

THE MUCKRAKER

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THE MUCKRAKER Speaks!

It's cold. And wet. It's dark at 7:00 and again by 16:00. It's winter in Berlin.

Even though we got an extra hour of sleep not too long ago with daylight savings time, that doesn't really help a lot when, by the time you come home from school, it's dark outside. It's not really fun coming to school in the twilight and leaving in a similar weather situation.

A lack of sunlight also has serious consequences though. For one, bodies need sunlight to produce Vitamin D. Vitamin D is needed to maintain normal levels of calcium and phosphorus in the blood, and is thus necessary for strong bones.

Another effect of this darkness are the very real "winter blues" caused by a lack of the hormone melanin. These winter blues are best treated with a walk in the winter sunshine or even just sitting next to a window with lots of sunshine coming through.

Cuddle up with this Muckraker next to your window and a nice hot cup of cocoa and let those rays of sun (granted it's not cloudy) help you overcome your winter blues. Another idea might be to change your seat in class so you are closer to the window and your skin can absorb some of those beloved rays. Plus, sitting in a different place may give you an entirely new perspective on things. Sitting on windowsills is not really practical though.

Index

BERMUN	1
JFKS Life	2
Opinion	3-6
Culture	7
Fun	8

BERMUN 2005 – 700 Voices Are Pretty Loud

Linnea Kreibohm

Delegates from 15 nations, including Russia, Saudi Arabia, the USA, Belarus, or Sweden, made the Berlin Model United Nations Conference (BERMUN) 2005 a memorable conference.

Hijab Shah from Dharan High School, representing Japan in the Environment Committee was not only utterly thrilled at seeing the first snow of her life in Berlin, but also feels that, "BERMUN by far surpasses all of the past conferences I've ever been to. I had an amazing week in Germany and a brilliant time." The Chinese delegate in the Security Council, Jonathan Damsgaard from Sweden, agrees, "BERMUN was great, the people and the city was incredible, although I do wish I would have used my veto."

This year's BERMUN theme "The Millennium Development Goals – A Global Challenge and a Global Commitment" forced students to not only simulate the UN, but also to take action. The Millennium Development Goals are eight goals taken from the Millennium Declaration agreed upon by all members of the United Nations at the Millennium Summit in 2000. These goals encompass pretty much all aspects of development from poverty eradication, over education, to clean water.

Even through governments pledged to attain these MDG's, most

countries are lagging far behind in doing their share in achieving the goals. BERMUN's Key Note Speaker, Mr. Joe Ingram from the World Bank in Geneva, informed the General Assembly that

only a handful of developed nations are meeting their pledge of giving 0.7% of their Gross Domestic Product in Official Development Aid. Not only the poorer nations need to work harder to ensure development, but the richer nations need to provide the partnership for development as well. As citizens of more developed nations, it is up to us to make sure our governments stick to their promises.

What really made BERMUN special was the message. As the Secretary-General Sam Rogers said in his speech at the Opening of BERMUN 2005, "Only if our governments know and understand that it is our priority to make poverty history, can they accurately and wholeheartedly represent our opinion and implement the MDGS. The UN is only as strong as its members. Let us do our part in making our respective governments do their part. Let us rise to this challenge and voice our commitment!"

If all the people reading this article go to www.millenniumcampaign.org and take action, another 600 voices will speak up!



LUNA – Our New Catering Company

He-in Cheong

It is 6th period on a normal school day. The lunch schedule reveals that spirelli noodles with creamy salmon sauce will be served. Sounds good. Yet looking at your watch, you realize that the next class starts in 15 minutes. You decide you will just get a "belegtes Brötchen" instead.

Starting this school year, we now have a new catering company, LUNA. According to the facts listed in its pamphlets, this company seems to care about our health. For one thing, LUNA does not sell sandwiches and baguettes that lied in the freezer for numerous days. Everything is freshly made or cooked in the morning. One of the lunch ladies explains that the tomatoes, lettuce, ham, and cheese are all cut in the morning while the bread rolls are still in the oven. This all takes place way before the cafeteria opens.

You might be aware that the sandwiches are not the only things the company sells, however. One thing the company is greatly proud of is that it uses bio-vegetables and bio-ingredients for the hot lunches. What this all means is that the salad dressings are made

with freshly cold-pressed oil and the tomato sauce with fresh bio-tomatoes. In addition, the menu is based on suggestions of the Forschungsinstitut für Kinderernährung (FKE). LUNA also states in its leaflets that it uses the least amount of sugar necessary and absolutely no chemicals for production of the meals. If you consider all of these facts, the price of 2,10 Euro for a hot meal is not at all too high.

The information in the pamphlets clearly indicates that the food is nutritious but how does it taste? The vast majority of high school students do not eat in the school cafeteria for various reasons. Yet during BERMUN a few weeks ago, lunch was provided to over 600 people by LUNA. Although not everything of the menu was popular, the general consensus was that it tasted good.

