

THE MUCKRAKER

the students' voice since 1997

THE INDEPENDENT JOHN F. KENNEDY SCHOOL STUDENTS' NEWSPAPER

Volume XIV, Issue I

Friday, October 8, 2010

Circulation: 600

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THE MUCKRAKER



According to Wikipedia, Wikipedia is available in a total of 272 different languages, featuring a total of 16 Million articles. The German version (1 125 000+ articles) comes second only to the English one (3 422 000+ articles).

The Muckraker is available in a total of two different languages, this issue featuring a total of 19 articles, four in German and 15 in English.

That may not sound like much in comparison, but for us it is still a great success – with the help of a large amount of new faces in the staff, we have managed to keep up the sudden spur of journalistic activity preceding last year's final issue. You hold in your hands the first issue of the 14th volume of The Muckraker – one of our longest issues for quite a while.

Apart from that, there are yet more reasons for celebration. As we begin our self-declared "Muckraker Year of Creativity", we have decided to give you a true sample of just how creative we are, by including those two nice banners at the top and the bottom of this issue. Even we, who are proud to possess and nurture a negativist attitude towards anything we stumble upon in the footsteps of many of our journalistic forefathers, have decided to partake in the joyous festivities surrounding our school's 50th anniversary. And then there are, of course, 20 years of German reunification to celebrate. Much ignored due to the fact that none of our teachers seem to care enough to remind us, and the unhappy coincidence of the 3rd of October falling onto a Sunday, many of the Kennedy Students are likely to have become aware of the fact only thanks to Google, who changed their logo for one day in memory of the 3rd of October 1990.

Yes, we are proud of the good education our school offers us – according to RBB an "Eliteschule". (Don't you love the fact that none of our principals can stick to one language?)

Cheers,
The Editors

PS: Wikipedia exists since 2001. We've been publishing since 1997. Take that.

PPS: Thank you Dr. Mentan for your kind feedback and constructive criticism. Much appreciated!

And We Thought the GDR Was Over....

On October 1, JFKS celebrated its long awaited 50th year anniversary. Many people came together to celebrate 50 years' worth of German-American cooperation. Prestigious guest speakers included Mr. Reinhard Roth, the managing director of JFKS, Mr. Rudolf Bewer, the founding principal of JFKS, the honourable Philip D. Murphy, US ambassador to the Federal Republic of Germany, Prof. Dr. E. Jürgen Zöllner, Berlin's senator for education and Mr. Charles Hannah, former managing director. They, along with numerous alumni and other 'important' people, were situated in the warm, sheltered aula for the entire ceremony and were then invited to a luxurious reception in the small aula, which offered everything from champagne to sushi.

But what about the 1,700 students of JFK? Well, for most of them, it started off as a fairly nice day, mainly for the 7-10 grades. They enjoyed a nice brunch in their homerooms, while the 11, 12 and 13 graders were

forced to assemble in the old gym to listen to a lecture about SATs and Abi and other highly interesting stuff.

But where were the 1,700 students supposed to watch the ceremony? The gym was (and still is) far from done and, despite the school's size, there was in fact only one solution – to place several TV screens on the sports field between the red building and the gym so the students could watch the live streaming from there. To the administration, this seemed like a rather good idea. So at 10 o'clock, the students proceeded to assemble on the sports field, but were soon disappointed. Of the four TV screens, you could only see properly on one of the screens and you could only hear the guest speakers talking if everyone was absolutely quite – which of course was impossible.

The guest speakers spoke about the evolution of the school, the importance of German-American cooperation, how times have changed since the Cold War and how much they admired

Fascism, continued on page 2

Chaos in Zehlendorf

Zehlendorf, unser ruhiges Randstadtstädtchen – und plötzlich werden wir zwei Mal in einer Woche Zeugen eines Polizeigroßeinsatzes. Victoria Christians weiß, was die Gründe dafür waren.

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Too Much Time on Your Hands?

Well, we have perfect solution for you: We present to you some of our school's best activities – Vocal techniques, jazz band, leadership class, JFKS Goes Green... read what our journalists have to say, and then take your pick!

on pages 5 -6

The New SC Presidents

Our school once again has two new SC Presidents – Jang-Gun Park (12th grade) and Max Wieland (10th grade). But who are they? What is their background? What drives them? What are their goals? Read The Muckraker's exclusive interview.

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Unser Muckraker

Es ist nicht in allen Schülerzeitungen üblich, Artikel über politische Angelegenheiten zu schreiben. Für den Muckraker ist es jedoch Pflicht – und Paul von Salisch kümmert sich darum, dass wir unser Pensum erfüllen, mit einem Artikel zum Atomlobbyismus und einem zu Thilo Sarrazin

on pages 9-10

JFKS Life

Fascism, continued from page 1

the students. Well, I can only assume this because I, in fact, could not hear anything at all. Let's face it: who wants to stand in the cold to watch a tv screen they can't see or hear? That's right, there weren't even chairs to sit on until an hour later. By then, the students had gotten so bored of trying to watch something they couldn't hear that they decided to leave. But when Mr. Murphy began to speak, all of a sudden the exits were blocked and we couldn't go anywhere. It was like being a cow on the field, minus the grass. If we wanted to go to the toilet, we had to leave a deposit behind. It was funny – teachers in sunglasses acting like border patrols...

But readers, remember, it was cold and people were hungry, and felt silly trying to pretend to be listening to a speech, so students resorted to climbing over fences and escaping through 'tunnels' next to the gym. One escapee – who wishes to remain anonymous – describes this life-threatening experience as 'simply frightful' and 'terrifying'. When I asked her how she escaped, she replied that, when no one was looking she sneakily darted over the fence toward the capitalistic freedom of Coffee Cabana, narrowly escaping the bombs of verbal abuse of angry teachers who were just as frustrated

as we were. But the irony was within the speeches, as they talked about how wonderful the students were and how the Cold War was over, when it was very much being reenacted at the same time. Even the speech our SC President Max Wieland read out sounded like it had been prewritten for him...

