

# THE MUCKRAKER

THE INDEPENDENT JOHN F. KENNEDY SCHOOL STUDENTS' NEWSPAPER

Volume IX, Issue VII

Friday, March 31, 2006

Circulation: 600

PAGE 1

## THE MUCKRAKER Speaks!

Yes! Finally, it seems, spring has arrived. The endless period of cold and bleak days has ended. Much has happened at our school over the last couple of weeks. New Library Rules were instituted. Since then, eating, and drinking are prohibited there. In addition, all students entering the library are counted in order to make sure it is not overfilled.

Two talent shows took place. One of them was organized by 11th grade students, in order to raise money for their Greece trip. The other collected money for challenge day. Both of them, as you will learn after reading this issue, were received overwhelmingly well. Also, the play *The Lady's not for Burning* was performed and highly praised.

The season changed officially from winter to spring on March 21, regardless of the fact that wintry days continued for a little while longer. A week ago, clocks were set ahead, making it considerably harder to get up in the mornings. On the other hand, evenings are now longer, making it more pleasant to take evening walks or bike rides.

Yes, of course you also had to write Klausuren, Tests, and Quizzes. You had to stay up late at night studying for them and completing (seemingly) idiotic homework assignments. But don't despair, Easter vacation starts in a week. For two weeks, you will be free from school and all its obligations. Enjoy!

### Index

Graffiti	1
JFKS Life	2-4
Opinion	4-8
Culture	8-9
Fun	9
Poetry	10

## Graffiti Gone Wild

Linnea Kreibohm



This school has a problem. Actually it has got quite a few problems. The exorbitant increase of vandalism in the bathrooms is one of the newer problems though. It is also one of those problems that received a huge amount of publicity in the last few weeks.

Towards the end of February, announcements over the PA system, notes in teachers' mailboxes, and Dr. Olderog's speech in front of the Student Council addressed the increase of vandalism in the bathrooms. Now, school bathroom walls have probably been scribbled on as long as there have been school bathrooms, so why all the excitement about this new set of graffiti?

The reason these cases of vandalism were so heavily publicized and action called for, was that there was a sharp increase in graffiti in February. Furthermore, this graffiti was made up of racist, sexist and personally insulting comments, along with tags. In short, this is not your average "Suzy loves Billy" – graffiti or even "Mr. Felt is Santa Claus" graffiti anymore, but extremely violent, hateful, large, and destructive graffiti. To completely remove this mess from the walls would cost thousands of euros.

Jakob Thomä, Student Council president, believes, "Graffiti is not in the interest of the students. Students

are those insulted, it creates a bad atmosphere in the bathrooms, and it sheds a bad light on us."

The bad light graffiti sheds on us, the students, is actually a bigger issue than may be assumed. More and more outsiders come to JFKS and use our restrooms, be it for BERMUN2, musical or theatrical performances or cub scouts. Crazy as it is, the insults put on the walls of restrooms by a few individuals shed a bad light on all of us students.

So what can be done? Fr. Beelitz suggests putting up one wall that is available for students to express themselves on. Jakob agrees that students need to express themselves, "but writing on bathroom walls is the wrong forum to express oneself." The Student Council and Fr. Stahl's 13th grade launched an initiative to paint the most heavily affected bathrooms in order to discourage further vandalism.

It seems disheartening that classes, the administration, and the Student Council need to deal with this issue. This problem stems from the students and instead of using money, personnel and energy to help students with problems caused by external factors, the school needs to invest all these resources in dealing with a problem the students caused.

## JFKS Life

## Talented Teachers

Farsane Tabataba-Vakili

Burning, aluminium foil covered apples flew through the air during the intermission of this year's Teacher Talent Show. Mr. Briggs, the funny co-host, declared that, if enough money was spent on Raffle ticket and brownies, he would juggle with fire. Three times he lighted the apples because "they didn't burn adequately" the previous time, and thrice he juggled them.

This year's show started with an entertaining little dance performance by a student. Then host and co-host appeared on the stage. Mr. Briggs talked about challenge day, then about the "MEMA" stores, which were replaced throughout Zehlendorf with "Bio Company" stores, and the healthy "Luna" menu, saying that this city was going bio. Then the first act was introduced: Mr. Rubloff at the piano and Mr. Briggs singing intentionally off tune. They sang a song about not bringing flowers, and not singing love songs anymore.

The next performance was Hr.

Hintze singing and playing songs related to challenge day. His first song was about being different, the second about being lonely, and the final one about uniqueness. He sang about red-spotted and blue-checked people. Then came a game of pictionary with Mr. Rubloff and Mrs. Ishibashi. They had to draw while representatives of both halves of the aula had to guess. They drew the words "apple sauce," "graduate," and "green pepper," and were asked to sign these wonderful pieces of art. Next was Dr. McDaniel singing a blues about love accompanied by Mr. Antal at the piano. He gave the guys some advice, and declared that it was spring although it was two below freezing.

The "Fabulous Five", Dr. Curtis, Dr. Spieker, Fr. Freymadl, Mrs. Poland, and Mrs. Nickerson, performed several songs with their string instruments. Then came a short intermission, which ended with Mr. Briggs juggling fire, since enough food and lottery tickets

had been sold. After the intermission Mr. Weiss played some of his wonderful, self-written songs on JFKS, the 8th grade ski trip, and a day with the Ringbahn. Then came a game with two sport teachers: Ms. Hinrichs with a hula-hoop and Mr. Baildon juggling while listening to loud music and being asked tricky questions. The raffle winners were announced and then Dr. Hepner's barber-shop quartet sang a few nice songs.

Then finally the grand finale came, Ms. McCalley's dance group. It consisted of Ms. McCauley, Ms. Hinrichs, Mrs. Marsh, Fr. Luce, Mrs. Nickerson, Mrs. Zarrikov, Mrs. Ishibashi, Ms. Krull, Ms. Karsh, and as surprise guests Mr. Scharfenberger and Mr. Baildon. They danced to "Let's Get Loud."

All in all, this year's talent show was quite successful and entertaining. More over it fulfilled its purpose to collect money for challenge day. If you didn't go this year, you should really plan on going next year. It's worth it!