With the aforementioned changes, stories about bad cafeteria food become history for JFKS. Now that you know that the food is prepared in an honest way, going to the cafeteria for lunch will no longer be a risky trip. Go ahead and give it a try!

French Exchange

Francesca Scelsi

In 10th grade you are given the privilege of signing up for a French exchange. By participating in this program you will accommodate a student from France, who will also go to school with you and vice versa. Through these experiences of living in another country one is forced to speak its language. The French exchange was never as popular as in the last years. Many students have participated in the exchange last year and have made many positive experiences. Yolanda (17) participated in an exchange, which is promoted by Brigitte Souzy, a distinguished French politician. At first she had a French student live with her for 9 weeks. She spoke only German to her, since German was the language her exchange intended to learn. Once the 9 weeks at JFKS were over, Yolanda went to France for the same amount of time. She lived in St. Brieuc and went to a school called St. Charles. It was a catholic school with 1800 students and 160 teachers. The teachers were more strict, than the ones at JFKS. In order to be seated, students had to be given the teacher's permission. Oral grades were not given. Instead, tests were given on a weekly basis that covered the material learned over the last 7 days. Even though the school seemed very strict, teachers and students were very welcoming to the JFKS students. Not only German was taught at St. Charles, but also many others. They included Greek, Spanish, Italian, Latin, and English. Various activities were offered as well. Kayaking was only one of the many choices. Yolanda now has a close friendship with her exchange student and will visit her in the future. Yolanda says, "At first it was hard to adjust to the language and culture, however after two weeks I had a broader French vocabulary." Her "corres", as the French say, corrected Yolanda's grammar mistakes, which helped Yolanda to learn French. Because everyone around her spoke French, she was given no choice but to learn it. Yolanda experienced difficulties in French in the past. One reason for this was that she had a hard time understanding the teachers. She now has an easier time in French, because the exchange has helped her converse in that language. These programs are highly recommended to those students whose French grades are low. They have the opportunity to learn and experience a new culture. So, for students in the future, this is an experience that shouldn't be missed. This exchange program is organized by Dr. Neumann, so if anyone is interested, contact him!

Girl's Soccer

Naomi Burnett and Eva Hückmann

She is sprinting towards the goal and dribbles past the defence. It's only her and the goalkeeper; she dribbles to the right and shoots! The girls in the gym scream as the ball soars into the net. It's a GOAL! Soccer is an international sport which is loved by both players and fans. It is played by more people than any other sport in the world. Soccer doesn't just keep you in good shape but you also learn to interact and work together with your team-mates.

The first Women's Soccer Club, the "British Lady Football Club London", was founded in 1894. At that time it was unladylike to play soccer. Over the centuries women had to fight hard to finally be able to play it professionally. During these last years, girl's soccer has become more and more popular. Nowadays it is even a discipline in the Olympics.

We asked three 8th grade soccer players why they like soccer and what makes girl's soccer better than boy's soccer. As you will see, their opinions were very similar. Lucia F. (8d) thinks it is a fun way to keep fit and to get to know more people. Also, you can

play soccer wherever you are as long as you have a ball. You don't have to drive a long way to a field because you can just play it in your backyard. She thinks that the reason girl's soccer is more fun than boy's soccer is that girls don't play as aggressively as some boys do. Laura L. (8c) agrees with Lucia. "It is not as aggressive and a girl's attitude is different. If a girl misses a good goal chance etc. she won't start getting mad and blaming others." Paulina H. (8d) likes the exercise and the team spirit but she disagrees about boys being more aggressive than girls. "I think girls can be just as aggressive as boys, it depends on the player". She thinks girl's soccer is better because girls show their affections to the sport more than guys.

So what is it about this sport that attracts millions of people to play it each year? Come to girl's soccer and find out. At J.F.K.S we have a motivated girl's soccer team of beginners and advanced players. Our coach, Hr. Siempelkamp, helps us and creates a good atmosphere. All grades are welcome. We meet on Friday's at 16:00 – 18:00 in the old gym. See you there!

Opinion

Die heutige Hierarchie Berlins

Francesca M. Klein

„Der Adel befindet sich wie immer am weitesten oben und dann kommt das arme Volk. Alle von den unteren Bereichen möchten in die höheren Klassen, das ist als ob man von Berlin-Kreuzberg nach Zehlendorf zieht.“ Bloß ein verspäteter Halloween-Gag? Oder ist dieses Zitat von einer Lehrkraft etwa ernst gemeint?

Ich wohne glücklich und freiwillig in Kreuzberg und könnte wann immer ich wollte nach Zehlendorf zie-

hen. Kreuzberg ist bunt und lebhaft, auch wenn es seine Probleme hat, wohnen hier sehr viele Menschen aus ganz verschiedenen sozialen Schichten, darunter Politiker, Künstler und Intellektuelle.