Now that I think about it, the only people who enjoyed the ceremony were the ones in the the aula. We students didn't enjoy it because we didn't feel part of it – everyone ran out at noon, even though the speeches weren't finished. Many wanted to buy food but couldn't because both cafeterias were shut. If it weren't for us students, we wouldn't have had the anniversary, so why shun us to the side? Are we really to be treated as 'children', who are seen but not to be heard? But then again, the administration couldn't have possibly put both students and 'important' people together – they probably thought we would ruin the school image. That would also explain why the grounds were immaculate for once. It is actually a real shame, because it could have all been done so much better...

Dr. An O. Nym-Us

Reden ist Silber – Schweigen ist Gold

Der neueste Zwist in der Bibliothek

Die Bibliothek der John F. Kennedy Schule – es gibt wohl wenige Orte an unserer Schule über die so oft diskutiert wird wie diesen. Nun ist es die seit letztem Jahr eingerichtete „Silent Readig Area“, die sich unpraktischer Weise genau im Eingangsbereich der Bibliothek befindet und für den Zündstoff einer weiteren „Librarydebatte“ sorgt.

Umgeben von Computern und Arbeits-tischen, an denen man sich unterhalten darf (natürlich nur über Sachverhalte, die mit dem Unterricht zu tun haben), und dem Schreibtisch der Bibliothekarin, bildet der für das stille Arbeiten und Lesen designierte Ort eine Insel inmitten von Kommunikationszentren. Dieser Umstand führt oft zur Zweckentfremdung der Ruheoase, was auch dadurch angetrieben wird, dass sehr einladend wirkende Sessel in der „Silent Reading Area“ ihren Platz haben. Scurril ist dabei auch die Positionierung der Sessel in der redefreien Zone: Man muss kein Sigmund Freud sein, um darauf zu kommen, dass, wenn man Sessel gegenüber stellt, die Redewahrscheinlichkeit erheblich erhöht wird.

Nun ist es leider egal ob es Unterrichtsthemen oder bildungsferne Schilderungen des letzten Wochenendes sind; das Bibliotheksteam ist gewillt, jegliches Gespräch in dieser Zone zu unterbinden, was bereits zu einigen Rauswürfen geführt hat. Zwar haben sich diese

Rauswürfe am Ende des vergangenen Schuljahres zugetragen, wo die allgemeine Stimmung sowieso etwas anarchistischer ist als in den ersten Wochen eines Schuljahres, aber der Konflikt mit der Library-Führung ist seit dem Schulanfang wieder existent.

Besonders absurd wird es, wenn ein Mitglied des Libraryteams ein Schülergespräch unterbindet und anschließend direkt neben der „Silent Reading Area“ ein lautes Gespräch mit einem Lehrer anfängt. In solchen Situationen sind der Sinn und Zweck dieser Zone sowie die von den Bibliothekaren angewandten Methoden zur Gesprächsunterbindung geradezu lachhaft.

Eine offensichtliche Lösung wäre, die Insel der Ruhe aufzulösen. Für die Schüler, die sich bevorzugt in ruhiger Umgebung bilden, würde diese bahnbrechende Reform keinen Unterschied machen, da es auch angenehme Sessel zwischen den Bücherregalen gibt in die man sich kuscheln kann. Für alle die noch mehr wollen, gibt es ja den guten alten „Silent Study Room“ in dem ebenfalls eine große Anzahl angenehm gepolsterter Stühle vorhanden ist. Die größte Hürde, die bei einer möglichen Auflösung der Ruhezone überwunden werden müsste, ist wahrscheinlich die Befürchtung des Library Personals, dass der gesamte Eingangsbereich von unerwünschten, bildungsfernen Privatgesprächen be-

herrscht werden würde und die von den Bibliothekaren und Schuladministratoren so sehnlich herbeigewünschte Atmosphäre der Bildung in der Bibliothek verloren gehen könnte.

Der Supergau wäre, dass die Bibliothek Charakterzüge der Student Lounge bekommen könnte, einen Zustand gegen den die Administration, sowie die Bibliotheksführung schon seit Ewigkeiten kämpfen. Natürlich darf man nicht vergessen, dass dieser letzte Punkt durchaus Sinn macht wenn man schon eine Student Lounge hat. Aus diesem Grunde ist gegen die allgemeine Verfassung der Bibliothek auch nichts einzuwenden, aber als einfacher Schüler versteht man nicht, warum die Angst vor dem „Socialisen“ so groß ist, wenn diese auch zu produktiver Arbeit führen kann, vor allem, wenn an den Tischen geredet werden darf. Wahrscheinlich wird diese unerklärliche Politik den Schülern nie ganz verständlich werden, es sei denn, es handelt sich hier um ein Machtspiel der Obrigkeit, aber dass wäre ja eine aus der Luft gegriffene Vermutung ohne jeglichen Beweis. Trotzdem fragt man sich, warum so etwas nötig ist, wenn einem die Lösung geradezu ins Gesicht schreit.

Yannick Kather

JFKS Life

Was ist mit Zehlendorf los?!

Gleich zwei Unfälle in einer Woche in einem Bezirk, in dem sonst eigentlich nie etwas passiert! Am Montagmorgen, dem 30. August, gerade in dem Moment, in dem der X10er gefüllt mit JFKS-Schülern an der Machnower Straße vorbei fuhr, kam es zu dem ersten schweren Unfall: Ein Fahrradfahrer wurde von einem Lkw erfasst und starb noch am Unfallort. Der 40-Jährige wollte den Teltower Damm überqueren, als der Lkw verbotener Weise aus der Machnower Straße nach rechts abbog und ihn überfuhr. Zwei Schülerinnen hatten den Unfall beobachtet und kamen mit einem Schock ins Krankenhaus. Aber nicht nur die beiden Mädchen, sondern auch Schüler im X10er hatten alles

gesehen und mitbekommen. Diese beschrieben den Unfall als „furchtbar“ und das „Schlimmste, was sie in ihrem ganzen Leben gesehen haben!“.

