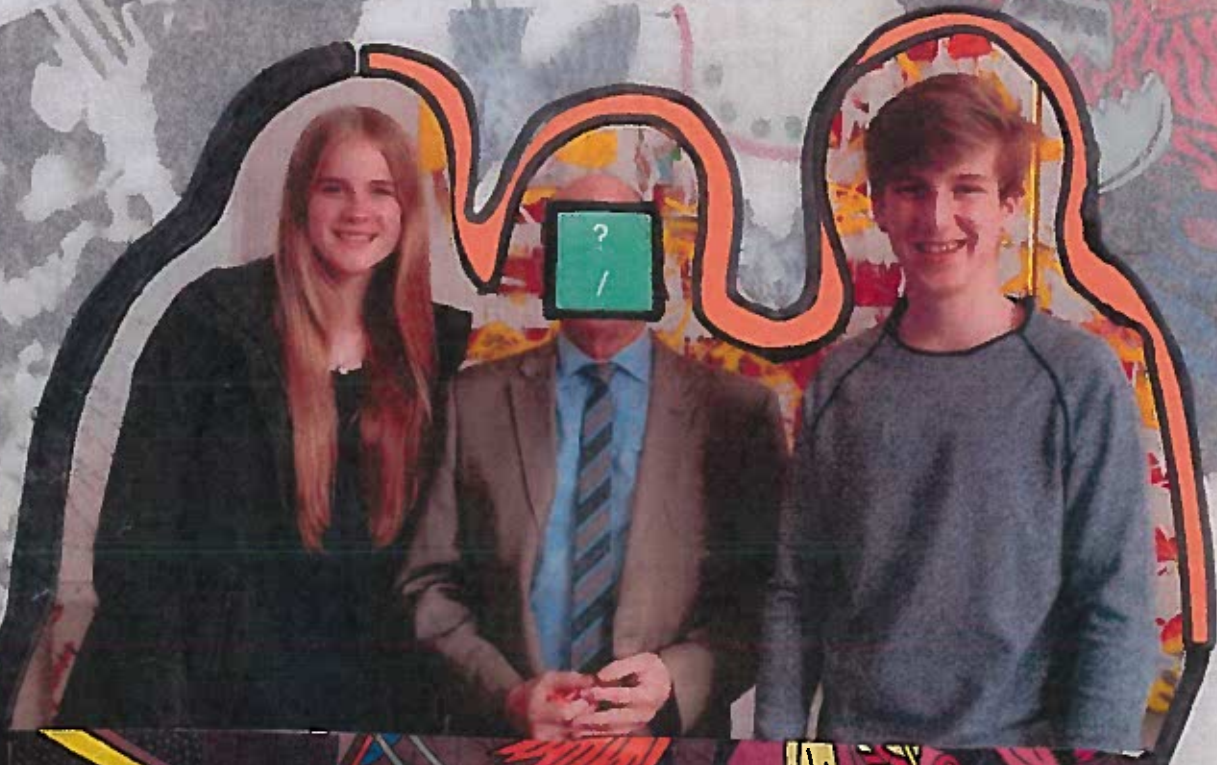


T H E
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Nepal Earthquake
The Pink Tax
Trip Week Lookbacks
U.S. Elections: Hilary Clinton

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Nepal Hit by Multiple Earthquakes



By Ayan
Tewari

More earthquakes struck Nepal on Tuesday, killing dozens of people as the Himalayan nation was still mourning its dead and just began to recover after a massive temblor in April left more than 8,000 dead. According to the U.S. Geological Survey a magnitude-7.3 quake hit at midday in a mountainous area east of Kathmandu, near Nepal's border with China. That was followed by a magnitude-6.3 event about 30 minutes later around 15 miles south, and a number of smaller aftershocks. The epicentre of the April 25 earthquake, which registered a 7.8 magnitude, was west of the Nepalese capital. As of Wednesday morning, 65 people were confirmed dead and 1,926 had been injured, according to Lakshmi Prasad Dhakal, a spokesman for Nepal's home ministry. In the capital, homes, guesthouses and at least one school collapsed.

U.S. military officials on Tuesday declared a U.S. military helicopter missing, saying the Huey with six U.S. Marines and two Nepalese soldiers aboard was last seen conducting humanitarian assistance over rugged terrain near Charikot in north-eastern Nepal. Officials couldn't confirm whether the helicopter had crashed. But as hours passed without contact from its crew or sightings in a continuing search, officials grew more pessimistic. In India, at least 17 people died and 39 were injured in Tuesday's quakes, said Kuldeep Singh Dhatwalia, a spokesman for the country's home ministry. China's



Xinhua News Agency said at least one person died and two others were injured during landslides in Tibet's Gyirong County, where a pass to Nepal had been made passable only this week, after a 13-day effort to clear it after April's quake.

Tuesday's quakes, like last month's, wrought extensive destruction in Nepal's hilly countryside. Brian Kelly, a humanitarian coordinator for the International Organization for Migration, was in the town of Chautara, in hard-hit Sindhupalchowk district, on a soccer field where international groups had set up temporary offices and a relief camp for families from last month's temblor. Tremors on Tuesday were felt as far away as New Delhi and Dhaka, Bangladesh's capital. No one was at Mount Everest's base camp, said Tulsī Prasad Gautam, head of Nepal's Department of Tourism, adding that the government had evacuated the popular trekking region of Langtang on Monday. April's earthquake triggered a deadly avalanche at Everest and landslides that buried an entire village in

Langtang. The latest destruction came as search-and-rescue operations related to April's earthquake were winding down across Nepal, though some relief missions, including ones led by the U.S. and Indian militaries,

were still working to get food and shelter to affected areas.

Before Tuesday's quakes, the U.N. had been asking for \$423 million in donations to help rebuild Nepal. As of Monday, only 10% of that had been received.

"When an earthquake occurs, the area on the fault surrounding the region that ruptured is highly stressed and is brought closer to failure," said Richard Walters, an earthquake geophysicist at the University of Leeds in the U.K. "Therefore the chance of more earthquakes happening in this same region is increased."

The additional damage from Tuesday's quake means that large aftershocks are likely to continue for days or even weeks. That may further weaken buildings and cause landslides and avalanches, according to Sandy Steacy, head of the School of Physical Sciences at the University of Adelaide in Australia. There are a variety of organisations (Red Cross, Save the Children, UNICEF etc.) that are aiding Nepal; however, they need all the donations they can get. We urge you to donate as much as you can to these organisations.



