocally true. Descartes, during his philosophical journey, brought man's attention to the fact that one must doubt everything previously believed to exist, everything that could be perceived through the senses. These mischievous modes of internalizing information fed to man by the world surrounding him, Descartes claimed, are untrustworthy at best, and treacherous at worst. During his philosophical musings, he realized that, it was the capacity for thought, and specifically the ability to doubt one's existence that indubitably proved that person's existence. He summarized his observation into this concise quote, "I think, therefore I am."

Photo by Daphne Mesochoriti

I think,

I feel,

I create,

I imagine,

I love

and therefore

I am ...

(...proving Mr. Descartes wrong)

It was a Friday afternoon when, having discussed the above with my philosophy teacher, after a long day at school, that an inconsequential event spurred some discourse between Mr. Descartes and me in the depths of my mind. The school day was almost over. No more classes for the day; I was going to have some fun at the school choir before meeting my friends and family. I felt relieved. And, at that moment, I thought. How can one claim to exist without feelings? Emotions are the spice of our lives. And even if they deceive us, our lives would be null and unproductive without them. They should not be ignored or underestimated as their existence determines ours. School choir practice: a time to create, imagine and enjoy the music! While singing the creations of Hatzidakis and Gatsos, it hit me. Creativity is ingrained in the human soul. We cause a myriad of things to exist: from ideas to music and from dance sequences to technological advances. Creativity is inescapably linked to our existence. On the school bus, on the way to the place I usually meet my friends after choir, I remember what my best friend and I used to do when she lived in Thessaloniki. I imagine us going shopping and having fun, drinking coffee and giggling. I imagine the next time we will be able to attempt another such 'adventure'. Imagination either works as the reproduction of images already existing in one's memory or as the formation of images by the recombination of former memories. However it may work, to imagine one has to exist, as one has to exist in order to have such a mental capacity. The ride back home always gives me plenty of time to think of my family and friends. My loved ones, the people that I care about and share the most powerful and unconditional emotion of all with: Love. The warmth of personal attachment and deep affection is what makes love differ from other emotions. It is what makes it vital in our lives. From birth to the end of our lives, love is the power that nurtures our existence, a force that determines our nature and spirit. Having mused on these ideas for some time, I came to the conclusion that, **perhaps Rene Descartes failed to accurately convey the absolute and necessary conditions that define and prove existence in one sentence.** Because, personally, I think, I feel, I create, I imagine, I love-and therefore I am. This sentence, comprising all the things that prove and indicate my existence has since guided my lifestyle choices. As my point of view on this matter has made me who I am today, I choose to believe that thinking, feeling, creating, imagining and loving indicate one's existence.

Stressed Teens

What do you feel in your body when you feel anxious?
Usually, you may notice a rapid heartbeat, shallow,
rapid breathing and tense muscles.
These physical reactions are the result of the ***'fight or flight'***
response system, an ingenious mechanism.

by Sabina Digktsi

Nobody can deny that going through adolescence is not plain sailing. It is one of the biggest transitional periods we go through in our lives and there are so many things changing.

Not only do we teenagers have to cope with the mood swings that are linked to puberty, but also with all the workload and pressure that are required in order to succeed in life! As it is understandable, these factors lead to only one result: we are stressed and worried about almost everything. But why? What is the exact reason that makes our lives so stressful? Are there any ways to help us reduce stress or do we have to get used to it? And most importantly, is it really worth it?

Most of us believe that we know exactly what stresses us out. But, even though we are trying to avoid stressful situations, it seems that we simply can't get away. The reason is that we don't really know the cause of the problem. We may put the blame on our school responsibilities, tight deadlines and parental high expectations, but in fact these are not the real factors of the emotional upheaval we find ourselves struggling with. Many theories have been developed, and most of them agree that the fear of our future lives or the exams we are going to take on Monday are not the cause of our anxiety; actually the main reason we are strained is ourselves.

Of course, anxiety is the body's natural response to external stressful circumstances and many of us would claim that we only feel tense in specific periods, when something threatens our inner peace. However, it is true that many times we can't stop thinking about our "to-do lists" even when we are hanging out with our friends on a Saturday night. That is caused by stress hormones released into our bloodstream. We were all born with instinctive stress responses and when a potential danger (in this case problem) arises, there is an instant physical and mental change in us that makes us feel pumped up and strong enough to fight. This response is called the 'fight or flight syndrome'. The fight or flight syndrome was vital when we used to live in the wild and were liable to attacks from other tribes or wild animals. Even though the majority of these threats has gone, it is still an important part of our body's defense system; and that's the problem. Nowadays, there are not such dangers as animal attacks and we don't need this amount of strength in order to protect ourselves. So, when we are tense we can't release the energy that is produced by the stress hormones and we don't give our bodies and minds sufficient time and space to rest after each stress-filled moment. With no release, stress hormones keep on working, which is why we can't calm down even if we take a relaxing bubble-bath. In other words, we simply can't help it.

On the other hand, as a student I can say from experience that I have lost my sleep many nights trying to finish a project that was due the next day just to get an A on my report card. I have to admit that most of the times it has worked! Even though we may constantly complain that we have had enough with homework and deadlines and we wonder why we should finish school, while we can become something else apart

from doctors and lawyers, we cannot deny that the more pressure we put on ourselves, the more work we get done. More specifically, Michael Mrazek, a researcher and lecturer in Psychological & Brain Sciences at the University of California in Santa Barbara, reported, "In one of my most recent studies, several participants expressed the belief that procrastination is beneficial" but continued saying that, "(but) being stuck in that trap is more likely to lead to chronic stress." Reading that we come to the conclusion that when our mouths go dry, our hands become sweaty, our heart pounds and we feel terror-stricken, we may also find ourselves filled with strength and determination to finish our work. Unfortunately, this feeling can also develop to a permanent situation depriving us from the carefree and refreshing feeling of relaxation ever again.

I am confident that by now you are definitely confused. Is there good and bad stress?

Surprised as you might be, the answer is affirmative. Small doses of stress can be beneficial and motivating. It can help us accomplish tasks and meet deadlines, as in my case. Regrettably though, modern living triggers the "flight or fight syndrome" more often than we can handle and this is when stress becomes detrimental. So, now you might ask: "What can we do about it ? Are we doomed to live under stress for the rest of our lives?" Well, certainly not. Experts and specialized psychologists have developed theories, helpful techniques and clever tips for teenagers, which, once applied, could work in a complementary way and reduce the stress that we experience on a daily basis.

Firstly, correct breathing is important. It is a quick way to calm down if we are about to face a difficult task and, in combination with other relaxation techniques such as meditation, it can change our stressful everyday life completely.

Secondly, it has been proved that exercise is essential if we want to be relieved from stress. With exercise we can release the unnecessary energy that is sparked by the stress hormones. However, if we don't have enough free time to work out due to our heavy daily workload, there is always an easier and more enjoyable way. Studies have shown that laughter not only reduces the levels of anxiety dramatically, but also affects our general health positively. So, we'd better go and buy that book with jokes you saw the other day at the bookstore!

But none of the above will work if we keep on worrying about petty things that tend to make us miserable. No way do I mean that we should be indifferent to them, but it wouldn't do us harm if we just let them go from time to time. Definitely, we are created in a way that forbids us to be completely untroubled and carefree, but it is vital that we do our best to make our lives a little bit brighter. Next time you feel stressed and you can't get your future responsibilities out of your head, remember what Axl Rose, the lead singer of Guns N' Roses, once said, "I don't worry about nothing, no, because worrying is a waste of my time" and I can assure you, you'll make it through!

it is vital that
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a little bit brighter
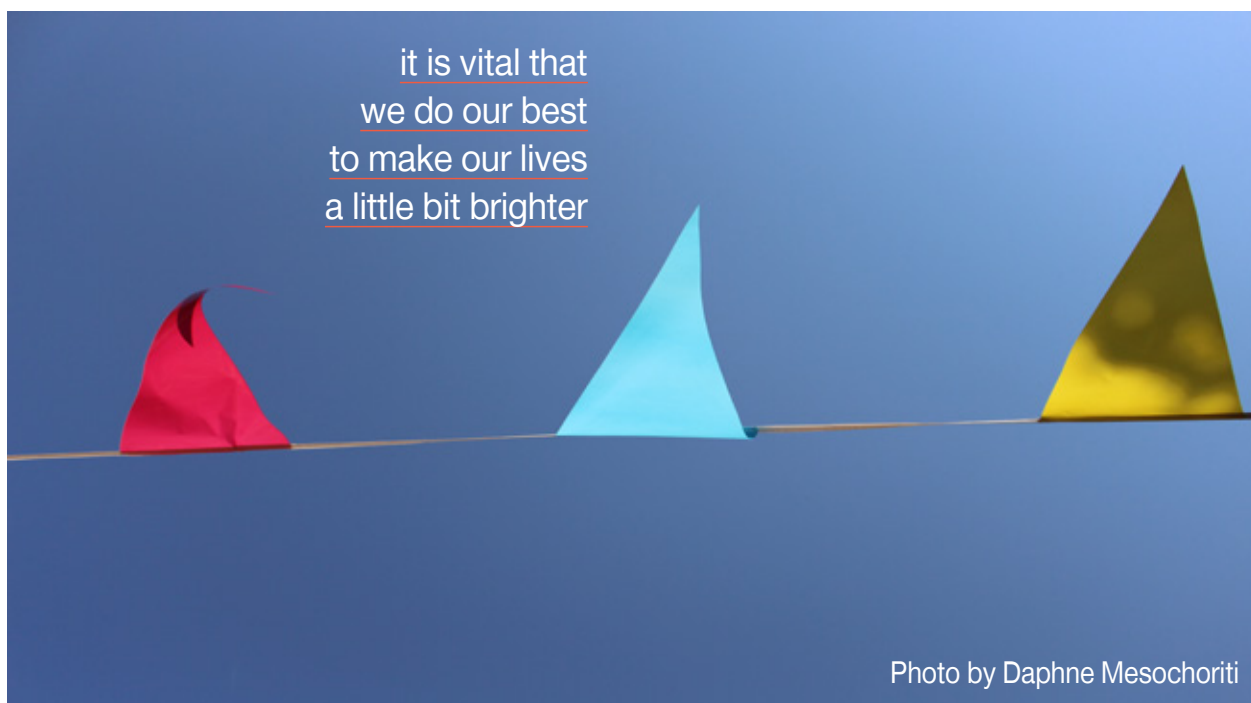
Photo by Daphne Mesochoriti

If you want to change the world,
start with yourself...

by Ioanna Liakou

It's Thursday evening, you have just finished your homework and decided to take a break and relax. So, you switch on the TV and the first thing you stumble upon is the news. You hear the news presenter talking about the refugee crisis and the horrible living conditions in Idomeni. You are not in the mood for the same, depressing stuff again so you quickly change the channel. During zapping, in just 3 minutes, you get informed about a new terrorist attack counting 250 casualties, a robbery at the local bank, the abduction of a 5 year-old child and a capsized boat in the Mediterranean Sea. You are on the verge of a nervous breakdown! You switch off the TV and head back to your room wondering, "What is the matter with this world?"

More often than not most of us can't help wondering how our world has ended up like this and what we can do to change it. Well, some people might say that if they had the chance to change the world they would do great things, like bringing world peace, justice and equality. As I see it, there is a big mistake in the previous sentence. There is no such thing as "If I could change the world"; of course you can! Not in the way a superhero would, but in other simple yet significant ways.

It is not uncommon for people to complain constantly. We are always pointing our finger at something, unfortunately we forget that there are 3 other fingers pointing back at us. So, if we want to change the world, we should start with ourselves.

Let's donate money to the poor, stop wasting water, start recycling, stand up for the kid who is being bullied by his classmates, become a volunteer for a charity or become a foster parent for a starving child

somewhere in the world. It's much easier to break a bad habit or give some of our pocket money to someone in need than it is to stop the civil war in Syria. Isn't it?

When we feel that we are being assaulted or underestimated we decide to take action and do something to change the situation. Why can't we do the same when it comes to society and the world in general? We need to realize that the world is made up of individuals, us. If one starts to change for the better, a small change has been made. If a lot more follow, change will occur on many levels. It's not only the importance of the actions that matters, but the number of people willing to take action.