## Völkerverständigung mal anders – BERMUN 2

Peter Ackermann

Am 10. und 11. März fand zum ersten Mal eine BERMUN 2 Konferenz statt. BERMUN 2 ist eine Initiative von „Global Classrooms“, einem Programm der „United Nations Association of the United States of America (UNA-USA)“. Die von der John-F.-Kennedy Schule organisierte Konferenz lädt Schüler und Schülerinnen aus Berliner und Brandenburger Schulen ein, für zwei Tage in die Schuhe eines UN Botschafters eines anderen Landes zu schlüpfen. Die Schüler lernen dabei die Position „ihres“ Landes im internationalen Geflecht der Nationen kennen und debattieren über die bedeutenden und aktuellen Themen der internationalen Politik. Neben einer Menge Spaß, haben die Schüler auch die Möglichkeit Erfahrungen im Verhandeln und Reden halten zu sammeln – schließlich wollen sie ja die Standpunkte „ihres“ Landes durchsetzen. Um sich

in den teilweise hoch erhitzten Debatten der regionalen Komitees, der Generalversammlung oder gar des Sicherheitsrates durchsetzen zu können, müssen sich die Schüler zusätzlich mit den Verfahrensregeln und der Organisation der Vereinten Nationen vertraut machen. Dabei finden bei der BERMUN 2 im Unterschied zu der normalen BERMUN (Berlin Model United Nations) die echten Verfahrensregeln der Vereinten Nationen Anwendung. Am Ende reifen die Teilnehmer zu regelrechten Spezialisten für „ihr“ Land heran, sehen die weltbewegenden Themen auch einmal von einer anderen Perspektive und ent-

wickeln vielleicht sogar eine emotionale Verbindung zu „ihrem“ Land. So trägt das Programm zur Völkerverständigung bei. Während Völkerverständigung bei der großen BERMUN auf direktem Wege stattfindet, ist es das Ziel der BERMUN 2 auch andere Schulen, die bisher noch nicht an „Model United Nations“



-Konferenzen teilgenommen haben, zu involvieren und sie für die großartige Idee der internationalen Organisation zu gewinnen.

Das Leitmotiv dieser ersten BERMUN 2 war „The Digital Divide“, also die Kluft in der technologischen Entwicklung zwischen den westlichen Industrienationen und den Entwicklungsländern. So können zum Beispiel Menschen in den ärmeren Nationen an der neuen Fülle an Informationen im Internet ohne die nötige Infrastruktur nicht teilhaben und fallen immer weiter in der Entwicklung gegenüber den Industrienationen zurück.

Der Sicherheitsrat hingegen beschäftigte sich mit zwei anderen Themen. Zum einen mit HIV/AIDS in Schwarzafrika und den Gefahren dieser Krankheit für Sicherheit und den internationalen Frieden und zum anderen mit der Rolle von Diamanten im Schüren von Konflikten. Vor allem im Sicherheitsrat wurde ausgesprochen effektive Verhandlungsarbeit geleistet, was dazu führte, dass schon am ersten Tag zwei Resolutionen zum Thema HIV/AIDS erarbeitet, debattiert und fast einstimmig verabschiedet wurden – fast schon ein Weltrekord. Dabei befassten sich die Resolutionen einmal mit der HIV/AIDS Vorsorge bei UN Friedenssicherungstruppen und nationalem Militär und Polizei zur Sicherung von Stabilität in den afrikanischen Ländern und zum anderen mit weiterer Aufklärungs-, Vorsorge- und Behandlungspolitik für die Bevölkerung. Das Diamanten-Thema war um einiges umstrittener und es brauchte schon den ganzen zweiten Tag um zu einem Kompromiss zu gelangen. Letztendlich jedoch gelang es mit viel Überzeugungsarbeit zu einer gemeinsamen Resolution zu kommen, die dann auch mit nur einer Enthaltung vom 15 Nationen umfassenden Rat verabschiedet wurde.

Alles in allem war die BERMUN 2 ein großer Erfolg und Dank geht an all jene Schüler und Lehrer, die so viel Freizeit und Mühe investiert haben um die Konferenz zu ermöglichen.

## JFKS Life

# 11th Grade Greece Trip Talent Show

## Night of the Celebrities of JFKS

*He-in Cheong*

"We were able to bring the trip to as it is now." With an introduction and a clear explanation how 11b was able to get its 11th grade trip to Greece by Robbie next to Janis, Chanana, and Lisi the 11th grade Talent Show officially started with celebrities of our school.

The night started perfectly with Laura Brinkler singing with accompaniment by Marlene. Laura, a tenth grader, is famous for her strong high voice, but this night she showed her mature low side of her voice.

Then a nerd called Murf visited us from Cleveland. Steven Kirschbaum, a comedian, brought us to laughter with a stand-up comedy. He wore round Harry Potter glasses and cracked jokes, "handed out" jelly beans, danced, and even sang for his "ex". His song however sounded far too nice for this unusual occasion.

Another famous comedian from JFKS, Ian Antal took over the stage for 25 minutes. There were kids who probably heard what they usually don't hear everyday, but teenagers laughed tears. He told us jokes about siblings, asking a girl out, vegetarians, and other things.

Then the most famous dancer of JFKS, Khadijah, showed her free-style dance moves to hip pop music and left the audience open-mouthed. Her dancing was outstanding and incomparable to any other young dancer.

Danny, a piano player, volunteered last minute to jump in for Justin and sang one of the most famous Eric Clapton's songs and played the piano at the same time!

The three girls who we see often at parties and know for their musical talent shared their talent by singing "A Whole New World" from Aladdin barefoot. Their solos, duets, and trios melted the hearts of the audience.

Then two other girls, Morgan and Jenae overcame their nervousity and sang "Fallin'" from Alicia Keys a cappella. They were very brave to sign up last minute to support the 11th Grade Greece Trip. Big applause to them!

Since the Greece Trip Jung-Young became one of the most known rappers of our school. He rapped to "Men in Black" from Will Smith courageously. Uncountable number of people stood up and applauded to him.

James, Nick, and Stephen Band, famous as Library helpers and musicians, entertained the audience with rocky music with their guitars and a bass. The electric sound amazed the audience.

Nick then came up on stage again with Ryan, also famous for his guitar playing and singing. While Ryan sang and played chords on his guitar, Nick accompanied him with his guitar and a little but very powerful amplifier.

