

The Muckraker

prejudice against diploma • new band director • what's the point of school? • sad state of the weight room

High Times in Class



The Muckraker

Speaks

Dear readers,

Drug use is something that no one wants to talk about, but everyone is aware of, like your insane uncle Gary who always shows up for Thanksgiving uninvited. In the spirit of free press, the editors have decided to use this edition of the Muckraker to explore the relevant issue of drug use, including a special report on drug use at this school.

We realize that drugs are a controversial topic, but we believe that by providing unbiased and (hopefully) entertaining coverage of this issue, we can help our readers make informed and reasonable decisions.

Keep that fire blazing,
*The Editors**

* To preclude any misunderstandings: we mean the fire of liberty and free speech, of course.



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New Band Director



No doubt the students among us who have chosen to take band as a class have noticed a great difference in the way it is being taught. Long gone are Mr. G's hand signs, which showed us which note to play next on a scale, his meticulous iPad attendance system, or his speeches which consistently asked for "Spenden" at each concert. With the beginning of a new school year, the change of band directors calls for a noteworthy welcome.

Meet Mr. Nelson. He previously taught at a high school with nearly 400 kids in his eight band classes, so JFKS has definitely been a change. Nevertheless, becoming a band director was not a career choice that was always clear to him. He recollected, "I had my first job when I was 14. I was working at a restaurant, so I was always working full time as a teen. I was earning good money, so for a while I considered not going to college. But I had always enjoyed band in high school – it was fun for me. I practiced a lot and played pretty well. Later I got a full scholarship at the University of Montana and my band teacher told me I should probably go there."

After earning various university degrees, Mr. Nelson has now been a band director for nine years. His favorite thing about teaching? "I like seeing improvements and change, that's my favorite part. To see that we're actually getting somewhere. That's one of the first things I noticed about the High School Band when I heard them play. Some people were playing B Naturals, that's how sharp they were. And they were really surprised since they weren't used to tuning." In response to the heavy emphasis our band director puts on tuning and a steady airflow, students have remarked that "I've never had to 'breathe' so much in class," but that he "teaches us how to work together to produce a good sound."

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Turning Over a New Leaf

This article was originally published by the THIMUN Press on January 31, 2014.

On December 10, 2013, Uruguay became the first country to fully legalize marijuana for all purposes. However, the UN, taking a more conservative stance, is trying to nip the movement towards legalization in the bud.

The International Narcotics Control Board, an independent institution dedicated to the implementation of UN drug laws, condemned the move, bluntly stating that the government of Uruguay "knowingly decided to break the universally agreed and internationally endorsed legal provisions" as set forth by the 1961 Single Convention on Narcotic Drugs. Also in response to the legalization in Uruguay, Yuri Fedotov, head of the UN Office on Drugs and Crime (UNODC), appealed to the international community to work closely together and to "jointly agree on the way forward for dealing with this global challenge." The official stance of the UN towards the drug, which is derived from the cannabis plant, holds that it is addictive and negatively impacts the health of those who use it. However, public approval of the drug has never been higher: in a CNN poll, 87% of Americans think that marijuana is no more dangerous than alcohol. Barack Obama, President of the United States, echoes that view, stating that "[he doesn't] think it is more dangerous than alcohol."

However, while more and more people are beginning to question the current classification of marijuana as a Schedule I drug, it remains a divisive issue. As states started to slowly edge towards legalization, intense debates lit up in Congress about the role of the federal government in regulating drug use. This fierce argument over the legal status of cannabis is taking place in countries around the world.

Even in Germany, a country that is, by all accounts, going green, liberalization of drug laws is taking place at a slow pace. Plans to set up a coffee shop in Berlin went up in smoke when the Senate struck down the plans in order to protect the health of the citizens of Berlin. This reflects a trend that transcends national boundaries: Those with liberal political views (such as the government of the neighborhood in Berlin where the coffee shop was to be built) are overwhelmingly in favor of legalization of marijuana, while conservatives often try to keep a lid on it.

Whichever side is right, one of the main goals of lawmakers in the coming years will be to balance the will of the people with the protection of their health when considering modification of drug laws.

■ *Leo von Kleist*

High Times in Class

Note: The Muckraker does not encourage illicit drug use.

Worn-out couches, scattered remains of lunches, stuffy air. The student lounge is no cozy environment. And still, each day, countless 11th and 12th graders sit on its white leather couch and broken arm chair, chewing the fat or hitting the books. I came neither to socialize nor to study. I came to ask questions.

It's no secret that there are some students at JFKS who regularly add some tetrahydrocannabinol-rich dried flowers to the tobacco in their rolling paper. But what is it like being in class after you "smoked a doobie", "lit up a jay", "got blazed", "poked smot", "baked-out", or "went to the park"?