By Paul
Nowak

Trip Weeks



By Nathaniel
Beardsley

8th Grade

On Monday we went to the hotel and the teachers gave us instructions and rules to follow there. Then we went to our rooms, which were like mini apartments inside the hotel, which I find a bit funny. After we settled in we went on a boat that was like a restaurant on water. After visiting a park we went back to the hotel and one person from each room went to the store with two teachers. Sadly the store ended up being closed. Then at 10 pm we went to our rooms, but we were allowed to stay up late if we were very quiet. Then on Tuesday we woke up at 7:00 and got dress. We all ate breakfast and then got on the bus to go on a visit to some caves. The caves, which we visited as part of a science project, were very small at the beginning, but then they got bigger at the end of the tour. Then at around nine we went on a hike in the Bohemian Paradise, which is a nature reserve in the Czech Republic. Then somewhere around eleven or twelve we went back to the hotel and had dinner. On Wednesday there were two groups that did different activities. So group two went to visit a famous building that was inspired by the Eiffel tower. Then we went to the playground which had a hammock made out of ropes. After that we went to the Hard Rock Café; unfortunately most students did not like the music it was old, but the food was good. Then we went to a gift shop and I bought a pack of cards to play with at the hotel. On Thursday we visited a clock, about which I did the tour-guide speech. Then we went to the mall which we got same games. Then we went to a park to play soccer, but the soccer ball went into the river a couple of times. Luckily we got the soccer ball back, as some people who were on paddle boat fished it out of the water and gave it back to us. On Friday while we were in the bus on our way back to Berlin, a branch hit the bus and cracked the window on the top floor of the double decker. We had to exit the bus and waited until the police said it was safe to keep driving. After what felt like hours the police said it was safe to go, as long as the bus driver doesn't drive above 80 kilometers, in which case the whole glass would break. Fortunately we arrived back in Berlin safely and overall the trip was a success.

Other destinations:

Grade 6- Waddewitz/Wittfeitzen, Grade
7- Mirow, Grade 10-London

9th Grade

The grade 9 trip week involved lots of hiking, rappelling, camping, and other fun activities. The highlight of the week was the expedition, a 2-3 day hike which students planned themselves. They were divided into several teams that covered different areas of the expedition: cooking, navigating, equipment managing, and leading group that organized all the other groups. Once the teams were ready, they left to go on their journey through Saxon Switzerland.

One night was spent sleeping under an overhang on top of a cliff by two of the teams, with no access to the conveniences the students were used to having in everyday life, such as bathrooms, running water, and cell phones.

One day the students rappelled down a rock face about 25 meters high, something many of them had never done before. Nonetheless, almost all of them conquered their fears and did it.

Although many people were extremely hungry by the end of the ordeal, it was still a trip that surely many 9th graders will be looking back upon with good memories.

The week was led by Outward Bound, a non-profit organization that has bases worldwide and teaches young people skills such as leadership, teamwork, and basic outdoor education. At the end of the week, after the students had all successfully made it back to the base, everyone wrote a reflection in which they described what they had accomplished during the week. Overall, everyone gained new experiences, made new friends, and, most importantly, had fun.



9th Graders on their hiking trip

US Elections 2016-Hilary Clinton's Second Try

By Darya Guettler

Preparing for the upcoming presidential election in 2016, candidates running for the position of the Commander in Chief have already begun to set up their campaigns and make themselves known to the voters of the United States. By November 2016, President Barack Obama will have completed his full two-terms of presidency, so he would not be able to run for the third term. At this point, two Democratic and six Republican candidates have stepped forward and officially stated their candidacy.

Among the Democrats running is Hillary Clinton, the

capable of making history.

Mrs. Clinton has the opportunity to take advantage of the current climate of feminism circulating the globe. The New York Times has speculated that Mrs. Clinton has a slight edge when it comes to female, young and Hispanic voters, as she has already expressed her support towards these minority groups. Additionally, Mrs. Clinton's campaign is projected to cost around 2.5 billion dollars, which is expected to be comfortably funded by the generous donations of her strong support base.

The Republican Party represents a larger portion of the contenders. While six candidates have officially announced their candidacy, it

is likely that another seven will announce their campaigns as well. The Democratic Party, which has two official candidates, may gain another possible three.

Carson, Ted Cruz, the US Senator of Texas, Rand Paul, the US Senator of Kentucky, Marco Rubio, the US Senator of Florida, Ben Carson, former director of pediatric neurosurgery at John Hopkins, Carly Fiorina, the former CEO of Hewlett Packard and Mike Huckabee, former Governor of Arkansas. Probable further Republican candidates are Jeb Bush, Rick Santorum, Scott Walker, Chris Christie, Rick Perry, Lindsey Graham, and Bobby Jindal. The Democratic contenders who have officially announced entering in the race are Hillary Clinton, and Bernie Sander, the US Senator of Vermont. Anticipated candidates are Jim Webb, Lincoln Chafee and Martin O'Malley. Debates will begin from August 6th 2015 on. Exact dates for general debates have not been released yet. The Paw Print will keep you updated on projections and information on this exciting presidential election.



THE DEMOCRATS



former first lady and Secretary of State under President Obama, who ran for the party nomination in 2008. Mrs. Clinton had faced some challenges during her campaign in 2008; some of those were directed towards her political experience, her husband's presidency and her ability to lead a country as a woman. Yet, Mrs. Clinton has decided to run again, and prove herself as a formidable candidate who is

Therefore, out of a total possible 18 candidates, 13 will be Republican and five will be Democrats. The Republican contenders who have officially announced are

THE REPUBLICANS



UK Elections Scotland's perspective

Scotland on the verge of becoming a one-party state following unanimous vote, as Conservatives retain their leadership and the Labour party plummets to a historic defeat.



By Justinus
Steinhorst

With a slender majority of 331 of 650 seats, David Cameron and the Conservatives have emerged as the ruling party of the United Kingdom. In the national elections held on Thursday May 7th, the weak-scoring Labour party lost 24 seats, lowering them to a meagre 232 seats in the House of Commons. With the inadequate results of the centre-left party following the exit polls, the opposition was unable to prevent the Conservatives from securing the required 326 majority to form an independently ruling government in Parliament. Following the crushing defeat, Labour Party leader Edward Miliband consequently resigned from office, taking "absolute and total responsibility for [their] defeat."