Einen Blick auf die Gesichter meiner Mitschüler und es steht fest, dass alle diesem diskriminierenden Vorurteil zustimmen. So etwas ist fast mit Rassismus zu vergleichen! Nun glauben Zehlendorfer Jugendliche, sie stehen

über anderen.

Meine Familie ist weder arm, noch in irgendeiner Art sozial benachteiligt. Im Jahre 2005 ist der soziale Status nicht anhand des Wohnortes zu bestimmen. Ich denke, dass sich Lehrer mit ihren Vorurteilen zurückhalten sollten, denn sie sind schließlich da um uns etwas beizubringen und nicht um eingeschränkte Denkweisen zu verfestigen, die den gesellschaftlichen Verhältnissen nicht entsprechen.

normal

Dominique Rose

Ein Mädchen steht an der Bushaltestelle und friert. Ihre Jacke ist offen. Auf die Frage, warum sie ihre Jacke nicht schließt, antwortet sie, dass die zugeknöpfte Jacke nicht gut aussieht. Ein ganz normales Mädchen, ein ganz normales Ereignis.

Laut dem Wörterbuch der Wikimedia-Stiftung bedeutet normal, „vorhandenen Normen entsprechend.“ Mal davon abgesehen, dass man ein Wort nicht mit einem Wort gleichen Stammes definieren sollte, bedeutet normal also so viel wie üblich oder gewöhnlich. Dass das Mädchen ihre Jacke (grammatisch ist das Mädchen neutral; physisch ist sie feminin) aus ästhetischen Gründen nicht schließt entspricht dieser Definition; es gibt also nichts daran zu beanstanden. Eine Erkältung ist unvermeidlich und normal.

Der Thesaurus von Word gibt mir als erstes Synonym von „normal“ das Wort „gesund.“ Aus dem würde ich schließen, dass, wer sich nicht nach den bestehenden Normen verhält, krank ist.

Ich bin sowieso der Meinung, man sollte das Wort „normal“ abschaffen. Denn den eben genannten Definitionen nach müsste ich, um mich normal zu verhalten, immer griesgrämig umherlaufen, mich nicht für andere interessieren (außer natürlich für Berühmtheiten, über die ich dank der „Bunten“ immer bestens informiert bin) und anstatt zum Bioladen zu gehen bei Aldi einkaufen. Wenn ich aus guter Laune Passanten zulächle, mich für die Befreiung des tibetischen Panchen Lamas ausspreche und meinen Käse bei eo kaufe, bin ich also anormal, ergo: krank.

Prinzipiell ist ja nichts daran auszusetzen, dass es das Wort „normal“ gibt. Doch die negative Konnotation von anormal ist mir unerklärlich. Anormali-

tät ist für mich ein erstrebenswerter Zustand, ein Zeichen der Individualität. Jedoch wird die Redewendung „das ist doch nicht normal“ meist nicht als Kompliment benutzt. Um diesen unklaren und verwirrenden Gebrauch des Wortes zu vermeiden, sollte es einfach nicht mehr benutzt werden.

Außerdem bleibt die Frage, wer entscheidet was normal ist und was genau die Normen sind. Als jugendliches Mädchen kann ich beschreiben, was von mir erwartet wird. Ich sollte mich morgens mindestens eine viertel Stunde lang mit Schminken und Haare richten beschäftigen sowie mich für Fußball der „gutausschenden Spieler“ wegen interessieren. Aber dass ich anormal bin, steht meines Erachtens nach sowieso schon fest, und mich stört das auch nicht im geringsten. Aber was ist mit anderen, wie zum Beispiel einem Mann, der eine Frau heiratet und mit ihr Kinder bekommt, obwohl er schwul ist, nur weil es vielerorts noch anormal ist, homosexuell zu sein?

Inzwischen ist unsere Gesellschaft viel offener als früher und das ist gut so. Aber wir haben noch einen weiten Weg zu gehen. Viele Leute, auch aus meiner Verwandtschaft, halten es für notwendig, wenn sie von dem witzigen Taxifahrer erzählen, zu erwähnen, dass er schwarz ist. Was macht die Hautfarbe für einen Unterschied? Offensichtlich ist es immer noch anormal, wenn ein Deutscher schwarz ist. Aber vielleicht sollte ich lieber das Synonym „ungewöhnlich“ verwenden um den Implikationen der Normen auszuweichen.