Before anything else, being high in class provides students with a repertoire of stories. "One student in our class was supposed to draw a diagram in class," said one 12th grader. "And he started drawing random circles and boxes on the board. When the teacher asked him what he was doing he simply went back to his seat."

A few described joyful experiences. "We had lunch before German," started one. "We get to German, obviously under the influence, and the teacher starts throwing Snickers at me. It was the best moment of my life."

"Mr. Connolly read Dr. Seuss to us," said yet another. "And I was laughing my ass off because it was *Green Eggs and Ham*."

Some responses were short. "14 jays in 8 hours," one student said, leaving room for speculation. Others couldn't remember the craziest thing that happened to them while high in class. There are simply too many good stories. One excused himself – "Sorry, I'm baked right now."

A few students recounted incidents in which they were nearly caught. "We did an experiment with tealights and my friend threw a little bud in the light," said one cannabis consumer. "That moment, our teacher came by. We could smell the burning weed so we quickly got out some spray deodorant and sprayed it at the candle. The teacher got mad, but it was better to get busted for that than for burning weed in class."

"I once had an extremely intense conversation with a teacher while I was high," shared another student. "And I was having huge difficulties focusing on the teacher's eyes."

A few remembered similar moments of anxiety, concluding that being under the influence in class is not solely a positive experience. "You think everybody knows you're high," said one. "And then you're like, 'F***, f***, f***!'"

"You're really paranoid," another shared. "I had sport one time I was buzzin'. The bad part was our substitute was the principal. It was never before that hard to do a summersault."

It's clear that experiences vary. While one student stated that he never has the courage to speak up under the influence of marijuana for fear of revealing his state to the teacher, another claimed that she is "a lot more talkative" when high.

Students also conveyed different impressions of the effect of marijuana consumption on their ability to perform in class. "In art, my teacher said I was really starting to show my abstract side," said one student. "Also, group work is a lot of fun when you're high."

However, many also recalled difficulties concentrating after "going to the park." One student had to write countries' names on the board and misspelled "Turkey" as "Turquy." Another received a clear response from a teacher after trying to answer a question: "That was the most retarded shit I heard today, but it's OK because you took an AP today."



Jakob Eckhardt

High Times in Class

A wiser stoner critically assessed that there is no definite answer to the question of how marijuana affects students in class. “The way being high in class influences your performance depends on the subject. Sometimes you really care about a subject. Sometimes you don’t,” he said, quickly adding that physics is an example of the latter.

This hardly answers the question whether JFKS students or their grades are higher; however, it does prove one thing: The experiences students have while high in class vary, and the stories students remember are just as unique.

Also, throughout the two hours I spent in the student lounge, not a single criticism of marijuana use came up. Aside from one briefly mentioned story of a student from previous years who vomited in class after consuming the drug, the sentiment towards cannabis was almost entirely positive. One student who joined the conversation under the influence was calm, discreet, and agreeable. It leaves one to wonder how long the drug will still be illegal in Germany.

Germany is already considered one of the most weed-tolerant countries of Europe, as it permits limited cannabis possession. Will it ever legalize recreational marijuana use, the way Uruguay did earlier this year? One student claimed “it’s only a matter of time.”

■ *Anonymous*

Brosience and the Rise of Fitness

Over the last few years, the massive increase in the popularity of what has come to be known as the “sport of fitness” has dramatically shaped the culture of bodybuilding. Bodybuilding, once an activity only for social outcasts, has become popularized, and, in the process, diversified as well. Three essential factors lead to the proliferation of this sport amongst the general public.

Firstly, the development of fitness into a mainstream sport, more popular than any other in Western Europe and North America, must not be mistaken for an isolated occurrence. This movement should instead be seen in the larger context of a general increase in the public’s interest in their own health. The proliferation of fitness, just as that of organic food, was another manifestation of a widespread rise of mindfulness of personal well-being.

Additionally, awareness for bodybuilding was rapidly increased by the charisma of a few prominent bodybuilders who were able to enthrall and entertain large audiences. Most notably, Arnold Schwarzenegger and Lou Ferrigno gained large fan bases and incited public interest through performances such as posing in front of large crowds or on camera as well as televised interviews. These two bodybuilders’ ensuing careers in the film industry as bare-chested heroes arguably mark the beginning of a renewal of the widespread reverence for aesthetic physiques, the first time since the age of ancient Rome.

The televisionisation of the annual and widely renowned bodybuilding competition, the Mr. Olympia, also further increased public involvement and interest in the sport. The sport was brought closer to the audience and thereby made more accessible and entertaining to the general public. The resulting creation of significant fan bases around the individual athletes further perpetuated the proliferation of fitness.

This increase in popularity changed the sport irreversibly, for better, or for worse. For instance, the pressure to perform placed upon athletes became even greater, with large financial benefits assured to those who dominate the sport. Additionally, the culture surrounding this sport, or the mentality shared by this group of people, became largely fragmented. One of the most significant cultures that developed out of the rise of fitness is Brosience.