Amidst this seemingly overwhelming victory of the Conservatives, member nation Scotland is left in dismay, after citizens unanimously vote the Scottish National Party into the House of Commons. With a daunting 56 of 59 seats, the historic result of the SNP places Scotland on the verge of becoming the world's first democratic single-party state. However, when combined with England's, Northern Ireland's and Wales' votes, the SNP influence will be limited, as accumulatively, their share of the Parliament will be a meagre 8.6% of seats. With the SNP's formidable 'landslide' victory in Scotland, wiping out both the Labour Party and Liberal Democrats, Scotland was able to

exhibit its rising influence and prove their austerity to London. In what will now be an extremely strategically onerous task, David

conclusions." Furthermore, Sturgeon added "How David Cameron, his government and the Westminster system choose to respond to the



Prime Minister David Cameron (left) and Nicola Sturgeon (right)

Cameron and the Tories will now be forced to open their ears, and take the SNP's demands seriously. On a scale of the entire U.K., the SNP's power might still be insufficient in becoming a direct threat to the Conservatives. However, Cameron will now be compelled to incorporate their politics, in the hopes of rehabilitating Scotland's ties to the rest of the United Kingdom.

In September of 2014, Scotland made the decision to stay a part of the United Kingdom, with an immense 84.6% turnout voting 44.7% voting in favor of independence and 55.3% against. Now, just eight months later, a second referendum is seemingly inevitable. SNP leader Nicola Sturgeon warned that if Westminster "carried on regardless" Scottish voters would "draw their own

message Scotland has sent will be crucial to how we move forward." In regards to this statement, a step in the wrong direction might have already been made, after David Cameron, in his election campaign, promised a referendum on the UK's membership in the European Union, which could now be held as early as 2016. Scotland, tending close bonds with the EU, would likely once more have their views misrepresented, due to the rest of the United Kingdom conflicted view of an exit out of the EU. David Cameron's answer to Scotland's demands will be crucial in shaping their future relations, however, at the moment the Scots are faced with a tough call; stay in the UK and risk leaving the EU, or leave and take their own stand?

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When: June 13th, 2015 11:00 - 15:00

Where: BBIS Campus -- outside of the Bluebox (School entrance)

Price for table: 20 euro

Each table owner keeps the proceeds from their sales.
Every 20 euro table fee will be donated to Doctors Without Borders (Médecins Sans Frontières).

To sign up, contact:

Jacqui Johnsson (11A) at johnsson98@yahoo.com

You can find out more information about the organisation at <http://www.doctorswithoutborders.org>

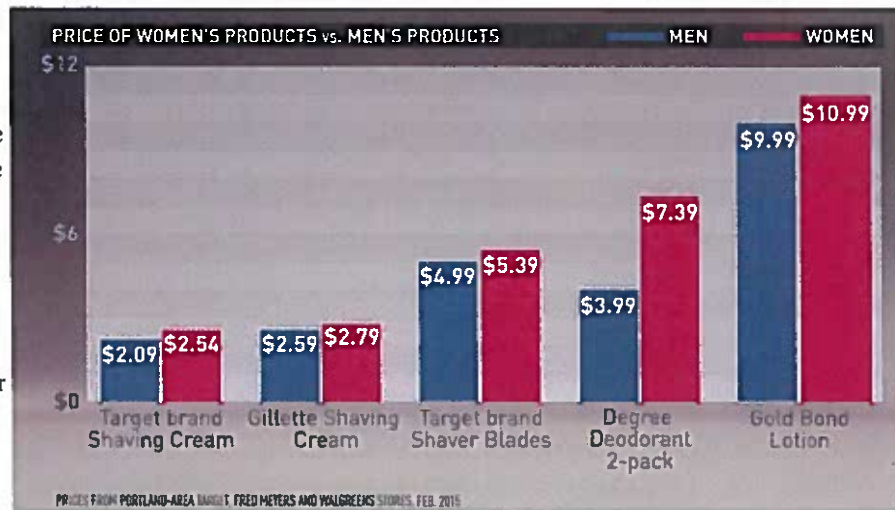


The *Pink* Tax



By Inga Filipiak

In November 2014, the Feminist Movement, Georgette Sand, condemned the French supermarket chain Monoprix for selling female goods at a higher price in comparison to those for males. The huge discrepancy in disposable razor prices, where 10 blue razors were priced at €1.40 and a packet of 5 pink razors at €1.80, sparked a petition of around 30000 signatures urging the French Parliament to take action in the injustice taking place. Despite these precautions, woman's tax – otherwise known as pink tax – still seems to play a pivotal role in the marketing strategies of large-scale supermarket brands and TNC's. For decades, feminist movements have positioned their focal point on reducing the wage gap, which still remains in a frightening state: in 2015, the Institute for Women's Policy Research (IWPR) published their yearly report, claiming that females only earn 79.2% of a male's income. Nevertheless, it seems that there exists a secondary variable that



puts a significant strain on the bank balances of females: the pink tax. The worst part, however, is that these price adjustments are ultimately inescapable; the tax stretches across the most daily necessities, such as shampoos, clothes and hygiene products. In addition, daily services also seem to comprise high levels of gender-based price discrimination, of which the most obvious example is hairdressers. Because females tend to be frequently associated with beauty, hairdressers take advantage of this stereotype and seemingly slip an extra charge into the price, causing women to pay an average 57% more for a haircut than men. In other

money.

Over the years, gender-based discrimination has become so severe that it has been deemed illegal in some countries and states. The state of New York, more specifically the Department of Consumer Affairs, has implemented a series of conducts that declare any level of pink tax as illicit. Despite these regulations, the state still published 200 known cases of violations of these rules, inferring that the global market continues to overrule the attempts of governments.

The reason for pink tax being allowed to persist and evolve in most societies is due to the strategic design of most stores: the separation of female versus male aisle. This arrangement makes gender-based prices seemingly less noticeable to the public, allowing brands to escape any prosecutions from their buyers. Whilst the gender gap is gradually narrowing, many sceptics claim that the global gender pay parity will only be reached by 2058, and with females still paying an annual average of €1200 more for their products, this year will unlikely decrease.



words, women are susceptible to pink tax due to the millions of clichés that highlight an alleged obsession with spending

Berlin Demonstration: Day against Transatlantic Trade and Investment Partnership

On May 20th Berliners took to the streets around Brandenburger Tor to protest against the transatlantic trade and investment partnership (TTIP) that is currently being drafted between Europe and the USA.



By Rasmus
Haure-
Petersen

The TTIP at first glance appears to be a simple economic agreement between Europe and the USA which would allow and encourage further free trade and add more jobs to both markets by removing non-tariff barriers between the two continents.



Loomis Green (US), Gianfranco Coppola (Italy), Christina Barzi (Italy), Antje Rux (Germany), Lionel Haas (Germany) performing Italian Swing jazz at the demonstration against TTIP.

