

# THE MUCKRAKER

the students' voice since 1997

THE INDEPENDENT JOHN F. KENNEDY SCHOOL STUDENTS' NEWSPAPER

Volume XI, Issue VIII

Friday, April 25, 2008

Circulation: 600

PAGE 1



We've been back in school for only three weeks, and yet to most it probably feels like we never left. Projects, quizzes, Klausuren, and the upcoming AP exams thrust us right back into the routine of things: Working late, getting up early to spell-check that English essay, forgetting deadline catastrophes for a few hours at school, where chatter with classmates distracts us from our self-pity ...and so on.

So far, the weather hasn't much ameliorated the situation. Cloudy, pasted-grey skies leave spring feeling to be desired.

Only to the 13th graders, these days aren't every-days. Last Friday, they completed their last week at school. Ever. There will be no back to same-old for them.

...We don't mean to frighten them; we wish them well for the last challenge of their school careers - the Abiturprüfung - they are now taking.

We send a special farewell to Samira, who edited the Muckraker these past two years. Her smiles and optimism made our weekly meetings pleasant; her open-mindedness motivated us.

But enough with the reminiscing! We must try to cope without her...and so uh...right, back to business:

The Muckraker usually doesn't make itself noticeable until it's out in boxes to be picked up Friday mornings. That's about to change: We hope to make student polls, such as the election poll we conducted this issue, as much a part of the Muckraker as movie reviews, the Teacher Feature, or our newest column - Farsane's "Thoughts Aside". As a heads-up and first step in that aim: be sure to keep your ears open for announcements on how you can contribute to our next hot-topic survey on... homework!

Until then: good luck with all that work and find comfort in knowing you'll have a forum to voice those complaints!

Cheers,

your editors.

## Viva la Lounge

To some it came as a shock. To others as relief, and yet to others in a wave of indifference. Ultimately, it came, it's here and it's meant to stay: the brand-new, long awaited Student Council Oberstufen Lounge. It took 15 years of waiting, endless hours of discussion, lobbying, brainstorming and bargaining, many free hours, days and weeks spent in school and a LOT of Liberty pizza, but through collective effort, we got there in the end. Since its official opening on Tuesday, the 8th of April, the Student Lounge has been actively used by High School students looking for a place to hang out with their friends, enjoy their lunch and free periods in a laid-back atmosphere, or simply to "chill". However, even in a comfortable environment like the Student Lounge, certain boundaries can't be overstepped. Therefore, we'd like to inform you on the so-called Student Lounge Policy.

The main objective of the Student Lounge is to provide room and comfortable seating possibilities for students during free periods, and to enable students to eat, talk and listen to music. However, all of this needs to stay within reason. Students are responsible for treating the Lounge respectfully. Remember: **It's YOUR Lounge.** If you want a nice place to hang out, and if you want the lounge to stay at

**Lounge, continued on page 4**



before & after



### Election Update

Whom do JFKS students want to see in the Oval Office? Have a look at the presidential primary poll. Find out how many votes each candidate received and what students had to say about the election.

on page 2

### Book Project

Most history teachers convey information by reading textbooks with their students. Mr. Lazar and his tenth graders reversed the learning method... and wrote a history book on the Berlin Wall. An interview with Mr. Lazar and one of the students involved reveals interesting background information on the production of "Wall in the Minds."

on page 5

### Manos

The Muckraker has featured diverse movie reviews...But "Manos", the subject of this review, earns the first superlative: It is said to be "the worst film ever". Find out why...

on page 7

### Procrastination Chart

We all procrastinate. You're probably procrastinating right now, reading the Muckraker instead of studying! (We take that back: Muckraker-reading is always allowed!!) In any case, procrastination is often the source of much trouble; but since it's something we all have in common, it makes way for humorous self-irony. If you're in the need of some of that, go to the Procrastination Flow Chart!

on page 8

# MUCK of the Month

## SCHOOL NEWS

We have a student lounge. We have a student lounge. You can't say it often enough, really. How many countless Muckraker articles over the past ten years have been dedicated to the student lounge debacle!?! How many debates have there been... That's a definite feat.

Three further campus/floor plan alterations are noteworthy:

- The peer mediators have generously moved their headquarters to the peer helper room (B219) to make the student lounge possible.

- There's a new playground you may have noticed for the monkey-barrers amongst us.

- Finally, the Aula lobby has been assigned a new color, which it seems students aren't sure what to make of...