Brosience refers to a particular opinion on how “lifting” is to be approached. The Brosience mentality is engineered for the average lifter; it is based upon intuition and simple principles. In short, Brosience is scientific knowledge created by the bro for the bro. In fact, most lifters’ knowledge is largely derived from this source of information which is shared via social media sites such as Facebook and YouTube, “articles” on the internet as well as athletes themselves. Brosience is also a jockish mentality that is primarily shared amongst young male lifters, who are exposed to Brosience early on in their lifting career.

As such, Brosience is one of the many manifestations of the rise of fitness and proof of an increase in the general population’s interest in its well-being.

■ *Jonas Nelle*

New Band Director

continued from pg. 2

On his approach to teaching being different from Mr. G's, he says, "I'm wild. I'm loud. I like to get into people's faces and show them how to play things." His first impression of our school was very positive: "the students and teachers are very welcoming." For the future, Mr. Nelson ponders a minute before he answers what he wishes to improve, stating: "I really want to improve just the tone. I notice students are understanding what I'm trying to do with having them breathe for many counts."

One gets the feeling Mr. Nelson has started reshaping the band with a clear objective in his mind. With many years, concerts, and classes to go, we welcome our new teacher and hope he achieves his goals at our school.

■ Simone Koch



Weight Room Isn't Working Out

It surprises most people from JFKS when they hear that the renowned bodybuilder Vince Taylor actually sat and preached in our weight room, but what people find even more surprising is that our gym doesn't even have a bench. Our students are blessed for having a muscle-dojō located right on campus, yet more and more young, aspiring athletes are turning away from this close and cheap alternative, and for good reason.

The weight room has slowly but surely decayed, and what could have easily been compared to Gold's Gym 20 years ago, is now a symbol of mediocrity and the school's general insouciance regarding the wishes of the student body. During the time of the weight room construction, JFKS still knew how to invest into projects that mattered. This was before we spent over half a million euros on renovating an Aula that was still intact, and before we constructed lavish playgrounds, that only the young minority of students enjoy. No, the weight room was built during a time when the demands of the students could overpower the nonsensical investment plans of the Verein.

Yet now, we face a harsh reality in the weight room, the missing bench being only the tip of the iceberg. Half the machinery is broken, and merely serves as decoration or a comfortable seating place, while other machines, that actually do function properly, serve no purpose. Who trains inner thighs anyways? Dumbbells are great, but sadly nobody can find use of the ones over 40kg, which include about half of all the dumbbells, while the dumbbells with a realistic weight are missing. Another complaint many of us have – although it is often viewed as flat-out narcissism – is the absence of a mirror. Believe it or not, a mirror has more functions than self-admiration, notably checking for correct execution of exercises, which can prevent serious injury and looking like a scrub.

Keep in mind though, that this is not meant to be a "roast" of the weight-room, but a reminder of its former glory! Together we can all lift the challenge of improving our gym and creating a strengthening environment for pumping iron.

■ Henry Burda

Meta-News

In the age of mass media, it can be time-consuming and overwhelming to sift through the anarchic mixture of knowledge and misinformation offered by the wild jungles of the inter-blag in search of sources at once useful and trustworthy.

For your convenience, your favorite publication has assembled a collection of sixty reliable news sources, all at least partially freely accessible online, based on reputable awards and rankings for quality reportage and consultation with qualified professionals. Speaking of which, thank you Mr. Blessman, Mr. Callahan, Mr. Lazar, Ms. Lyon, Mr. Robertson, and Mr. Weiss for taking the time to contribute excellent material to this list!

More or less left-leaning sources include the newspaper **The Atlantic**; the **Colbert Report** on Comedy Central; **CounterPunch** Magazine on politics; the **Daily Show** on Comedy Central; the news hour **Democracy Now** on international relations; **Guernica** Magazine on politics, culture and art; **Harper's** Magazine on politics, culture, business and international affairs; the socialist magazines **In These Times** and **The Jacobin**; **The Nation** magazine on politics, culture and international affairs; **The New Civil Rights Movement** blog on LGBT rights; the online magazine **The New Inquiry** on culture and literature; the **New Internationalist** magazine on politics, culture and environmentalism; **The New Yorker** magazine on politics, culture and technology; **The New York Times** newspaper; the political magazine **The Progressive**; the nonprofit newsroom **ProPublica**; the political talk show **Real Time with Bill Maher** on HBO; the news website **Salon** on politics and culture; the online magazine **Slate** on politics, culture and business; the news website **Truthdig** on current affairs; and the magazine **Utne Reader** and the nonprofit **Yes!** Magazine on politics, culture and environmentalism.