Manche Normen sind durchaus wertvoll; ich bin schließlich sehr froh, dass Mord als kriminell angesehen wird und die Deutschen Wert auf Bildung legen. Aber wenn ein Mitschüler bei seinem Referat von Auseinanderset-

zungen zwischen Polizei und Jugendlichen erzählt und jedes Mal betont, dass die Jugendlichen „farbig“ waren und manche(r) LehrerIn bei literarischen Analysen ständig zu dem Ergebnis kommen, dass wenn ein Mann dieses tut, schmilzt jede Frau dahin und wenn eine Frau jenes tut, schmilzt jeder Mann dahin, geht es mir entschieden zu weit.

Das Schulfach „Ethik“ soll in der Grundschule unter anderem helfen „den Weg zu mündiger Lebensgestaltung zu beschreiten und so die Erziehung zu Nachdenklichkeit sowie zur Anerkennung gesellschaftlich vereinbarter Werte und Normen ermöglichen,“ sowie „das Gute und das Richtige zu finden und zu tun.“ Bei dieser vagen Formulierung wird es nicht vermeidbar sein, dass Lehrer ihre eigenen Werte und die von ihnen anerkannten Normen auf junge Schüler übertragen. Im Lehrplan Sachsen-Anhalts steht unter anderem als Lernziel „zwischen biologischem und sozialem Geschlecht [zu] unterscheiden,“ jedoch auch, „sich selbst als Mädchen oder Junge an[zu]nehmen und die Unterschiedlichkeit der Geschlechter [zu] respektieren.“ Welche Unterschiedlichkeit wird hier gelehrt? Für mich hört sich dieses Fach sowie sein Lehrplan nach einem Traum für christlich-fundamentalistische Lehrer an.

Um zurück zum Thema „normal“ zu finden: Normalität kann in mancherlei Hinsicht durchaus erstrebenswert sein. Aber in mindestens genauso vielen Hinsichten ist Anormalität erstrebenswert. Darum bin ich dafür, das Wort „normal“ nicht mehr zu verwenden; es führt nicht nur zu Unklarheiten sondern auch zu Diskriminierung. Und ich denke wir sind uns einig, dass wir vor allem letzteres vermeiden wollen.

Opinion

The New Report Cards

Farsane Tabataba-Vakili

About a month ago on November 4, students in 7th through 10th grade received their first quarter report cards. As many students probably realized, the paper on which the report cards are printed was yellow. Why? Although exact information was not available at the point of writing this article, a teacher has been heard saying that these were the first fully computerized

report cards ever.

In the previous years, the report cards had the subject titles and other headings pre-printed on them. The individual grades were then typed onto these forms. Now, however, everything is printed out on a light yellow sheet of paper at the same time. Why this paper is yellow, however, is still unknown.

When these report cards were issued, the common response was "Geez, it looks so ugly!" Whether you like it or not, however, this is the way it is going to stay now. We will have to adjust to this change. After all, everything else about the report cards remains the same.

"Queer" Dictionary

Dominique Rose

After being overrun by questions regarding my last article ("LGBT") I felt compelled to compose a "queer dictionary," elaborating on what LGBT entails. Many people are completely perplexed by LGBT issues. Admittedly, there are no clear-cut definitions for all "queer" terms. With this "dictionary," I hope to help you start understanding the complexities of "queer" identities, because understanding is vital for acceptance.

First, one must understand the difference between sex and gender. *sex* – biological sex, determined by reproductive organs
gender – social norms applied to/expected from a person of a certain sex

Additionally, one must keep in mind the difference between sexual orientation and gender identity.
sexual orientation – attraction to people of a certain gender
gender identity – gender with which a person identifies (i.e. male, female or something less conventional)

Lastly, one has to get familiar with the different existing concepts of gender. In our society, we have a binary gender system: we acknowledge only male and female. Some see people who do not fit into this scheme as "third gender" or "the other gender." Others see gender as a continuum, with male and female as the two poles. Still others say there are as many genders as there are people. Various people also see gender as a social construct. It is up to you to decide what you believe, but one has to know about and understand the other concepts in order to understand most "queer" people.

Now, without further ado, I hope to give you some helpful insight.

ambisexual – attracted to men and women
androgynous – someone who does not identify as solely male or female. They may identify as neutrally gendered or

as a combination of male and female.
androphilia – attraction to men
asexual – not having a sex drive and/or romantic attraction. Some asexuals have both, yet their sex drive is solely an urge for sexual release.

bi-curious – usually used by heterosexuals to describe their "curiosity" towards homosexual "experimentation"
bi-permissive – someone primarily homo- or heterosexual, who is open to sexual relations with the other gender, but doesn't actively seek them

bisexual – attracted to men and women

cisgender – having a gender identity that society sees as appropriate for one's sex

gay – attracted to people of one's own gender. When used in combination with the word lesbian it refers solely to men.

gender dysphoria – unhappiness caused by the conflict between someone's gender identity and their sex (for example someone with a male gender identity and a female sex)

genderfuck – a gender performance/presentation which plays, or "fucks," with traditional gender identities, roles and presentation. Some examples are androgyny and cross-dressing.