*Lena Walther*

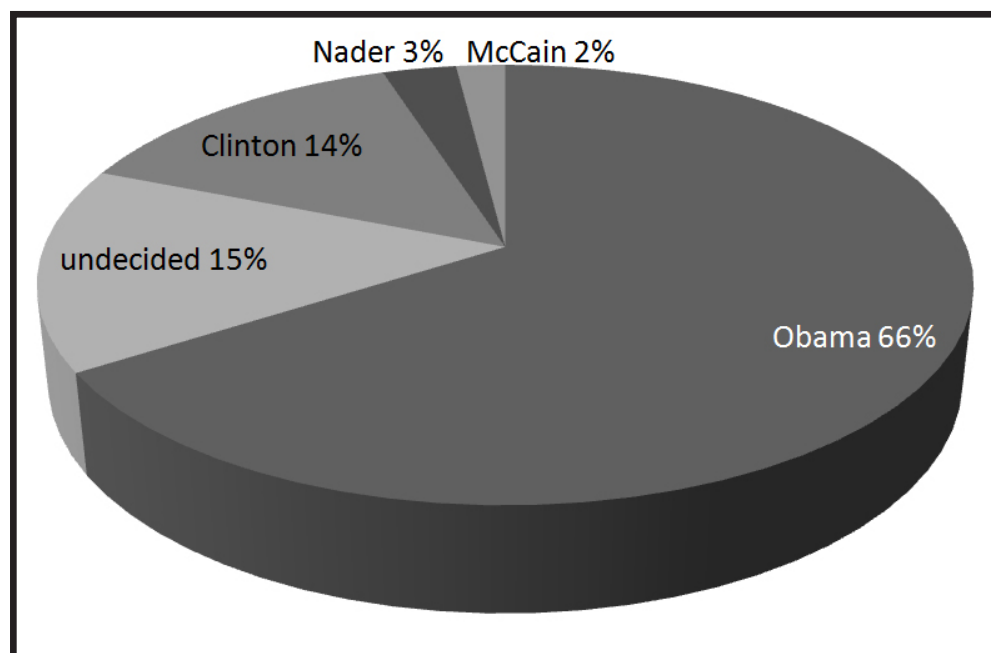
# Election Update: Our Vote

For this edition's Election Update, we thought that instead of reporting on the newest "experts'" stipulations or the latest of the Democrats' seemingly endless wrangling, we'd ask JFKS students whose name they would mark if given a vote.

100 students, 7th through 13th grade, were approached in the hallways and asked whom they'd like to see as next president of the US.

As it turns out, if it were up to our school, these primaries would probably have come to a close long ago. Millions of dollars of campaign money would have been saved and our readers wouldn't have had to stomach such long politics sections in the Muckraker!

## The Vote:



## Statements and number of students who made them:

"These elections won't change much": 5  
 "America isn't ready for a black president": 5  
 "Clinton is more experienced and therefore more fit for presidency": 4  
 "Clinton might be too influenced by her husband; simply continue his course": 4  
 "Obama is something new, something fresh": 4  
 "Obama would open America up to the world, make the govt. more transparent": 4  
 "A female leader would be good for the country": 3  
 "Clinton's politics sounds same-old": 3  
 "McCain embodies old, conservative America": 2  
 "Obama's religious views are somewhat disturbing": 1  
 "McCain understands that immediate troop withdrawal would be devastating to Iraq": 1

*Lena Walther*

**Comments, Replies?**

send your opinions and articles to:

**themuckraker@gmail.com**

*JFKS Life***Teacher Feature: Mrs. Galloway**

*Please give us a short history of your life.*

I was born in Columbus, Ohio. My dad was in the military, and so I was born at the Air Force base there. When I was 5, we moved to Texas, where I graduated from Canyon High School in 1979. After I graduated, I worked for a dentist for 7 years. I was a chair-side-assistant. And while working for the dentist, I put myself through nursing school, where I ended up getting a nursing degree, an RN degree. Then went to university and got a bachelor of science, nursing, and BSN. That was in 1985. I then moved to the Dallas, Texas area to work on my nursing career as well as to get my masters in education. In 1987, I had a master in education and a double master in science and started teaching. For 11 years, I taught 7th grade science at Greenville Middle school in Greenville, Texas – just 35 miles east of Dallas. And then in 1997, I resigned my position to move to Barbados. I moved there for a while to home school a family's children. But I moved back six months later, because my sister passed away. I taught another 10 years at Greenville High school- Introdo-chemistry and dual credit biology. After a total of 21 years at that school, I decided to take my career to a higher level and applied for an international job. Now I'm here at the JFKS.

*What were your first thoughts entering JFKS?*

One thing I thought and one thing I still think is that the buildings are very confusing. I always get lost in the halls. Having one school with Vorschule, elementary school, and high school all in one building is very, very confusing. I'm not used to that. So you probably see me wandering around! ...But I was very impressed with the school and school grounds and the size of the school and especially impressed when we toured all the equipment they have in the science department. We're very fortunate to have all the different lab equipment we have. So, it was a good impression.

*Tell us about your own high school experience.*

My own high school experience...well, I was a teacher's kid, and so I never skipped a day of school in my life. I was in honors society and among the top 10% of my class. I was very active in



band for six years, where I played the flute, the piccolo, and then changed over junior year to play the bassoon, because they needed a bassoonist. My flute career was quite successful. My trio won a few won medals on the state level. So band was probably the biggest thing I was active in, as well as playing in the school orchestra to assist the drama department.