More or less centrist sources include the public service broadcaster **BBC News**; **Capital Ideas** magazine on politics, economics and social science from the University of Chicago Booth School of Business; the **Colossal** blog on visual culture and design; **The Economist** newspaper; the **Foreign Affairs** journal on international relations; **Foreign Policy** Magazine on international relations; **The Guardian** newspaper; the **Harvard International Review** journal on international relations; the organization **Human Rights Watch** on international relations with a humanitarian emphasis; **The International Consortium of Investigative Journalists** on international relations, economics and business from the nonprofit organization The Center for Public Integrity;

the nonprofit media organization **National Public Radio**; **Open Culture** on free cultural and educational media; the **New America** public policy institute on politics, culture, business and technology; the magazine **New Republic** on politics and culture; the nonprofit Public Broadcasting Service's **NewsHour**; and **TIME** Magazine on politics, culture and business.

More or less right-leaning sources include **The American** magazine on politics, culture and economics from the American Enterprise Institute; **The American Conservative** journal on politics and culture from the American Ideas Institute; the public policy research organization **Cato Institute** on politics, business and international relations; the **National Review** magazine on politics and culture; **The New American** magazine on politics, culture and international affairs from the John Birch Society; the **Red State** blog on politics and culture; **The Spectator** magazine on politics and culture; the **Washington Free Beacon** news website on politics, culture and international affairs; and the **Weekly Standard** magazine on politics, culture and international affairs.

Providers of cutting-edge science news include **ARKive**, a digital archive of wildlife imagery and information with an emphasis on education; the news website **From Quarks to Quasars** with an emphasis on astronomy, physics and computer science; the news website **IFL-Science** with an emphasis on zoology and medicine; **National Geographic**, the official magazine of the National Geographic Society, with an emphasis on geography, environmentalism, biology and world culture; the magazine **Popular Science** with an emphasis on technology; **Science**, the academic journal of the American Association for the Advancement of Science; the online magazine **ScienceDaily**; the magazine **Science News**; and the popular science magazine **Scientific American**.

Providers of finance news and socioeconomic analysis include the magazines **Bloomberg Businessweek**, **International Finance**, and **World Finance**.

And in the words of radio commentator Wes Nisker: "If you don't like the news, go out and make some of your own."

The SC Speaks

When asking students what they believed the Student Council lacked in the past, the standard answer was usually, “I have no idea what they even do.”

The new SC presidents have implemented a brand new committee in charge of the communication between the Council and the students: the CoCo (Communications Committee). Led by Jonas Nelle, the twelve members will be striving towards goals including:

- regularly reporting SC minutes, a summarized record of the events of a meeting
- Abi vs. Diploma information
- a new JFKS app
- a consistently updated SC board

In regard to the Student Council meeting held on the 16th of October, this is what your representatives decided on and achieved:

1) The following committees and their heads were announced and approved.

Dance Committee: Lisa Pentaleri
 Fundraising Committee: Freddie Reid
 Charity Committee: Quin Kent
 Spirit Event Committee: Eva Maxwell
 Management Committee: Florentine Friedrich
 Communications Committee: Jonas Nelle

In the SC, committees are in charge of organizing events such as dances or charity drives, depending on their function and tasks.

2) The Head of the Career Day Committee was elected. Micheal (11th) and Naomi (10th) won with a clear majority and will co-lead the faction. Following the elections, the groups gathered and began working within their committees for the first time in this year.

With regular reports in the *Muckraker*, we hope to be able to inform you about the occurrences and decisions your elected student representatives make. If you have any questions, feedback or concerns, please do not hesitate to approach any of the SC members.

Best,
 The CoCo

Prejudice Against Diploma

A student's junior and senior year symbolize the apex of his or her tedious high school career. These two years shape, develop and cultivate students, transforming them into distinct individuals. The first step scholars at JFKS must take into account shaping their future is a decision made in 10th grade. The outcome of their decision will influence their setting for the next two years. This is the forced decision between Abitur and Diploma.

This decision illustrates the sharp contrast between two student bodies that couldn't be any different from each other. And it has an enormous consequence on the student's future reputation. All students from the Diploma face a harsh and unmerited prejudice, which casts a dark shadow on their academic performance.

The moment one walks into the student lounge, one notices something very unique yet exceedingly apparent. The students within this lounge are fragmented into manifold groups, cliques, and corners, resembling the nature of the Oberstufen System. One will very rarely see a large group of both Diploma and Abitur scholars interacting with each other on a profound basis.

Of course there are many exceptions to this observation, however, it must be noted that there is a very evident segregation between the two student bodies. Along with this segregation comes a very common misconception. Abitur students constantly complain how effortless, relaxed and unjustified the opposing Diploma system is. Where does this prejudice come from? To what extent is this advanced theory even true?