genderqueer – not fitting into the binary gender system. Some see themselves as somewhere in the gender continuum.

gender roles – behavior expected from someone of a certain sex or the way in which someone expresses their gender identity
gynophilia – attraction to women (androphilia and gynophilia are often used to describe the sexual orientation of transgender people)

heteronormativity – describes the way in which social policies and institutions strengthen the belief that humans fit into one of two unambiguous categories: male and female; each gender has certain roles, including that sexual and marital relationships are only "normal"

involving two people of opposite genders
heterosexual – attracted to people of the opposite gender
homosexual – attracted to people of one's own gender
intersexual – born with a neither exclusively male or female sex. In about 1% of births does the child show signs of sexual ambiguity.

lesbian – women attracted to women
LGBTI – Lesbian, Gay, Bisexual, Transgender and Intersex (sometimes only LGBT or LGB)

omnisexual – attracted to all genders (as opposed to "bi")
pansexual – attracted to all genders

pomosexual – postmodern sexuality; attracted to all genders (pan-, porno- and omnisexual are used by people who thus express their recognition of all gender possibilities)

queer – describes people whose sexual orientation and/or gender identity do not match societal norms (is considered offensive by some, which is why I have only used it with quotation marks)

straight – attracted to people of the opposite sex
singular they – gender-neutral pronoun used for transgender people who do not feel comfortable with gender-specific pronouns (he/she)

third gender – describes people whose sexual orientation and/or gender identity do not match societal norms (this term was widely used in pre-World War II-Europe)

transgender – having a gender identity that differs from one's sex (but the gender identity isn't necessarily male or female)

transman – a biological woman with a male gender identity
transsexual – having a gender identity opposite to one's sex and making or desiring a change from one's birth sex to the opposite sex
transwoman – a biological man with a female gender identity

Opinion

Arrogance?

Farsane Tabataba-Vakili

Who has ever been in a situation in which the students from our school were called arrogant? I was in this kind of situation several times although I hardly have contact to students from other schools. Why is it that many students from other Zehlendorf schools despise us and show prejudice towards us? What did we do? A 7th grader from Droste once asked me if we were all arrogant. This was on our school grounds, in our sport halls! Is it not outrageous? I mean, I would not enter another school and walk up to the students to tell them I did not like them. I was so baffled by his question that it took me a while to recover from the shock. "What?" I finally managed to reply, "Of course not! Why do you ask such a question?" He reasoned his presumption by saying that everyone said so. I was infuriated.

Are we arrogant? Why is it that our reputation with our neighboring schools is so bad? Have we done anything to provoke them? Some of my classmates and friends justify their behavior by saying that they are jealous. Apparently, our school is considered nicer, bigger, and cooler... Is it that? Do you really think so? If this is the reason, then it is not we who are arrogant, but rather them for saying we are. Or is it because we feel pride for our school, because we even wear t-shirts that have JFKS written all over them? Is it that?

The incident in the park has definitely not improved our reputation. While I was talking to a few students from other schools, the park issue was debated. One of them said "Why of course, it is the Kennedy school, what else to expect from them?" This I felt was more than shocking. As though we had anything to do with the suicide. I looked at the boy being deeply offended. "You're kidding! You can't seriously mean this." He said he didn't, but was it really just a joke? There are probably tons of rumors at the other schools about what might have happened.

I do not think that we should have to feel ashamed to be JFKS students but some of us do because of the intolerance students from the other schools confront us with. If it really is our attitude that makes them dislike us, maybe we should try to change it. If it is merely jealousy then I feel sympathy for those kids.

No Merger to Mediocrity!

Philipp Hoffmann

"Devil's Horns", "Germans and Americans" and "journalistic ethics" are some of the images I obtained in the last Muckraker's article "Letter to the Editors". Most importantly though, the point of "marrying cultures" came across. Well now what?

To marrying cultures, specifically the German and the American culture in regards to newspapers, I believe it is up to the students and not to be dictated and decreed by authority. One cannot simply set out to combine two cultures simply because one wants to, but can rather only encourage such unity to come of itself like it already comes naturally between students. A teacher

Orwellian concepts. This fear may be unfounded, but still occurs and thus deserves mentioning.

On Germans and Americans, I rather feel that there are very strong tendencies here to oversimplify and monotonize both cultures, as neither has an exclusive claim on "pinko-liberalism" or authoritarian censorship, but rather both countries have progressive forces constantly battling reactionaries for the right to free speech and other enlightened achievements, that some in power would like to see removed. As an example, the Muckraker bears an American name, derived from an American tradition and is not called "Neues Deutschland" or "Völkischer Beobachter" like German newspapers of the recent and not-so-recent past that completely fall out of line with the argued tradition of "Germany's reluctance to ban or censor reading materials." Germany's "reluctance" comes not only from a deep and profound respect for the victims of totalitarian rule in Germany both left and right, but also from a constant ideological war against more



does not fit in here, as this process is one that cannot be attached to a curriculum or be graded, but soars far beyond the comparatively narrow confines of high school education.