If you didn't know Janine Scho-

ewe, you have missed quite a bit! She is one of the Harmonettes, the famous barbershop quartett not only from JFKS but also from Berlin. She plays major if not main roles for drama plays and musicals at our school. She sang a song with Albert playing on his acoustic guitar. Janine was the first one to sign up for the Talent Show!

Then the famous Jazz Combo, pure student jazz ensemble, with Eric, Fritz, Philipp, and Antonia played two pieces. Eric showed his talent in whistling without the breathy sound, singing in pitch, and playing his tenor saxophone.

Pablo, Ross, and Leonardo, three 9th grade jokers, decided last minute to do a stand-up comedy. Leonardo played the guitar, and Pablo and Ross improvised jokes and brought people to laughter.

Then to end the show, Philip Kellermeier, James, Nick, and Cedric wrote a song called "Closing Time" and played and sang it for the first time. They nearly "closed" the Talent Show—

But not yet! The class 11b thanked everyone with the traditional Greek dance, Syrtaki. 11b thanks everyone who came, who performed, and who supported them. And if you weren't there, do you see how you missed the night of the famous JFKSers?!

## ISTA comes to JFKS

*Blue Velvet*

From the 9th of February to the 11th, the middle school ISTA (or International School Theatre Association) festival was held at JFKS. Besides our school, five other schools participated in this theatre festival: Maadi British International School, International School of Düsseldorf, St. John's International School, Cairo American, and St. Christopher's College. Roughly 100 students came to Berlin from countries as exotic as Bahrain and lived with host families for the course of one weekend. The festival opened Thursday afternoon, when all schools arrived and managed to find their way to JFKS.

In the evening, each school performed a fairy tale "Brecht-Style", as the festival revolved around Bertolt Brecht. The students were split into four ensembles and each worked with different ensemble leaders, who had amazing experience in the theatre and arts field. On Friday, the students took a tour around Berlin Mitte, to be inspi-

red for their closing performance. They visited Potsdamer Platz, the Brandenburg Gate, Friedrichstraße, the Brecht Grave, and Oranienburgerstr. During the rest of the weekend, the students spent time in their individual ensembles and had the chance to take part in two different workshops, including make-up, where the students learned how to create their own stage-bruises. The festival ended after each ensemble performed a ca. 2 minute scene about Berlin, incorporating themes from Cabaret and Brecht.

I believe the festival was a huge success. Mrs. and Mr. McDaniel worked day and night to make sure everything ran smoothly and I think all the students had a blast. When it was time to leave, everyone had collected pages of e-mail addresses from the other participants and bade them an emotional farewell. Therefore, as in Cabaret: "Auf Wiedersehen, a bientôt, good-bye."

## Teacher Feature: Mr. Tico Oms

*Farsane Tabataba-Vakili*

*The Muckraker: Hello, please introduce yourself.*

**Mr. Oms:** Hi, my name is Tico Oms, and I'm a math teacher at John F. Kennedy School.

*In which countries did you live before coming to Germany?*

**Oms:** I lived in Germany, Italy, and the United States, where I lived in Massachusetts, North Carolina, Texas, Georgia, and Missouri. I also lived in Japan, Malaysia, and Thailand.

*What made you come here?*

**Oms:** I really wanted to live in Europe again, and John F. Kennedy gave me a job offer. It's a good school, and I was excited to come here.

*Tell us about your family.*

**Oms:** I have a wife from Thailand and

**Mr. Oms...** continued to page 4

## JFKS Life / Opinion

**Mr. Oms...** *continued from page 3*

two children, a little boy named Aurelio who is seven months old, and a little girl named Renata who is two and a half years old. I also have two older brothers.

*Is Ohm, the physicist with the resistance law, your ancestor?*

**Oms:** That's what I tell my students, but it's not true, the names are spelled differently. Don't tell them though. (too late for that)

*What languages do you speak?*

**Oms:** I speak English pretty well, I speak Spanish and Japanese well, and I speak Thai and Italian not bad.

*Do you speak any German at all?*

**Oms:** No, but I understand when students are making fun of me.

*What will you miss the most when you leave Germany? The least?*

**Oms:** I will miss the summer time bike rides, and the beer gardens with my family. I will not miss the winters at all. The early dark days, it's just too dark too often.

*Where will you be next year?*

**Oms:** Next year I will be in Singapore.

*Why are you leaving? Will you return? If so, when?*

**Oms:** I am leaving because I cannot afford to pay the taxes, and because the Singapore American School is very good. I would like to return at some point in the future, but I don't want to move too often because of my family.

*What did you want to be when you were 6 years old? 15 years old?*

**Oms:** When I was 6 years old I wanted to join the army and be a soldier like my dad. When I was 15 (thinks) I didn't know what I wanted to be.

*When did it occur to you to teach?*

**Oms:** In college I thought I would be a good teacher. I liked kids, and I coached young kids at soccer. I realized that it is really fun to be around kids. And I knew that I would eventually be a teacher.

*What do you like the most about your job? The least?*

**Oms:** I actually like the interaction with the students both in and out of the classroom. I think it's really fun. (Thinks) I hate administrative stuff like taking attendance and doing the paperwork and all that stuff.



*What is the essential thing about being a good teacher? A good student?*

**Oms:** The essential thing about being a good teacher is loving your subject area, and trying to get your students to appreciate it. A good student needs (thinks) curiosity, perseverance, and initiative.

*What classes do you like to teach?*

**Oms:** I like to teach all of them actually. I like a mixture from 7th grade all the way to seniors. I like them all.

*How were school and college for you?*

**Oms:** I was a lazy but bright high school student. I got my butt kicked in college because I did not develop good study habits. It probably took two or

three years to understand

*What would you do with a million euros?*

**Oms:** Is that enough to buy a soccer team? If I could buy a soccer team I would. I would like to manage a professional soccer team, and bring them up to the top division of their country.

*What are your hobbies?*

**Oms:** I like playing and coaching soccer. I like board games like chess and Go. I like jogging, riding my bike, and I love traveling; I travel at every chance I get.

*What music do you listen to?*

**Oms:** I usually listen to rock and all kinds of music actually. Some people might call it alternative rock type.

*What five books would you take with you to an isolated island?*

**Oms:** I would choose All the Pretty Horses, a good history book about whatever area that island is in because I like to read about places that I go to, a biography about Einstein which I've been meaning to read for a while, probably a book of Sudokus to pass the time, and a survivors guide, like how do you make fires...It is a deserted island, right? Yeah, I'll definitely need that survivors book because I'll go hungry as soon as my food goes out.