The prejudice already starts evolving in 10th grade. I remember when I stood in front of the decision between Diploma and Abitur. The greatest argument speaking towards the Abitur was the fact that one receives the Diploma with it. Why should one commit all one's energy into the Diploma if one can kill two birds with one stone? It's a very reasonable argument.

However, as a tenth grader, one never really receives the same amount of information concerning AP courses in terms of Leistungskurse (LKs). AP courses are the core and fundament of your Degree. They indicate your strengths and weaknesses and yet there is hardly any talk concerning them. Abitur students merely concentrate on their LKs, with an exception of a few who self study some AP classes. AP classes are as hard as Leistungskurse.

The average student takes 4-5, many even graduate taking 7-10 APs. The LKs become an ongoing topic the minute you enter the second semester of 10th grade.

Prejudice Against Diploma

The AP courses are listed on a sheet of paper, which you fill out after you've made your final decision where your academic career is going to lead you. Very often the students will base their decision on the facts given. Is this decision really fair if one side is unequally represented compared to the other?

Diploma students have the reputation of trying to take the easy route out of high school. AP courses are not as easy as people perceive them to be. When I was walking through the hallways in the second week of 11th grade, my former French and German teacher confronted me. She asked which Leistungskurse I chose and what other courses have caught my interest. "Ich hab keine Leistungskurse," I responded. "Ich bin im Diplom System." My former teacher answered in a befuddled tone, "Warum denn das? Du bist doch gut in der Schule!" I was amazed how uninformed this teacher was. At this point I also realized how widely spread this misconception really is. The prejudice haunting diploma scholars is caused by the attitude presented by some teachers toward the student body as a whole.

Diploma students are generally treated in secondary fashion. It was not until this year that both student bodies were allowed to go on the end of year senior trip. Although our school stands on German ground, it still is a representation of two nations and cultures. One only receives the statistics from the Abitur students' performance in contrast to other German schools. When have we ever received statistics concerning the Diploma students' performance in contrast to other American schools? Never.

Diploma students have one counselor they can approach concerning organizational and informative issues. The amount of students relying on this one counselor often results with them having to inform themselves on important topics. The Abitur is in numerous cases predominantly in the spotlight of 11th and 12th grade, contributing towards this negative misconception, which confronts a large fraction of the school. It might even be safe to say that the administration is at fault for this false attitude.

At this point we must ask ourselves what must be done to end this prejudice. The students reflect the attitude and information presented to them. Teachers base their conclusions and opinions the same way as students. It is time that the administration portray Diploma for what it really is, a student body full of hard working scholars striving towards the same goals as everyone else.

■ Geoffe Schrieves

Scottish Referendum

Many of you news-savvy students kept tabs on the turmoil in the UK a few weeks ago over a certain kilt-loving country. I'm talking about the Scottish Independence Referendum, which was a vote on whether Scotland should remain a part of the United Kingdom or leave it, *Braveheart* style. Yes, I am perfectly aware of the multiple historical inaccuracies of said movie and that I'm not the first to make that joke, but I digress. Scottish patriotism aside, EU citizens everywhere in or applying to colleges in Scotland were secretly crossing their fingers and praying to their deities, hoping for a vote of NO. Why, you ask?

It may have something to do with the ever present, always insane price of college outside of Germany. With the increasingly expensive price of studying in the United States and the wanderlust of people who have spent all or most of their lives in Berlin, many students opt to go to Scotland. This is a good compromise because you can leave your home country and go to college for free since you are a student from the EU and can therefore pay the same tuition as a "home student", courtesy of subsidies from the Student Awards Agency for Scotland (SAAS).

However, if Scotland left the UK, they would not be part of the EU. Wave good-bye to the beauty of the compromise. All EU citizens would (at least temporarily) be considered international students, ineligible for loans and grants previously given to EU citizens, and pay between \$10,718 and \$14,550. Although significantly less than most American colleges, it is still enough to warrant repeated lectures from your parents on the benefits of the German educational system and discourage families who simply cannot afford such a financial burden.

Luckily for us, the Scottish voted to remain part of the UK 55% to 45%. Whether it was due to British Prime Minister David Cameron's speech that "[he] would be heartbroken if this family of nations was torn apart" or John Oliver's ode on "Last Week Tonight" to the Scottish nation, you be the judge. Either way, EU students can rest easy knowing that tuition fees will not be changing in the near future. Meanwhile, international students and US applicants can commiserate over a plate of haggis.

■ Elsa Kienberger

What's the Point of School?

The school year began a while ago, and for many of us, this meant truly beginning to ready ourselves for graduation, and for “our future.” As a stressed out, confused, and utterly frustrated teenager, I wonder what the problems of all these situations may be: school, education, work, my future, whatever it may be. What's the point of any of this school anyway?