Nur zwei Tage später passierte der nächste Unfall in dem sonst so ruhigen Zehlendorf, nur diesmal glücklicher Weise ohne Verletzte oder Tote. Ein Sattelschlepper hatte sich angeblich in der Höhe seines LKWs vertan und blieb unter der S-Bahnbrücke stecken. Der Sattelschlepper war mit einem Bagger beladen, dessen Arm sich bei der Durchfahrt in die Überführung bohrte. Das Resultat dieses Missgeschicks ist ein Loch in der S-Bahnbrücke und ein hoher Sachschaden. Ingenieure stellten fest, dass die Brücke nicht

mehr standfest sei und ausgetauscht werden müsse. Als der Lkw gegen die Brücke knallte, wurden Metallteile nach vorne geschleudert und durchschlugen einem entgegenkommenden Auto die Windschutzscheibe. Der 72-jährige Fahrer blieb glücklicher Weise unverletzt, erlitt aber einen Schock. Wie viele Schüler unserer Schule sicherlich gemerkt haben, war der Teltower Damm für mehrere Stunden gesperrt und auch in Zukunft müssen wir mit einem Pendelverkehr der S-Bahn rechnen, damit das Brückensegment nicht zu stark belastet wird.

Victoria Christians

Teacher Feature: Mr. Kelly

Mr. Kelly is the new American principle of the high school. Despite the chaos of settling into the school's administration and environment during the first few weeks of school, Mr. Kelly took the time to answer some of our questions.

1. Give us a short history of your life.

I was born in suburban Philadelphia, Pennsylvania, and went to school and to a small college there, where I majored in education in German. The town was a very small town, and I didn't think that I would stay there after I graduated, but right before my graduation, I was offered a job teaching. So I began to teach German in a small high school in central Pennsylvania, which is a pretty rural place. I taught German for a few years there. Then an exchange teacher, an Austauschlehrer, from Freiburg, Baden-Württemberg, came to my school and took my place for a year in Pennsylvania, while I went to Freiburg and taught there. After that year was over, I went back to Pennsylvania and taught German for another couple of years, then went to Bucknell University, which is also in Pennsylvania, to get my Master's degree, and became a high school assistant principle. Then, I was a middle school/high school principle for many years in the different districts of Pennsylvania. Later, I became a superintendant - a superintendant is an administrator who is in charge of all the middle schools and high schools in a district - and remained in that position until last year. My wife, who is a retired accountant, and I knew that I wanted to continue working in the area of schools and education, but just not the same old things that I had been doing. So we thought of a couple places, and

asked ourselves the question, "Where would it be interesting to live in and offer me a position to work at?" And I think it's funny, because the three places we had visited as tourists were Alaska, Hawaii, and Germany. But when the opening in the JFKS was announced last year, I first interviewed with Fr. Röschel in New York City last December, and from there, they brought back four candidates to Berlin. Everything went smoothly, and I was hired here. So when my wife and I came back in May for a week to visit, I was able to show my wife some of Berlin. She had visited Berlin before, but she doesn't speak German. She's learning German now, though. And when we moved here in July, we were able to find an apartment. So in addition to that, you're probably aware that in the US, often times with a school, there are many extracurricular activities offered, and since I worked at my school in the US for about 35 years, I had the opportunity to get involved in Track and Field, coaching cross country, and working as an official of the starters in track and field.

2. How did you get interested in German?

My name is Kelly, which is Irish, so it has nothing to do with German. In the US high schools, it's pretty typical that a student has to take a minimum of two years as a foreign language. And in the high school that I went to, I had a choice between learning French, German, Spanish or Latin. I took German purely coincidentally. I just took it because I had to pick one out of the four languages that were offered, and it was good, because I ended up liking it. I found that my grades in German were pretty good, and when it came time

Mr. Kelly, continued on page 4

JFKS Life

Mr. Kelly, *continued from page 3*

to go to university, the two things I was best at were German and history. And my parents and my councillors advised me that if I wanted to- and I thought I wanted to teach- it would be much more likely to get a job as a German teacher, because there aren't many of them, unlike the number of history teachers out there. So I felt that it would be better and easier to get a job as a German teacher, which I did. And I have to say, when I first graduated from college and began teaching German, my German was pretty bad. But the east German government at that time had a program that offered an American teacher the opportunity to come to Berlin and study German at the Goethe Institut. So I studied the language for one summer in Berlin, and, of course, I had the opportunity to get pretty decent in it through that experience. I was fortunate, because I had an interest in German and had some opportunities to learn it pretty well. And then, of course, when I became an Austauschlehrer, my ability to speak German really improved. When I was in Freiburg, I was the only English-speaking person. Of course, there were teachers who could speak in English, but I was the only person whose mother tongue was English. In addition to that, I taught at a German Gymnasium in Freiburg, a city where there is not as much English presence as there is in Berlin. In Berlin, a person could get by anywhere with English. Maybe not comfortably, but you can do it. But in Freiburg, that was much more difficult. So that's why I really had to learn to speak German. But in the JFKS, it's funny, because I don't think my German has gotten any better. Not only do you not need to speak German, but many times, whether you're speaking to German pupils or German colleagues, they'll just as easily prefer to speak in English than in German.

3. What inspired you to start working in the education field in the first place?

It sounds like a funny answer, but I had some good teachers when I was in high school, and I really thought that they were- I don't want to say that they were my inspirations- but they were good models of what good teachers should be. I thought that would be something I wanted to do. And I found that when I really did start teaching, I enjoyed teaching, both inside and outside of the classroom.



4. What was your first impression of the JFKS?

The first time I had been in the JFKS was for my interview. I had a couple of impressions; the first thought I had when I walked through that main gate on Tel-tower Damm was, "What a big school." Really, it is a very very big school. Then I came into the main entrance by the offices in the morning, just a little before eight; it was quite busy there. That was also a part of my first impression of the JFKS- it was a very busy school, with everyone moving and kids hurrying to get to their classes. But it felt very familiar. The school's size and its many buildings was what I was not used to, but the busy atmosphere of the school felt very familiar. That could be any school in America. The JFKS seemed to be a very busy school, but it was busy in a good way, because people were doing what they were supposed to, getting ready for the day. I also met students and colleagues on my first day, and by the end of the day, my impression of the school was very positive.