We might think that we as individuals are not be able to inspire others, but what if somebody sees us while we are helping a person in need and the next day he does the same? And what if somebody else sees the person who saw you the day after? Big changes happen step by step; Rome was not built in one day. Together, we can restore faith in humanity. Let me quote Mother Teresa who once said, "I alone cannot change the world, but I can cast a stone across the waters that can create many ripples."

So it's time we started casting stones.

Plenary Session of the European Parliament, Strasbourg

A historical moment for Europe

Finding common answers to challenges

Photo by Stavros Piperidis

7.10.2015

In a rare address to the European Parliament on Wednesday, 7th October, French President François Hollande and German Chancellor Angela Merkel, acknowledged that the refugee crisis was a "test of historic proportions" putting the EU at risk, and warned against the destructive power of nationalism.

Parliament President Martin Schulz told lawmakers that since their predecessors, François Mitterrand and Helmut Kohl, addressed the European Parliament in 1989, days after the Berlin wall fell, Merkel and Hollande were "the first heads of state and government to take the floor together, to address Europe's unprecedented challenges before the representatives of European peoples."

President Francois Hollande said, "At each crisis, fears arise. We must live with fear. But we should not live dominated by fear" and continued by saying ".....nothing is more futile than trying to save oneself alone, to seek shelter alone, when major events occur in the world. We must speak from experience, history tells us this and confirms it. There is no other alternative except a strong Europe to guarantee our sovereignty."

He was followed by Chancellor Angela Merkel who said, "We must now resist the temptation to fall back into national government action. Right now we need more Europe! Germany and France are ready. Only together will we in Europe succeed in reducing the global causes of flight and expulsion. We can protect our external borders successfully only if we do something to deal with the many crises in our neighbourhood."

http://www.euractiv.com/section/justice-home-affairs/news/merkel-hollande-call-for-unity-against-nationalism/

An unforgettable experience for us

On the same day, 24 students of our school, accompanied by 3 teachers, visited Strasbourg and attended President Francoise Hollande and Chancellor Angela Merkel addressing the Members of the European Parliament in a historical debate regarding the future of Europe. During our visit we had the opportunity to meet the Greek Member of the European Parliament (MEP) Mr. Giorgos Grammatikakis and gain insight into issues relating to the operation and activities of the European Parliament.

... and then we put Europe into action

12/11
2015

Με την υποστήριξη του Γραφείου του Ευρωπαϊκού Κοινοβουλίου στην Ελλάδα και της Αντιπροσωπείας της Ευρωπαϊκής Επιτροπής στην Ελλάδα.

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Sometime later, on 12th November 2015, we turned our theatre into a Plenary Chamber for a day and we held a simulation of a Plenary Session of the European Parliament; 10th and 11th grade students participated in it. We stepped into the shoes of Members of the European Parliament (MEPs) in committees, brought resolutions to a vote, accepted amendments in individual articles, and voted for and against them. The Simulation of a Plenary Session of the European Parliament was held with the support of the European Parliament Office in Greece and the European Commission Representation in Greece.

At the end of the day most of us really felt that Europe is our home and our future. We all have a role to play in it, so we started early on.

Refugee Crisis: a retrospective

by Raphael Tsiamis

Europe 201X. Following long deliberations, the Schengen agreement is formally abolished. The reason? European leaders being unable to control the unprecedented migrant influx, as well as voices of discord arising from the rightist Visegrad four (Hungary, Czech Republic, Slovakia, and Slovenia), duly followed up on by strongly anti-refugee European countries. Is this the future? The refugee crisis has no doubt come to stay for quite some time, and attempts at quelling it have been disorganized and unsuccessful at best. That engenders the grave danger of X being 6, or 7, and begs the question: what led Europe to this predicament?

An important clarification to make is the difference between migrant and refugee: 'migrant' is an um-brella term for a person leaving his/her country, whereas a refugee is a migrant who has applied for asylum in a country, has been accepted and has been formally acknowledged as such subject to international treaties.

Flashback 2011. Climax of the Arab Spring, a series of civil uprisings that shook the Arab world, and concluded with the existing regime being toppled in countries like Egypt. Syria, Bashar al-Assad presiding, was engulfed in a-still ongoing-civil war, which resulted in an enormous wave of Syrian refugees fleeing war torn areas of the country. Another side effect of this conflict was the creation of the Islamic State of Iraq and the Levant (ISIL), widely known as ISIS.

Subsequently, civilians sought refuge in the neighboring countries, namely Jordan, Lebanon, Turkey, as well as the rich Gulf states (UAE, Qatar etc.). The latter cited religious differences and refused to accept any at all; Jordan and Lebanon, on the other hand, took in an astounding number of refugees, which exceeded all expectations - and capabilities, as became evident. As of this day, refugees in these countries are yet to be taken adequate care of, despite the involvement of UNHCR (United Nations High Commissioner for Refugees). Sadly, adding "active" before "involvement" would be quite an exaggeration. UNHCR's role is just "sharing experience and best practices" (sic), with dubious impact on the situation.

The best part of the migrant wave moved to Turkey, to be supplanted by Afghan and Iraqi refugees, and become the one we first came to know as a result of the 2013 Lampedusa refugee shipwreck. What prompted those people to come to Europe is a rather controversial topic; a great many would vehemently claim that German chancellor Merkel, who called refugees to migrate to Germany, is responsible; arguing that such an initiative would rejuvenate Europe's ageing population and generate significant economic boom in the long run. Few would disagree with the latter, yet the chancellor's venture was indeed an impulsive one at best; what prompted it remains a mystery. Regardless, thousands of refugees did come, and they exposed Europe's embarrassing lack of preparation for such a crisis: from the nonexistent migrant distribution systems and the difficult conditions in Greece to politicians regularly fueling anti-Muslim hatred, such as Hungary's PM.

Thus began what is known as the refugee crisis. Migrants from Turkey would cross to Greece, then on to FYROM, and from there follow two routes to Germany, Austria, or Sweden: through Croatia to Austria, or through Hungary to Germany. Naturally, the conditions were dreadful every step of the way, not to mention having to pay extortionate fees to smugglers to be packed into boats with high likelihood of sinking. The Greek-Turkish borders being naval only exacerbated the problem since little could be done to halt the influx, numbering approximately 5,000 per day. In fact, it was not long before this precarious undertaking had gone down the drain; Germany limited the number of refugees it would accept, and Austria followed suit. Hungary followed a more radical approach, erecting a fence

in its borders and having the police patrol it. A natural question arose: which migrants would Europe accept, if any at all? And where would they go?

Recalling the difference between migrants and refugees, asylum can be granted on grounds that there is a "well-founded threat to the individual's life or freedom". In effect, only Syrian, Afghan and Iraqi people are considered eligible for asylum, whereas the rest are, supposedly, deported - though in fact, procedures are slow and ineffective. With a view to tackling an additional migrant wave originating from African countries, most prominently Libya, European leaders resolved to give an approximate €2bn. to these countries. Discussing ineffective measures, one might as well look at the Dublin regulation, which asserts that migrants should apply for asylum in the first European country they reach. Despite dating back to just 2013, it is antiquated in that it disproportionately encumbers Greece, and It-

Photo by Stavros Piperidis

aly to a lesser degree, since they are the most likely first destinations. For lack of an existing system, the Commission had to come up with one. Still, refugee quotas were proposed based on population density, GDP, and other factors - though they were less than voluntarily followed. Several countries, preeminently the Visegrad four, fiercely protested against the refugees enforced on them and resorted to the European Court of Justice to cancel the mandatory quotas. If prospects look dismal in theory, facts can only be described as bleak: of the 160,000 refugees the EU was to relocate from Greece, the number has been reduced to 6,000 for now. Worse yet, a mere 208 have been moved, almost seven months after the agreement, the Guardian reports.

As if member states weren't under enough duress already, coming from the refugees and the Commission, internal pressure is a force to be reckoned with as well. Tracing back to Hungarian PM's rise to power aided by his fiercely xenophobic rhetoric, far-right parties having an ever stronger voice have become a trend in Europe: in some countries, such as Greece, this meant heated debates in the Parliament; in others, such as Poland, it meant belligerent, xenophobic governments. With elections looming in a few years, PMs across Europe, Sweden for instance, are forced to limit the number of refugees their country accepts for fear of not being reelected. Even the German Iron Lady, Angela Merkel, had to block migrants after CSU's Horst Seehofer's critique and seeing her acceptance rate plummet.

Much like teachers dealing with toddlers in kindergarten, the Commission took the initiative to shield Europe's borders from the overwhelming numbers. Commission President Juncker coined the term "hotspots", calling for registration centers spread across the Greek islands to swiftly handle asylum procedures. FRONTEX, an agency subject to the Commission and tasked with examining asylum petitions when called by member states, had not been able to intervene successfully for a variety of reasons. To avert a similar scenario, the Commission is bringing into effect an enhanced version of FRONTEX in terms of manpower and funding, which will also apprehend migrants and act independently of member states. As most similar ventures, detractors harshly criticized this measure for infringing on the sovereignty of member states. Furthermore, a deal was negotiated with Turkey, so that it would stop migrants from crossing the Aegean and actively pur-

sue smugglers. The price was indeed heavy, as Turkey demanded €3bn. and a Visa agreement, under the auspices of which Turkish citizens will require no Visa to travel to Europe. As a last resort, NATO was called to patrol the Mediterranean. How exactly it might go about that is a mystery; after a boat has set sail from the Turkish or African coast, it is in international waters, whereas the smugglers are rarely aboard, having expendable juniors steer instead. The most effective way to intercept smugglers would be through a ground operation, an idea which Turkey has been less than enthusiastic about.

Notwithstanding all the shortcomings in its approach, the EU surprisingly seems to have struggled its way out of the worst- for now. The migrant influx from Turkey has virtually stopped, and bills to counter smuggle and shelter refugees have been passed in the Turkish Parliament. Does that mean we are out of the woods? Well, quite the
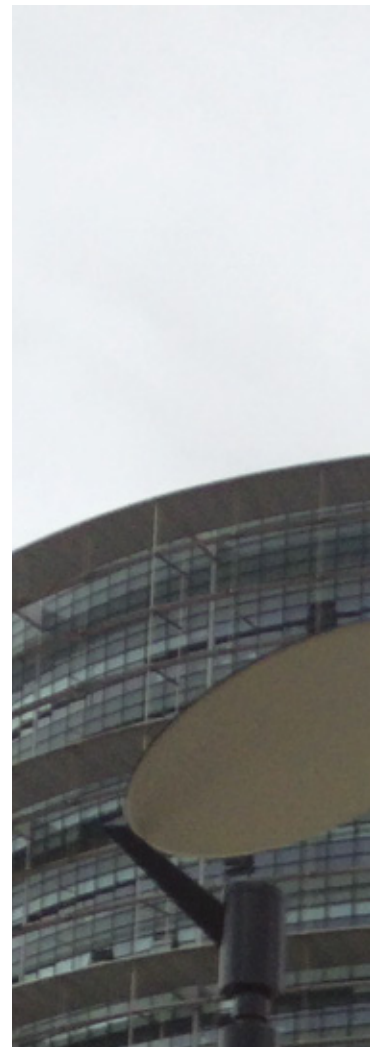
contrary. Even if Europe as a whole somehow waddled through the first wave, it remains the same disorganized, polarized group of discordant countries pursuing their own agendas, which would sooner turn their back on the European ideal than take in a few thousands of refugees. A fresh migrant wave is being amassed off the African coast, and Italy's efforts at halting it have been less than successful. What is more, ISIS has cast great doubts about the Schengen agreement, and its every attack divides European nations more and more - as if the extended border controls that have essentially frozen Schengen weren't enough. Big words about "more Europe", "an ever closer Union", and "European integration" aside, if European countries do not unite, there is no telling whether Europe as we know it will survive. But this is no fairy tale; the far-right being on the rise, it may take a few years until member states do so.

Aylan Kurdi

by Konstantinos Athanasopoulos

Aylan Kurdi. In the only picture I have seen him, he is generously giving a toothy smile to the camera, holding a teddy bear, next to his older brother. Aylan Kurdi. Remember the name. Aylan Kurdi is the face of the migrant crisis that is plaguing Syria and its neighbouring nations. A face that can smile no more. Aylan Kurdi's three year old lifeless body was found on the shores of Turkey in September 2015.