Many nights I spend too much time awake working on homework, all the while wondering why I put effort into something that I dislike and that frustrates me so much, not to mention that I most definitely will not be using after this year. I'm not saying that school is pointless; I do believe that school can be useful, especially in elementary school.

However, later it reaches a point where people want us to learn less about the essential things, and more about statistics, so that we may be successful in whatever office job we have. That is not education, that is preparation for what many adults tell us we should do. To me, it seems that the education system takes away the children's desire to learn, and instead tells them what not to think. Even if I end up leading the traditional life that is hoped for me, I doubt that learning about writing the perfect essay would help me much. How about we learn about managing our taxes when we are thrown out into “the real world”?

I don't have much interest in working for someone else, to get money, so I can make a life for myself. When I was little, all I wanted to do was play music; I didn't care if I made money or not. Then I began going to school and talking about becoming a lawyer or a businessman became cool. I recently decided that maybe I should do what is fun and makes me happy, like when I was ten. As Robin Williams says in *The Dead Poets Society*: “Medicine, law, business, engineering, these are noble pursuits and necessary to sustain life. But poetry, beauty, romance, love, these are what we stay alive for.”

Yet, as we sign up for APs and study for the Abi, we are continually prepped for the future. Not our future, but the acceptable future; we go to school, get a job, have a family, send our kids to school to be the “future of the world,” all so they can do the same thing. For some people in some places, going to school, receiving a certificate of completion of education, and going out into the world is a privilege.

The way I see it, we go to school because it is the law. We are miserable for so long it becomes our everyday life. It might as well be Stockholm Syndrome. So as you prepare to graduate, just think for a moment. You are not special. You will not be the future of the world. You are expected. Unless you do something else.

■ Lafayette Vanderkin-Jus

Temptations

Why is it so tempting to leave school grounds before one is officially allowed to? Why can we never genuinely smile for our family pictures, but miraculously can't keep our lips from turning upwards when specifically asked to stay earnest? Why is it so hard to keep something a secret?

Ever since we illegitimately stole that cookie out of the cookie jar on top of the fridge, one motto has constantly stuck by our side; rules are meant to be broken. The desire and likelihood of breaking or acting out of the ordinary can be described as the Boomerang Effect: a persuasion leading to the opposite result.

One subordinate of this psychological concept is The Streisand Effect. While the Boomerang Effect simply promises an opposite outcome of the intended purpose, the Streisand Effect occurs when someone attempts to hide, censor, or remove a specific piece of information. The term earned its name in 2003, when Barbra Streisand sued the photographer Kenneth Adelman for shooting a picture of her mansion in Malibu, thus invading her privacy.

However, the odds were definitely not in her favor, since a) she lost the lawsuit, and b) the number of people who downloaded the image increased from six (including her attorneys) to about half a million. In retrospect, the curiosity the publicity held was only spiked after turning the photograph into a desirable and perhaps illegal object.

The thrill of discovering something new, or enacting upon something dangerous presumably prohibited, keeps the human being alive. If not for an adrenaline kick once in a while, life would – to say it bluntly – suck. Which is why it is so hard to suppress laughter in an already tension-filled room, aka the classroom.

The longer you try to conceal it, the more impossible it develops to be. Nevertheless, don't be discouraged by constant death stares and so on, since theoretically the provocateurs are at fault. Because, as the saying goes: “Knowledge is Power,” and ultimately, those without it only boost their own suffering.

■ Juliana Garaycochea

The Bohr Legacy: Physics's Exciting Alter Ego



"And I want to end on beer because, because we're gonna have some, and also because I'm Canadian, and, uh, some of you may have had this experience ... you have a party, and you, um, you get a beer, but you forget to put it in the fridge. And you realize an hour before the party, and you put it in the freezer. But then you forget during the party that it's in the freezer and open it up and the bottle – crash! It freezes automatically and breaks the glass. Because it's undergone a phase transition, going from liquid to solid. That simple accident of a phase transition in the early universe produced a universe in which we can live. It's an accident of nature. And that's the accident that I want to celebrate. We are like those people back in Plato's Republic, staring at that wall, and through the progress of science, empirical enquiry, skepticism and experimental testing, we have been able to learn about this hidden universe that is so remarkable."

What may, at first glance, appear like the mad ravings of a burnt-out high school teacher slumped over a particularly grimy bar counter, is actually part of a 2013 speech by theoretical physicist Lawrence Krauss. He is the founder of the Origins initiative at Arizona State University, which focuses on the scientific study of beginnings – most importantly, those of life on earth and the universe itself. Equipped with a razor-sharp wit, Krauss is also active in the field of public understanding of science, which the world is in dire need of – stuffy classrooms, complicated formulas and test anxiety have sucked the life out of physics and caused many young people to turn their backs on this great discipline.