To journalistic ethics, I have yet to find out what is meant by referring to them without clarifying that one means that serious journalists should not write slanderous articles (which I'm not aware of having happened) or to infringe on someone's privacy on trivial reasons (which I am even less aware of having happened) or any other such matter. I hold the belief that with or without journalism class, students should and do know what is appropriate for media coverage and in what tone, as they are confronted with such issues in history and politics classes as well as language courses and even philosophy courses in the case of the 12th and 13th graders that choose to attend one. "Journalistic ethics" in the context that they have simply been dropped in rather than embedded give me an uncanny shiver down the back and to the bottom of my spine and a propensity to think of "newspeak", "doublethink" and even worse

moderately conservative forces, best embodied by people in German politics today like Mr. Schilly or Mr. Beckstein. In the USA this battle was also waged in the 60s and is still being waged today by forces like the SDS forty years ago and the ACLU today against fundamentalist Christian and other conservative groups.

Lastly, on the issue of "devil's horns", I see what is meant by the author and I can agree that there was some very unreflected criticism, but that is all part of the point the author makes about being "not above criticism", especially as none of these overreacting voices got aired publicly in the last issue of the Muckraker. Rather the "opposing" viewpoint was given this communal space for an entire month to create a more balanced atmosphere. The Muckraker isn't a perfect newspaper, but also not an elitist clique catering to any specific group. The Muckraker's own creative, albeit chaotic, spirit of a playful and easy-going work ethic is one worth keeping and one that to me (with 14 years at this school) seems to have flourished nowhere but here.

send your opinions and articles to:

themuckraker@gmail.com

Opinion

Pressefreiheit an unserer Schule

Anna Hückmann

Unsere Schülerzeitung *The Muckraker* symbolisiert die Pressefreiheit an unserer Schule und sollte daher auch weiterhin von den Schülern herausgegeben werden. Ich halte es für essentiell, dass nur die Schüler, ohne Aufsicht der Lehrer, von ihrem Recht ihre „Meinung in Wort, Schrift und Bild frei zu äußern und zu verbreiten“ (Art.5 GG), Gebrauch machen können. Jegliche Art der Zensur verstößt gegen Artikel 5 des Grundgesetzes und kann somit auch nicht von Lehrern gewollt sein.

Zudem hilft der *Muckraker* vielen Schülern eigene Ideen zu äußern und ist ein wichtiger Bestandteil deren Meinungsbildung. Unsere Schülerzeitung braucht aber auch mutige Journalisten, die durch konstruktive Kritik ihr Missbehagen bei einigen Themen an unserer Schule ausdrücken. Den *Muckraker* wegen kritischen Artikeln in

Frage zu stellen, bleibt mir folglich unverständlich, da es doch schließlich die Aufgabe der Zeitung ist, Themen anzusprechen, die die ganze Schülerschaft bewegen.

Die Gedanken sind bekanntlich frei, aber auch die Meinungen sind frei, und auf dieser Grundlage ist unsere Demokratie aufgebaut. Ohne Meinungs- bzw. Pressefreiheit gäbe es keine Demokratie. Diese Werte gelten aber nicht nur auf höchster Ebene, sondern müssen auch an der Basis praktiziert werden. Betrachtet man die Schule als einen Mikrokosmos und somit auch als Schauplatz der Demokratie, so verkörpert die Schülerzeitung die Medien, die die Aufgabe des *muckrakers*, also des Enthüllungsjournalismus haben. Wir brauchen den *Muckraker*, um uns einmischen zu können und gehört zu werden. Die Stimme des *Muckrakers* ist die Stimme intelligenter individueller

Schüler, die man niemals missen darf, denn nur durch ihre Artikel ist die John-F.-Kennedy-Schule die liberale und welt-offene Schule, in die wir täglich gehen. Denn wird uns hier nicht täglich beigebracht, selbst denkende Individuen zu sein, die sich aktiv an der Demokratie beteiligen? Außerdem darf der vorge-schobene Kulturunterschied zwischen Deutschland und den Vereinigten Staaten von Amerika, den manche Lehrer in diesem Zusammenhang ansprechen, niemals eine Entschuldigung dafür sein, die Pressefreiheit an unserer Schule zu untergraben.

Ich hoffe, dass der *Muckraker* noch lange unabhängig bleibt und von der Idee der Freiheit getragen wird, damit wir Schüler schon in frühen Jahren lernen können, was Demokratie bedeutet.

J'accuse!