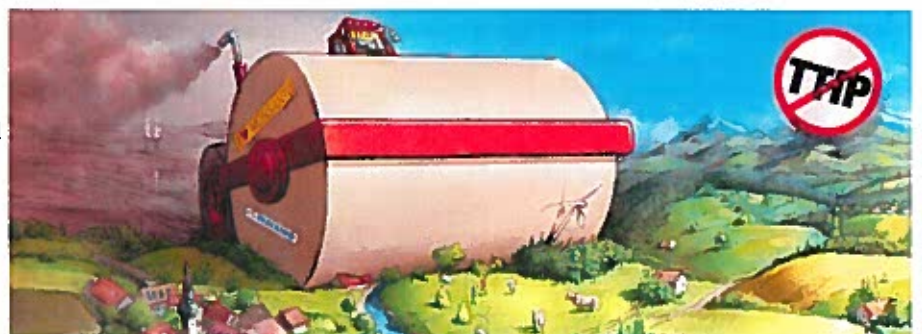
However, the effects of such an agreement are far more encompassing than a mere increase in corporate power, and it the potential results of this agreement which brought our very own Martin Milner, the rock-star music, economics, history, and ToK teacher, out to join the demonstration last Wednesday. The demonstration was organised by Antje Rux, a classical singer (soprano) and the vocal coach here at BBIS, and involved a number of singers and musicians who performed at the event. Most participants of the demonstration were there for the following reasons: Through today's globalised society

corporations have become more powerful than our elected politicians in some cases. Whilst this isn't necessarily bad for us average citizens, as it allows companies to lobby for policies which would allow them to grow, and thereby provide more jobs with higher wages, sometimes, such as in the case of the TTIP, the ultimate goal of more profit

matter how damaging they might be. For example, European standards and regulations would be lowered to allow more American goods in the market, but this would include the introduction and sale of genetically-modified food which hasn't passed standard EU requirements, and the sale of products without detailed labelling of all the ingredients. Most ridiculously perhaps, is the fact that it will enable "those profit-driven, unaccountable and strangely slippery corporations," to sue governments in both the EU and the USA if they do not agree with laws or policies passed by them. This means that democratically-elected governments will be directly challenged by institutions which are neither ethically nor legally obligated to protect the rights and well-being of a nation's citizens.

If you're considering joining future demonstrations, not only regarding TTIP but also

other issues, take it from Mr. Milner, who said that as members of a democracy it "is not just about voting every few years; it is about openly engaging in public discourse and debate, it is about putting yourself and your views on the street, standing up for what you believe in."



A chat with our new High School Principal, Mr. Hand



By Carlotta von
Gierke and Justinus
Steinhorst

Mr. Hand, please tell us a little bit about yourself, your background and your previous teaching experiences.

I grew up in Australia. There is a city, in the south, called Adelaide. I was born there, and grew up there. During my childhood I frequently went into the countryside with my parents. Later, after I was finished with school, I went back to the city, to go to University. I didn't actually want to be a teacher at first. I thought, "Oh, everyone is going to be teacher. I don't want to be a teacher." So I didn't. I did others things. I started working as a volunteer, for the Adult Migrant Education Service. I was working with families who recently arrived in Australia from Vietnam and Cambodia, teaching them English and helping them to survive in a foreign country as a refugee. Through this working experience, I became very interested in the subject of teaching. So I went back to University and qualified as a teacher.

My early teaching career started mostly in private school settings, working at all-boys and all-girls schools, but never any mixed schools. Later on however, I received a job at a great mixed-school in Adelaide.

It was then that I first discovered the International Baccalaureate. That was the first stage of my 20 years in working with the IB program. Over the next couple of years, I started teaching and authorizing schools for the IB, in the Asia-Pacific region. At that point in my life, I had been at my current school for 11 years. I thought is this it? Is this my whole life? It was then that I took a job at a school in Malaysia, and worked there for three years, as head of the high school. For the next three years, I lived in Geneva, and received a job as director of the Campus Des Nations, which is one of the three schools of

the International School of Geneva. Following my stay in Europe, an opportunity arose for me to move to New York City. And I think, everybody should live in New York City at least once in their lives, for at least a short while. I took that opportunity and became Head of Secondary School at the United Nations International School. I stayed there for 5 years, through some fairly tumultuous times of changing leadership.

This year I thought, that's stable now, so I can leave. I talked to my wife about where we could go. We decided Berlin was the place to go. At that point, my wife already had a job, while I was still on the look. That was when this job offer came up. So I applied, and had an interview with Mr. Kotrc, and the school, very kindly, offered me this job.

"That was when this job offer came up. So I applied, and had an interview with Mr. Kotrc, and the school, very kindly, offered me this job."

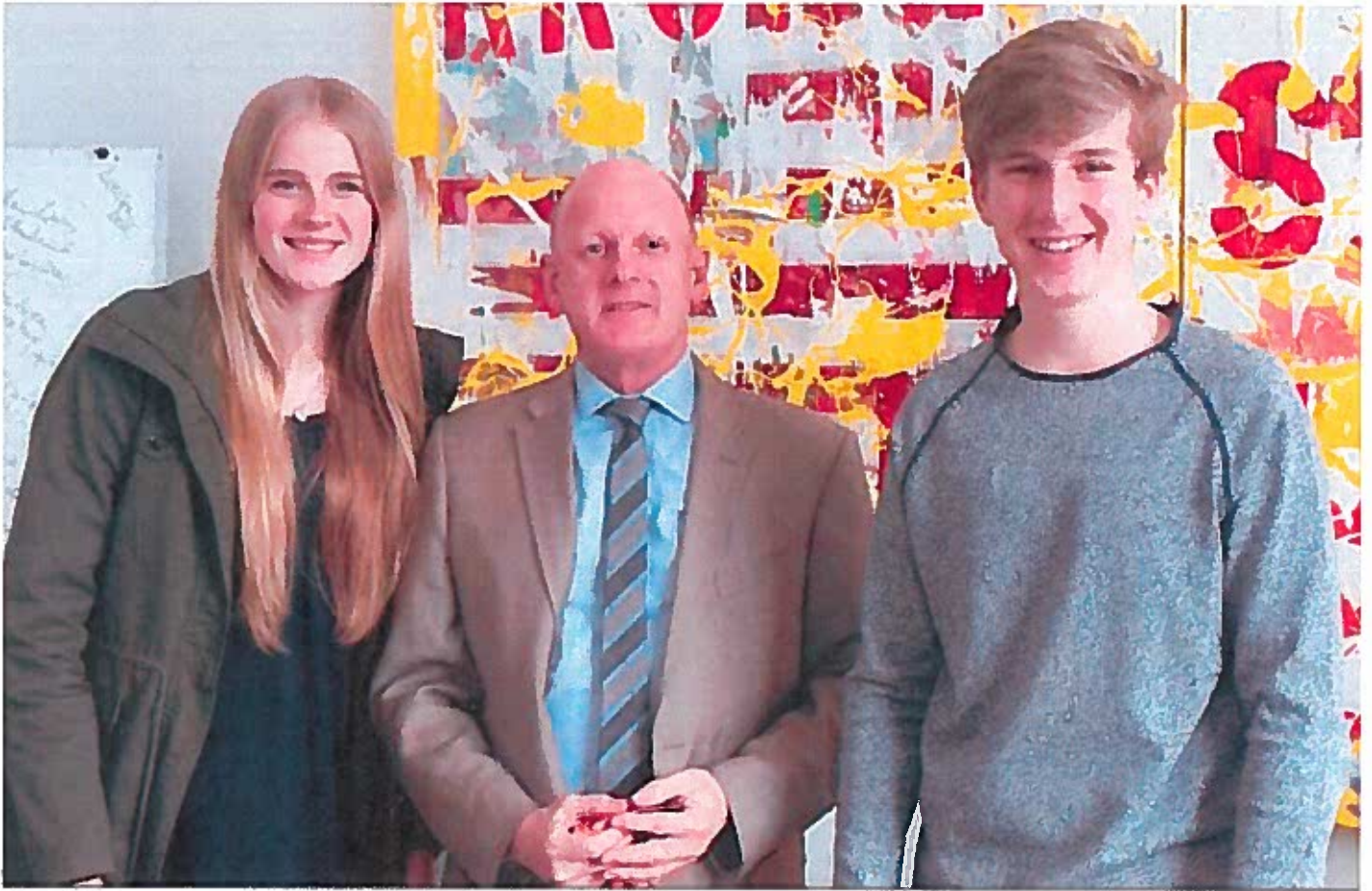
Outside of school, what are some of your interests or hobbies?