5. Do you have specific goals you would like to achieve as the new principle?

Yeah- my first goal is to not screw up a good thing. And I say that half-kiddingly and half-seriously, because the school is a very good school. When I came back in July to take the job, I had a chance to see the Abitur, AP, and SAT results from last year, and they were all very good. I

would want to make sure that anything I do does not reduce that. Sometimes, a person can push for big changes, and it has negative effects. Also, we really do have some great teachers at this school, and I want to make sure that I do anything I can to help them. As a matter of fact, just today, I was in an eighth grade geography class, and a student asked me what I thought my most important job was. I answered honestly that I think that my most important job is to make sure that all the other people in this school can do their job. And that means doing everything I can to take care of the campus itself, doing whatever I can to make the construction in the Sport Halle go faster, as well as helping teachers and students as much as possible.

6. Where are students most likely to find you during the weekend, and doing what?

Well, right now, my wife and I are still exploring Berlin, so you would find me on the Kudamm or on the Alexanderplatz, probably with most of the other tourists. We're still getting to know a lot of the restaurants in Berlin, as well- if you count all the Lokale and the Kneipen in with the restaurants, there must be thousands of them. Once the weather gets a little bit colder, I think we'll do some of the inside things that you could do in Berlin. We also hope to go South and go skiing. And if we have a snowy winter here like we did last year, maybe I'll go for a Langlauf in the Tiergarten.

7. If you could trade places with any other person for a day, famous or not famous, living or dead, real or fictional, who would it be?

Hmm, who would I trade places with for a day? It wouldn't be with an Angela Merkel or a Barack Obama, because they're in great positions, but they have to work a lot. I would say, if I could, it would be with somebody who was good at surfing, skin diving or sky diving- someone who would be able to do something totally different than what I do here everyday.

Many thanks to Mr. Kelly for sparing us his precious time for the interview!

Hyerin Park

Culture

STAFF BOX

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Yannick Kather
Mira Leass
Paul von Salisch

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. Drop a note in our mailbox or approach us randomly in the hallways

Activities

As a new student to JFKS or just to the high school, you may have wondered what the blue MUN posters stand for or how you can join choir. It is always hard to find out all the things to do as a person new to a school. That is why the Muckraker has decided to print an overview for you of all the main activities the high school has to offer. In general, it is great we have so many activities here, because it helps us become better people. We learn about interesting things, work on skills and uncover secret talents. Whatever activity you join, you will be sure to find new friends there and meet a new group of people. You will feel part of something. But remember- don't overload! Doing too many activities often leads to a disaster. You screw up a test because of over-commitment, or you lose sight because you are doing too many things. Best is a healthy balance, so choose your activities carefully and remember to always leave room to look after yourself.

Politics/ Leadership:

Leadership class (10-13th graders, lead by Mr. Felt)

MUN (Model United Nations: political debates – Wednesdays, 15:00-16:30, W309)

ICJ (International Courts of Justice: like MUN, only you engage in judicial issues)

JFKS GOES GREEN (the "green" group: meetings every other Friday 20 min. break, film room)

Creativity

The Muckraker (Come join us! B214, 20 min. break Tuesdays)

Literary Circle (submit your own

writing, which will be analysed in group, time still to be determined)
Philosophy Society (every other Fridays, 6th Period)

Social:

CSA (Community Service Activity - every second Tuesday in the white building, 3rd floor)

Peer Helping (Fridays, 10th period, Peer Helping room blue building)

Peer Mediators

Music/Art:

Choir (7th and 8th grade)

Choir (9th through 13th grade, meets Mondays (6th), Thursdays(10th) and Friday(6th) - look at the bulletin board in the music building or approach Dr. Curtis)

Band (green building)

Orchestra (green building)

Photography (Friday 10th Period)

Studio Art with Svetlana (Wednesday 6th)

Sports

Badminton (Mondays 10th Period)

Handball (Tuesday 10th Period)

Basketball

Flag Football

Track and Field (Mondays 10th Period)

Milena Kula

Comments, Replies?

send your opinions and articles to:

themuckraker@gmail.com

JFKS Life

Vocal Techniques

Vocal Techniques is an activity offered by Dr. Curtis which, well, teaches you to use your singing voice properly. Unlike most of the other musical activities offered at our school, this one is not about the group, but about the individual. You also don't have to be in choir to join. At the beginning of the year, you choose a piece that you would like to sing, either from Dr. Curtis' collection or from your own. You then practice that piece and sing it every time until both you and Dr. Curtis are satisfied with it. Whenever you sing in this class, Dr. Curtis and the other students in the class will tell you what you did well and give you suggestions on how to improve your performance. Then, you'll be expected to do the same for them! This class takes place about five or six times a week, though you only go to one of the classes. It's ideal for anyone who seriously wants to train their solo singing abilities!

Sophia Kula

Polynesian Dancing

Every Tuesday during 10th period, two students and Ms. Cook meet to dance, play traditional Hawaiian instruments, and occasionally even sing. Though it's called 'Polynesian' dancing, most of the time we learn Hawaiian dances, with an occasional bit of Tahitian dancing thrown in for balance. Ms. Cook teaches us both modern and ancient Hawaiian dancing (also known as Hula) – the steps and movements are very similar, but the music is different: ancient Hula is usually chanted and accompanied by percussion instruments which the dancers themselves may be playing, while modern Hula usually sounds more like the modern Western music we're used to. The dances themselves aren't simple, but they are usually pretty straightforward: there are a few basic steps that are repeated and varied throughout the piece, while the hand movements are the ones that tell the story – for instance, if the song is talking about the sea, the dancers may imitate the wave movement with their hands. Apart from the dancing itself, we also learn a lot about Hawaiian traditions and history, from the religious significance of certain places to the fate of the last Queen of Hawaii. If you're interested in joining us, please contact Ms. Cook – we're always glad to have new members!

Sophia Kula

Leadership

Taught by Mr. Felt, leadership class is one of the most popular activities offered at the JFKS. No wonder – it's interesting, informative, entertaining, and teaches you a lot about yourself and the opportunities you have to make a positive difference in the world around you. Not to mention the fact that it looks great on your report card and/or college application. Available for 10th through 13th graders, leadership class is definitely something you should consider joining next year.