If you would allow me, I wish to narrate an incident that took place a few months ago. While I was waiting for the bus at a crowded bus stop downtown, next to a dark skinned individual, a foreigner, I witnessed one of my fellow citizens, an elder, someone who I have been taught to respect for his age and wisdom, to verbally abuse the foreigner sitting next to me. With ignorance, and fueled by the exposure that the migrant crisis has received by the media, the older Greek man blamed the foreigner for the worsening of the economic crisis, and finally, uttered a few words that remain indelible in my mind.

"You should have all drowned", he said.

More than a million migrants and refugees crossed into Eu-

rope in 2015, with 135,711 people reaching Europe by sea since the beginning of 2016, according to the UN Refugee Agency. We have all seen the shocking images of flimsy rubber dinghies or small wooden boats overflowing with people who are so desperate to escape the horrors in their countries, that they risk their lives and the lives of their children in hope of finding a safe haven. We have also seen the tragic images of deceased men, women and children on the shore of Turkey and Greece, of people who simply wanted to live free of terror, free of war. According to the International Organization for Migration, more than 3,770 migrants were reported to have died trying to cross the Mediterranean in 2015.

Greece, specifically, has admittedly accepted a huge wave of refugees mainly due to its geographical position (crossroads of 3 continents).

The image of Greece as a "recipient" of migrants shows ambiguity and confusion. Greeks themselves have experienced the horrors of migration in the re-

Ifigeneia Kostaki

to contribute to its proper functioning. What is more, societal unrest and the rising popularity of extremist right wing parties, who wear xenophobia as a flag, have severely influenced the minds of misguided individuals who are ready to blame the on-going economic crisis, the rise of unemployment and crime rate on migrants.

So, if the only state-centred plan to deal with the migrant crisis is, for lack of a better phrase, "in its infant stage", what is there to do? Should we go about our days, and wait for divine intervention to awaken the government from its self-indulgent slumber? Should we sit idly by as some of our fellow men, supposedly patriots, supposedly Greeks, descendants of those who invented democracy do? The ones who shout racial slurs, wish people ill, or charge 5 euros for a roll of toilet paper or a small bottle of water? Is this who we are? Is this who we want to be?

Rightly so, you might ask, what can I do? Rightly so, I will answer, what have you tried to do? Have you looked up which organizations are currently aiding migrants and how you could possibly aid their cause? Have you been listening to the news in order to better inform yourself on the injustices that are taking place and the reasons behind them? Have you made conscious political decisions regarding your vote by taking this crisis into account? Have you spoken to your children or your children's children about this? Have you sensitized those around you through a simple discussion on empathy or the suffering of these people who have been uprooted from their homes and have lost everything?

Members of the European Parliament, in order to get to work, are forced to walk over a printed list of 17,306 people who drowned in attempt to emigrate. The least we can do is think about Aylan Kurdi, even if it is for the duration of this article only, and act, act with fury and passion in order to help alleviate the migrants' pain. So, to you, sir, at the bus stop, to you, who has four walls to go home to, food to warm your belly, and the power of democracy to protect your right to an opinion, no matter how hateful it might be, to you I say, I forgive you. Because when you wished for all refugees to drown, my fury was born, it has fueled my actions, and it will fuel the actions of others, until we have given all we can give and done all we can do to help all those we can help.

cent past. They, thus, know how the reception of immigrants was organized by developed countries but also what problems occur along the way, when the problem of immigration intensifies and the state is too weak to take action and leaves things to chance. It is thus, important to not only prepare our state for the smooth integration of migrants, but also our people for the acceptance of those less fortunate who have been ripped from their homes, much like we once were.

In order to get a handle on the migrant influx, the state should simplify procedures of legalization and implement an efficient plan of providing those who are given legal status with work. The reality, however, is that, political and economic instability render our country unable to successfully deal with such a major societal change. Let's face it, on a practical level, we do not yet have the infrastructure to preeminently of our own citizens, let alone the needs of foreign individuals, who, as the situation stands, cannot work in order

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http://theday.co.uk/supplement/2016/03/
shakespeare-s-plea-for-refugees

Konstantinos Koutroulis

Borders, Boundaries and Freedom of Movement

by Paschalis Adamidis

Borders, Boundaries and Freedom of Movement are an extremely topical issue right now considering the mass immigration to the European Union due to wars, bombing and discrimination against specific parts of the population in the East. According to the Universal Declaration of Human Rights, Article 13 - clause 2,"Everyone has the right to leave any country, including his own, and to return to his country". But what happens when it comes to the European Union and the Schengen Area? The free movement of persons is a fundamental right guaranteed by the EU to its citizens as it gives every EU citizen the opportunity to travel, study or work in each EU member country. Schengen cooperation amplifies this through allowing citizens to freely cross internal borders without border control. The border-free Schengen Area guarantees free movement to each and every EU citizen, as well as to many non-EU nationals,

businesspeople, tourists or others legally present within the EU.

A non-EU citizen simply applies for a Schengen Visa granting him/her the right to travel within the Area. Schengen provisions have abolished checks within the Union's internal borders, while tightening controls at the external borders, in accordance with a single set of harmonized rules.

The current immigration crisis has elevated itself onto the European agenda at a critical level. Each and every day, countries with easily accessible external borders (e.g., Greece and Italy) must accept thousands of people, many times rescuing them just before death. It is very harrowing to detect boats close to sinking and struggle to save humans who are simply trying to escape a situation beyond their

control in an attempt to find "The Promised Land". At this time Greece and Italy lack the necessary infrastructure and find it almost impossible to cope with the vast difficulties in providing food, healthcare services and other basic needs that these people so desperately require. From another perspective, many countries appear to be threatened by the mass influx of immigrants, further dissolving national cohesion. The question that comes to mind is: What comes first, human aid or protection of national sovereignty? The answer within many countries is becoming crystal-clear as one EU member state after another introduces controls that effectively reintroduce national boundaries. This concern is justified based on potential terrorism that may be caused by those who enter the EU alongside immigrants. But is this justification enough?

In the Schengen zone, currently six states have border control in place: Austria, Denmark, France, Germany, Norway and Sweden.

Should this measure concern the less powerful countries of the EU or is it merely unconstitutional and unjustified? As is the case in many issues related to politics, the answer "lies between these parallel axes". Indeed such actions present a strong threat for Schengen sustainability. Under Schengen rules (Art 25 SBC), signatories may reinstate internal border controls for 10 days if "public policy or national security" is threatened. If the problem continues, controls may be maintained for "renewable periods" of up to 20 days and for a maximum of two months; the period is longer in cases where the threat is considered "foreseeable". The controls can be maintained for renewable periods of up to 30 days, and for a maximum of six months. (http://www.bbc.com/news/world-europe-13194723)

This policy is not, however, limited to these countries as the refugee crisis continues to prompt varied reactions across Europe. Hungary built a border fence to keep people out followed by other countries such as Austria and FYROM, to mention just a few. The UN's refugee agency, the UNHCR, recently called on the EU to avoid fragmenting into a patchwork of countries with different border rules, which would plunge thousands of refugees into "legal limbo". The abrupt move to suspend Schengen along the 500-mile border with Austria will ripple through the rest of the EU and may spur a more coherent strategy to deal with its migration crisis.

In his State of the Union speech on September 9th of this year, EU Commission President, Jean-Claude Juncker, called free movement under Schengen "a unique symbol of European integration". Should we really try to justify actions that disregard such a symbol? According to Slovakia's Foreign Minister Miroslav Lajcak, the Schengen zone has "de facto disintegrated." Schengen "will collapse" without a united EU migrant policy according to French President François Hollande suggesting that a return to national borders would be inevitable. European leaders have realised the 'true' after-effect of such actions and it is now clear that such policies "handily" lead to the overall abolition of Schengen. German Chancellor Angela Merkel said that if the EU does not "succeed in fairly distributing refugees" coming from war-torn countries, "the Schengen question will be on the agenda for many years." De facto, EU leaders understand the consequences herein. In general, Schengen is considered one of the most important pillars in EU policy and its abolition, justified or not, would have direct consequences for all countries both inside and outside the EU. Recently, various national political parties, governors and thought leaders have begun to question the Schengen Agreement and its standards. The alternate point of view posits that the Schengen Area is indeed very helpful for European citizens but it is simultaneously very dangerous when an undocumented or unauthorised person enters an Area country illegally as he/she can then travel throughout given the lack of border controls. Schengen has drawn intense criticism from nationalists and Euro-sceptics, such as the French National Front (FN), the Dutch Freedom Party (PVV) and the UK Independence Party. As new country members are accepted and Schengen expands, it becomes more and more difficult to secure the borders. Once terrorists have gained access to the Area, all of Europe is available to them and the same applies to illegal traffickers of people, drugs and arms.

Greek Philosophers used to say "Ουδέν κακόν αμιγές καλού" ("Every cloud has a silver lining"). Schengen may have various negative implications for European policy development and security, but there are still plenty of positives. International cooperation inside Schengen has diminished border bureaucracy and made travel far easier for EU citizens, allowing them to study, work, or simply travel. Since 1985 the Schengen Agreement has been supported by the majority of EU members and it has not caused any of the feared divisions during its first 20 years. The idea of freedom of movement creates a united Europe since most leaders see it as a core value of European integration as well as as a potent symbol (ranking close to the Euro) and a fundamental reality of European solidarity. Without the Schengen Agreement the most basic tenet of the Europe-

an Union would cease to exist. This far outweighs many of the technical disadvantages. The Schengen Information System (SIS) has been a very successful tool for managing and curbing crime and illegal immigration (e.g. a stolen aeroplane, registered in the Czech Republic, was retrieved in Germany thanks to the entry of an SIS alert). It supports external border control and law enforcement cooperation in the Schengen States and enables competent authorities, such as police and border guards, to enter and consult alerts on certain categories of wanted or missing persons and objects.

Taking all these points of view into consideration we can more or less see that the Schengen issue embodies multidimensional and contradictory aspects of European Policy. The immigration crisis has triggered a plethora of questions and, many times, proposals for the disbanding of the Treaty. Since its establishment, there have been both positive and negative effects on the EU as a whole. Deliberating the pros and cons of this Treaty, it can be considered a favorable policy which should not be abandoned so easily. European Parliament negotiator Carlos Coelho said: "Schengen is free movement and, like the euro, is one of the symbols of Europe". The freedom of movement clause is the very essence of the EU and without it we risk reversing a system that embodies the principles of many and seek to further punish those escaping tyranny.

Schengen Area Member States

The first member states were Belgium, France, Germany, Luxembourg, the Netherlands, Portugal and Spain.

Now there are 26 Schengen countries - 22 EU members and four non-EU. Those four are Iceland and Norway (since 2001), Switzerland (since 2008) and Liechtenstein (since 2011). After the initial seven came Italy and Austria in 1997, Greece in 2000, and the Nordic countries in 2001.

Nine more EU countries joined in 2007, after the EU's eastward enlargement in 2004. They are: the Czech Republic, Estonia, Hungary, Lithuania, Latvia, Malta, Poland, Slovakia and Slovenia.

Only six of the 28 EU member states are outside the Schengen zone - Bulgaria, Croatia, Cyprus, Ireland, Romania and the UK.

Keep your mind young don't stop learning

Anyone who stops learning is old, whether at twenty or eighty.
Anyone who keeps learning stays young.
The greatest thing in life is to keep your mind young

by George Papanikolaou

Those were the words that Henry Ford spoke, referring to the value of knowledge and its impact on our well being. In my personal opinion they apply to any person at any age, at any era. They apply even more to people of our society, since the Internet has offered new methods of acquiring knowledge.

Life is a journey in which you are constantly learning. Ghandi urged people to learn as if they were going to live forever, and at the age of 87 Michaelangelo used to say that he was still learning (Ancora Imparo).

Everyone carries their personal share of ambitions and future aspirations, and learning new things is the perfect way to fulfill them. Knowledge provides us with numerous opportunities in our personal, social and business life while at the same time, it increases our adapting skills when circumstances change. How do we keep learning new things then? Here are a few practical ways:

1. Find a suitable job/career that suits your interests. Do not expect only pros but cons too. Make sure, however, that you grab any given opportunities to evolve.