Camillo de Vivanco

Over the last couple of weeks a discussion has risen concerning the existence of *The Muckraker*. There are people who are simply unhappy with the current situation: a truly independent student newspaper. This is *my* opinion as a journalist for *The Muckraker* (not necessarily that of *The Muckraker* itself):

What is it these people dislike so much about *The Muckraker*? Are we too radical? Quite the contrary, we've received comments from several faculty members that we are too mild!

One argument against this newspaper is that our writing skills do not correspond to the expectations of a proper newspaper. If you want a school newspaper that is properly instructed to write proper journalism, by all means, go ahead and start one! I'm sure there are enough students at the school who are willing to join a Journalism class, if one actually existed.

I judge the actual problem as being the following: a discrepancy between the American and the German understanding of what a school newspaper should be. Like correctly stated in the article "Letter to the Editors" in the last issue of *The Muckraker*, an American school newspaper is always found in connection with a Journalism Class and, consequently, a supervising teacher; the German student newspaper

is entirely run by a group of students, without any influence from the side of the faculty. I understand that it is difficult to find a synthesis between these two concepts; however, it is absolutely imperative that the independence of *The Muckraker* is granted in the process of accommodating such cultural differences.

The author of the aforementioned article said that "as long as *The Muckraker* is within the law as an independent student newspaper" she will be happy to see it continue. From what I hear, there have been arguments that if *The Muckraker* desires to be independent, then it ought to be also financially independent from sponsorships of paper and copies. If this should be true, I pity the person that is so small in character that he or she finds it necessary to insist on such trivial inconsistencies, for that person must either deeply hate *The Muckraker* or just have an absurd sense of argumentation. Either way, this argument is obviously just a pretense. Next thing you know, *The Muckraker* won't even be allowed to meet on school grounds.

Consider this: *The Muckraker* has been an independent student newspaper since its beginnings in 1997. What makes it right to end this tradition now on the grounds of apparently deteriorating literary quality and dubious

complaints of immoral articles? Newspapers have the responsibility to stir the opinion of the general public and present a forum for discussion. *The Muckraker* has certainly proven, even through this very discussion, that it has the ability to do exactly that.

One might be inclined to say that because *The Muckraker* does not have a "faculty advisor", the students have the possibility to express disrespect towards others in this school. However, this *reductio ad absurdum* is in itself absurd, as it provides the idea that the students have no sense of respect for one another. My best example against such argumentations would be last year's discussion on the fashion experts. Both the fashion experts and the offended party eventually reached consent on the basis of discussion, without having to demonstrate any personal attacks or disrespect for one another.

The entire staff of *The Muckraker* has demonstrated that it is able to weigh out arguments and differentiate effectively without reaching impertinent conclusions. There is no need to fear *The Muckraker* will become a paper full of ungrounded accusations being thrown back and forth between members and parties of this community, as long as its independent existence is ensured. *The Muckraker* respects others; therefore, respect *The Muckraker*!

Culture

Vintage, Second-Hand, Used

Marwa Khan and Vivien von Sethe

Berlin is not your typical hustle-bustle capitol, where all you see is: prim and proper businessmen scurrying around trying to reach their appointments or a multitude of skyscrapers, each competing with one another to reach unimaginable heights. Berlin is a city known for its eccentric yet very individual cultural opportunities and aspects. Its cultural atmosphere can be best described as youthful, funky and edgy. Many antique and flea markets contribute to the unconventional and bohemian flavour of Berlin. Most markets take place on Saturdays and Sundays, ensuring that the visitor has enough time to browse through and thoroughly examine all available goods. The "Trödelmarkt" at the "Straße des 17. Juni", which displays a wide variety of products ranging from kitchen tools to art and vintage jewellery on rows and rows of endless stands, definitely guarantees a great purchase. It is often talked about, that so-called "stolen" goods appear on the stands of various sellers at such flea markets. Well, who knows? For example, if your house was robbed a couple of weeks ago it

is likely to find the old inherited clock from your great-great-grandfather on one of the stands of the Trödelmarkt at the Straße des 17. Juni. Anyway this market is a little hot-spot for those desperately hunting for antique valuables and more over, general home goods and appliances. The flair of this market, located close to the Tiergarten is yet again very individual and very central. It almost expresses a part of the "Old Berlin". The Charlottenburger Tor, which can be seen every once in a while, while wandering the market gives you a great impression of former Berlin. One very impressive flea market (where we have actually sold something) is located at the Mauerpark in Prenzlauer Berg. This market is the best example for the urban lifestyle of East Berlin. The visitors differ from the funky- artistic- type to the German-celeb-who-doesn't-want-to-be-seen. While strolling through the market, you must look out for two important things. First of all, the hunt for a great and not too pricey deal (which should not be a problem, since the highest prices will probably range from 10-15 Euros) should be your main goal.