*What are your hobbies?*

Traveling and going to see movies. And I've actually traveled quite a bit: I've been to the Great Wall of China, the Taj Mahal, and I dove the Great Barrier Reef. I'm actually a certified scuba diver. I've traveled all over South America, Monte Piccu, and Bolivia. I've traveled lots and lots and lots of places, but one advantage of being here in Berlin, is that it's easy access to Europe.

*So, what's your favorite movie?*

I don't know if I can tell you my favorite movie, but of course I like chic flicks and then I like action, and lawyer-murder-types. I don't like saphite (WHAT?!?- Sci-fi?) at all.

*What were your worst and your best subjects in high school?*

Oh, my worst subject was Geometry. I hate Geometry to this day. I think it's God's curse on the world. My best subject was probably science.

*What is your teaching philosophy?*

Basically, my teaching philosophy is that all kids can succeed and all kids

can learn, and that it's my role as a teacher to help them learn, whether that is to just give them encouragement or work side by side with them to help 'em build their skills and their confidence. But I do believe that all kids can learn, that sometimes we, as teachers, just have to find a new way to present the information.

*Where do you see yourself in 10 years?*

In ten years I still see myself teaching at an international school. I'm just not ready to return to Texas and teach in the Texan school system after 21 years, even though it's a great place to live. So I don't know if I'll be here in Berlin or not...but I still see myself teaching internationally.

*If you could invite one historical figure to a dinner party and be allowed to ask him/her one question, who would it be and what would you ask?*

If I could invite one person and sit down and have supper with 'em, the one person I would ask, the person I would like to see return, is Jesus. ... And I wouldn't ask him a question. I would thank him. I would thank him for all the wonderful opportunities he's given me in my life and for the strength he helps provide me. So it wouldn't be a question. I would just be to say thank you. I'll wait to ask the questions 'till I get to heaven.

*What is your goal in life?*

Well, one of my goals in life is to visit all seven continents, and I've already checked off five. I think there are seven continents. Are there seven continents? Okay. I think I've already been to 5 of those continents, so my goal is to visit the rest...in fact, to go to every country in the world.

*Tell us something about yourself that no one at JFKS knows.*

Okay. One thing people probably don't know about me is that one Friday night back when I was in college, friends and I decided to go out and have fun. ... And so we stole "For sale" sings out of people's yards and then put them into other people's yards. So when people got up in the morning, they said that they had a sign in their yard that said their house is for sale. We had fun that Friday night. (Laughs)

*Thank you for the interview.*

Rebecca Jetter



# JFKS Life

## Lounge, continued from page 1

JFKS, then treat it that way. That means: pick up after yourself, treat other students in the lounge with respect, don't vandalize and make sure music and noise doesn't disrupt others. If you do end up breaking something in the lounge, please react maturely and replace it.

All students also need to be reminded that the lounge is only designed for grades 11 and up. This decision goes back to legal reasons, and has been made by the HS Administration and the Student Council.

Since it's your lounge, we'd encourage all students to help in making it a feel-well atmosphere. Should students have posters, games, magazines, CD players, plants, pillows or other items appropriate for a Student Lounge, they may bring these in.

The Student Council is striving to turn the lounge into what students want it to be. We are currently planning new features and organizing activities to be taking place in the lounge, for example movie hours. If you have ideas or suggestions, please let us know.

Lastly, we'd like to shout out a lot of big fat thank-yous to everybody involved in the creation of the new Student Lounge. A lot of students, faculty members and parents contributed in different ways. These include Mr. Dallas Becker, for offering us the location and helping us in the room switch, Dr. Reale, for being a strong advocate of the Student Lounge and continuously helping us in our quest to create it, the HS Administration, for supporting us in our wish to create the lounge, Mrs. Ruben, for relentlessly advocating the Student Lounge during

faculty meetings, Mr. Felt, for offering us advice and support throughout the process, supervising parts of the construction and for those delicious donuts, the JFKS custodian staff for letting us into school during vacation and providing technical support, the Peer Helpers and Mediators, for cooperating with us on the room situation, and to Andrea Schulte and JFKS Verein, for supporting us with finances for the furniture and paint. However, our biggest thank you goes to all of the students that spent their Easter vacation hauling around equipment, taking apart old furniture, moving boxes full of stuff around school, painting, cleaning, and setting up the lounge. These include Max Jürgens, Elle Davis, Yolantha Jürgens, Nicholas Erb, Monique Williams, Leonard Sandow, Frida Winkelmann, Valérie Reichel, Paul Opitz, Roberta Zuric, Robbie Wiedenmann, Paul von Salisch, Momo Felt, Rene Felt, Jennifer Flöter, Yessica Flöter, Marcel Starfinger, Carl Kühn, Alisha Eberle, Paulina Heßmann and Henri Wathieu. We also thank Marisa Lange for donating sofas, all SC members that offered their time and advice, and the entire Student body for believing in us and standing up for the lounge.

For questions, comments, suggestions and ideas feel free to contact us in school, through your SC reps, or via email (scpresidents@gmail.com). We hope you enjoy the Student Lounge as much as we do, and that it'll be with us for a long time. Viva la lounge!