Lisa Feklistova

Jazz Ensemble

Why would anyone want to stay in school 10th hour on Mondays and Fridays? Because that's the time to feel the jazz beat, the time to improvise while the others just play in the background, the time to listen to others soloing and to learn from them. So, if you love playing jazz with other dedicated musicians or just want to see what it is like, come to rehearsals in G103 – you might even get the chance to play your favourite jazz piece and you will definitely have fun.

Friederike von Streit

The New SC Presidents

1. Please introduce yourself/give a short history of your life.

Max: Hi, my name is Max Wieland, I'm 15 years old and I've been at this school since Vorschule. This is my fourth year in the SC and I enjoy it a lot!

Jang Gun: My name is Jang Gun Park and I'm 16 years old. I'm a senior, and I've been at this school since 8th grade. Until now I was never in the SC before but I'm looking forward to it!

2. Why did you want to become president?

Jang Gun: Well, this year will be my last year, and I really wanted to do something for the school. I love organizing stuff and despite the fact that I wasn't in the SC before I will do my very best!

Max: I wanted to become president because I want to leave a legacy in this school. I want people to remember my name and who I am, since you can easily go under in the mass of people in this huge school. I thought if you have such a high position you actually have a say and can help people around you. Also, it's quite unconventional for a 10th grad-

er to become president, so I wanted to offer a new, fresh, dynamic approach to the Student Council.

3. If you could, what would you change about how you gave your speech?

Max: Well, looking back now after I heard JG's speech, I would have made mine a tad more funny and easier, because my speech was quite factual and dry. I wouldn't make it AS funny as JG's, but I would build in some jokes to ease the atmosphere.

Jang-Gun: I was happy that people got my jokes, but afterwards I was worried that people would not take me seriously. I actually wanted to bring across my points but people just kept on laughing and didn't get my serious part.

4. Where were you, and what did you feel like when you found out you won?

Jang-Gun: I was in English class and had my ear next to the speaker the whole hour. I heard the names of the Maxes first, and thought I had lost. But then, when I heard that I actually won, I was just smiling and all my friends were screaming and running up to me and holding me

SC Presidents, continued on page 7

JFKS Life

SC Presidents, continued from page 6

up and I felt like the king! (laughs) we want to organize an SC Party!

Max: The announcement came in Physics and I had been nervous the whole day. I knew that I won because it was the German side first and everybody was screaming. I felt really happy but told everyone to be quiet since I wanted to know if my partner had won too. I was quite sad that he didn't win, but now I know that he is vice president, so it's ok. I got various congratulations from both students and teachers, which was really cool. After school I collected some of my posters and put them in a special folder for memories so I can show them my kids one day!

5. What do you plan on changing, now that you're president?



Max: The main thing I want to do is get the reductions in Zehlendorf and make the SC more productive. We feel like the work in the SC is unfairly distributed and we want everyone to be a part and have something to do.

Jang-Gun: I want to change the peoples view of the SC because everything we do seems so normal for the students and they don't know that so many events are organized by the SC. Better communication between the students and the SC is also really important. Furthermore,

6. What are your goals for the future, after JFKS?

Jang-Gun: I want to be a business manager!

Max: It's amazing how JG and I have the same views because I also want to be a business man. I would like to study economics at a really good college because I don't only want to be an employee, I want to be the boss.

Jang-Gun: It's not a coincidence that we're both presidents, its fate. (laughs)

7. What are your interests or hobbies?

Jang Gun: My hobby is saving little children (laughs). Just kidding, my main hobby is Golf. I also play guitar and chill with my friends. Oh yeah, from time to time I also watch porn. (everybody laughs).

Max: Football is my main passion but I also do triathlon, although many people think I am a complete freak doing it. I have done different kinds of sports my whole life!

8. Do you have an idol?

Jang-Gun: I have many idols. One is Napoleon, since he was such a successful leader. Another one is Max Wieland, since he is a very organized person. Of course, my daddy is my idol too!. (Everybody: awww!)

Max: My idol is Jang Gun (I have to return the offer), Mr. Felt, and also my father and my mother. JG: You just want to get better grades in his Mr. Felt's class! Well ok, then Dr. Hepner is MY idol! (laughs)

9. Please give some last words.

Jang-Gun: We didn't run for SC president for the dignity of being the president, but for the dignity of being a GOOD president. (Editor's note: ehem...) We work for your satisfaction and entertainment. The teachers are there for your education and were there for your enjoyment! We're

like a revolution for the students!

Max: We want to make people get up in the morning and look forward to school. We want to improve the SC, and leave a legacy as the best SC Presidents ever!

Jang Gun: We don't want this year to be special because of the 50th anniversary, but because of us being presidents! (Editor's note: *coughs*)

Thank you very much!

Mira Leass and
Victoria Christians

Being the "new kid"

A new school year is starting and, like every year, there are new students who are trying to find their way around and make new friends. In the beginning "the new one" is always exciting – everyone wants to know "Where are you from?" and "Why did you come here?". Somebody usually takes the initiative to show "the new one" where his next class, the toilet, etc. is. But after a few days the excitement is gone. Now it can go many ways, good ones and bad ones, here are two examples:

After three days there are still people, who look after "the new one", make sure he knows where to go, talk to him in breaks, even if he is too shy to walk up to people he doesn't know and talk to them – just make him feel welcome.

Or everyone just goes back to their old friends, acts like nothing has changed, they accept "the new one" standing with them, but no one really reacts if he tries to contribute to the conversation – guess what, he doesn't feel welcome. Is it really that hard though, to show a little initiative? No one expects anybody to be best friends with "the new one"! It's all about that little smile, the "Good morning." and a tiny bit of thinking about the situation "the new one" is in. So if you have a "new one" in your class this year, just remember how much happier a little gesture can make him.

Friederike von Streit

International

Pakistan - What is really going on?