2. Look for ways to improve your expertise. Attend seminars, training courses or anything else you believe will give you a more in depth knowledge of what you are trying to focus on.

3. Read regularly. You don't have to be a book worm (not unless you want to) but do develop a habit of reading. You'd be surprised at how much knowledge in your field you've been missing or there is still to be discovered.

4. Challenge yourself. Always set new goals and take small steps every time. Meditate on what you've already learned and take it up a notch after you feel that you're comfortable with your current knowledge.

I believe that Ford's words are another way of saying that knowledge is power. It is the power to create new things and the power necessary for people to keep growing and progressing.

Once you stop learning, you start dying.

Albert Einstein

Exploring the unexplored

by Fillipos Ilarion Sitilidis

Everybody is a genius, but if you judge a fish by its ability to climb a tree, it will spend its life believing it is stupid. Humans are surely the most remarkable creatures to have ever set foot on this planet. Our ability to think intelligently has led us to explore most parts of our chaotic universe, yet we fail to understand that the most unexplored part of our world lies within our own selves. Determining and exploiting one's full potential is one of the most interesting and intriguing quests one could embark upon. And, although everyone is uniquely intelligent and capable of wonders, our journey to discover our inner genius is not always straightforward. So, what are the elements necessary for one to unleash his inner "Einstein"?

Let's examine the story of a young girl who was so seriously under performing at school that her mother was forced to take her to the doctor. In the examination room, the mother complained that her child displayed symptoms of fidgeting and lack of focus. After speaking to the little girl briefly, the doctor turned on the radio, and asked the mother to be patient. In mere minutes, the little girl was dancing to the music. The doctor then said, "Your girl is not sick, she is a dancer." This little girl is Gillian Lynn, who went on to become one of the greatest choreographers of the 20th century and, among others, choreographed 'The Phantom of the Opera'. Her example teaches us an important lesson: the confines of education as it is today may not help us in our quest to realize our potential. Each and every one of us is different, unique and nonetheless placed in an educational environment that is identical for all. Almost all educational systems around the world tend to focus on two subjects: Mathematics and Linguistics, as these two offer the mental tools necessary to obtain a job in today's competitive market. Yet, the world is made up of extraordinary dancers, prolific composers, au-

In 1964, a very young theoretical physicist was frustrated to see "Physics Letters" magazine reject his article on the formulation of a theory he had been working on for years, which, according to the editor was "INADEQUATE".......

.... Fifty years later, that paper earned Peter Higgs the Nobel Prize.

thors, poets, painters and actors who spend their entire childhood underestimating their capabilities because they are "underperforming" at school, while their parents might believe they suffer from a mysterious mental illness. Some get lucky and their talent is recognized early on, but others are cursed to exist in an educational environment, which fails to understand that intelligence is not a rigid concept. According to Gardner, an American psychologist, there are nine areas of intelligence covering from visual-spatial intelligence, which is the ability to think in terms of physical space, to bodily-kinesthetic intelligence, the gift of advanced fine and gross motor skills. Sadly, our current educational systems only promote two (mathematical reasoning and linguistics). So the first element necessary for our recipe to discover one's potential is to ensure that children are able to explore talents beyond societal confines, by reforming educational systems in order to provide them with the educational tools necessary to fulfill their potential.

This first step in our quest is by no means sufficient on its own to truly discover and exploit the depths of one's genius. In 1964, a very young theoretical physicist was frustrated to see "Physics Letters" magazine reject his article on the formulation of a theory he had been working on for years, since according to the editor it was "inadequate". For most people, one such word from the lips of their editor would have sufficed to shatter their self-esteem. Our young physicist, however, never gave up on his paper and after some months managed to get it published in another physics magazine. Fifty years later, that paper earned Peter Higgs the Nobel Prize.

Wassily Kandinsky, considered to be the father of abstract art, gave up a promising career in law and economics to study at the Academy of Arts at the age of 30. Initially rejected, Kandinsky decided to study art independently and managed to overcome self-doubt and to re-apply, ultimately gaining admission to the Academy of Arts. Peter Higgs and Kandinsky's response to rejection offer a great life lesson: resilience in the face of self-doubt is essential in cultivating one's abilities and reaching success. Self-doubt, which is mainly expressed through low self esteem, is a particularly lethal weapon. According to a study conducted by psychologist McLeod, S. A. of the University of Manchester in 2012, "people with high self-esteem focus on growth and improvement, whereas people with low self-esteem focus on not making mistakes in life." This protective attitude towards life prevents individuals plagued by self-doubt and low self-esteem from reaching their potential. It is therefore crucial that we, as a society, provide children not only with the practical, educational tools to explore their talents, but also with the psychological tools to face adversity and overcome it.

In a culture obsessed with cultivating the conventional concept of intelligence in order to maximize productivity, we forget to reevaluate the confines of the structures that nurture the skills of the younger generation, the generation that will eventually drive society forward. This generation has the potential to reinvent our societies as ever-evolving organisms rather than rigid, industrial machines, and to welcome, rather than discourage the next Gillian Lynn, Peter Higgs or Wassily Kandinsky. Let's encourage little girls to dance, physicists to break the boundaries of our existence and artists to transcend ordinary experiences and limitations. It is high time we transformed the way we perceive our own capabilities, through educational reforms, and the cultivation of psychological awareness. It is time we urged the younger generation to unleash their inner genius, and let our little fish swim rather than ask them to climb trees!

IQ versus EQ

by Raphael Tsiamis

Many things may be said about intelligence; it has been accused of causing great loneliness, praised for helping achieve success, given rise to the question "nature or nurture", among others. Of these all, many may hold, or none, or some, nevertheless unanimous agreement on what exactly intelligence is, has yet to be reached.

Until halfway through the past century, intelligence was considered to be equivalent to IQ (Intelligence Quotient). However, experts nowadays acknowledge that this is not the case; "Intelligence" is far from a unified notion and IQ in and by itself is much too narrow to predict one's success in life. In other words, there are several types of "intelligence" that manifest themselves in different ways and combine to make up what we have come to call "Intelligence". Among these, one stands out as a contender against the well-known IQ for the title of the "most important form of intelligence", EQ (Emotional Quotient), or else Emotional Intelligence. It has risen in popularity as a scientific term in the last few years, inevitably engendering misconceptions about itself that should be resolved in order to define it accurately. To begin with, it has so little to do with IQ that they may as well be considered independent kinds of intelligence. EQ refers to a person's ability to comprehend other people's feelings as well as control and express their own, experts say. Furthermore, it is closely related to the ability to handle real-world situations efficiently. A person with a high EQ has advanced leadership skills, be those of the Prime Minister or the Student Council President. What is more, they can regulate the way they express their feelings, control their urges and maintain their emotional calm. Most importantly, they embody the quality of "Know Thyself": neither overestimating one's abilities nor underestimating one's potential, setting achievable goals rather than high-unthinkable ones and motivating oneself to do something otherwise unpleasant or boring (for instance, studying for school!). On the other hand, low EQ implies impediments in communicating with others, regardless of IQ; Sheldon Cooper (from the "Big Bang Theory") is the quintessential "sky-high IQ, rock-bottom EQ" type. In short, EQ is about one's proficiency with feelings, both others' and their own. What makes it so important is that it prepares us for real-world situations and interaction with other people.

In spite of all the indispensable qualities of EQ, IQ holds its ground fairly well and retains its importance. It measures a person's ability to find patterns and "connections" between seemingly irrelevant concepts so it does, in fact, determine how "smart" that person is. This "smart" doesn't quite mean book-smart, performing well on some subjects or being successful at anything at all. It rather translates to one's potential for being successful, were they to concentrate on a certain field. In a sense, it could be interpreted as "natural intellect" as opposed to nurtured one. Therefore, a person having a higher IQ is in general smarter. However, the actual drawback of measuring intelligence using only IQ is that it is far too "standardized" and thus its "predictions" are not accurate in real life since it is unwittingly "biased" in favor of certain manifestations of

Konstantinos Koutroulis

EQ versus IQ

intelligence. That is to say, one may score extremely high on an IQ test, but there are so many other factors determining how and to what extent they can harness their brain capacity that IQ alone doesn't provide much information. It's not that it isn't important, the point is that intelligence has much broader a role than to solely depend on IQ.

Examples of high IQ not guaranteeing great success can even be seen in the most intellectual field of study, the sciences. Albert Einstein, with a "humble" IQ of 160, managed to formulate the Theory of Relativity that has changed our perception of the universe; Terence Tao on the other hand, a mathematical prodigy and world champion before his teens with the stratospheric IQ of 230, hasn't quite produced commensurate results. Why is that? Because Tao's type of intelligence is probably closer to the one IQ testers are evaluating, and it simply differs from Einstein's. At the end of the day, IQ does give a clue about how intelligent one is, but it just isn't broad enough to cover the entirety of our brain capacity.

So, after all that, do we have a champion? Thing is, this question can't get an actual answer. That is because IQ and EQ aren't conflicting forms of intelligence; rather, they are distinct and complementary to one another. Ample social skills also require an intelligent background; conversely, high IQ paired with little EQ, is hardly a gift. After all, Man is a social animal as Aristotle would muse, and such would only obstruct the process of socializing. Of course, it can be seen that in everyday life, a higher EQ would be much more valuable than a higher IQ; that is because dealing with people is the essence of work, whereas hardly any task requires ingenuity, creativity or anything more than average cerebral capacity. However, a scientist devoted to research would favor a superior level of intellect over social skills. Again, the reason for this is simply that the benefits high IQ implies are much more necessary to the scientist for his field. This is where the question "which is more important?" gets tricky; it largely depends on what for.

Some of the most important discoveries have come from people who had little EQ. Alan Turing, for example, was socially awkward because he was so focused on his work and cared only for those who could assist him. He essentially invented the digital computer and made incredible advances that allow us to live the life we do today.

But if the entire world had low EQ, we'd have an incredibly hard time understanding each other and would likely spend a lot of time fighting. We'd be in pursuit of our own agendas and would be constantly frustrated that everyone else was in our way.

So we need both. We need some people to make brilliant discoveries and others to figure out compromises; we need some to lead and inspire, and others to help people. There is no way to know what or who is needed at any given time to help push through the problems the species currently has, so we've evolved to have random variations of EQ and IQ. It is this incredible range of human potential, along with the random variance it produces, that makes us successful as a species.

Konstantinos Koutroulis

Intelligence and Success

by Parmenion Koutsogeorgos

Photo by Stavros Piperidis & Daphne Mesochoriti

When somebody is deemed successful by society, especially in fields like science, economics, or politics, it is usual for them to also be considered quite intelligent. Even though in recent years, hard work has gained respect as a factor that influences someone's chances for success, great achievements are most often seen as consequences of ingenuity. On the other hand, people who showcase considerable mental capabilities are usually expected to accomplish important deeds and perform at a high level in every career they decide to pursue. These two assumptions have given many people the impression that the relationship between intelligence and success is that of cause and effect; intelligence is the most important agent, if not a requirement that leads somebody to success, whereas success itself is the natural outcome of intelligence and can even be used as a means of measuring a person's mental capacity. Whilst intelligence is undoubtedly closely associated with success, their relationship is not necessarily that simple and straightforward. Accomplishment may not always imply high intelligence and by no means does brilliance serve as a guarantee for success in life.

To begin with, assuming that success can objectively measure someone's intellect leads to inaccurate conclusions, because success is anything but an objective criterion. The characteristics that define success vary greatly not only from one culture to another, but also from one individual to another. Throughout the ages, the needs and values of each society have changed dramatically. As a result, somebody who could be considered accomplished in an era might not meet another's standards of success. In addition, even if we consider the definition that a culture gives to success within a specific time frame, it is still an unreliable criterion since it might have a completely different meaning for each person. Nowadays what we consider success is usually the socioeconomic status that accompanies professional accomplishment.

However, individuals have their own goals and desires, and the fulfilment of those is their own, personal definition of success. No matter how successful people are considered by society, they may still be a failure in their own eyes, if money means nothing to them and fame was not what they were striving for. Many talented musicians have suffered from depression and low self-esteem even though they have achieved godlike status in the eyes of their fans. On the other hand, many people might consider themselves successful because they have achieved happiness and fulfillment even if they are insignificant by society's standards. It is therefore evident that a subjective variable such as success, contrary to popular belief, is an unsuitable criterion for measurement or even indication of someone's abilities or intellect.