One of the many images deeply ingrained in our society is that of the overly curious infant. It indicates that tiresome classes may not be the sole nemesis of inquisitiveness; indeed, many would argue that the gradual suffocation of fascination begins much earlier. A young boy or girl asking, "Mommy, why does the sun go up in the morning?" or

"Daddy, why can birds fly?" only to be met with perplexity and a sheepish "I don't know" in response is no novelty. The chief fallacy, however, does not lie with the children, but with the patronizing attitude with which adults often greet their questions. A child's appreciation for and curiosity about the world is a gift frequently lost during the early stages of puberty, and seldom regained later.

As a result, the poetic, almost transcendent, elements proper to all scientific subjects, but particularly physics, are often overlooked. Take the awe-inspiring photographs from the Hubble Space Telescope: towering, indescribably beautiful clusters of stars, glowing in all colors the of the chromatic spectrum; the ominous phenomenon of dark matter, a riddle yet to be solved; and the notorious, mind-boggling concepts of quantum mechanics, infamous for their counter-intuitiveness to the human mind.

Believers in C.P. Snow's theory of the two cultures, the sciences and the humanities, and their mutual incompatibility, are to find that the search for the origin and the teleological purpose of the universe, for example, will prove a faithful companion throughout all ranks of philosophy. The idea of new horizons can always be relied on to ignite a human's dopamine receptors, bestowing inspiration even upon literary giants such as Jules Verne and Isaac Asimov. And the most recalcitrant Sturm und Dranger will simply not get around acknowledging the aesthetic value of a cosmic nebula.

Regardless of all opposition, there does still exist a broad demand for physics – and it's adequately greeted. A new wave of popular science zeal is steadily increasing in prominence and following with "rock-star gurus" such as Neil de Grasse Tyson and Michio Kaku leading the avantgarde and YouTube channels like Veritasium bringing up the rear. Supplied with laser swords, parallel universes and Schrödinger's Cat on a leash, they are determined to restore what has been lost and reignite the spark of enthusiasm in every last bored high-school student, no matter how reticent.

Their message: take it easy and have fun. You don't have to excel at complex conjugation of Dirac notation or learn every one of Maxwell's equations by heart – it's not even crucial that you do well on your next physics exam. But should the opportunity arise, and be it through the voice of a generic documentary-narrator, grasp it by the forelock and indulge your (at most dormant) curiosity in the unbelievable majesty that Krauss' discipline has to offer.

Third Wave Feminism

Most people have seen the video of Emma Watson's speech for the United Nations promoting the UN Women campaign HeforShe, which aims to "engage men and boys as agents of change for the achievement of gender equality and women's rights, by encouraging them to take action against inequalities faced by women and girls." The speech by the former Harry Potter star caused quite a stir in societies that often claim to have reached gender equality. It also caused many people, including JFKS students, to reconsider the definition of feminism.

Emma Watson points out that many people misinterpret feminism and associate it with man-hating, which leads people to believe feminism is a negative, radical ideology. Watson said, "So many girls out there say 'I'm not a feminist' because they think it means someone angry or disgruntled or complaining. They picture rioting and picketing. Feminism isn't like that at all. It simply means that you believe that men and women should have equal rights and opportunities."

Here is a good definition of feminism: the doctrine advocating social, political, and all other rights of women equal to those of men. Sounds fair, right? But, of course, some beg to differ, claiming that HeforShe portrays women as victims of patriarchy, and needing men as protectors. This would imply women are weak and men strong, according to some critics.

Before you wonder whether you consider yourself a feminist, know that three different waves of feminism exist, each with a different emphasis. The second wave of feminism, also known as "radical feminism," is the one that is often confused with feminism in general, which included radical feminists such as Andrea Dworkin who believed that "men see all women as whores and use them accordingly." But this was perhaps really a man-hating woman and it is a quote from around 1960, so feminism has evolved since then. This was just an example of a very radical form of feminism, which is not the case in third wave feminism, the wave that is happening now.

Third wave feminism seeks to expand the parameters of feminism, allowing people to define feminism for themselves by integrating their own personality and identity. Third-wave feminism deals with issues which appear to limit or oppress women, as well as other marginalized groups. The proponents of this movement seek to embrace their personal and political contradictions and move away from constricting expectations set up by mainstream definitions of feminism. Third-wavers consider themselves no longer against males, femininity, sex and fun.

In conclusion, everyone and anyone can be a feminist today. The UN Women Goodwill Ambassador even argues that "to say you're not a feminist means that you think men should have more rights and opportunities than women."

If you have not seen the video yet, you are highly recommended to watch it, so that you can form your own opinion.

■ *Avelina de Ment*

Rezension: Der Richter und Sein Henker

Der Kriminalroman „Der Richter und sein Henker“ von dem Schweizer Autor Friedrich Dürrenmatt wurde von meiner Deutschklasse mit Frau Freymadler gelesen.