Victor Boadum  
Ina Fischer

## Autor zum Anfassen

Besuch von Horst Bosetzky im Deutschunterricht der 7. Klasse

Zu Anfang der Buchreferate im Deutschunterricht bei Frau Valentin-Herbert hätten wir sicherlich nicht daran gedacht: ein berühmter Autor bei uns? Einfach mal so, um sich eine Präsentation seines Buches anzuhören und unsere Fragen zu beantworten? Niemals! Aber es ist doch so gekommen: am 20. Februar bei uns „live“ zu Besuch: Horst Bosetzky, auch genannt -ky, der berühmte Berliner Kriminalautor. Und so kam es dazu: Eine der Wahlaufgaben des Buchreferates bestand darin, mit „seinem“ Autor in Kontakt zu treten. Das klingt ganz interessant, dachten sich manche, und begannen bald, die Adresse ihres Autors zu suchen. Bei manchen klappte es dann auch. Doch dann wussten schon viele nicht mehr, was sie eigentlich schreiben wollten. Emily schickte ihrer Autorin aber gleich das ganze Referat und kam noch auf die Idee, diese einzuladen. Als sie uns im Deutschunterricht davon erzählte, waren alle ganz begeistert von dieser Idee. Andere begannen auch, ihre Autoren danach zu fragen, und bei einem klappte es dann auch irgendwann: Max! Er bearbeitete das Buch „Heißt du wirklich Hasan Schmidt?“ von Horst Bosetzky. In der Antwort auf seinen Brief stand, Herr Bosetzky würde gerne kommen, und

Frau Valentin und er vereinbarten sofort einen Termin.

Als -ky dann da war, staunten alle nicht schlecht: wer hatte sich einen Kriminalautoren schon als älteren Herrn mit langen weißen Haaren vorgestellt? Dann begann Max mit seinem Buchreferat. Er erzählte von seinem Buch und stellte währenddessen noch Fragen an -ky, die -ky gerne nachdenklich und ausführlich beantwortete. Er fühlte sich sichtlich wohl bei uns und hörte mit großem Interesse Max' Vortrag zu. Nach der Präsentation beantwortete

-ky unsere zahlreichen Fragen und gratulierte Max zu seinem gelungenen Referat; leider war nicht für alle Fragen genug Zeit.

Ich fand es wirklich interessant, einen Autoren beim Buchreferat dabei zu haben und seine Meinungen zu eigenen Büchern und anderem zu hören.

Im Namen meiner Klasse und der von Herrn Wagner möchte ich mich nochmals bei Herrn Bosetzky bedanken, dass er sich die Zeit für uns genommen und Max' Referat ganz besonders interessant und einzigartig gemacht hat!

Katharina Künne

## -Staff-Box

### Founding Fathers:

Mikolaj Bekasiak  
Seth Hepner  
Adam Nagorski

### Senior Advisor:

Samira Lindner

### Editors:

Ina Fischer  
Eileen Wagner  
Lena Walther

### Layout Editor:

Farsane Tabataba-Vakili

### Journalists:

Victor Boadum  
Randolf Carr  
He-in Cheong  
Alexander Cohen  
Moritz Elle  
Karen Fischer  
Charlotte Foerster-Baldenius  
Julian Graham  
Nikolas Jaeger  
Rebecca Jetter  
Max Jürgens  
Kirstin Lazarus  
Stefanie Lehmann  
Anissa Nehls  
Leonie Schulte  
Anna Zychlinsky

### Foreign Correspondent:

Moritz Zeidler

### Guest Journalists:

Katharina Künne

THE MUCKRAKER is an independent newspaper. The opinions expressed here in no way reflect those of the administration of the John F. Kennedy School.

### How to join the Muckraker Staff

1. Come to our weekly meetings in the 20 minute break on Tuesdays in B214
2. Send in your articles to themuckraker@gmail.com
3. Join the Muckraker Yahoo! Group
4. Drop a note in our mailbox or approach us randomly in the hallways

## JFKS Life

### Thoughts Aside:

Yay, we're back.

Here we go again. Another – perhaps the googolth – first day of school came and went leaving either an unremitting or a fading memory in our subconscious. For some of us this was the very last first day in high school, others still have seemingly countless such days ahead of them in the years to come. Either way many of us (students and teachers alike) are counting the days and weeks until summer vacation commences – perhaps a countdown calendar could be integrated into the lounge?

Although we are bound to observe some interesting changes at school, our day-to-day struggle against tiredness – a battle fought in alliance with coffee and Guarana, which are true life-savers for the growing number of caffeine dependent students – allows us to return very quickly to our past routine, making the recent vacation already appear like ancient history. We ask ourselves occasionally about the nature of the purpose of our endeavor. Why do we take those innumerable courses and extracurricular activities that cauterize our free time and turn our social lives into a euphemism for study groups? Our goal is to obtain an Abitur or Diploma (or even both) after more than a dozen years of formal education in order to receive admission at a decent university where we seek to continue our studies for at least another half decade. Ultimately, we aim for a well-paid occupation and happiness; however, we might equally well end up over-qualified and jobless.