*Is there something you want to do in your life?*

**Oms:** There are a lot of things: I want to see the All Blacks play Rugby; I want to go to the big Martigra party in Rio de Janeiro; I want to go to a World Cup final; I want to get a doctorate at some point. I used to have a list, but now I can't recall it all. I'm serious. Things that I want to do.

*Thank you for the interview.*

**Oms:** You're welcome.

## When Senators are bored...

*Blue Velvet*

This is the second year that students in grade 10 must write the Vergleichsarbeiten. Not that a normal school year is not stressful enough, but now to proceed into grade 11, the students must pass four exams. The students are tested in English, German and math. There is also an oral exam, which the students must do either individually or in a team of 2-4 students. They can choose whether they want to hold their report in physics, biology, chemistry, history or geography. There topic must be phrased into a question, which must be approved by the administration, before the students are able to proceed with their research. The English exam

that was taken in November differed from the one given last year, because it was the Plan Test, something similar to the ACTs. Luckily, all students successfully passed this exam. One down, three to go!

It seems to me that instead of thinking of ways to stop unemployment or solve Berlin's economic problems, senators are devising ways to torture students. Perhaps they are truly concerned about the miserable results of the PISA Studie, but perhaps they are just bored. Since the knowledge required to pass these exams was not announced until recently, teachers and students were very confused. No one

really has a clue what is going on, which is not fair to the students. If a student fails a Vergleichsarbeit, he will not be promoted to the 11th grade, regardless of their report card scores.

Regardless of their report card scores, if a student fails a Vergleichsarbeit they will be denied entry into 11th grade. In addition, the English Vergleichsarbeiten at JFKS are wholly different than those given at other schools. Thus, the Vergleichsarbeiten are not really a „Vergleich“, but a miniabi. All I can say to that is thanks Herr Böger, thanks a lot.

## Opinion

## The New Rules

Christina Wunderlich and Jonathan Zachhuber

The bell rings for lunch. What's your first thought? Go to the library and reserve one of those blue comfy chairs to eat your lunch in or better yet, log on to one of the computers to check for new emails. For the past two weeks, many students ran to the library as quickly as possible in fear of not being admitted due to the new library rules, and eating—many are shocked to find—is completely out of the question.

The library has established a new set of rules, which limit the amount of students permitted in the library during the busiest times—i.e. from 11:30 to 13:30—to a maximum of 175 people, and prohibit eating and drinking in the entire library. Additionally, they call for respect towards the library's property and other people, as well as forbidding "horseplay." According to Mrs. Davis, "they're just four rules that we think are necessary to run this place."

Why these new rules, though? Fact of the matter is that every library has certain rules. Principally, food and drink are outlawed. Who would ever even consider eating in the Kennedy Institute, not to mention the Staatsbibliothek? "What I was trying to do is to give the students a chance to show that they could eat and drink responsibly," says Mrs. Davis—apparently the students enjoyed this freedom too much, and cared too little about the responsibility that came with it. The library, as some may remember, was often a mess with left-over food lying around.

When asking about the origins of the rule limiting the amount of people permitted in the library, Mrs. Clark told us that they "went to Dr. Olderog with concerns and his concern was 'what is the fire capacity?'" Considering the fact that every building has certain fire capacities, it is only natural that the library should also underly such precautions. As all investigations to determine this capacity failed, the librarians decided to count the chairs to get an overview—there are 168 chairs in the library. Therefore, the initial amount of students permitted was set to 150. After observing that the capacities were not entirely exhausted, this number was increased to 175. After initially handing out numbered card, the librarians now keep count of the number of students in the library with a "klicker," which saves students the trouble of collecting and handing back cards and is simultaneously just as effective.

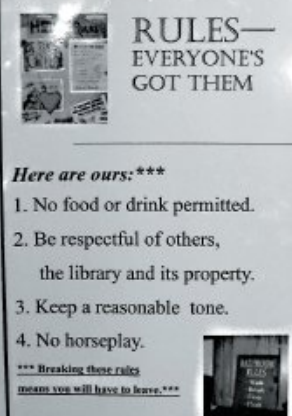
Many students are concerned

that they might not be allowed into the library, even though they need to work urgently. This does not seem to be the case, though. "We haven't had to force anyone actually to stay outside," Mrs. Clark told The Muckraker in an interview, and the librarians are "not going

place in the library in advance—in case the limits really are exceeded, but the need to study is dire. So far, only fourteen students have taken advantage of this service in the first ten days. "There's no need to reserve seats," Mrs. Clark comments this statistic.

When rules are reasonable and serve a certain purpose, there are only few people who object to them. The question that must hence be asked is, whether the situation in the library has indeed improved for the better. According to the librarians, there has already been an "incredible improvement." Not only is the library less crowded but also the "people that want to run around and make noise just don't bother coming in anymore" the librarians told The Muckraker.

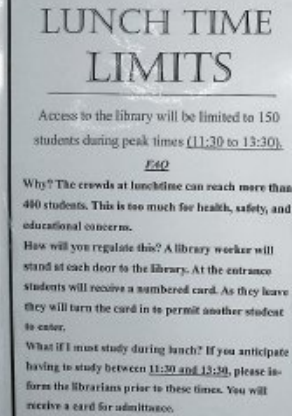
The bell rings for lunch. You can still casually walk to the library to sit and talk and "do email." The new rules won't stop you, but instead make sure that you'll find a cleaner and calmer library.



**Here are ours:\*\*\***

1. No food or drink permitted.
2. Be respectful of others, the library and its property.
3. Keep a reasonable tone.
4. No horseplay.

\*\*\* Breaking these rules mean you will have to leave.\*\*\*



**LUNCH TIME LIMITS**

Access to the library will be limited to 150 students during peak times (11:30 to 13:30).

**F40**

Why? The crowds at lunchtime can reach more than 400 students. This is too much for health, safety, and educational concerns.

How will you regulate this? A library worker will stand at each door to the library. At the entrance students will receive a numbered card. As they leave they will turn the card in to permit another student to enter.