Additionally, trying to measure intelligence with an arbitrary criterion such as modern society's definition of success is futile, since intelligence itself is an ambiguous concept. Most people would be quick to consider qualities such as the ability to understand and learn new concepts, or the ability to derive correct conclusions based on given data as the only indicators of high intelligence. In fact, the most popular concept regarding human intelligence is the "g" factor, a variable that summarizes correlations among an individual's performance on specific cognitive tasks. The "g" factor, also known as general intelligence, is usually measured by the Intelligence Quotient (IQ) and is widely accepted as the definition of intelligence. IQ can provide a reliable indicator of an individual's mental capability in certain areas such as fluid intelligence (which describes reasoning, as well as the ability to think flexibly), working memory, visual-spatial processing, solving problems that involve numbers and understanding of different topics. However, it has been surrounded by much controversy, since it does not account for all the different manifestations of human intelligence. It has been suggested that intelligence is not a single general attribute, rather than a set of closely related but distinct cognitive abilities. One of the most popular theories that supports this notion is the "Theory of Multiple Intelligences", which was proposed by Howard Gardner in 1983. According to this theory, the abilities that meet the criteria necessary to be considered intelligences are:

1. **Verbal-linguistic**, which refers to the ability to understand, memorize, analyze and produce oral or written speech. It has been linked to cognitive tasks such as abstract reasoning and problem solving.

2. **Logical-mathematical,** which describes abilities such as logical and critical thinking, numerical aptitude and understanding of mathematical concepts. It is closely related to fluid intelligence, as the latter is described in the theory of general intelligence.

3. **Visual-spatial**, which reflects an individual's ability to visualize objects, to analyze graphical information and to navigate in different environments. This type of intelligence, along with verbal - linguistic and logical - mathematical are the types most commonly associated with the concept of general intelligence.

4. **Musical-rhythmic and harmonic**, which refers to the ability to perceive and reproduce characteristics of music such as rhythm, pitch and harmony, as well as to create musical pieces.

5. **Bodily-kinesthetic**, which describes an individual's control of bodily motions and sense of timing, as well as the ability to intuitively know the results of physical actions and to train responses to different stimuli.

6. **Interpersonal,** namely the ability to understand and empathize with other people's feelings, temperaments, motivations and intentions, as well as the ability to cooperate within a group or to be a leader. This type of intelligence correlates with the concept of emotional intelligence and is of great significance especially in modern times, when cooperation and leadership skills are essential in most career paths in order to succeed.

7. **Intrapersonal,** which is associated with introspection and self-reflection. It refers to an individual's ability to observe one's mental state, to understand one's strengths, weaknesses and limitations, to realize one's unique characteristics and to improve oneself. Intra personal intelligence plays a crucial role in our paths in life, since it influences most of our decisions, beneficial or not. It is therefore unwise to consider intelligence as a single ability, ignoring an assortment of multiple skills and traits that also showcase someone's mental capacity, such as those mentioned above. Gardner even believes that the intelligences he originally proposed are not the only possible manifestations of human intellect. He later expanded the theory, adding he following two types of intelligence:

8. **Naturalistic,** which refers to the ability to differentiate between the numerous types of animals, plants and organisms and reflects a deeper understanding of one's natural environment and ecosystem. According to Gardner, this ability has played a vital role through out the evolution of the human race, since it was essential to hunters, farmers and gatherers of food.

9. **Existential,** which reflects the natural human tendency to ask fundamental questions and describes the ability to answer those questions, to see larger patterns and connections in life and to have higher sense of self-awareness. This type of intelligence is closely related to philosophical thinking, which is an integral part of human existence.

It is evident that these characteristics cannot realistically all be found at a high level in a single person and therefore any effort to measure someone's "absolute" intelligence with a universal criterion is bound to fail. Variables like IQ may provide somewhat accurate results, meaning that people with high

IQs tend to find greater academic and professional success, but they are nothing more than good estimations. Somebody who develops the types of intelligence that will later prove to be advantageous in order to succeed, is not necessarily more intelligent than a person who exhibits other types of intelligence, but has not had the chance to use them in the same way. A successful scientist with an undisputed mathematical ingenuity or a world-renowned and wealthy businessman with supreme communication and leadership skills are not necessarily more intelligent than a masterful multi-instrumentalist who was born too late to experience fame as he would during the jazz age, even if the latter cannot solve differential equations. The multiple manifestations of the power of the human mind are expressed at different levels of intensity, thus creating countless sets of abilities that define each individual. If we also consider external factors that play an important role in the cultivation of a person's inherent intelligence, such as nurture and hard work, then it becomes obvious that this inconceivable complexity that is the human intellect cannot be measured by any unique criterion, let alone the arbitrary and subjective status of success. Moreover, the unpredictability of the development of a person's intelligence prevents us from assuming with certainty that high intelligence inevitably leads to success. In order to return any positive results, brilliance needs to be applied effectively to every-day life. Both internal factors, such as personality traits and external factors, such as luck and encouragement from the environment play an extremely important role in the way people use their abilities in order to pursue their goals, successfully or not. More specifically, even the smartest individuals need proper education in order to exploit their talents. Who knows how many great minds have never had the chance to even attend school due to circumstances such as war or poverty. Basic education is, however, not nearly sufficient enough for a brilliant mind to reach its full potential. Ingenuity should be the subject of constant stimulation through difficult and novel problems, versatile learning, complex concepts, original ideas and productive discussion, in order to receive a holistic education that will lead to incredible performance. On the other hand, it is crucial not to overload smart students with information, especially from an early age. Child prodigies who undergo great pressure in early stages of education might later break down due to stress and lose their ability to constantly perform at high levels.

Furthermore, personality flaws that often accompany intelligent individuals that have been lucky enough as to not face any real challenge in their lives, such as egocentrism, unrealistic optimism and a sense of invulnerability, often lead to decisions that will later prove catastrophic instead of helpful. At the other end of the spectrum, intelligent individuals who are aware of their limitations realize that no matter how much knowledge they gain and how many problems they solve, they will never be able to unlock more than a microscopic part of the secrets of the world. Thus, they are often unable to live up to their full potential, since they tend to underestimate their own abilities.

In addition, it is not unusual for high intelligence to be accompanied by poor social skills, because many smart people feel that the average person cannot relate to their experience of the world. An intelligent but maladjusted individual might see the world as a dark and cruel place, which leads to the creation of negative feelings such as pessimism or even depression. It is obvious that these individuals have difficulty applying their intelligence, since they tend to think of it as the source of their misery. Many would even go as far as to propose the existence of a "burden of intelligence", thinking that very high intelligence can be an obstacle instead of assistance. What people consider "burden of intelligence" though is in fact a "burden of ineffective socialization". When geniuses receive guidance and support from their family, are treated fairly at school, without being victims of positive or negative discrimination, and have their abilities constantly challenged, problems like those mentioned above are unlikely to occur and intelligence proves to be beneficial, increasing the chances for accomplishment.

In conclusion, intelligence and success have a very complicated relationship. Success cannot necessarily be used as a measure of intelligence and intelligence does not always lead to success. But who knows what leads to success anyway? People set so many different goals throughout their lives, that it is almost impossible to suggest a strategy that will definitely lead to the fulfillment of them all. Sometimes a lifetime of hard work may prove fruitless and plain luck may lead to scientific discoveries or business decisions that will change the world. Intelligence is nothing more than a tool that can make someone's life easier or harder, depending on how it is used. Having said that, it would be unrealistic to believe that intelligence hardly plays any role at all in someone's way towards success. The level of intelligence of an individual sets some vague limitations to what they can achieve. However, what differentiates humans from other species is their ability to test the limits that nature has set, to bend them, to push them to their extreme and even to exceed them. Motivation and most importantly discipline are the tools that humans have in their toolkit, tools that combined with proper use of their intelligence let them beat their mortality and make their lives easier with ingenious inventions, understand the infinitely complex world they live in, create works of art that remain unparalleled for ages, conceive noble ideas like democracy and achieve greatness not only as individuals, but as a species. After all, isn't the ability to ignore your own nature and go higher and higher, no matter, what an indication of genuine intelligence, and isn't surpassing your limits the ultimate success?

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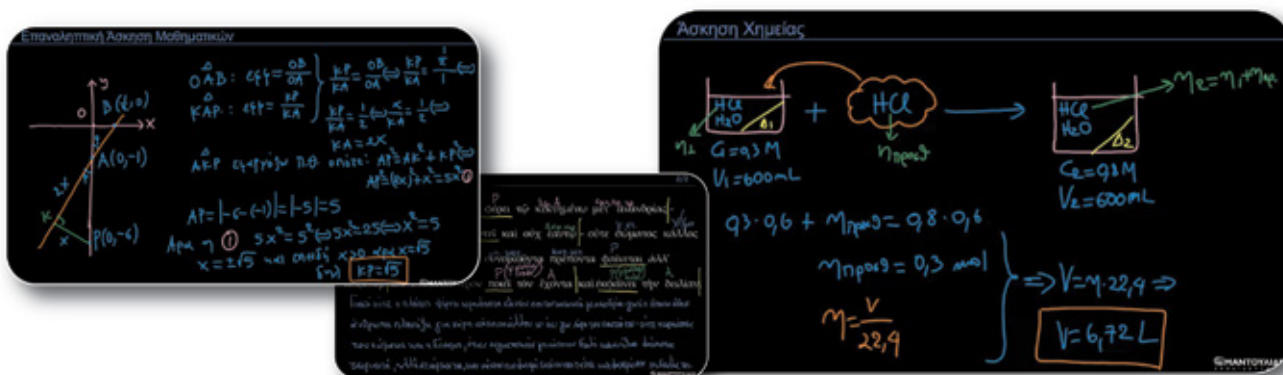
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1ST PLACE Vasiliki Fesatidou - 2011, Alexandros Karentzos - 1998
2ND PLACE Chrysoula Gouta - 2012
3RD PLACE Eleni Friligkou - 2012

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2ND PLACE Maria-Eleni Zouloumi - 2014

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2ND PLACE Xenia Samara - 1999
3RD PLACE Stavros Tseranidis - 2009, Alexios Ampatzis - 1997

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2ND PLACE Anastasia Printziou - 2012

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3RD PLACE Magdalini Papaevangelou - 2013

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2ND PLACE Afroditi Giovanopoulou - 2004
3RD PLACE Heleni Fotiadou - 2006, Evangelia Mokou - 2015

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3RD PLACE Anastasia Panagiotopoulou - 2006

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3RD PLACE Iason Ioannis Papastavrou - 2013

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1ST PLACE Gerasimos Kavadias - 2002

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2ND PLACE Ekaterini Karamouzi - 2010, Maria Akritidou - 2009, Lucy Kasemian - 2001

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1ST PLACE Christos Venetopoulos - 2014, Nikolaos Georgakis - 2011
2ND PLACE Panagiota Aslanidou - 1999, Dimitrios Mantoulidis - 1994
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1ST PLACE Dimitra Kirkinezi - 2012
3RD PLACE Nikolaos Mitakidis - 2015

STUDIES
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UNIVERSITY OF CAMBRIDGE

PRINCETON UNIVERSITY

Duke UNIVERSITY

Caltech

Dartmouth

Imperial College London

UNITED STATES

Harvard University

R. Ketsetsidis	2016
F. - I. Sitilidis	2016
V. Katsarou	2007
C. Mantoulidis	2007
T. Gogakos	2006
I. Konstantinidis	2005
D. Batzilis	2004
D. Lagias	2003
M. Moutselos	2003
E. Tsoukalidou	1998

Princeton University

F. - I. Sitilidis	2016
E. Taratoris	2010
P. Toskas	2010
C. Mantoulidis	2007
T. Gogakos	2006
I. Konstantinidis	2005

Stanford University

C. Mantoulidis	2007

Yale University

K. Mavromati	2014
P. Toskas	2010
I. Legbelos	2008
V. Katsarou	2007
T. Gogakos	2006
I. Konstantinidis	2005
A. Charokopos	2005
S. Magkiriadou	2003

Columbia University

I. Coward-Ambrosiadis	2013

M.I.T.