"I am so tired of running from this flood, I simply can't run anymore"- Flood victim

More than 21 million people – injured or homeless, crop damages amounting up to \$500 million, 1.2 million livestock – drowned. I guess we can call ourselves lucky. We don't have hurricanes, suffer from earthquakes, nor do we find ourselves amidst a flood of a century – unlike the Pakistanis. A couple days of endless rain have left behind disastrous consequences. Consequences which add up to more damage than the 2004 tsunami, the 2005 Kashmir earthquake and the 2010 Haiti earthquake combined. An eighth of the population is currently homeless, an incredible number that sets enormous problems for the organizations trying to help. Whole villages have simply drowned and approximately one fifth of the country is under water. Now imagine being an NGO. How do you help when everywhere you go you are met by masses of water, collapsed bridges, and destroyed streets? Not only do the Pakistanis need to rebuild the 891.000 houses that were attacked by the masses of water, but they also need the simple things that we take for granted: a bed, some aspirin, a sweater and most of all: a cup of water and a sandwich. The water masses have left behind a legacy never to be forgotten. They have displaced millions of people, destroyed entire communities, and put the Pakistan-

is into a more fragile situation than they already were. The Pakistanis find themselves amongst the Taliban who see this as an excellent opportunity to recruit new members. While the flood distracted Pakistani military forces from fighting the Taliban insurgents, the Pakistan has enthusiastically engaged in relief efforts, lending a hand in all the places the government proves to be inefficient, absent or corrupt. The government of the country is facing more criticism than ever. It is blamed for sluggish and disorganized response to the needs of their people. This has resulted in various riots and attacks by the ones starving and thirsting for change. But still, in relationship to the inefficiency of the government, we need to remember that if we, here in Germany, had a fifth of our land covered in water, our government would also have a problem. The relief efforts, such as those of the UN and many organizations and individuals, are advancing as fast as they can, but, according to analysis, the inadequate international response can be followed back to a number of factors, namely the low death toll, the lack of celebrity involvement, Pakistan's government and a certain donor fatigue.

Manuela Schwarz

Victims of Heat

The hottest temperature a human can survive is almost 60 °C (140 °F) in dry conditions.

The hottest permanently inhabited place is Dallol, Ethiopia, where the average daily maximum temperature is 41.1 °C (106.0 °F). The hottest temperature ever recorded was in Al 'Aziziyah, Libya, where 57.8 °C (136.0 °F) were measured on Sept. 13, 1922. That is just about one degree warmer than in Death Valley, California, so if you've been there, you know it's terribly hot. There are many population groups in Africa or Australia, for example, that survive in hot deserts at temperatures of more than 45 °C. At about the same climate conditions people ride in tightly packed trains in India. For some, this is a normal part of their everyday life.

Looking back at this summer, especially July, temperatures climbed over 36°C in Germany. Many ICE, which travel through -25 °C in winter, were unaccustomed to the positive 36°C. Actually, the cooling system of

an ICE has a limit of 32 °C. About 50 long-distance-trains, especially the older ones, broke-down and were canceled. In one dramatic case, several people collapsed due to the no longer functioning air-conditioning.

In order to win back the trust of its traveling customers, the Deutsche Bahn decided to pay the travelers, who had endured health consequences due to the intense heat, 500 Euros compensation. With 23,000 heat victims, the compensation reached 2,7 million Euros in total.

Being used to relatively cold temperatures in Germany all year long, the sudden jump to high temperatures is difficult to bear and shows its consequences. While 36 °C are still quite chilly for someone living near the equator, it's starting to be too warm for most living in the North.

It is very considerate of the Deutsche Bahn to think of their customers and pay them back a compensation, especially to those who suffered heat strokes. But were there

really 23,000 people in severe agony due to the extreme heat, or were most just succumbing to the human instinct of whining constantly? Probably both; the heat is difficult to get accustomed to and especially affects the elderly and the very young.

That leaves 11,500 travelers who merely whine, and in the end they each get 500 Euros. What about those living in India, traveling daily under these hot circumstances in less clean and efficient trains? They have to pay for their train ride, and don't receive any compensation. One could say they are more accustomed to this life style. But one could also recognize how spoiled our society has become, not being able to endure a few hours of heat. What will happen once global warming increases the temperatures even further? Will everyone sweating on the ICE receive 500 Euros?

Rebecca Jetter

Opinion

Lobbyismus

Lobbyismus – Damals:

Die Geburtstunde des Dritten Reichs

In der ersten deutschen Demokratie des 20. Jahrhundert, der Weimarer Republik, musste man als einflussreicher Mogul noch vorsichtig sein, wie man einen Versuch der Einflussnahme auf die Politik gestaltete.

19. November 1932

Durch das Verfassen eines geheimen Briefes an den damaligen Reichspräsidenten Paul von Hindenburg sollte diesem klar gemacht werden, dass eine starke Führung des Landes von Nöten sei, um der deutschen Industrie zu neuem Glanz zu verhelfen. Die Umgestaltung des Reichskabinetts sollte in einer Art und Weise erfolgen, „die die größtmögliche Volkskraft hinter das Kabinett bringt“, sprich Adolf Hitler müsste Reichskanzler werden. Auch wenn sich Hindenburg unbeeindruckt von dieser Empfehlung zeigte, indem er Kurt von Schleicher zum Reichskanzler ernannte, sah er im Januar 1933 nach den folgenden Absprachen keinen Ausweg mehr:

Der Bankier Kurt Freiherr von Schröder fiel am 4. Januar 1933 als Lobbyist par excellence auf, als er ein Treffen zwischen Hitler und von Papen arrangierte. Anschließend setzte sich von Papen nach einem Deal mit Hitler für dessen Reichskanzlerschaft ein, da ihm die Vizekanzlerschaft versprochen wurde und er fälschlicherweise glaubte, Hitler mit dem Besetzen der Ministerposten durch Konservative schnell isolieren zu können. Von Papen, Kriegskamerad und Duzfreund des immer altersschwächeren Hindenburgs, hatte großen Einfluss auf die am 30. Januar 1933 erfolgte Ernennung Hitlers zum Reichskanzler.