Das Buch handelt von dem schwer kranken Kommissar Bärlach und seinem Assistenten Tschanz, die den Mord an Leutnant Schmied aufklären müssen. Der Verdacht lenkt sich schnell auf einen gewissen Herrn Gastmann, doch auch Kommissar Bärlach scheint mehr Geheimnisse zu haben als er zu gibt... Die Geschichte verwickelt sich geradezu in ein Komplex aus Misstrauen, Geheimnissen und Wetten.

Ich empfehle dieses Buch an Jugendliche, die über der 7. Klasse sind, da es doch sehr kompliziert ist und man sehr aufmerksam lesen muss. Deswegen empfiehlt es sich den Roman in der Klasse zu lesen, damit man ihn besser versteht. Es ist auf jeden Fall ein aufregender Krimi mit viel Denksport.

■ *Moritz Rappold*

Mister E's Mullings: Information Infiltration

“Google” something you want an answer to and what you’ll find at the top is either paid for or the person who wrote the website embedded language within the title and somewhere else in the coding that mirrored your search phrase. It means nothing. Money, skills or luck gets information its location.

We are literally swimming in information – we *are* information. Planet Money said in a podcast recently that the world has turned into data and data-miners. People are writing code now to find out the best place to buy a slice of pizza. This kind of saturation makes it easy to find evidence that will support even the most outlandish claim. We live in a world where everyone is right – at least, we can find credible sources that say so.

Let’s start small. Say you want to know how many spaces should follow a period. Some teachers will tell you two, others one. Go to any MLA website and they will say one or the other, sometimes both. Thanks to Slate Magazine via a shared posting on Facebook, I can proffer one possible solution to the quagmire.

In the early 20th century, typographers in Europe established the one space rule, and it wasn’t until typewriters came along that the two space rule was devised because type-writing machines work on what’s called “monospaced type.” This was a new development. Typesetting was an artform and relied on “proportional type.” When the typewriter came, it was mass-produced, easier and more cost-efficient to create all the little letters the same size, thus allowing for easy repair and/or production.

According to Slate magazine, citing James Felici, author of *The Complete Manual of Typography*, “Monospaced type gives you text that looks ‘loose’ and uneven; there’s a lot of white space between characters and words, so it’s more difficult to spot the spaces between sentences immediately. Hence the adoption of the two-space rule – on a typewriter, an extra space after a sentence makes text easier to read.”

An interesting note about the two space rule: once word processing programs entered the equation, “monospaced type” disappeared, but because a generation of typists learned on manual typers, the two space rule remained. The point is, information suitable to your needs can be found anywhere – if you’re patient and read through it – carefully.

When I do my own research here in Germany, I start with our library’s databases, Gale and Ebscohost. These are excellent starting points. If you are in 10th thru 12th grade, consider the John F. Kennedy Institute’s library. With your parents’ permission, you can get a library card there and are granted access to the known literary and historical world. JSTOR, Eric, US Library of Congress, Galileo, not to mention they have a massive collection of periodicals.

For those of you who don’t know what periodicals are: they’re essays, millions of essays, and what any teacher over the age of 30 had to swim through in order to write a literary critique in high school and college.

If you’re a youngster, Gale from the library is perfect. Do your wiki and your google scholar searches to get to know your topic and then dive into the database offered right here. A little-known tip – and this is a keeper – often-times when searching a database, it only provides an abstract (a brief synopsis) of the article. Cut-n-paste the title into your favorite search engine followed by dot pdf (.pdf) and 9 out of 10 times the article will pop up. Sometimes it’s only an image, but a usable source nonetheless.

Everyone can start using “educational search engines.” Refseek (my favorite) and Google Scholar will get you access to the abstracts and then you can dot-pdf your way to a bevy of legitimate essays, journals and articles.

The older students should find Owl.english.purdue an invaluable resource. Anything you want, and free. I have found some rules to be outdated, but in those cases...don’t worry, your teacher is probably still doing it that way too. Younger kids, partner-tongue especially: check out chomp-chomp.com for all your grammar questions. This place gives you easy to follow rules and practice exercises. I use this site in my own classes.

Frontline, Nova, PBS – these places give you legitimate and topical information in easy to digest formats, i.e., videos. Get a podcast downloader and listen to Fresh Air, Science Friday, Planet Money and This American Life. Prairie Home Companion you should add just because it’s fun.

These are all English options, but any public library will surprise you with its wealth. In the States, I went to libraries instead of going out. Nothing better than a late-night alone in a quiet library reading. I wish the JFK Institute was open on weekends. The world has become information, kids. The number one tool you’ll need in deciphering it – reading. Read – read – read ... that’s free of charge, and not available on wiki.

If you have any questions which you would like to see discussed in Mister E's Mullings, send them to themuckraker@gmail.com or post them on our Facebook page!