I am a great fan of music and the performing arts. I perform as much as I get the chance to do that. I will be warning the music department, that I want to be pushing myself forward into this aspect of the school as much as I can. Another one of my hobbies is starting, or playing in musical ensembles, whether that may be choirs or bands. My latest one, in New York City, is a faculty band actually, comprised of five guys, called Shades of Blue. Other than that I really enjoy kayaking. I really am looking forward to getting on some of Berlin's lakes, and go kayaking with my wife. One of my more domestic interests is

cooking. I really enjoy it because it's very relaxing. You come home from a day of work and can bash around with the pots and pans, and can socialize with friends and family. I really like to form communities and be part of communities. That is exactly what I am looking forward to here, at BBIS.

What made you choose BBIS, and what are your first impressions of our school?

This might sound a bit strange, but one of the most impressive things about BBIS is your location. My



Carlotta von Gierke, Mr. Hand, Justinus Steinhorst

current school in New York City is in a vertical building. we don't have any space for sports grounds or playing fields. When I came here, I was knocked out by this school's facilities. You have a great running track, and a football pitch. We dream about those things where I am from. BBIS is surrounded by a forest. When I came here last time it was all bare sticks, but now its green and beautiful. I really love that kind of environment. I think BBIS is a very interesting school historically. The other day, I was talking to someone about the main buildings, and so I found out more about this place's history. Also, BBIS has a very exciting building program, with the swimming pool and theatre. It really is a school on the move.

One of the main reasons why I was interested about BBIS is its Boarding School. I love the mixture between a day school and a boarding school, because it brings a longer daily life to the school and there is always something going on. Most schools will shut down a few hours after classes end and everyone is gone. In the

"I love the mixture between a day school and a boarding school, because it brings a longer daily life to the school and there is always something going on. "

past I have really enjoyed getting involved in the boarding school and taking students out to do things in the city. The last initial spark was the school's four-program IB system. I am really interested in the IBCP especially, as I don't know that much about it yet. However, I think it is a great program to enable a full range of things that students might want to do in the last stages of their secondary education. Oh, and I also met the snake in the Science department. What a beautiful thing!

What is the most important thing about a high school for you?

High schools are extremely multifaceted. The slick answer is the student body. Without them, I wouldn't be here. Everything revolves around that and I think high school is a very interesting time, because people should be pushing boundaries at that point. You should be becoming more and more independent, as you move from the high school towards the

INTERVIEW

universities and colleges and an adult life. However in this time, students should also be responsible, for their own self-directed learning, which is essential in terms of the academic sphere. Furthermore, a sense of community is very important in a high school.

While we are the high school, we are not alone in the school environment. We must be a role model and strive towards collaborating with all sections of the school community: elementary, middle school, parents and faculty. A high school should support the student in becoming whatever they want to become. To help them move on to the next stages of their life and academic career. However, it is very important that the entire student is looked at. We are not here just to get people into a good university, that is important, but not everything. High school is about aiding students in the process of becoming citizens of the world.

What are some of the key changes you would like to be implemented at BBIS?

My initial answer would have been to build a theater, to further support the music and performing arts department of the school. However, as I have now learned, the construction of this is already well underway. The quick answer is increasing the school's range of IB courses. I would love to introduce a drama course, a technology course or film studies. However these things require a lot of time, money and resources to implement, so this is more of a long-term goal of mine. A goal that could well be implemented in the short-term for example, would be to get the Model United Nations club more involved in international

conferences. The school I have come from, runs an annual conference, UNISUN, and I told the school I would love to have them involved in this. Especially since this year's edition will be the 40th annual

conference in New York city. There are so many things that I could announce now, however that might not be wise, not having heard and seen enough about the school just yet. However, I have some ideas that I will be sharing with the school very soon.

Do you have any ideas for a feasible solution to the High school homeroom system debate?

In the nine schools I have been at, I have probably seen every kind of homeroom system that exists. From a five-minute check-in in the mornings, to the twenty minute lunch-time split, to my current school, which has a 40 minute lunchtime sessions. I think it all comes down to what you want that period of time to be, and what the purpose of these sessions is. Ideally you would require a sufficient amount of time, perhaps even as much as a regular lesson, not every day but at least once a week. That way a program could be

devised for the entire school year. Preferably a program that articulates from primary school all the way to high school, where a lot of the issues that are important to the students of each age group are brought to those meetings. Homeroom should be a community time, and these sessions could be easily interspersed, and utilized for things like an assembly or community period. Things like these build community, and are the most beneficial for the student body.

"While we are the high school, we are not alone in the school environment. We must be a role model and strive towards collaborating with all sections of the school community: elementary, middle school, parents and faculty."

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Ranking of Global Schools

The biggest global school rankings were published, with Asian countries scoring the highest and African countries scoring the lowest.