E. Ioannidis	2010
E. Taratoris	2010
I. Tsoukalidis	2001

Duke University

A. - I. Koulouras	2016
P. Toskas	2010
T. Gogakos	2006
I. Grammatikopoulou	2001
E. Grammatikopoulou	2000

California Institute of Technology

R. Ketsetsidis	2016
E. Taratoris	2010
C. Mantoulidis	2007

Johns Hopkins University

P. Pachidis	2011
A. Gaitanidis	2010
P. Toskas	2010
S. Tseranidis	2009
T. Gogakos	2006
E. Grammatikopoulou	2000

Dartmouth College

F. - I. Sitilidis	2016
D. Sideri	2007
T. Gogakos	2006
I. Konstantinidis	2005
D. Batzilis	2004
S. Magkiriadou	2003
I. Grammatikopoulou	2001

Northwestern University

I. Grammatikopoulou	2001

Cornell University

E. Tsaprazi	2014
A. Gaitanidis	2010
C. Mantoulidis	2007
Z. Chatzidimitriadou	2007

University of California, Berkeley

P. Toskas	2010

Georgetown University

M. Moutselos	2003

UCLA

G. Papachatzakis	2016
T. Feldman	2001

Carnegie Mellon University

C. Mantoulidis	2007
S. Magkiriadou	2003
I. Grammatikopoulou	2001

University of North Carolina, Chapel Hill

D. Papatziamou	2015

New York University

T. Feldman	2001

University of Rochester

D. Nikolaou	2013

Brandeis University

E. Mainou	2013
Z. Hiliada	2012
T. Athanasakis	2005
Z. Kiriakou	2001
M. Papadopoulou	1997
A. Gogakos	1996

Georgia Institute of Technology

A. Gkavezos	2015

Boston University

D. Papatziamou	2015
P. Lianos	2004
T. Feldman	2001
I. Grammatikopoulou	2001

Northeastern University

A. Tagtalenidis	2012
M. Katsarou	2005
P. Kazamias	2005
P. Papadopoulos	2004

University of California-Santa Barbara

G. Papachatzakis	2016

University of California-San Diego

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G. Papachatzakis	2016

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K. Chatzidimoulas	2016

University of Texas-Austin

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S. Koutroulis	2015

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K. Chatzidimoulas	2016
S. Koutroulis	2015
I. Boziaris	2007
G. Chalvatzoglou	2007

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K. Chatzidimoulas	2016
P. Kiriakidis	2005
G. Adam	1998
N. Tsakiris	1998
K. Tzaros	1997
H. Saatsoglou	1994

Fordham University

D. Papatziamou	2015

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A. - I. Koulouras	2016

Clark University

M. Tirta	2014
P. Papadopoulos	2004
A. Tsipidis	2004
A. Tsipidou	2000

Stevens Institute of Technology

K. Mavromati	2014
A. Tagtalenidis	2012
S. Tseranidis	2009

University of Denver

D. Papatziamou	2015

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A. Chorozoglou	2016
K. Chatzidimoulas	2016
K. Mavromati	2014
V. Haidas	2013
P. Prezas	2012
A. Willis	2010

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K. Veliani	2016

Hofstra University

D. Papatziamou	2015

University of Texas-Dallas

A. - I. Koulouras	2016

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K. Chatzidimoulas	2016

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Williams College

E. Konstantinidis	2005

Amherst College

Z. Chatzidimitriadou	2007
I. Konstantinidis	2005
S. Magkiriadou	2003
K. Ktenidis	2003

Swarthmore College

D. Aretakis	2009
D. Lazaridis-Giannopoulos	2008
T. Gogakos	2006
T. Feldman	2001

Wellesley College

V. Katsarou	2007
M. Katsarou	2005

Vassar College

A. Chatzidimitriadis	2013
E. Kanonidis	2012
Z. Chatzidimitriadou	2007
M. Katsarou	2005
T. Feldman	2001

Smith College

K. Mavromati	2014
E. Mainou	2013
Z. Hiliada	2012
E. Vlahou	2008
N. Bitzeli	2006
M. Katsarou	2005
A. Giovanopoulou	2004
E. Tsoukalidou	1998
M. Papadopoulou	1997

Grinnell College

E. Mainou	2013
Z. Hiliada	2012
D. Pezati	2006
T. Athanasakis	2005
A. Gogakos	1996
T. Avrambeki	1995

Macalester College

E. Mainou	2013
A. Xakis	2012
E. Tezapsidis	2006
E. Tsoukalidou	1998

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Z. Hiliada	2012

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K. Veliani	2016
A. Chorozoglou	2016

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Z. Hiliada	2012
E. Faraza	2011
E. Vlahou	2008
V. Katsarou	2007
D. Pezati	2006
M. Katsarou	2005
A. Giovanopoulou	2004
Z. Kiriakou	2001
E. Grammatikopoulou	2000

E. Chovarda	2096

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E. Chantzi	2013

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S. Syropoulos	2014
D. Batzilis	2004
A. Tsakiris	2000
A. Frida	2001
H. Tsatalas	2097
A. Karentzos	1996

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M. Tirta	2014
A. Chatzidimitriadis	2013
K. Kyriakidis	2013
A. Lappas	2013
D. Nikolaou	2013
P. Zaimi	2013
A. Xakis	2012
E. Kanonidis	2012
Z. Hiliada	2012
E. Faraza	2011
G. Douganiotis	2009
D. Lazaridis-Giannopoulos	2008
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S. Velissaris	2007
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A. Panagiotopoulos	2015
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M. Tirta	2014
I. Coward-Ambrosiadis	2013
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G. Ioannidis-Kopanos	2011
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E. Meleziadou	2009
G. Douganiotis	2009
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E. Vlahou	2008

Loughborough University

A. Chorozoglou	2016
G. Sykas	2015
P. Zaimi	2013
N. Tselepidis	2012

E. Ioannidis	2010
M. Kostaki	2010
A. Andrikos	2009
D. Andrikos	2009
B. Vasmatzis	2009

University of Leeds

G. Karanikos	2016

University of York

S. Kiratzi	2016
M. Kerasidou	2015
D. Tsevremes	2015
P. Zaimi	2013
V. Tsartsalis	2013
A. Xakis	2012
K. Efstathiou	2012
A. Hristakopoulos	2010

University of Southampton

R. Ketsetsidis	2016
G. Karanikos	2016
A. - I. Koulouras	2016
P. Anastasiadis	2015
A. Panagiotopoulos	2015
S. N. Markianos Wright	2014
F. Katsios	2011

University of Birmingham

I. Girousis	2016
G. Karanikos	2016
A. - I. Koulouras	2016
V. Niavi	2016
F. - I. Sitilidis	2016
P. Anastasiadis	2015
N. - C. - M. Bakola	2015
S. - N. Markianos Wright	2014

University of Sussex

A. Chorozoglou	2016
C. Gkantsinikoudi	2016
A. Bardou	2016
G. Papanikolaou	2016
I. Salamotas	2016
S.- A. Stamboultzi	2016
V. Bikou	2015
M. Kerasidou	2015
P. Zavitsanos	2015
O. Bouroutis	2015
N. M. Fanaropoulou	2015
V. Georgalas	2015
A. Hatzistavrou	2015
A. Kondelidou	2015
A. Patakas	2015
G. Sykas	2015
C. Athanasiadou	2014
A. Vasiliou	2014
S. Thomaidou	2014
S. N. Markianos Wright	2014
K. Mavromati	2014
K. Dolgeras	2014
C. Papadopoulos	2014
F. Tsougianni	2014
M. E. Dimou	2013
V. Prasini	2013

I. Revach	2013
V. Siomos	2013
V. Chaidas	2013
G. Tsaousidis	2012
P. Prezas	2012
Z. Hiliada	2012
V. Georgiou	2011
A. Ignatidou	2008
M. Hytiroglou	2008
G. Karaoglou	2008

University of Bristol

C. Gkantsinikoudi	2016
I. Girousis	2016
C. Dimarakis	2016
G. Zevgaridou	2016
G. Karanikos	2016
A. - I. Koulouras	2016
S. Kiratzi	2016
V. Niavi	2016
F. - I. Sitilidis	2016
N. - C. - M. Bakola	2015
P. Zavitsanos	2015
S. Thomaidou	2014
S. - N. Markianos Wright	2014
M. Tirta	2014
N. Tselepidis	2012
A. Tagtalenidis	2012
T. Zachariadis	2012
E. Mastoris	2011
D. Aretakis	2009
E. Mandaltsi	2007

University of Sheffield

G. Venizelos	2016
C. Dimarakis	2016
S. Zafeiriadis	2016
A. Bardou	2016
S. - A. Stamboultzi	2016
O. Balidis	2015
I. Saropoulos	2015
A. Vogt	2015
V. - J. Meacher	2014
P. Zaimi	2013
X. Boumi	2013
V. Chaidas	2013
M. Aretaki	2013
P. Karakosta	2013
K. Kyriakidis	2013
Th. Stamboultzis	2013
M. Fesatidou	2013
A. Xakis	2012
K. Efstathiou	2012
E. Friligkou	2012
L. Kazakou	2012
E. Faraza	2011
G. Gavriiloglou	2010
E. Meleziadou	2009
E. Vlahou	2008
M. Hytiroglou	2008

University of Edinburgh

C. Dimarakis	2016
R. Ketsetsidis	2016

G. Papachatzakis	2016
K. Mavromati	2014
E. Tsaprazi	2014
M. Aretaki	2013
P. Karakosta	2013
E. Mainou	2013
N. Pallas - Misailidis	2013
Th. Stamboultzis	2013
V. Siomos	2013
M. Fesatidou	2013
V. Chaidas	2013
K. Efstathiou	2012
T. Zachariadis	2012
L. Kazakou	2012
E. Kanonidis	2012
E. Friligkou	2012
S. Hytiroglou	2012
G. Ioannidis Kopanos	2011
P. Pachidis	2011
A. Gaitanidis	2010
E. Ioannidis	2010
O. Antoniou	2009
D. Aretakis	2009
E. Meleziadou	2009
E. Mandaltsi	2007

University of Kent
C. Athanasiadou	2014
G. Papazoglou	2013
I. Revach	2013
A. Alexiou	2011

Newcastle University
Th. Tyflioris	2013
P. Prezas	2012
C. Tsolakidis	2012
M. Karsanidou	2010
M. Kostaki	2010

University of Nottingham
K. Dervisopoulos	2016
V. Niavi	2016
P. Anastasiadis	2015
N. - C. - M. Bakola	2015
K. Efstathiou	2012

University of Glasgow
A. Panagiotopoulos	2015
G. Efstathiou	2014
E. Kanonidou	2014
M. Tirta	2014
E. Tsaprazi	2014
K. Mavromati	2014
M. E. Dimou	2013
K. Kyriakidis	2013
E. Mainou	2013
G. Papazoglou	2013
V. Chaidas	2013
K. Efstathiou	2012
E. Mastoris	2011
E. Faraza	2011
E. Ioannidis	2010

King's College London
N. Kalosidis	2016

A. - I. Koulouras	2016
F. - I. Sitilidis	2016
K. Dolkeras	2014
I. Coward - Ambrosiadis	2013
R. Margaritidou	2013
E. Chantzi	2013
E. Friligkou	2012
E. Kanonidis	2012
L. Kazakou	2012
G. Gavriiloglou	2010
E. Taratoris	2010
M. Gaitanidou	2009

University of Leicester
A. Ignatidou	2008

University of Manchester
G. Papachatzakis	2016
G. Venizelos	2016
A. Hatzistavrou	2015
S. Koutroulis	2015
E. Tsaprazi	2014
V. Siomos	2013
Th. Tyflioris	2013
A. Tagtalenidis	2012
C. Varsamis	2011
G. Ioannidis-Kopanos	2011
A. Gaitanidis	2010

The University of Reading
M. Anastasiadou	2015
M. Karasakalidou	2015
A. Kondelidou	2015
S. Kougioumtzi	2015
N. Mantatzis	2015
A. Patakas	2015
A. Vasiliou	2014
Z. Hiliada	2012
E. Faraza	2011

Cardiff University
M. Sakaloglou	2016

Queen Mary University of London
M. Anastasiadou	2015
D. Papatziamou	2015
A. Kondelidou	2015
O. Bouroutis	2015
Z. Hiliada	2012
V. Georgiou	2011