But all this optimism about our futures aside, we still have one quarter of the school year 2007-2008 to go with at least a comfy student lounge in which to spend our “free hours” and “canceled classes.” Yay!

Farsane Tabataba-Vakili

## “Wall in the Minds”:

A JFKS student and teacher-produced history book

*It is always enthralling to discover the diverse projects JFKS students and teachers engage in: BERMUN conferences, school plays and musicals, and successful Kennedy school sports teams make this venture-willingness manifest.*

*Most recently, students have capitalized on the opportunity to write a student-produced history book!*

*History teacher Mr. Lazar brought together 55 tenth grade students, 30 interviewees, and several JFKS teachers to collaborate towards an oral history about the Berlin Wall entitled “Wall in the Minds”. The work is 100 pages of student-generated text based on interviews as well as scholarly texts. The students have been working on this since October and on April 18th the final draft was completed and sent to press.*

*The Muckraker* was fortunate enough to get a chance to interview the project’s initiator and chief-organizer, Mr. Lazar, and one of the book’s eight authors, our very own Anna Zy-chlinsky:

*The Muckraker:* Inform us further: What exactly is it that you’ve been working on? What did the project entail?

*Mr. Lazar:* The John F. Kennedy School Berlin Wall Oral History Project is the culmination of the efforts of more than fifty students. Each of the students in my two tenth grade history classes played a role in the creation of this book. Thirty students conducted, recorded, and transcribed extensive interviews with Germans who lived in a divided country. In all, their interviews amount to over 250 pages of raw qualitative data. Adding to this data bank, four students took on the responsibility of gathering quantitative information. These quantitative researchers, armed with the knowledge that numbers can speak volumes, provided the charts, graphs, and maps used in the book. Another four students compiled archival photographs of divided Berlin. One student created a video documentary which, through interviews with student participants, offers valuable insights into the process undertaken for this project. Finally, eight students wrote this book. These students synthesized the data gathered by their classmates with published works in order to create a scholarly oral history text. Their collaboration was nothing short of beautiful, their sacrifices are the lifeblood of this endeavor and I admire their devotion.

*Anna:* The first task was to gather information. Essentially, students had to go out, find people with interesting stories, convince them to tell those stories into a microphone,

and then transcribe the result, word for word. I wasn’t really involved in this part of the process. But as soon as the interviews started coming in, the other editors and I went to work. We went crazy with highlighters, each of us checking three or four interviews off the “to be read” list everyday. After a lot of reading, we sat down and brainstormed until each chapter had a thesis. Then, we wrote, and wrote, and wrote, trying to prove the thesis, give voice to the interviewees, and make a coherent chapter. It wasn’t exactly easy, especially since Mr. Lazar kept us on a pretty tight time schedule. After handing it in, it was edited several times by various people, including JFKS teachers. Now the book is off to the printers, and I am terrified I will read my copy only to find one last comma mistake we didn’t catch.

*The Muckraker:* When did you meet to do all this?

*Anna:* The editors met outside school more times than I can count, on Fridays and Saturdays mostly.

*The Muckraker:* What motivated you to commit to the project?

*Mr. Lazar:* I am motivated by the spirit of my tenth grade students. I am motivated by their insatiable curiosities. I feel privileged to teach them. I am inspired by them and I wanted to share in something special with them.

*Anna:* I committed to this project because, really, I had no choice. When Lazar started talking about the duties of an editor, and the kind of work they would be doing, I just couldn’t bear not being part of it, so I wrote down my name. And though the process of writing this book has been every bit as difficult as he promised, I am immeasurably glad I am a part of it.

*The Muckraker:* What’s its aim?

*Mr. Lazar:* The aim is twofold. The primary objective is the process itself. There are a lot of lessons to be learned from writing a book collaboratively. Secondly, we aim to give a voice to the members of the JFKS community who lived in a divided Berlin but have been hidden from history and to provide my students with a forum to speak with history face to face.

*The Muckraker:* What was the hardest/ best part of working on the book?

*Anna:* One of the hardest parts was explaining complex concepts coherently in our chapter. Since everything is intertwined, it

Book Project, continued on page 6

VISIT OUR WEBSITE AT:

[www.freewebs.com/muckraker](http://www.freewebs.com/muckraker)

## JFKS Life / Culture

### Book Project, continued from page 5

was hard at first to organize an argument. More practically, it was hard to have such a huge workload in addition to all my classes, and hard to keep going and keep faith with the project when it's one o'clock in the morning and you're editing the chapter for the trillionth time. The best part was working with Mr. Lazar, who really set out to make us "better writers and better thinkers" and working with my fellow editors, Sarah Clark, Kerrick Hesse, Morgan Reed-Parker, Jana John, Bekah Serio, Paul Wolter, and Nick Anania.