By Se-Young Kim

Global school rankings were officially published with Asian countries securing the top 5 spots, and the African countries scoring in the bottom. The OECD agreed to publish a global school ranking in order to show the correlation between education and economic growth and the ranking based on test scores in 76 countries. The OECD's education director, Andreas Schleicher said, "This is the first time we have a truly global scale of the quality of education. The idea is to give more countries, rich and poor, access to comparing themselves against the world's education leaders, to discover their relative strengths and weaknesses, and to see what the long-term economic gains from improved quality in schooling could be for them."

The results of the overall rankings were based on scores achieved in maths and science by 15-year old students. The first five places were taken by Asian countries; Singapore, Hong Kong, South Korean, Taiwan, and Japan and the

last five places were taken by Oman, Morocco, Honduras, South Africa, and Ghana. Generally, higher scores were present in regions such as North America, some Asian countries such as Japan and South Korea, Europe, and Australia. Lower scores were most prevalent in Latin American countries as well as the African countries. However, no data was collected from most of African countries, China, or Greenland.

After the data collection, many professionals commented on results of the study. For example, the director of the OECD Program for International Student Assessment, Andreas Schleicher has said that the top performer, Singapore has displayed huge progress throughout the past years, considering the high levels of illiteracy in the 1960s. Moreover, in the United Kingdom, about one in five students leave school without reaching a basic level of education and the OECD commented that the reduction of this number will surely influence an economic boost in the United Kingdom. Furthermore, the United States has performed poorly, falling behind many European countries as well as Vietnam. Countries such as

Iran and Thailand have finally appeared in the rankings, showing a significant improvement in education.

The results of the global school rankings by the OECD demonstrated the biggest differences among the highly ranked countries and the poorly scored countries. Mr. Schleicher has claimed that the atmosphere of Asian classrooms is a lot more focused, and possesses considerable rigour and coherence. Students in Asian schools are usually expected to succeed in the future and in fact, the top scoring countries, which are mostly the Asian countries, are also good at attracting some of the most talented teachers so that every student is able to access the excellent source of education.

The report of this particular data collection, written by Eric Hanushek from Stanford University and Ludger Woessmann from Munich University, states that poor education policies and practices leave many countries in what amounts to a permanent state of economic recession, arguing that the standard of education is a "powerful predictor of the wealth that countries will produce in the long run."

The Scramble for Student Votes

Students from all around London are occupying their college campuses. Many universities such as The London School of Economics and the University of Arts London have been significantly affected by the protests. These demonstrations are taking place to enable the students to voice their feelings about the costs and the resulting debts of attending universities. Many parties have made new promises to cater to the student needs, but do the students trust them?



By Philip Wurzner

When the liberal democrats came into power, they promised they

would reduce the annual tuition fees for universities. In spite of this promise, the fees tripled. This caused national unrest and many of the students took their concerns to the

streets in 2010. As Nick Glegg, the Liberal Democrats' party leader, stated in an infamous video; "There's no easy way to say this. We made a pledge. We didn't stick to it and for

that I'm sorry". These protests eventually died down. Prior to the elections that recently took place in England these demonstrations were reignited. This time the students protested at the origin of the problem, at the universities themselves, instead of the streets.

One unique characteristic of these protests is that, since students cannot withdraw their work power, the students occupy space. Students broke into the campuses and stayed there for days, using a less violent alternative to rioting. The University of Arts London was one of the colleges which experienced the occupations to a larger extent. Other universities such as the London school of economics, Goldsmiths and the School of Oriental and African Studies also experienced occupations of smaller magnitudes. The students occupying these universities thought it was unjust that universities were becoming more money-oriented demonstrated by the ever-rising tuition fees. The students believed that university vice chancellors should not be earning more than Obama and Cameron, as the vice chancellor of LSE does. The students are not the only ones who feel this way. Many professors, such as David



Graber, a professor at LSE, have been supporting the students. Another pressing issue that the students are attempting to address with these protests is the lack of representation they have in the British government. Ever since the Liberal Democrats keep their promise, the British youth became more distant from the government. When the anonymous student running the demonstrations at LSE was asked "Do you feel represented in the upcoming elections?", the student responded, "What the liberal democrats did shows a complete lack of democracy in Britain's educational system". He went on to explain that these trust violations have created scepticism within the student communities. In the University of

Arts London the protests were met with legal threats rather than open discussion about the issue. The occupation ended shortly after, as the students agreed they could not deal with additional fees on top of their tuition fees.

Many of the parties in England have made promises to win the votes of the students. The Labour Party, for instance, promised that they would reduce the university annual fee cap from 9000 to 6000 pounds. There was a multitude of internal debate about the promise, with some Labour officials openly criticising the plan. The question that remains is, were these promises effective even after the student communities were so hesitant to support parties as a result of being lied to?

Student Council Monthly Report



By Amy
Windemuth

What has the Student Council been up to lately?

In an attempt to better connect the various facets of BBIS, the Student Council held a meeting with the representatives from both the middle and elementary school to initiate our very first whole school spirit week.

The spirit week will feature a wide array of days (see below for full

list of days and descriptions) ranging from the highly requested "PJ Day", to the always fun "Fictional Character Day". This week will not only provide BBIS students the opportunity to enjoy a relaxed weekend, but also the opportunity to enjoy the week with friends from different grades. With this event, all three BBIS student groups hope to create an annual tradition that incorporates every member of our school community, which could perhaps prompt even more similar

events in the future.

Yet, another forward looking event in the coming weeks is the 3rd annual Champions League Final screening, on June 6th. This event will include free soft drinks, sponsored by Coca Cola, as well as a BBQ with delicious hamburgers, sausages, and an array of homemade baked goods. This event will also be open to all BBIS students and staff members, so that we may all cheer alongside each other for our respective teams. The BBQ and soft

drinks will be available starting at 7 pm at the Heizhaus. So come early and bring your friends to what is always one of the most fun events of the year!

Finally, the Student Council has been working arduously to plan and carry out our first ever BBIS High School Spring Dance on June 20th. Unlike the Winter Formal, the Spring Dance will be far more casual and will take place at the beautiful FluxBau venue, which is located at the Spree. The venue features two floors, one eating/lounge area, and a club area, as well as a terrace that is floating in the water. The night will feature great music, that will be provided by Mahdad Alizadeh who, aside from being an extremely talented DJ, is also a former BBIS student. This event is open to all students from grades 9 – 12, and will start at 7 pm at the Fluxbau (see below for address and website). Tickets will be on sale starting June 10th in the atrium of House 2 for 12 euros, and will also be available at

the door for 15 euros.

Has the Student Council made any progress with the Charity Organization?