What if I must study during lunch? If you anticipate having to study between 11:30 and 13:30, please inform the librarians prior to these times. You will receive a card for admittance.

to make anyone who needs to study stay out of the library." Additionally, there is the possibility of "reserving" a

## Eine Antwort auf „Ihr habt keine Ahnung!“

Benjamin Hofmann

Mit Blick auf den Titel stellt sich die Frage, wer „wir“ denn eigentlich sind, die wir alle keine Ahnung haben...

Dem Artikel muss in mehr als nur einem Punkt widersprochen werden. Im ersten Absatz schreibt der Autor, dass „die meisten in der islamischen Welt keine Ahnung“ hätten, was Pressefreiheit sei. Ferner schreibt er, dies sei nicht das Problem. In Anbetracht der Tatsache, dass Pressefreiheit stets ein guter Indikator für die Freiheit der Bevölkerung in einem Land ist, sollte die Feststellung des Autors durchaus besorgen.

Der Rest des Artikels liest sich hauptsächlich wie eine Schuldzuweisung an die „westliche Welt.“ Hier begeht der Autor genau den Fehler, der den Konflikt so unlösbar erscheinen lässt: bestimmte Klischees werden gefördert und nicht etwa kritisch hinterfragt. Warum es zu kritisieren ist, dass die Presse dagegen ist „irgendwelche rassistischen Bemerkungen insbesondere über Juden oder den Holocaust zu veröffentlichen“ bleibt unklar. Jedoch ist sich der Autor anscheinend bewußt, dass die Presse so etwas wie einen eigenen Willen besitzt. Würde diese anscheinend vorhandene Unabhängigkeit der Presse nicht aber auch nahe legen, die Schuld für die Muhammed-Karikaturen bei der Zeitung zu suchen, die sie zuerst abdruckte und nicht aber bei dem Westen als solches (wie genau sich dieser definieren lässt,

wird vom Autor offen gelassen)?

Der Vergleich mit „Verleumdungen der Juden im Dritten Reich“ ist vollkommen fehl am Platze, da die Karikaturen weder von staatlicher Seite, noch von weiten Teilen der Bevölkerung unterstützt wurden (hierbei ist zu unterscheiden zwischen einer Befürwortung des Abdruckens und des Inhalts der Karikaturen).

Der Autor geht sogar noch weiter als nur die westliche Welt als alleinigen Ausgangspunkt des Problems anzuerkennen: er schreibt die Idee der Demokratie habe die Werte vieler Kulturen niedergetreten. Wie lässt es sich dann erklären, dass z.B. in Europa nur mit dem Aufkommen der Demokratie eine friedliche Koexistenz verschiedener Religionen realisiert werden konnte, die jeweiligen Werte also ihren Weg in die Öffentlichkeit fanden? Der Satz: „Der westlichen Welt fehlt grundsätzlich und eindeutig die Einsicht und der Respekt gegenüber unseren Reaktion und der Wichtigkeit des Propheten Muhammads.“ ist irreführend in mehrerlei Hinsicht. Vor allem lässt er keine Ausnahmen innerhalb der „westlichen Welt“ zu, eine Mutmaßung, die angesichts der momentanen Kontroverse absurd ist, außerdem lässt er den Respekt gegenüber der „Reaktion“ und „der Wichtigkeit des Propheten“ verschwimmen. Das sind aber durchaus unterschiedliche Dinge.

## Opinion

# A Student's Concerns

David Slama

While studying for my Abitur exams, I had the opportunity to visit a lot of university libraries. In contrast to our high school library, I experienced a pleasant atmosphere, in which I could concentrate very well. Thus, I began to ask myself what it is that has happened to our library that it became a big aula, a music rehearsal room, or even a playground with people climbing on shelves or throwing books at each other.

There is, of course, not just a single answer to this question. After all, many factors have influenced this problem, starting with the fact that there are a lot of students in the school.

Apart from the increasing number of students, there has also been a change of personnel for the library. A few years ago, Ms. Stewart left our school after many years. As the older students may remember, it was very strict under Ms. Stewart; many of us were happy about the more "liberal" regulations, which were introduced when Mrs. Davis took over the job. In the beginning, it wasn't such a chaos as it is today.

Before going on, I must say that I never had any personal problems with either Mrs. Davis or Mrs. Clark; in fact, I quite liked them, but also a lot of things have happened, which made me very unhappy. For me, it all started last school year when the first article in *The Muckraker* appeared, criticizing the lack of a study atmosphere in the library. A teacher closely related to the staff approached the editors back then and gave an inappropriate response to the article, which had a well taken point. As a matter of fact, the chaos that was mentioned in that very article is now one of the main arguments for having introduced the recent regulations.

At the beginning of this school year, a new rule was imposed. All of a sudden, students had to purchase a library card for 5 euros in order to check out books. Where this money goes to remains dubious even today. In the beginning, it was said that the library

needs to buy new DVD cases. Later it was explained that these cards have to be made because students were checking out books with other students' numbers. Furthermore, it was said that it would cost a lot to make barcodes for these cards, as things would have to be ordered from Staples. I can't really imagine that it costs 5 euros to make a barcode, although if the money is invested in the right way, I wouldn't mind it. But since then, new cabinets for DVDs have been purchased; looking at the DVDs the library offers today, I really doubt that these have much educational value.

The current situation is that students refuse to pay for the library cards and take the books home without officially checking them out, which I can perfectly understand. Not too long ago, I was searching for a book, which was not there, although the card catalogue registered it as "In". Mrs. Clark then told me that there seems to be a problem with books disappearing. When I told her what students are doing, she ended the conversation by saying that these people are "thieves". From this point on the discussion was ended, leaving no chance for any serious argumentation. It is because of the library cards that such problems have happened.

There is another problem with the library at the moment, however. The librarians finally seem to have agreed that the library has turned into a second Aula. In my opinion, the students are mainly to blame. As students, we have to understand that the librarians cannot clean up the trash we leave behind. In that respect, I completely agree that there should be no eating and drinking in the library, also because mice were recently found in the library. However, you cannot refuse students the entry to a facility they need to use for studying. Especially those who have their AP or Oral Abitur exams need to be able to access the library. Thus students supporting the recent 150 people regulation should really show more under-

standing towards their fellow students. Instead, these are the ones standing in the entrance trying to enforce this rule. As I have observed over the past weeks, students who "work" for the library can come in any time even if they are not working.