*The Muckraker:* What did you learn about the city working on this project?

*Anna:* The short answer to this question is: a lot. Like many Berliners, I knew Berlin had money problems, but not until researching and writing this book did I know why. Now I understand the intricacies of reunification and the difficulties Berlin has overcome since November 9, 1989. The most interesting part was reading the interviews with all of the people that are somehow connected to JFKS.

*The Muckraker:* Are you planning on

promoting the book at school in any way?

*Mr. Lazar:* We will have a book release seminar on April 30th. Many of the stakeholders in this book will be in attendance. It will be a seminar of remembrance and commemoration but also a celebration of the completion of our book.

*The Muckraker:* How do we get our hands on it if we want to have a look?

*Mr. Lazar:* The unedited interviews and the final product will be available online beginning April 30th at [www.daniellazar.com](http://www.daniellazar.com) and we will donate a few copies to the JFKS library.

*We thank Mr. Lazar and Anna for the interview and congratulate all those involved in the production of "Walls in the Minds" on an incredible achievement.*

*\*To see a book trailer, "The Making: Oral History Project", go to <http://www.youtube.com/watch?v=tILFdICHYTU>*

Lena Walther

## The Fifth of the Nothings

There is a power that can move mountains, a bond stronger than blood and more lasting than love, a cliché so often repeated that it has lost practically all meaning: friendship. How often do people stop in the day to be grateful? Grateful for anything, but most especially for friends- for "good mornings" and jokes and listening to endless complaints; for shared chocolate bars and for their calming you down. Though this sounds like a song from the kindergarten years: try to imagine a life without friends. Imagine spending the entire day with people who don't know you and don't want to, who don't sympathize with you and don't make you laugh. And pity the new students, and the old ones whose friends move away, and think about how great it is that someone is with you right now, sitting near your desk, liking the same music, hating the same teacher, bugging you to let them see the newspaper in your hands, which they forgot to get before class (of course, again). Of the many things people take for granted in life, like the heels of socks and gravity and aspirin, friendship is the most important, and the most underrated. Whether you connect with friends over school work, through alcohol, or on the screen, be glad, be very glad, that you connect...

Anna Zychlinsky

## Tempelhof oder Schönefeld?

An jeder zweiten Straßenecke hängen Plakate, die gegen die Schließung der Flughäfen Tegel und Tempelhof werben. Seit den 90er Jahren setzt sich die CDU für die Erhaltung des Flughafens Tempelhof ein, obwohl die SPD-Regierung von Berlin die endgültige Schließung für den 31. Oktober 2008 beschlossen hat. Es wird vermutlich 630 Millionen Euro kosten, um bis zum 31. Oktober 2008 einen 14 Hektar (20 Fußballfelder) großen und extrem modernen Flughafen in Schönefeld zu bauen, der 50,000 - 70,000 Arbeitsplätze schaffen soll. Obwohl der Bund versprochen hat, 90% der Baukosten zu bezahlen, werden die Betriebskosten für die Stadt Berlin 43 Millionen betragen. Mitte 2008 wird damit begonnen werden, einen Bahnhof unter dem Terminal Schönefeld zu bauen. Schon 340 Menschen mussten in Schönefeld umziehen, um den Baubeginn des neuen Flughafens zu ermöglichen. Es wurde diskutiert, entweder beide Flughäfen (Tegel und Tempelhof) zu erhalten oder einen moderneren in Schönefeld zu bauen. Die ältere Generation hat noch eine emotionale Verbundenheit zum Flughafen Tempelhof, da dort nach dem zweiten Weltkrieg Rosinenbomber Essen und Schokolade abwarfen und so den Menschen eine Chance zum Überleben gegeben haben.

Wegen dieser Nostalgie sind besonders die älteren Generationen für den Erhalt des Flughafens Tempelhof. Dadurch wären teure Neuinvestitionen in Schönefeld, wie zum Beispiel einen Bahnhof renovieren, nicht

mehr nötig. Außerdem sind die Anfahrten zu den Flughäfen nicht lang, da diese in die Stadt integriert sind. Vor allem für Geschäftsleute, die sehr schnell nach Stadtmitte müssen, ist es billiger mit dem Taxi zu fahren, da dies nur 15 Minuten dauert. Dagegen würde es vom Flughafen Schönefeld 45 Minuten dauern. Da der Flughafen Tegel im Nord-Osten liegt und der Flughafen Tempelhof in der westlichen Mitte, haben es Berliner leichter, dort hin zukommen, als zu einem Flughafen im Südosten. Falls der Strom ausfällt oder es andere Schwierigkeiten geben sollten, sind Tempelhof und Tegel gegenseitig als Ausweichflughäfen sinnvoll. Ohne diese beiden Flughäfen wird es einen großen Verlust an bestimmten Arbeitsplätzen geben, und so weitere Probleme verursachen. Da die Stadt Berlin zu viel zahlen müsste für Tempelhof wäre dies unwirtschaftlich. Flugzeuge heutzutage werden immer größer und machen dadurch das Ein- und Aussteigen an dem kleineren und älteren Flughäfen problematisch. Ein Flughafen mit neuen technischen Funktionen arbeitet schneller und effizienter, auch wenn dadurch in den ersten Jahren kein Geld gewonnen werden kann. Obwohl viele Leute, welche sich schon längst an den ständigen Fluglärm und sauren Kerosin-Regen gewöhnt haben, durch die Schließung Tempelhofs davon befreit werden, müssen sich nun andere Menschen in der Umgebung vom Flughafen Schönefeld sich qualvoll daran gewöhnen. Falls sie aus-