If you have been following the Student Council's monthly update, you will be aware that we have been actively supporting "Die Arche", a German organization set to help underprivileged children in Berlin, throughout the course of this year. To better understand how the organization functions and to whom we will be making a donation, 15 Student Council members along with teachers will be setting out to visit one of the organization's centers in Reinickendorf on May 28th. With this visit, we hope to get a better sense of what the organization stands for and perhaps how BBIS can further help this cause in the future. Additionally, it is our goal to establish a long lasting relationship with Die Arche, so we view this visit as an integral aspect of initiating that process. To see pictures and updates of this visit, make sure to look out on

the BBIS HS Student Council Facebook page, as well as the next issue of The Paw Print!

How can I get in contact with the Student Council to suggest my ideas or give feedback?

We always welcome your suggestions and input concerning our ideas and upcoming events. Feel free to leave us a comment on our BBIS Student Council Facebook page, or send us an email using the following email address: bbisstudentcouncil@gmail.com. You can of course also join one of our weekly meetings, which take place every Friday at 11:30 in Mrs. Jones-Heinz's room!

Spring Dance Information:
FluxBau Berlin: Pfulstraße 5,
 10997 Berlin 030 69599090
Website: www.fluxfm.de/fluxbau/
Time: 7:00-11:00 pm
Dress: Casual



Technology Brings Miracles to Life: EnChroma Glasses

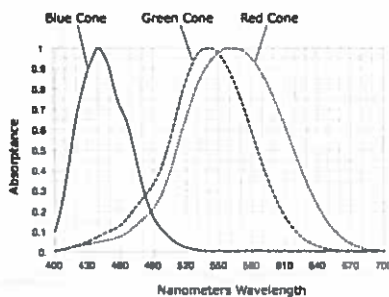
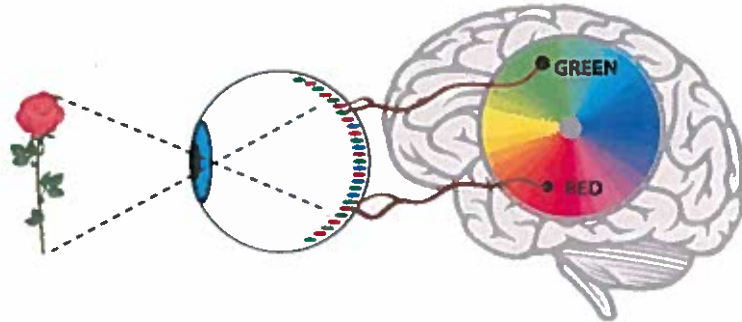


By Wooil Jung

We see the world as it is, with all the rich colors and experiences it has to offer. After all, what could be more relaxing to the eye and the spirit than the lush, green colors of nature, or what else soothes our emotions better than the fiery crimson of sunset? But this blessing isn't given to everyone; for color-blind people, what comes naturally to us doesn't make any sense to them. They who have never experienced "colors" would have no idea what it is, and from their waking moment to

photopigments it has, but for color-blind people, one or more type of cone cells don't function the way it's

the overlapping sections between red, green, and blue light is deflected by the lens. In other words, the area of the visible spectrum where the cone cells' signals overlap is deleted, giving a better visual perception to the deficient person. This is primarily done in areas that have the most overlap, resulting in minimal color



intended to. For example, the red light-absorbing cone cell might absorb too much green light (the

deflection and still showing satisfactory outcome.

As amazing as this is, there are still several limitations for its use. It isn't a solution, but merely an "optical assistive device" as they put it in their promotional page. Also, it can't differentiate a complete overlap of signals, as the signals will show as the same in all areas. Still, it allows roughly 80% of all colorblind people to see the world as we see it, and this is by no means a small feat.

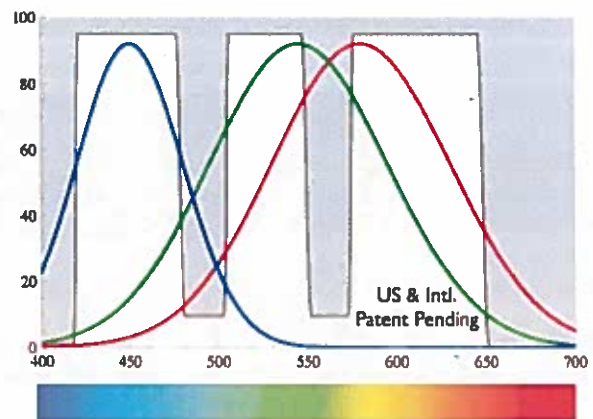
their dying breath, the richness of the world is denied to them. Since the dawn of humanity, this held true for all with color vision deficiency.....until now.

Our eyes visualize the world by using approximately 6 million 'cone cells' to take in colors of the image that the eye is focused on. Each cone cell possesses 'photopigments', molecules that absorb light, which absorb photons of certain wavelengths (colors) and sending the brain a nerve impulse so that it can recognize "colors". A cone cell mainly absorbs red, green, or blue light due to the type of

opposite is also possible) for a person with a red-green color blindness. This causes a conflict of information in the brain, resulting in the two colors looking the same. In a nutshell, the system will still function normally, but the sensors are giving it bad data.

EnChroma glasses essentially attempt to solve this problem by filtering light so that

Proofs that miracles do happen in



EnChroma Cx

life, the EnChroma glasses are truly a technological "miracle".

Tops and Flops of the month BBIS Edition



By Nina Lehner

Trip week is the event everyone had patiently waited for. As you can see by some reviews of different grades, these trips have mostly been a lot of fun to both the teachers and students. Some news include, as can be read in the latest Kaleidoscope, that from now on trips will take place in September, at the

beginning of the school year. Different opinions have been shared about this news, but a positive effect of having them at the beginning of the school year is for new and old students to get to know each other and to already have a great opportunity to bond with each other. Let's hope that the next trips will be as rewarding and interesting as this year's.

Many drama productions and performances have been taking place and are going to take place this month. First of all we had the Grade 7 Drama production in honour of Anne Frank which took place on the 12th of May and which many of you probably attended. Another great play was "Quiet, witches" which was a high school and middle school shared performance on the 19th and 20th May at 7pm in the Heizhaus. Also before the play starts, the BBIS orchestra had the chance to play several pieces which you hopefully enjoyed. Hopefully a lot of you attended these wonderful productions to see the result of the hours of work the participating students have put in.

It is this time of the year again: **High school graduation** will take place on the 29th of May which will mark the definite end of school for all graduates. Grade 12s recently wrote their final exams while we were on our trips and they can be proud to be finally finished. The graduation will be a great time to be together with them and enjoy their last day in school until they all go to their chosen destinations and hopefully reach their goals. We expect this day to be fun and it will be memorable.