Secondly, something that just will not escape your eyes are all the trends set by the stylish and fresh young people of Berlin. If you decide to sell with the most simplest items, such as a used plastic kids boot for the tub, you can make a day for a young man. Jeans seem to be a popular need, that a woman buys each pair of jeans you've got on the table. Of course that puts a smile on the sellers face :) And funny is also that as soon as you start with a special deal, such as "Buy 2 get 1 free" customers flock to your stand making the stand next to you look a little empty. But that's okay! Berlin can clearly compete with any large metropoli regarding the variety of antique and vintage goods. Now, with the cold winter approaching, the markets have developed their own style exclusively for the visitors. With a cup of hot chocolate, a huge amount of patience, a good mood and an adventurous personality, you should just blend it well with the bohemian constituency of Berlin. Go for it ...the "Schnäppchen" are waiting....

Tim Burtons „Corpse Bride“- Eine Hochzeit mit einer Leiche

Vanessa Dietrich

Mal wieder schmückt der exzentrische Filmproduzent Tim Burton die Leinwand mit einem düsteren, schaurig schön animierten Abenteuer.

Ob seine „Corpse Bride“, der seit 3. November in den Kinos läuft, wohl den Erfolg des Kultfilms „Nightmare before Christmas“ übertreffen wird?

Für die Produktion des lang ersehnten Nachfolgers haben Tim Burton und seine Mitarbeiter ganze 10 Jahre gebraucht. Sie erweckten die niedlichen Puppen mit Hilfe von Johnny Depp und Helena Bonham Carter zum Leben, die ihre Stimmen für die Hauptfiguren, Victor und Emily, zur Verfügung stellten.

Leben und Tod treffen hier in einer aufregenden Art und Weise aufeinander, mit Spaß, klanghafter Musik und ergreifenden, emotionsgeladenen Szenen.

Durch die arrangierte Hochzeit zwischen Victor und Victoria, erhofft sich die verarmte Adelsfamilie der Braut, wieder zu Geld und Ansehen zu gelangen.

Als die Zwei zum ersten Mal

aufeinander treffen, verlieben sie sich sofort ineinander. Die zierliche Victoria kann die Hochzeit kaum erwarten, wäre da nicht Victor's aufregendes Gestotter bei der Hochzeitsprobe.

Leichenbraut Emily kommt aus dem Jenseits hervor und flüstert sanft „Ich will“. Von nun an ist Victor bei Emily in der Welt der Toten gefangen. Doch mit einem Trick gelingt es Victor, Emily da-

von zu überzeugen, mit ihm für eine kurze Zeit in die Welt der Lebenden zurück zukehren.

„Corpse Bride“ ist ein spannender Film voller Fantasie und abenteuerlicher Romantik.

Die Antwort auf das Rätsel, wie Victor zurück zu seiner geliebten Victoria kommt, ist kompliziert, und am nahen Ende des Dramas passiert etwas sehr Überraschendes.

Für jeden Fan der mystisch außergewöhnlichen und spielerisch fantastischen Geschichten von Tim Burton ist der Kinobesuch oder das spätere DVD Erlebnis von „Corpse Bride“ jedenfalls ein Muss.

Lasst euch von der Fantasie Tim Burtons und den wunderschönen Klängen von Danny Elfman's Musik mitreißen.

Es ist ein Erlebnis der extra Klasse.



Source: <http://corpsebridemovie.warnerbros.com>

Nach mehrmaligen Versuchen wird Victor zum Üben des Textes vom Pfarrer in den Wald geschickt. In dem Moment, als Victor es endlich schafft, seine Zeilen problemlos auszusprechen und den Ring an einen Ast steckt, geschieht das Unheimliche. Die ermordete

Fun

ICK BIN SCH
DEUTSCHLAND!



Top 10 Ways to Know That You Spend Too Much Time in School

Linnea Kreibohm

10. The door of your locker is coming off at the hinge due to constant use.
9. All your extra-curricular activities don't fit into the designated lines on your report card anymore.
8. You are aware that passive voice is used a lot.
7. A new flavor of Ritter Sport chocolate in the snack machine means an exciting change in your diet.
6. Sunlight scares you.
5. You've started calling some of your teachers mom and dad.
4. Dr. Hepner's "I've got a few announcements for the high school today..." makes you feel warm and fuzzy like a Christmas carol.
3. You know exactly by how much every clock in the Blue Building is off of the actual time.
2. The departure times of the N11 are etched in your memory.
1. The temperature in Herr Verteiler's room (B305) seems "normal."

Sudoku

Boin Cheong

The two sudoku puzzles in the last edition of The Muckraker were quite popular among our readers. Here are more for you to try; not for distraction purposes during your classes, however! Fill in the boxes so that every row, every column, and every 3 x 3 box contains all digits from 1 to 9. Have fun!

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

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

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

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