Zu den Unterzeichnern des geheimen Briefes vom 19. November 1932 gehörten unter anderem Fritz Thyssen, Aufsichtsrat Vereinigte Stahlwerke, Kurt Freiherr von Schröder, Kölner Privatbankier, Fritz Beindorff, Aufsichtsrat Deutsche Bank.

Gegen Ende des Briefes noch einmal das Interesse des Volkes ansprechend...

„Wir erkennen in der... Bewegung, die durch unser Volk geht, den verheißungsvollen Beginn einer Zeit, die durch Überwindung des Klassengegensatzes die unerlässliche Grundlage für einen Wiederaufstieg der deutschen Wirtschaft erst schafft.“

...tarnten sich die Lobbyisten als im Interesse des Gemeinwohls handelnde Wegbereiter einer glorreichen Zukunft. Damals wurde die Gefahr Hitlers eindeutig unterschätzt und kleingeredet...

Lobbyismus – Heute:

Die Stunde der atomaren Wiedergeburt

Im 21. Jahrhundert kann man Lobbyismus vollkommen öffentlich gestalten. Ohne jede Scham posaunen die Vertreter der Großbanken und Konzerne ihre Interessen in ganzseitigen Zeitungsannoncen hinaus.

21. August 2010

Die Chefs der Energiekonzerne und rund 40 Top-Manager und Promis lassen ihrem Ärger über den seit Jahren beschlossenen Ausstieg aus der Atomkraft freien Lauf und liefern ungefragt Anregungen zum bald erscheinenden Energiekonzept der Regierung in einem öffentlichen Brief, genannt „Energiepolitischer Appell“. Die unter Kritik geratene Kanzlerin dementiert jegliche Beeinflussbarkeit der Regierung. Tage später wird das neue Energiekonzept vorgelegt. Es wird von Frau Merkel selbst als „revolutionär“ bezeichnet. Sie hat Recht: Noch nie wurde Lobbyismus so Eins zu Eins von einer Regierung in praktische Politik umgesetzt.

Der Bankier Ackermann fiel schon im August 2009 durch Bekanntwerden einer im Kanzleramt gefeierten Geburtstagsfeier, die auf Kosten des Steuerzahlers ging, negativ auf, damals war die Aufregung noch groß. Doch so langsam scheint sich der Bürger an die Omnipräsenz des Lobbyismus im Alltag zu gewöhnen. Von Steuervergünstigungen für Hotels bis hin zum Gestalten der Gesundheitsreform im Interesse der Pharmaindustrie: Bleibt abzuwarten ob der Wähler die Politik des Einknickens vor der Wirtschaft im Gedächtnis behält oder sich wiederholt durch Wahlversprechen beeinflussen lässt.

Zu den Unterzeichnern des öffentlichen Briefes vom 21. August gehören u.a. die Chefs der Energiekonzerne, Deutsche Bank-Chef Josef Ackermann, Bahn-Chef Rüdiger Grube und die Vorstände von Bayer, ThyssenKrupp, Metro und BASF.

Gegen Ende des Briefes noch mal das Interesse des Volkes ansprechend...

„Es geht um viel; die Sicherung der Lebensgrundlagen von morgen und die Zukunftsfähigkeit des Standortes Deutschland“

... geben sich die Top-Manager und Promis als um die Zukunft der Deutschen besorgte Philanthropen aus. Heute werden andere Gefahren ausgeblendet, z.B. die der ungeklärten Endlagerung radioaktiven atomaren Mülls...

Paul von Salisch

Editor's Note:

Wir möchten darauf hinweisen, dass dieser Artikel unserer Interpretation zufolge keineswegs die Bundesregierung oder sonstige erwähnte Personen mit Personen um die Regierung Hitlers von 1933 bis 1945 oder Hitler selbst zu vergleichen versucht, sondern lediglich auf die Gefahren des Lobbyismus hinweisen möchte, und zu diesem Zweck den Lobbyismus und seine Auswirkung auf die Deutsche Geschichte am Beispiel des Dritten Reichs mit aktuellen Beispielen von Lobbyismus rund um das Thema Atomkraft vergleicht. Außerdem möchten wir darauf hinweisen, dass der Inhalt dieses Artikels lediglich die Meinung des Autors, und weder die der JFKS Schulleitung noch der Mitarbeiter von The Muckraker widerspiegelt.

Opinion/Entertainment

Warum Thilo Mainstream ist

Wo Thilo Sarrazin Recht hat, hat er Recht: Deutschland hat ein Integrationsproblem.

Für die Art und Weise aber, wie Thilo Sarrazin argumentiert, darf und muss man sich fremdschämen. Ein großer Teil der Bevölkerung ist erfreut über die Diskussion, mehrheitlich weil endlich das Tabu-Thema „fehlgeschlagene Integration“ aufgegriffen wird. Bei fast allen Diskussionen blieb man aber bei Sarrazins lächerlicher Sichtweise, nie kommen fundierte Vorschläge hervor. Einzig die SPD hatte dieses Wochenende einen Parteitag zur Migration einberufen. Und warum? Weil sie, um aus der Krise zu kommen, zeigen muss, dass auch mit einem intelligenten, aber gestörten Rassisten als Parteimitglied umgegangen werden kann.

Der ehemalige Finanzsenator Berlins spricht das aus, was Millionen Deutsche empfinden: Überfremdung, Geltungsbedürfnis, Angst vor muslimischer Überbevölkerung, Abkehr von urdeutschen Tugenden und Werten, drohender Identitätsverlust.

Dabei lässt sich erkennen: Thilo Sarrazin ist das langersehnte Sprachrohr des unterdrückten Rassismus.

In der Nachkriegszeit war das Thema „Vergangenheitsbewältigung“ verdrängt, erst die 68er nahmen sich das Thema vor, schon für die Generation danach war alles andere als übertriebene Toleranz ein Unding, dabei gingen wohl viele davon aus, dass die Tabuisierung von Patriotismus gleichbedeutend mit einer Nicht-Existenz von Nationalismus und Rassismus war.

Heute liegt Deutschland fast schon hinterherhinkend in einem europaweiten Trend. Sarrazin ist nur ein Trittbrettfahrer auf einer europaweiten nationalen Welle, die ihren Höhepunkt noch nicht erreicht zu haben scheint.