ziehen, werden Häuser und Wohnungen für Flughafenangestellte zur Verfügung stehen, aber der Tausch vom Zuhause wird aufwendig sein. Außerdem ist unklar, was mit den ehemaligen Landebahnen Tempelhofs passieren wird. Der verschmutzte Boden macht es unmöglich dort etwas anzubauen und es ist sehr teuer, die Erde wieder zu säubern. Allerdings besteht die Möglichkeit, dort eine neue Siedlung zu bauen. Das alte Gebäude des Flughafens Tempelhof könnte man es in ein Museum verwandeln und so Geld verdienen, ohne das historische Gebäude abreißen zu müssen. Ein neuer Flughafen würde wie der Eiffel Turm für Paris steht, Berlin symbolisieren. Hat Berlin das wirklich nötig?

Da offensichtlich mehr Argumente für die Erhaltung der Flughäfen sprechen, ist es am Besten sie nur renovieren zu lassen und die Terminals zu erweitern, was sehr viel Geld sparen könnte, mit dem man wichtigere Sachen, wie zum Beispiel Sozialhilfe oder Schulen unterstützen könnte. Da Deutschland möglicherweise bald eine Inflation droht, wäre es sinnvoller, sich darauf vorzubereiten, anstatt weiteres Geld auszugeben. So würden nicht ein halbfertiger Flughafen und ein halbabgerissener Flughafen außer Betrieb stehen. Oder sollte es so weit kommen, dass man in Deutschlands Hauptstadt nur noch mit dem Auto anreisen kann?

Rebecca Jetter



## Entertainment

# "Manos" The Hands of Fate

There's no denying that bad movies can be fun to talk about. Just mention a movie like „Van Helsing“ to some people and watch them go on an entertaining rant about how terrible it was (it's true, don't fool yourselves into thinking otherwise). While a lot of these films are just painful, some are so bad that they succeed unintentionally as comedies. I went to see „Eragon“ in 2006 and laughed my way through the silliness of John Malkovich playing a fantasy tyrant from the 1980s.

Knowing the possible entertainment it might provide, but with some trepidation nonetheless, I decided to seek out what is regarded by many as the worst movie ever made: a 1966 low-budget horror film called „'Manos' The Hands of Fate". „Manos" was made in 1966 by a fertilizer salesman in El Paso, Texas by the name of Hal Warren. The film was the result of a bet with Stirling Silliphant, a screenwriter whom Warren had befriended, and who would, ironically enough, win an Academy Award just a few years later. Warren

wagered that he could make a successful movie on a low budget - \$11,000, to be precise.

He assembled a cast of local stage actors and managed to acquire a 16mm film camera - albeit one that could only shoot 30 seconds at a time, without sound (all voices were dubbed in later by three or four people). This kind of equipment explains a lot of the film's sloppy editing and continuity errors. The plot is interesting, to say the least. Michael, the macho husband (played horribly by Warren himself), his wife Margaret, their daughter Debbie, and Peppy (a poodle), after taking a wrong turn somewhere on a family vacation, arrive at a desert shack and fall into the clutches of a pagan cult led by the evil Master, who spends most of his time sleeping in a crypt (which is conveniently reached by a door in the living room) with his many wives, while his servant Torgo takes care of the house. Torgo deserves a special mention; he was played by John Reynolds, a young actor who was allegedly on drugs for most of the shoot (and who sadly committed suicide several months



**Torgo**

later). It certainly shows; the character is uncoordinated; his voice (though a c t u a l l y dubbed later on by another actor) is quivery and erratic. Torgo (who is supposed to be a satyr, though this is never quite clear) is extremely memorable as a character; partly because of his laughable lines („He has left this world! But he is with us always, no matter where we go, he is with us!"), but also because he seems to be the only one who doesn't take himself entirely seriously, who knows what kind of movie he is in.

The film's dialogue is incredibly bad; ranging from vaguely Texan phrases („Whatever it is you're not doin', go don't do it somewhere else.") to clichéd fantasy dialogue of the first order („You have failed us, Torgo. For this you must die!") and phrases that are meant to sound natural but are just awkward instead („I'd hate to run into it in the dark or even in the light for that matter"). The choice of music is equally mystifying. Apart from small amounts of slightly creepy piano music here and there, the soundtrack is made up of bland elevator music. One sequence, however, stands out - the one in which the Master's wives wrestle in the sand over life and death, accompanied by the blaring sounds of bebop.