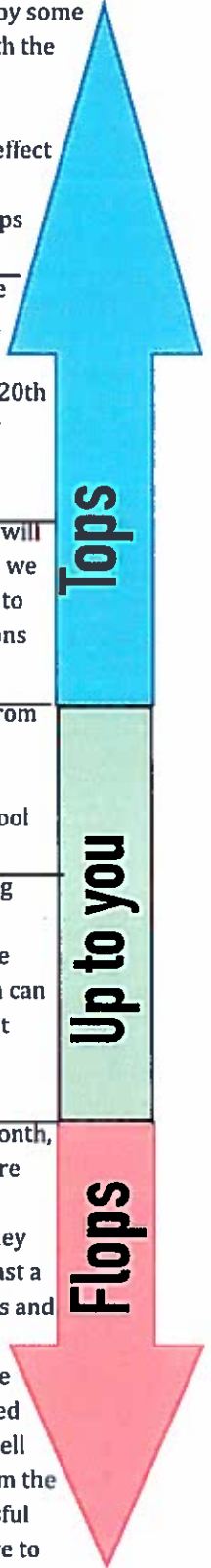
As many of you probably heard by now, BBIS has a **new newspaper**, or as they call it, a tabloid. From our point of view, it is "nice" to see something coming from younger students in our school and something a little creative, even though we are not so sure if the concept of a tabloid was fully understood. But let's see how they develop further and how much creativity they can put into school events only.

Of course, **national holidays** are always happily seen and awaited for by many students, including me. Nevertheless it is for you to decide whether these days are helpful or not. Usually they are opportunities to relax; to sleep in and to meet with friends. However, especially older students see them in less of a good light since teachers definitely want to make up for the missed classes which can be seen by the amount of homework given before these long weekends. Therefore we ask you, is it better to have free but a lot of homework, or school and less homework?



12th Graders during their final week of school

There haven't been many flops this month, but for 11th graders **mock exams** were particularly annoying. Mocks finished right before this month started, but they are still not over. Students spent at least a double lesson talking about the results and deciding whether they can be proud or not of their achievements. Of course they are a great opportunity to get used to exam procedures and to see how well you have understood the material from the past year, but they are always a stressful and scary time which many would love to leave behind.



IB Life

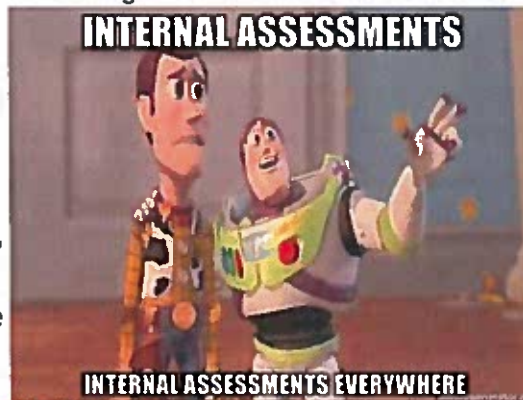


By Emir
Karslioglu

The International Baccalaureate (IB) is an advanced level high school program honored by many universities as it offers high standards of education and gives participants freedom to make the world a better place through the CAS system. OR, for some individuals it is seen as a dangerous mission of "survival" in its freaky universe of papers, deadlines, Internal Assessments (IAs) and Extended Essays. Oh, don't forget about CAS, a program that consumes the "victim's" social life. For many, this is basically the idea that is conveyed, however, in theory, the IB shouldn't be stressful or challenging at all, one just has to use the time efficiently through marvelous time management, conserving consistent work during the two years, fully understanding the material, not procrastinating, understanding the IB's mindless question styles and TA-DAH! You've finished the IB with 45 Points! ... Well, not quite. As I mentioned this is all "in theory", this means little to no IB participant will apply this "perfect IB student" principle. In reality, things function differently, perhaps much more differently. In order to convey how the majority of the IB student population is views the IB, here is a list of things IB students

Things IB students DON'T say:

1. IB totally made me a well-rounded student.
2. Teachers never assign us work at the same time.
3. I don't look tired at all.
4. I always remember changing my calculator to degree mode when doing trigonometry.
5. I just love writing reflective statements.
6. Yeah, I'm not joining this club just for CAS hours.
7. I never fall asleep in ToK class.
8. Sparknotes? Never heard of it.
9. My bag isn't heavy at all!
10. All of my arguments in ToK are logical and comprehensible.
11. I never complained about the IB and how hard it is.
12. I never wrote a newspaper article about 'stuff IB students DON'T say' in the Newspaper Club.
13. ToK is teaching me really important things for my future life.
14. I had nothing to do yesterday.
15. Seeing 'based on the IB rubric' doesn't make me nauseous at all.



Class of 2015

How they experienced High School



Top 3 Moments of High School:

Rebecca:

- *Getting into MIT (congratulations!!!)
- *Winning soccer ESC in Lausanne 2013
- *10th grade London trip

Robin:

- *Winning soccer ESC 2013 & 2014
- *Winning basketball ESC 2014
- *Finishing Extended Essay

Fabia:

- *10th grade London trip
- *Habitat for Humanity trip to Romania
- *Winning basketball ESC 2014

Taylor and Hayley:

- *Directing and watching a musical we wrote being performed at school
- *Being school mascot/winning soccer ESC and GISST both 2013 and 2014
- *Walking around school as hippies during senior spirit week singing 60s songs, serenading Mr. Bartlett and Mr. Kotrc and spreading love on the official last day of high school

Rikki:

- *16th birthday party
- *10th grade London trip
- *Habitat for Humanity trip to Romania

Franzi:

- *Senior spirit week
- *Winning soccer ESC and GISST 2013 & 2014
- *Handing in the last Internal Assessment

Katharina:

- *Senior spirit week
- *Last day of school
- *Sports events (ESC, GISST, etc.)

Anonymous:

- *Finishing deadlines
- *Finishing classes
- *Handling the gym life and school with great success



Describe IB in 5 words:

Rebecca

FUN FUN FUN FUN FUN

Robin

Planning, proper citations, tired, challenging

Fabia

Nerve-racking, exhausting, lengthy, bonding, unsettling

Taylor and Hayley

Rigorous, intellectually-stimulating, hell, art, fickle

Rikki

Very difficult but really rewarding

Franzi

Constant battle with new deadlines

Katharina

Who needs to sleep anyways?

Anonymous

Demanding, challenging, all-nighters, point-diggers, procrastination



Best memory of BBIS:

Rebecca

Jumping into the lake in Petzow during the Musical Mania trip

Robin

Making soccer videos & 10th grade London trip

Fabia

International weeks in elementary school

Taylor and Hayley

Ending the last exam and celebrating with class

Rikki

China exchange trip