Was in Deutschland als Novum empfunden wird, ein aus der verstaubten Schublade hervorgeholter Nationalismus, ist eine in Europa immer häufiger auftretende Erscheinung. In Österreich stoppte erst der Tod des Parteichefs Jörg Haider den jahrelangen Wählerzugewinn der ÖVP, die Holländer haben schon bei der EU-Parlamentswahl 2008 die Rechtspopulisten um den wohl bekanntesten nationalen Politiker in Europa, Geert Wilders, zur zweitstärksten Partei gewählt. In Ungarn regieren Rechtspopulisten, eine offen jüden-

feindliche Partei bekam bei den Parlamentswahlen im April 17 Prozent der Stimmen zugesprochen. Sogar im traditionell sozialdemokratischen Schweden schafften die Rechtspopulisten erstmals den Sprung ins Parlament. Gleichzeitig hetzt Sarkozy Roma aus dem Land der Freiheit, Gleichheit und Brüderlichkeit, setzt Burka-Verbote durch und fischt aktiv am rechten Rand der Gesellschaft Wählerstimmen. Er tut das, was die größte Befürchtung der europäischen Demokratie sein muss: Die Aufnahme rassistischer Maßnahmen in die Programme der großen demokratischen Parteien.

In Zeiten der Globalisierung, der Finanzkrise und einer supranationalen EU, die immer mehr Kompetenzen erhält, schreit der rückständisch denkende Bürger auf. Er fordert die unmögliche Rückkehr zu alten Zeiten.

Gefährlich wird es dann, wenn sein Schreien nicht mehr überhört werden kann und zum Grölen der Massen ausartet.

Paul von Salish

Movie Review: Inception

There are several different ways a movie review can be structured. Yet, whichever one chooses, it is necessary to devote a few words to the basic plot. With "Inception" this proves to be a gigantic problem. It is, without the shadow of a doubt, the most complicated, befuddling, puzzling, mystifying, twisted maze of a movie I have ever seen. No wonder – it took director and writer Christopher Nolan (who achieved international fame through

his successful blockbuster "The Dark Knight") ten entire years to create the storyline – a storyline which is so complex that there are several fan sites in the world wide web devoted to helping people understand whether the plot-holes in "Inception" are really plot holes, or if logical explanations, hidden by layers of confusion, exist for everything. "Inception" is about a highly trained team of specialists (Leonardo DiCaprio, Ellen

Page, Joseph Gordon-Levitt and a few other Hollywood celebrities) who use a newly developed technology to create dreams. They then proceed to sedate a person and bring his or her subconscious into the dream world. Now, the team has the power to plant an idea into the victim's brain – an idea which will grow and evolve until it rules that person's life. This highly difficult, illegal, and dangerous means of

Inception, continued on page 11

JFKS Life

Inception, continued from page 10



Picture Source: www.filmofilia.com

mind control is called Inception. The problem is that, if you spend half your life in a dream, you soon start to lose track of what's real and what's imagination; what actually happened and what you want to have happened. "Inception" deals with the philosophical concept that it is impossible for us to be completely sure that the world as we know it is real, and not just an illusion. "The Matrix" examines a similar idea but while "the Matrix" dissolves into more or less pointless fight scenes after the first 40 minutes, Inception's plot continues to develop right until the very end. Unfortunately, it's kind of difficult to muse on the philosophical implications of dreams while Hans Zimmer's (who also composed

the "Pirates of the Caribbean" music by the way) dramatic soundtrack is ringing in your ears, Joseph Gordon-Levitt is caught in a desperate gunfight with a bunch of armed guards, and Leonardo DiCaprio is in danger of dying. "But wait", you wonder, "will DiCaprio really die? I mean, what happens if you die in a dream within a dream within a dream? And does the fact that DiCaprio is in four places at once change anything and...and-" While you're busy trying to figure out whose dream it is anyway and whether it makes a difference if you are killed in your own dream or in someone else's, Oscar-winner Marion Cotillard suddenly shows up and starts crying her eyes over DiCaprio which distracts you, since you're not entirely sure if Cotillard is real or just a figment of DiCaprio's imagination. You turn to the friend sitting next to you to see if they understand it, but by now your friend has lost faith that the film makes any sense at all and replies that Cotillard's purpose is to add an element of romance. You, on the other hand, maintain that there has to be a logical reason for her appearance and just as you and your friend start getting into an argument about it, a new plot twist throws you off track and leaves you reeling. Despite the confusion you feel while watching it, "Inception" has everything an excellent blockbuster should have: it's fast paced and action-packed, has mind-blowing special effects, a nicely put together ensemble of talented actors, a storyline which keeps you occupied long after the film is over, some interesting inner conflicts on behalf of the characters, and just enough melodrama to appease romance lovers – what more can one possibly ask for?

Oh, and the last few seconds before the closing credits are absolutely ingenious.

Lisa Feklistova

Entertainment

Daily Life

Wake up early in the morning,
Miss the bus and miss your train,
Softly curse and keep from yawning,
As you're sprinting through the rain,

You get there ten minutes later,
Than you're scheduled to arrive,
Then sit analysing data,
Feeling tired and sleep deprived,

Lunch break! Which you spend with coffee,
And a silent bitter smirk,
Check your watch, eat one last toffee,
Before rushing back to work,

You get home at 18:30,
Drop face forwards on your bed,
Then do projects feeling nerdy,
Feeling worn-out, feeling dead,

You do not earn any money,
Though you work like a machine,
You're a normal high-school student,
At the age of seventeen

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Sudokus!!

Fill in the grid so that every row, every column, and every 3x3 box contains the digits 1 through 9.

Easy Sudoku

					6		2	7
				4				1
		2	8				3	
9			3					8
5	2				8	7		
7	3					4	5	6
	1	4	2	8		3		
		7		9				
		9		1	3			

Hard Sudoku

		2						
			8	5	1	2	3	
	3			9	2	5		
				4	5			
				1		7		8
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		8			6			4
2						9	6	