Another problem that leads to loud voices of complaint is that all these regulations are not being held by the librarians themselves, who should act as role models. Having extremely loud conversations and even installing a kitchen in the library, they cannot honestly ask students to be quiet and to not eat. Finding this hypocritical, students refuse to abide by these rules. Whenever the librarians couldn't handle the situation, Dr. Olderog was called. He had an open ear for the students and understood a lot of the complaints. Furthermore, he said he can't understand why the librarians find it so hard to argue with us because he has had very good conversations with the students. He said that he will convince the librarians not to cook in the library and that he would have to take the grill out if they do not follow the rules.

A lot of complaints have been made among the students, regardless of grade level, about the methods used by the librarians; the librarians need to rethink about how to approach students. Being considerate, un-hypocritical, reasonable in tone and argumentation might be the first step.

I hope that the communication between the staff and students can be improved. My intention of writing this is not to cause more anger, but merely to express why many students like myself are very unhappy. This doesn't mean that we don't want a change. The students should be actively involved in this improvement, because it is in the end it is a library for us students. The staff is only employed to administer it. The sometimes rebellious acts by the students are an expression of unhappiness and are meant to make others reconsider their policies.

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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Staff

## Opinion

# Glasnost for Beginners

Jesse Andersen

As a student who has attended the John-F-Kennedy School for 14 years, I have been able to follow the development and the progress the school has made. But like everything, even our school has made mistakes. This is by no means an evaluation of the administration, but merely a personal observation. However, I am distressed with the ongoing deterioration of our high school library.

The library has become a new synonym for chaos. Books are scattered all over the floor; children are sitting or playing tag between the book shelves and screaming, thus making it impossible for students to study in the library. This situation reached a climax last January during the 13th grade Abitur. But now it has become an even more critical problem, because we are being limited in our ability to perform research on our cultural research projects for English. Not only are we only granted limited access due to an "Axe Click counter," but the librarians do not provide assistance to the students with their research. Furthermore, they had removed the microfiche readers from the library and with them 50 year's worth of journalism. This was only remedied when a teacher from the English department took her own students down into the basement to teach them how to do research with the microfiche. Although these may seem to be problems of old, they are still present in one form or another.

Since March 6th 2006 new rules were instated to alleviate the mismanagement of the library. This countermand was just as radical as the termination of all the library rules following the retirement of Mrs. Stewart. Through this act, the library was proclaimed "liberated and loose," which ended in absolute chaos, and the ultimate reimposition of the rules. The loosening of the rules caused a rodent problem in the library. We now have mice running in and out of the library staff room. As a student, I was against the new liberalized food and drink rule, because I knew it would be hazardous for the books and the physical appearance of the library. Yet now, even after the prohibition of food and drinks in the library, it still smells of cooking food. This is because the library staff continues to cook in the library staff room. A group of students addressed this matter with one of the library personnel and she replied that they need to eat and that the staff room is now open to all students, as well. This is unacceptable! The room is not their personal kitchen but merely a room in which they can make their coffee and tea! And as long as they continue to

cook and store food in the library, the mouse problem will remain. Furthermore, the covering of the door with a paper shield while continuing to cook and break the no-food rule in the library, presents a model for disrespect for school rules. But the mouse problem is only one of many.

A more profound matter is the fact that the librarian brings her daughter into the library and uses it as a daycare center. Children, who are not in the High School, are required to get a written permission slip to access the library. As she is not even in pre-school yet, I believe that she should be placed in a daycare center. She has contributed equally to the rodent problem; she has spilled drinks and dropped food like the students have. Furthermore, she scatters her toys in the passage way of the library. Her presence makes studying impossible to a majority of the student body. Once the child is in daycare, the opening and closing times of the library should not be predicated on her hours there. Our school is full of parents that manage to fulfill their professional duties and the parenting of their children. The librarians need to understand that they are expected to work their full shift, e.g. from eight am to three pm, and not from nine am to two pm when they feel like it, because a majority of the students feel that the library could be open longer so that they could have the possibility of doing more research even after their school day has ended. Perhaps the library staff could find an arrangement, in which the library could be open from seven thirty in the morning till four in the afternoon. They could, for example, stagger their workday to cover longer opening hours. This would allow students to have maximum access to the resources in the library.

Another concern are the library cards. Students are charged five euros a year for a library card, which allows them to check out books. This has created a tragic situation, because it has ironically encouraged students to steal the books instead of checking them out. Furthermore, the students do not know what is done with their money, because the funds are regulated only by the librarians. I would like to assume that there is some control over the allocation of the collected funds. Teachers are required by German law to submit a written declaration to the administration itemizing the dispersal of larger sums of money.

Therefore, I address all students and all parents to take action against this distressing situation. As a single student I am powerless, but to-

gether we can make a change. This is not a personal aspersion or willfulness on my behalf, I am merely hoping for the solidarity of the student body to re-discover and reclaim the library as the valuable resource that it once was and should be.

## We Feed the World

Dominique Rose

Eine LKW-Ladung Brot kommt in den Müll. Mit diesem Bild und der Information, dass an einem Tag in Wien soviel Brot weggeschmissen wird, wie Graz verbraucht, beginnt Erwin Wagenhofers aktueller Film „WE FEED THE WORLD.“

Unverbrauchte, zum Großteil noch verwendbare Lebensmittel machen ein Viertel des Wiener Restmülls aus. Da ist es gar nicht verwunderlich, dass es weltweit genug Nahrung gibt um 12 Milliarden Menschen zu ernähren und dennoch 852 Millionen Menschen hungern.



Ich konzentriere mich auf den Film, will alles aufschreiben und nichts verpassen. Daraus wird nichts. Ich kann nicht anders als fassungslos auf die Leinwand zu blicken.

Ein Kilo Erdbeeren aus Israel importiert verbraucht 5 Liter Erdöl, ein Kilo Erdbeeren aus der eigenen Region lediglich 0,2 Liter. Eine neuseeländische Kiwi legt 20 000 km auf dem Schiff, sowie über 1000 km auf der Straße hinter sich bevor sie im heimischen Supermarkt landet.