Did Hal Warren manage to make a film against all odds? Yes. Was it successful? Sort of. After a disastrously embarrassing gala premiere in El Paso, the film was quickly forgotten... until the mid-1990s, when it was shown on Mystery Science Theater 3000, a cult TV show that revolved solely around making fun of cheap, obscure films. The episode featuring it was considered to be one of the series' best, and Warren's little movie became a notorious and beloved cult classic. Warren himself never lived to see this happen; he died in 1985.

„Manos" will be pure torture if you try to take it seriously, but if you sit back and simply enjoy the ineptitude of it, it becomes a brilliant comedy.



**Master**

## Movie Review: Michael Clayton



**George Clooney and Tom Wilkinson.**

At one point in the film, the titular character (George Clooney) says „I am not the enemy" to his friend and colleague Arthur Edens (Tom Wilkinson), who is recovering from a nervous breakdown during an important witness deposition. Edens then retorts with „Then who are you?"

The characters' change of roles is an important theme in the film, in which both men work for a large New York law firm that serves corporate clients, including U-North, a chemical company whose carcinogenic farm products are at the center of a large class-action lawsuit. Arthur, an attorney, is struggling with the realization of the nature of the cause he has aided for years, while Michael, whose job it is to get the firm out of difficult situations with whatever unconventional methods it may take, is facing a similar change of heart while trying to deal with the matter at hand. When Arthur takes further action, U-North, as is to be expected of a greedy corporation, retaliates nastily. Regardless of whether or not the company's actions are believable, the film is extremely well-written; the dialog is satisfying and brilliantly performed by the actors, particularly Wilkinson, who would have definitely deserved to win the Academy Award he lost to Javier Bardem.

There have been a multitude of good films lately; this is one of them. Don't miss it.

*Released on February 28th, currently playing in theaters.*

*Nikolas Jaeger*

## The Cynic's Dictionary

### EASTER BUNNY

„an animal created by chocolatiers to confuse young children and further ridicule religious practices."

Feeling cynical, too?

Then submit YOUR definition of the word POLYGAMY. The Muckraker will publish the most cynical definition. Send it to themuckraker@gmail.com by May 12th.

*Eileen Wagner*

*Nikolas Jaeger*

```

graph TD
    START([START]) --> Q1{Is there work to do?}
    Q1 -- YES --> Q2{Have you started?}
    Q2 -- YES --> Q3{Are you lying?}
    Q3 -- YES --> Q4{Is there a deadline?}
    Q4 -- YES --> Q5{Is the deadline within 6 hours?}
    Q5 -- YES --> Q6{Any major implications from not doing it now?}
    Q6 -- YES --> Q7{Is the deadline within one hour?}
    Q7 -- YES --> Q8{Do you "really" need to do it?}
    Q8 -- YES --> Q9{Any way to get out of it?}
    Q9 -- NO --> MEH[Meh, do it.]
    Q9 -- YES --> Q10{Is it morally objectionable?}
    Q10 -- YES --> Q11{Can you justify it anyways?}
    Q11 -- YES --> Q12{Does the justification make sense?}
    Q12 -- NO --> MEH
    Q12 -- YES --> EXIT{{Exit loop and return to start.}}
    Q10 -- NO --> Q13{Has a significant amount of time passed?}
    Q13 -- YES --> EXIT
    Q13 -- NO --> Q14{Any hobbies you feel neglected lately, like singing, reading, drawing, worshipping, encrypting hieroglyphs...?}
    Q14 -- YES --> Q15{Engage yourself and be creative.}
    Q15 --> Q13
    Q14 -- NO --> Q13
    Q13 --> Q16{Go to Wikipedia and start with your research – make sure to not end up actually doing it.}
    Q16 -- DONE --> Q17{Anyone to instant message?}
    Q17 -- NO --> Q16
    Q17 -- YES --> Q18{Are they interesting?}
    Q18 -- YES --> Q19{Message them.}
    Q19 -- DONE --> Q16
    Q18 -- NO --> Q16
    Q16 --> Q20{Anything entertaining on TV?}
    Q20 -- NO --> Q21{Randomly browse.}
    Q21 -- DONE --> Q22{Check e-mail / social networks.}
    Q22 -- DONE --> Q23{Anything new?}
    Q23 -- YES --> Q24{Go out to eat.}
    Q24 -- DONE --> Q25{Are you hungry?}
    Q25 -- YES --> Q26{Find food.}
    Q26 --> Q27{Do you have money?}
    Q27 -- YES --> Q28{Do you have to cook?}
    Q28 -- YES --> Q29{Eat food.}
    Q29 -- DONE --> Q22
    Q28 -- NO --> Q30{Poor you.}
    Q30 --> Q22
    Q27 -- NO --> Q22
    Q23 -- NO --> Q21
    Q25 -- NO --> WOOWOOWO[Woowoot!]
    WOOWOOWO --> Q25
    Q1 -- NO --> WOOWOOWO
    
```