University of Essex
A. Bardou	2016
A. Chorozoglou	2016
S. Kougioumtzi	2015
V. Tsartsalis	2013
G.Tsaousidis	2012

Royal Holloway, University of London
V. Georgalas	2015
S. Daniilidis	2015
D. Gioltzidi	2013
S. Hytiroglou	2012

University of Dundee
K. Veliani	2016
G. Papanikolaou	2016

I. Salamotas	2016
E. Kanonidou	2014

University of Buckingham
C. Papadopoulos	2014

Heriot-Watt University, Edinburgh
C. Varsamis	2011

University of Liverpool
S. - N. Markianos Wright	2014
M. E. Dimou	2013
P. Karakosta	2013
K. Kyriakidis	2013

City University
E. Karpozilos	2013
S. Tseranidis	2009
E. Konstantinidis	2005

Keele University
R. Margaritidou	2013
E. Nakis	2013

University of Strathclyde
D. Nikolaou	2013

Coventry University
I. Salamotas	2016
C. Matiaki	2015

University of Stirling
A. Vogt	2015

DeMontfort University
C. Gkantsinikoudi	2016
M. Sakaloglou	2016
E. Tsigka	2016
P. Zavitsanos	2015
O. Balidis	2015
D. Tsevremes	2015
G. Damaskos	2015

University of Portsmouth
E. Tsigka	2016

Nottingham University
A. Karapatakis	2008

Oxford Brooks University
V. A. Georgiou	2011

Falmouth College
A. Chalvatzoglou	2012

Brunel University
K. Dervisopoulos	2016
G. Papanikolaou	2016
S.- A. Stamboultzi	2016
V. Georgalas	2015
M. Karasakalidou	2015
A. Kondelidou	2015
N. Mantatzis	2015
A. Patakas	2015
A. Hatzistavrou	2015
C. Athanasiasou	2014
V. Likogiannis	2014
C. Papadopoulos	2014
E. Th. Mavroudakis-MacCallum	2013
Th. Tyflioris	2013
E. Chantzi	2013

G. Tsaousidis	2012
D. Mavromatis	2010

University of Creative Arts
M. Vathioti	2013

University of Northumbia
E. Nakis	2013

University of Goldsmiths
C. Haritopoulou	2011
D. Lamprinos	2009
A. Ignatidou	2008

University of the West of England
D. Lamprinos	2009

University of Bradford
D. Hatzis	2008

University of Hartfordshire
E. Th. Mavroudakis-MacCallum	2013

Manchester Metropolitan University
A. Daldogiannis	2015
A. Alexiou	2011

University of Roehampton
C. Haritopoulou	2011
D. Navrommatis	2010

University of Northampton
K. Veliani	2016
I. Salamotas	2016

University of Derby
M. Vathioti	2013

Middlesex University
A. Halvatzoglou	2012
E. Konstantinidis	2005

Plymouth University
C. Tsolakidis	2012

University of Brighton
K. Dervisopoulos	2016
C. Gkantsinikoudi	2016
A. Chorozoglou	2016
E. Tsigka	2016
D. Anastasiadou	2015
S. Kougioumtzi	2015
C. Matiaki	2015
G. Sykas	2015
G. Fanaropoulou	2015
V.J. Meacher	2014
F. Tsougianni	2014
D. Gioltzidi	2013
R. Margaritidou	2013
E. Th. Mavroudakis-MacCallum	2013
P. I Boumi	2013
C. Varsamis	2011
M. Karsanidou	2010
E. Konstantinidis	2005

University of Central Lancashire
M. Vathioti	2013

Edinburgh Napier University
C. Matiaki	2015
A. Vogt	2015
G. Sykas	2015

K. Kyriakidis	2013
E. Nakis	2013

Glasgow Caledonian
C. Matiaki	2015

Queen Margaret University, Edinburgh
S.- A. Stamboultzi	2016

Salford University
A. Daldogiannis	2015
V. Likogiannis	2014
E. Th. Mavroudakis-MacCallum	2013
V. Fessatidou	2011

University of Sunderland
D. Chatzis	2008

Greenwich University
E. Karpozilos	2013
E. Nakis	2013
C. Tsolakidis	2012
C. Varsamis	2011
R. Tseranidou	2010
E. Konstantinidis	2005

Anglia Ruskin
M. Sakaloglou	2016

LCA Business School London
C. Katsiotis	2014

Kingston University
D. Anastasiadou	2015
M. Karasakalidou	2015
C. Athanasiadou	2014
E. Karpozilos	2013
R. Margaritidou	2013
D. Lambrinos	2009
M. Hytiroglou	2008

University of Westminster
C. Papadopoulos	2014
V. Georgiou	2011
O. Papantoni	2011
R. Tseranidou	2010
E. Konstantinidis	2005

University of East London
G. Damaskos	2015
R. Tseranidou	2010
E. Karpozilos	2013

Bocconi University, School of Economics
T. Zikouli	2016
C. Vafeiadis	2016
I. Saropoulos	2015
S. Koulaxis	2015
D. Tsevremes	2015
F. Tsougianni	2014

A. Kyriazis	2013

Groningen University
A. - S. Dimitriou	2016
A. Bardou	2016
S. - A. Stamboultzi	2016
S. Kougioumtzi	2015
E. Fesatidou	2015
D. Tyfliori	2015

Erasmus University
D. Tsevremes	2015

University of Maastricht
S. - A. Stamboultzi	2016
E. - S. Vantouli	2016
A. Bardou	2016
E. Fesatidou	2015
D. Tyfliori	2015
N. Mantatzis	2015
D. Tsevremes	2015
C. Papadopoulos	2014

Tilburg University
D. Tsevremes	2015

Radboud University
D. Tsevremes	2015

VU Amsterdam
E. - S. Vantouli	2016
E.Tsigka	2016
A. - S. Dimitriou	2016

The Hague Univ. of Applied Sciences
A. - S. Dimitriou	2016
A. Bardou	2016
S.- A. Stamboultzi	2016
N. Mantatzis	2015
D. Tyfliori	2015
E. Fesatidou	2015
C. Papadopoulos	2014

Les Roches Hospitality Management
Fani Delliou	2015

HONORS
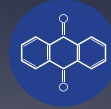
INTERNATIONAL OLYMPIAD IN INFORMATICS

2nd place	C. MANDOULIDIS	MEXICO 2006
	I. TSOUKALIDIS	FINLAND 2001
3rd place	C. MANTOULIDIS	CROATIA 2007
	I. TSOUKALIDIS	CHINA 2000, PORTUGAL 1998

BALKAN OLYMPIAD IN INFORMATICS

2nd place	C. MANTOULIDIS	MOLDOVA 2007
	I. TSOUKALIDIS	FYROM 2000, GREECE 1999
3rd place	G. VENIZELOS	BULGARIA 2013
	C. MANTOULIDIS	CYPRUS 2006, GREECE 2005

INTERNATIONAL OLYMPIAD IN MATHEMATICS

2nd place	E. TARATORIS	KAZAKSTAN 2010
Honorable mention	A. PANAGIOTOPOULOS	TAILAND 2015
	E. TARATORIS	GERMANY 2009

BALKAN OLYMPIAD IN MATHEMATICS

1st place	R. TSIAMIS	SERVIA 2015
2nd place	R. TSIAMIS	ALBANIA 2016, FYROM 2014
	E. TARATORIS	MOLDOVA 2010
3rd place	V. GEORGIADIS	ALBANIA 2016
	A. PANAGIOTOPOULOS	GREECE 2015
	R. KETSETSIDIS	GREECE 2015
	G. VENIZELOS	GREECE 2015, TURKEY 2013
	P. KOUTSOGEORGOS	FYROM 2014
	N. KALOSIDIS	TURKEY 2013
	E. TARATORIS	SERBIA 2009

MEDITERRANEAN MATHEMATICS OLYMPIAD

3rd place	A. PANAGIOTOPOULOS	2014
	E. TARATORIS	2010, 2009
	E. MASTORIS, E. FRILINGOU	2010

EUROPEAN MATHEMATICAL CUP

Gold medal	G. VENIZELOS	2016, 2015
	R. KETSETSIDIS	2014
Silver medal	V. GEORGIADIS	2015
1st place	G. VENIZELOS	2014
2nd place	F.- I. SITILIDIS, R. TSIAMIS,	2015, 2014
	R. KETSETSIDIS, T. HARIS	2015
	N. KALOSIDIS, G. BATZOLIS	2014
3rd place	C. IOANNIDIS, K, KOUTROULIS, P. KOUTSOGIORGOS, I. PILIANIDIS	2015
	I. GIROUSIS, G. PAPACHATZAKIS,	2014
	O. PLOIARIDIS, I. ARNOLD-AMVROSIADIS	2014

AMERICAN MATHEMATICS COMPETITION - AMC10 & AMC12

AMC10	R. TSIAMIS, N. KARAZIOTIS, O. PLOIARIDIS	2016
	P. DIAMANTIS, C. IOANNIDIS	2015
	P. KOUTSOGEORGOS, C. KARATHODOROS - (qualified for AIMEI, among 2,5 % internationally)	
	G. VENIZELOS - (qualified for AIMEI among 1% internationally)	2014
AMC12	G. VENIZELOS, C. IOANNIDIS, V. GEORGIADIS	2016
	F. - I. SITILIDIS, G. VENIZELOS - (qualified for AIMEI among 5% internationally)	2015
	SPYROS KOUTROULIS - (qualified for AIMEI among 5% internationally)	2014

INTERNATIONAL MATHEMATICAL MULTIATHLON (KOLMOGOROV), RUSSIA

3rd place	I. GIROUSIS, A. PANAGIOTOPOULOS	2013

INTERNATIONAL MATHEMATICS CONTEST «PITAGORA», ROMANIA

1st place	O. ANTONIOU	2008
	E. TARATORIS	2008
	C. MANTOULIDIS	2004

INTERNATIONAL PHYSICS OLYMPIAD

Honorable mention	G. SKOLIANOS	SPAIN 2005
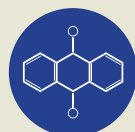
INTERNATIONAL BIOLOGY OLYMPIAD

3rd place	K. SAMARAS - TSAKIRIS	SINGAPORE 2012
Honorable mention	E. KONSTANTINIDOU	SWITZERLAND 2013

INTERNATIONAL CHEMISTRY COMPETITION

1st place	P. KALMOUKOS	HOLLAND 2013

INTERNATIONAL ASTRONOMY & ASTROPHYSICS OLYMPIAD

Honorable mention	G. PAPACHATZAKIS	INDONESIA 2015
	E. TSAPRAZI	ROMANIA 2014
	A. PALASKOS	GREECE 2013

INTERNATIONAL EUROPEAN YOUTH PARLIAMENT
MEMBERS OF THE GREEK DELEGATION

R. TSIAMIS	2016
V. KARAKOSTA, P. ARGYRAKIS	2015
E. FESATIDOU	2014
A. FIRTINIDOU	2013
N. PALLAS - MISAILIDIS, E. TSAPRAZI, Z. HILIADA	2012
P. SIOZOS - DROSOS, A. KARAKOSTA, M. ARETAKI	2011
H. TZELI, E. FARAZA, B. WILLIS	2010
P. PACHIDIS, P. TOSKAS	2009
M. GAITANIDOU, I. LEGBELOS	2008

YALE MODEL GOVERNMENT EUROPE

Honorable mention	N. - C. - M. BAKOLA, G. PAPANIKOLAOU	2014
Best speaker award	A. FIRTINIDOU	2012

NORTH AMERICAN INVITATIONAL MODEL UNITED NATIONS

Honorable mention	F. VALAVANI	2014

HARVARD MODEL CONGRESS EUROPE

Best speaker award	M. GAITANIDOU, I. LEGBELOS	2007
	E. MANDALTSI, I. KRANIA	2006
	D. LAGIAS	2002
	K. KTENIDIS	2000

MODEL UNITED NATIONS DEVELOPMENT PROGRAM

Best speaker award	P. SIOZOS - DROSOS	2011

JUNIOR MODEL UNITED NATIONS - HISAR SCHOOL

Best delegate award	A. KOURTI	2015

EUROSCOLA

S. KYRATZI, K. VELIANI, F. - I. SITILIDIS,	2015
C. GANTSINIKOUDI, V. NIAVI	

INTERNATIONAL DEBATE COMPETITION

G. DOUGANIOTIS (member of the official Greek team)	2008

INTERNATIONAL DRAWING COMPETITION: «BYZANTINE ART"