In Entwicklungsländern sind ca. 2,5 Milliarden Menschen direkt von der Landwirtschaft abhängig. Reiche Industrieländer verkaufen überschüssige Agrarerzeugnisse auf dem Weltmarkt mithilfe von Exportsubventionen und drücken so die Weltmarktpreise. Auf dem Markt in Dakar, Senegal, kostet europäisches Obst und Gemüse nur ein Drittel der einheimischen Preise.

Ich hatte das Glück, den Film bei einer Sondervorführung mit anschließender Podiumsdiskussion zu sehen.

Feed... continued to page 8

## Opinion / Culture

Feed... continued from page 7

Joachim Weckmann, Bäcker und Chef des „Märkischen Landbrotes“, erzählte von Biobäckern, die Brot auch noch am 2. und 3. Tag verkaufen, da, was ich als modernes Stadtkind nicht wusste, frisches Brot nur zu 20% und älteres Brot (vom 4. Tag) zu 80% vom Körper verwertet werden kann. Außerdem betonte er die Wichtigkeit, FÜR eine Sache zu kämpfen statt immer nur gegen etwas. Renate Künast, ehemalige Verbraucherschutzministerin, sprach von der Veredelung von Pflanzen(Viehfutter) zu Fleisch, bei der nur ein Zehntel der Nährwerte übrig bleibt. Und Herr Lütge, Vorstandsmitglied von „transfair“, betonte, dass Konsum ein politischer Akt ist.

Der oftmals undurchsichtige Weg zum Nachhaltigen Konsum ist nicht leicht zu gehen. Aber der Film „WE FEED THE WORLD“, der am 27. April ins Kino kommt, ermuntert, einen ersten Schritt zu tätigen. Auch wenn es nur der Griff zur Bionade statt zur Fanta ist.

## Top 10 Reasons You Know It's Spring

Linnea Kreibohm

10. The sun shines when you come to school and when you leave school (even on your crazy 10 hour school day).
9. The park starts looking like a viable alternative to the library.
8. The lunch ladies start selling ice cream again.
7. Rain drops keep falling on your head.
6. You can actually see the grass in front of your classroom again.
5. Skirts keep getting shorter and shorter.
4. You think it's OK that Woolworth has its spring decoration up.
3. Flip-flops definitely win over UGGs.
2. Herr Verteiler's room is warm.
1. Dr. McDaniel's song from the teacher talent show makes sense.

## Elementarteilchen

Adrian Nothnagle

Der Film erzählt die Geschichte zweier ungleicher Brüder. Zum einen ist da der extrem deprimierte Bruno (Moritz Bleibtreu), ein Gymnasiallehrer mit unerfülltem Liebesleben. Sein Bedürfnis nach Sexualität und Zuneigung geht so weit, dass er sogar versucht, eine seiner Schülerinnen zu nötigen. Nachdem dieser Annäherungsversuch kläglich scheitert, landet er wegen akuter Selbstmordgefahr in der Psychiatrie. Dort erzählt er einer Ärztin (Corinna Harfouch) von seiner unglücklichen Kindheit.

Seine Mutter (Nina Hoss) ließ ihn in frühester Kindheit im Stich, um gemeinsam mit anderen Hippies nach Indien zu ziehen. Von da an wohnte Bruno bei seinen Großeltern, die beide noch vor seiner Pubertät starben. Er erinnert sich an einen peinlichen Ausflug mit seiner Mutter in eine Hippiekommune, der ihm die Oberflächlichkeit und Verantwortungslosigkeit seiner Mutter verdeutlichte. Was seine Mutter für „Freie Liebe“ hielt, empfindet er als pure Perversion. Seitdem säuft er nur noch und macht seine Mutter und die gesamte 68er-Generation für sein Unglück verantwortlich. Sein Hass auf die politische Linke hat aus ihm einen Reaktionär gemacht. Er schreibt Texte, in denen er sich abschätzig über „die Neger“ äußert. Ein Lektor liest die Manuskripte und weigert sich, sie zu veröf-

fentlich mit der Begründung, dass „das Dritte Reich zuende ist“. Doch eigentlich bewundert er sie und weist Bruno darauf hin, dass „alle großen Autoren Reaktionäre waren“, eine Anspielung auf den unterschweligen Rassismus unserer Gesellschaft. Trotz seines Hass auf Hippies, besucht Bruno ein New-Age Camp, wo er sich allerdings einsam fühlt, bis er die Bekanntschaft der ihm seelenverwandten, aber zutiefst unglücklichen Christiane (Martina Gedeck), macht. Nach zahllosen Affären und One-Night-Stands, wird ihm klar, dass er nie zuvor eine Frau so intensiv wie Christiane geliebt hat.

Die Bekanntschaft seines gänzlich anderen Halbbruders Michael (Christian Ulmen, bekannt aus der MTV-Sendung „Unter Ulmen“) macht Bruno erst in seiner Adoleszenz. Dieser interessierte sich schon damals für Mathematik und Forschung. Er ist in das Nachbarmädchen Annabelle (Franka Potente) verliebt. Auch sie empfindet Gefühle für ihn, doch aufgrund seiner Verklemmtheit und Scheue kommen sie nie zusammen. Jahre später ist Michael gerade damit beschäftigt, einen Menschen zu klonen, der keinerlei sexuellen Bedürfnisse empfindet. Zufällig läuft er Annabelle über den Weg und sie entsinnen sich gemeinsam ihrer Jugend. Erst dann schlafen sie miteinander. Michael ist ein gefühlskalter Mensch, der sich

weder von der verbabscheulichen Umbettung des Grabes seiner Großmutter noch von der Liebeserklärung einer Frau emotional berühren lässt.

„Elementarteilchen“ ist die lose Verfilmung des gleichnamigen Bestseller-Romans vom französischen „Skandalautor“ Michel Houellebecq. Er wirft Fragen auf, die nicht eindeutig zu beantworten sind. Sind unsere Erziehung und somit unsere Eltern für unser Scheitern im späteren Leben verantwortlich? Sind Kriege und alles Schlechte auf der Welt das Resultat sexueller Aggressionen? Wären die Menschen ausgeglichener und friedlicher, würden sie nicht von sexuellen Trieben gesteuert? Ist Bruno und Michaels abnormales Verhalten symptomatisch für unsere Gesellschaft?

„Elementarteilchen“ ist hochkarätig besetzt. Alle Schauspieler, darunter Moritz Bleibtreu, Christian Ulmen, Franka Potente, Marina Gedeck und Nina Hoss, beweisen außergewöhnliches schauspielerisches Können. Regisseur Oskar Roehler und Produzent Bernd Eichinger ist ein ausgezeichnete Film gelungenen, der den Menschen noch in ferner Zukunft als bewegendes Zeitdokument der Probleme und Gefühle der Menschen im frühen 21. Jahrhunderts dienen wird.

## Fun

# The Inside Man

*Boin Cheong*

It seems like a normal day in the crowded lobby of Manhattan Trust, a Wall Street branch of a worldwide financial institution when four people in painters' outfits enter the scene. Unexpectedly, however, these painters begin to lock the doors, blind the hidden video cameras, and cry "Lie down and don't move!" The costumed robbers then order the 50 customers and staff to move down to the basement, to hand in the cell phones, keys, and other valuables and to undress. Within seconds, these hostages are given the exact same costumes, masks, and sunglasses as the robbers themselves.

While this is happening inside the bank, a nearby patrolling police officer finds it rather awkward that the bank entrance is locked. When he pangs on the door, one of the robbers tell him to go away. The police officer retreats from the scene and notifies the NYPD of the critical situation. Shortly afterwards, the hostage negot-

iators Detectives Keith Frazier (Denzel Washington) and Bill Mitchell (Chiwetel Ejifor) arrive at the bank and try to speak with the leader of the robbers, Dalton Russell (Clive Owen) in order to



ensure safe release of the captured. Yet surprisingly, the robbers don't seem to be interested in the money at all. They even ask the police to provide enough food and drinks for the hostages.

When the Detectives Frazier and Mitchell begin to assume they

are on the right track, Madeline White (Jodie Foster), an intelligent power player, enters and makes secret deals with Russell. It turns out Russell, an extremely canny opponent, is only after discovering a hidden past of the owner, Arthur Case (Christopher Plummer). Even after getting his hands on the precious piece of evidence, Russell, with a meticulous plan to confuse not only the hostages, but also the police, does not immediately leave the building. At then end of the 129 minutes of a seemingly never-ending cat-and-mouse game, the audience is faced with an unexpected ending...

Although the movie might first sound like an ordinary action movie, you will be surprised at the end of the unusual circumstances in the movie. As the movie only came out last week, you should definitely have enough time to go by the movies to check out what Denzel Washington has to offer in New York Wall Street area.

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

## Sudoku

*Boin Cheong*

In order to solve this sudoku puzzle, treat the two 3 x 3 puzzles as two independent ones. You have to fill in the boxes so that every row, every column, and every 3 x 3 box contains all digits from 1 through 9. **Have fun!**

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

## Poetry

### Comparative Interpretation: Here's where I'd start!

Tommy Schneider, 8b

The poems "Bird of War" by Faith Laughton and "Hungerstreik" by Adele Grundig reflect a growing chasm in the way JFKS views and processes America's current international involvements. While Adele implicitly points out an alleged cowardice, hypocrisy, and failure of the US campaign to defend democracy, Faith argues that the US actions were heroic, earnest, and successful.

To begin with, the accusation of cowardice is neatly encapsulated in Adele's image of the "Spiegelei"(2)—the intervention, it is implied, might seem brave; at the heart of it, though, it is a show of "yellow" cowardice. Faith, by comparison, in employing the patriotically and mythologically connoted "Eagle"(passim)—the eagle of course being both the symbol of America and Zeus—conveys a sense of heroism. This choice is emphasized by the abundance of exclamations (4, 8) and the driving, almost militaristic, meter.

A further contrast lies between Adele's accusation of hypocrisy and Faith's emphatic claim of sincerity. In "Hungerstreik", the harsh reality of suffering and ensuing religious radicalization in Afghanistan following the invasion, described in lines 3 and 4, is contrasted with the image of the fried egg, with its glitzy propaganda connotation of "sunny-side up". The almost taboo-breaking assertion that a Christian should be working in the devil's kitchen strengthens this allegation. Faith, analogously, reverses the continental European impression of American insincerity by figuratively depicting the "feeble fools [who] did not reply"(5), i.e. the European literati, as "Hidden in their books"(6). To Faith, then, the European reaction is hypocritical: they assert their opinions (as embodied by the books) not out of conviction, but merely out of a need for safety, as suggested by the words "feeble"(5) and "Hidden"(6). The US, on the other hand, earnestly and steadfastly sticks to its core values, as suggested by the capitalization of the three terms in the last line—"Peace, Liberty, and Grace"(14)—which is reminiscent of the US Constitution.

The diverging success-assessments constitute a final difference between the poems: Adele's use of the catachrestic image of burning the "täglich Brot"(6)

### Bird of War

Faith Laughton, 8d

Eagle, with his cunning eye,  
Soaring in the skies up high,  
Spied a nest of crooks.  
Eagle, pierce thine battle cry!  
But feeble fools did not reply,  
Hidden in their books.  
Spangle, o banner—  
Drum, roll and rattle!  
Eagle, be brave  
As you dive into battle.

Arid plains and stormy heights  
The Eagle had to face.  
And having won, he laid an egg:  
Peace, Liberty, and Grace.

### Hungerstreik

Adele Grundig, 8c

In Guantanamo ist das Essen frei.  
Samstag, Sonntag: Spiegelei.  
In Afghanistan hingegen  
Futtert man von Gottes Segen.  
Und manch ein gläubiger Christ hat, wie bekannt,  
In Teufels Küche unser täglich Brot verbrannt.

in the "Teufels Küche"(6) cryptically suggests that the war has been a failure (wasted, destroyed bread) and has brought the naïve "gläubiger Christ"(5) into some "hot water"—an equivalent to the German proverb of the devil's kitchen. Faith, on the other hand, depicts the aftermath of the US interventions as one ripe with possibility: the Eagle, symbolically, lays an egg.

That Adele should have used the image of a "Spiegelei" to ridicule the American-led operations is a purely coincidental irony which neatly epitomizes the disparity between these two poems: one egg is to be consumed in degrading conditions—what better metaphor for the Halliburton-jeer?—, the other is to hatch into a mascot of peace and prosperity. In the words of my history teacher: "Inch'Allah!"

Comments, Replies?

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