1st place	A. ZACHARIADIS	2006

INTERNATIONAL DRAWING COMPETITION

«Development Youth Prize 2006-Focus on Africa"

1st place	A. ZACHARIADIS	2006

«Development Youth Prize 2008»

2nd place	I. LEGBELOS	2008

BIENNALE 2008 - 4th INTERNATIONAL COMPETITION OF CHILDREN'S ART (PORTRAIT)

1st place	V. HAIDAS
2nd place	D. ZACHARIADOU, E. KARIOFILI, I. DELLIOS
3rd place	L. PASCHALIDIS

INTERNATIONAL MUSIC COMPETITION

INTERNATIONAL MUSIC FESTIVAL 2008-YOUNG PRAGUE

2nd place	MANDOULIDES ORCHESTRA AND CHOIR

INTERNATIONAL MUSIC FESTIVAL 2009 - NEERPELT, BELGIUM

2nd place	MANDOULIDES ORCHESTRA AND CHOIR

INTERNATIONAL COMPETITION IN FAIRY TALE WRITING

2nd place	DESPOINA ZACHARIADOU	2008

EUROPEAN CLASSICS COMPETITION IN ANCIENT GREEK LANGUAGE & CIVILIZATION

3rd place	DESPOINA SIDERI	2006

INTERNATIONAL SHORT FILM COMPETITION

1st place	«THE WALK»	2016

NATIONAL OLYMPIAD IN INFORMATICS

(organized by the Greek Society of Computer Scientists)

1st place	R. KETSETSIDIS	2013
	C. MANTOULIDIS	2007, 2006, 2005
	T. ATHANASAKIS	2004
	I. TSOUKALIDIS	2001,1999
2nd place	G. VENIZELOS	2016
	K. STEFANIDIS	2014
3rd place	R. KETSETSIDIS	2013, 2012
	A. GAITANIDIS	2009, 2007
	E. KATSIVELOS	2004
	I. TSOUKALIDIS	2000, 1998, 1997

(ALL STUDENTS QUALIFIED FOR BALKAN AND INTERNATIONAL OLYMPIADS)

NATIONAL MATHEMATICS OLYMPIAD

(organized by the Hellenic Mathematics Society)

1st place	V. GEORGIADIS, O. PLOIARIDIS, R. TSIAMIS	2016
	A. PANAGIOTOPOULOS, R. TSIAMIS	2015
	P. KOUTSOGEORGOS, R. TSIAMIS	2014
	R. KETSETSIDIS, G. VENIZELOS	2013
	E. TARATORIS	2010
2nd place	G. VENIZELOS, R. KETSETSIDIS, K. KOUTROULIS, I. CHARISIADIS	2016
	P. KOUTSOGEORGOS, F.- I. SITILIDIS	2016, 2015
	I. AMBROSIADIS - COWARD, G. BATZOLIS,	
	N. KALOSIDIS, P. KOUTSOGEORGOS	2013
	P. KALMOUKOS, I. AMBROSIADIS - COWARD	2012
	E. MASTORIS	2010
	E. TARATORIS, K. SAMARAS - TSAKIRIS	2009
	A. FOTIADIS, D. VALSAMIS, G. STAVRINOS	2008
	C. MANTOULIDIS	2007
	G. SKOLIANOS	2005
	Z. HATZIDIMITRIADOU	2004
	I. KONSTANTINIDIS, K. KTENIDIS	2002
	J. GRAMMATIKOPOULOU	1997
3rd place	N. KALOSIDIS, T. HARIS	2016
	G. VENIZELOS, I. GIROUSIS, N. KALOSIDIS, R. KETSETSIDIS,	2015
	G. BATZOLIS, O. PLOIARIDIS	2015
	T. HARIS, A. PANAGIOTOPOULOS, N. KALOSIDIS	2014
	C. KARATHODOROS	2013
	G. KOTZAMPASIS, K. MAVROMATI, E. MASTORIS	2011
	E. FRILINGOU	2011, 2010
	V. PARASCHOU	2007
	D. LAZARIDIS	2007, 2006, 2005
	C. MANTOULIDIS	2006, 2004
	D. GRAMMATIKOPOULOU	2005, 2002
	G. SKOLIANOS	2004
	N. BITZELI	2003
	A. DIMARATOS	1997

PROBABILITIES COMPETITION «LEFKOPOULIOS»

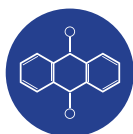(organized by the Athens University, Department of Statistics)

1st place	C. MANTOULIDIS	2007
2nd place	C. MANTOULIDIS	2006

NATIONAL PHYSICS COMPETITION
(organized by the Hellenic Physics Society)

1st place	V. GEORGIADIS	2016
	P. KOUTSOGEORGOS	2015
	S. MAKGIRIADOU	2003
2nd place	S. THOMAREIS	2012
3rd place	F. - I. SITILIDIS	2014
	G. SKOLIANOS	2005

NATIONAL BIOLOGY COMPETITION
(organized by the Hellenic Biology Society)

1st place	K. SAMARAS - TSAKIRIS	2012
2nd place	K. SAMARAS - TSAKIRIS	2011
3rd place	E. KONSTANTINIDOU	2013, 2012
	K. VELIANI, R. KETSETSIDIS	2014

ASTRONOMY AND SPACE COMPETITION

1st place	G. PAPACHATZAKIS	2016
	R. TSIAMIS	2015
2nd place	G. PAPACHATZAKIS	2015
	E. TSAPRAZI	2014
	C. TSERTSENES	2013
3rd place	R. TSIAMIS	2016
	A. PALASKOS	2014

NATIONAL CHEMISTRY COMPETITION
(organized by the Hellenic Chemistry Society)

1st place	P. KALMOUKOS	2012
3rd place	D. GRAMMATIKOPOULOU	2005

NATIONAL F1 IN SCHOOLS COMPETITION

1st place **INFINITE RACING TEAM**

Team members: C. KALFAS, A. LAMPRIANIDIS, I. LIAKOU, S. MAVROMATIS, A. SAMARA, S. - I. SARRA, N. TSOUKALI

NATIONAL COMPETITION IN GREEK LANGUAGE AND SPELLING

1st place	I. KOTSAMPASIS	2011
2nd place	A. GERONTOPOULOS	2015
3rd place	V. PRASINI	2010

NATIONAL LITERARY COMPETITION IN NOVEL WRITING
(organized by the HELLENIC AUTHORS SOCIETY)

3rd place	N. - C. - M. BAKOLA	2013

NATIONAL FRENCH LANGUAGE STUDENT COMPETITION
"LA GRECE VOUS INVITE"

1st place	D. GIANNOULIDOU	2014

NATIONAL LITERARY COMPETITION IN NOVEL-POETRY WRITING
«GRIGORIOS PENTZIKIS»

(organized by the HELLENIC AUTHORS SOCIETY)

2nd place	S. ZAFEIRIADIS	2015

EDUCATIONAL PROGRAM FOR CYPRUS

DOCUMENTARY FILM	1st place		2016
PHOTOGRAPHY	1st place	D. MESOCHORITI	2016
PAINTING	2nd place	E. KANTOUROU	2016
	3rd place	I. KOSTAKI	2016
POETRY	2nd place		2016

VIDEO PRODUCTION COMPETITION «THE HOLOCAUST AND THE GREEK JEWS»

DISTINCTION	2015

NATIONAL STUDENT ART COMPETITION "AGONES TECHNIS"

THEATRE	1st place	2015
MUSIC	1st place	2016, 2015
VIDEO PRODUCTION	1st place	2016
	2nd place	2015
POETRY	1st place	2016
	2nd place	2016, 2015
	3rd place	2015
PHOTOGRAPHY	3rd place	2016

NATIONAL DRAWING COMPETITION

(organized by the Ministry of Education)

1st place NATIONALLY	L. LUCAS	2008
	CH. ZOMPA - KALOGLOU	2010

NATIONAL DRAWING COMPETITION

(organized by the USA Consulate)

HONORABLE MENTION	V. HAIDAS	2008

NATIONAL DRAWING COMPETITION

(under the auspices of the Greek and Cypriot Ministries of Education)

2nd place	T. DAVID	2013
	E. FESATIDOU	2012

DEBATE/PUBLIC SPEAKING & DRAMATIC PRESENTATION OF LITERATURE IN ENGLISH / FORENSICS

1st place	2007, 2004, 2003, 2001, 1996
2nd place	2002
3rd place	2015, 2005
4th place	2016, 2014, 2013, 2011, 2010, 2009

FINALISTS

DUET ACTING -DRAMATIC   T. FESATIDOU, F. PENTOUSI
ORAL INTERPRETATION OF LITERATURE-COMIC   P. VASEILIADOU
ORIGINAL ORATORY   N. - M. TSOUKALI

HONORABLE MENTION

DUET ACTING-DRAMATIC   K. ATHANASOPOULOS, F. - I. SITILIDIS
ORAL INTERPRETATION OF LITERATURE-DRAMATIC A. - S. DELIPALLAS O'DONNELL
ORIGINAL ORATORY   K. ATHANASOPOULOS

GREEK YOUTH PARLIAMENT

N.- S. EFTHIMIADOU	2016
N. - C. - M. BAKOLA	2014
D. GIANNOU	2013
E. MASTORIS	2010
I. GEORGOULAS, P. TOSKAS	2009

CONSEIL DES JEUNES CITOYENS

Debate and Public Speaking Scholastic Competition in French

1st place	M. MERTZIMEKI, V. TRIANTAFILLOU, C. CHORINOS	2016
	E. KARAVASILI	2015

DEBATE AND PUBLIC SPEAKING SCHOLASTIC COMPETITION IN GREEK

DEBATE	2nd place	Z. KAMOPOULOU, A. KOURTI, E. CHRYSAFI	2016
		S. ZAFEIRIADIS, N. - C. - M. BAKOLA, E. KASSAGIANI	2015
ORATORY	1st place	S. KYRATZI	2016
		S. DIGKTSI	2015
IMPROMPTU	1st place	N. - C. - M. BAKOLA	2015

NATIONAL DEBATE AND PUBLIC SPEAKING COMPETITION

(co-ordinated by the Ministry of Education)

1st place			2006
2nd place			2010, 2009, 2004
BEST SPEAKERS	1st place	V. KATSAROU	2007
		T. GOGAKOS	2006
	3rd place	P. TOSKAS	2009
		V. KATSAROU	2006

EXPRESSIVE READING COMPETITION IN FRENCH

2nd place	A. ARCHIPOVA, C. - A. EFSTATHIOU	2016
3rd place	S. ZISIS	2016
4th place	A. TOLI	2016

INFINITE RACING

One is Finite,
as a Team we are Infinite

F1 in Schools
F1 in Schools the only global multi-disciplinary challenge in which teams of students aged 9 to 19, deploy CAD/CAM software to collaborate, design, analyse, manufacture, test, and then race miniature compressed air powered balsa wood F1 cars.

http://www.f1inschools.com/about-the-challenge/

Our Schools' team Infinite Racing, won 1st place in the 5th National F1 in Schools Competition 2016 and will represent Greece in the world finals, which will be held in Texas, USA, in October 2016.

Overall, the team received the following seven awards in the National Competition:
- 1st Prize
- Award for Best Identity
- Best Oral Presentation Award
- Research and Development Award
- Best Entrepreneurship Project Award
- Engineering Award for Best Car Construction
- **Best Design and Engineering Award**

Team Infinite Racing is compiled by the following students:
K. Theofanidis
C. Kalfas
A. Lamprianidis
I. Liakou
S. Mavromatis
A. Samara
S. - I. Sarra
N. Tsoukali

Supporting teacher : I. Ntaountakis

WORLD CHAMPIONS

1st PLACE   **1999**   ISRAEL

2nd PLACE   **2005**   POLAND

3rd PLACE   **2009**   TURKEY

NATIONALLY

1st PLACE   2016, 2013, 2009, 2006, 2005, 2000, 1999

2nd PLACE   2008, 2007, 2001, 1996

3rd PLACE   2015, 2014, 2012

MANDOULIDES
EDUCATORS SINCE 1978