

Dear MEF IS students and teachers,

Welcome to the January Issue of the MEF IS Post! Here, we will try to appeal to everyone's hobbies and interests. We talk about past and current events and we also have a sports section, a science section, and many more interesting articles!

We hope you enjoy this month's articles.

Your editors

What can you find in this issue:

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## Going Back to School vs Staying Online

One popular debate that has arisen during the pandemic is whether classes are better online or in-person. When online classes first started, I personally felt very excited as I needed a break from school in general. It was fun at first, many students were discovering new hobbies. Obviously, it lasted longer than anyone would have expected, and I wanted to go back to school and enjoy in-person classes -and breaks- with my peers and teachers. I've asked my classmates and a majority of them feel the same way as I do. However, a few of my friends also enjoy

online classes because they are able to learn in the comfort of their own houses, stress-free. Most teachers also feel that in-person classes are way more effective than online classes, even though they try their best to make sure we don't feel that way.

For a large number of students, attending classes in-person is far more entertaining and motivational. When schools are online it's stressful and most of the time hard to concentrate. What would you prefer?

Eda Okatan



## Past and Current Events

As you all know, our school has been very busy in making sure we are entertained with many events and activities during online learning. Most recently, we had our **Virtual Talent Show** -which was organized by Fatima Abdinova (StudCo)- and we enjoyed watching our teachers and students' variety as they put their talents on display. Incidentally, StudCo has also been hosting a **Raffle Photo Contest** with the theme 'pets' this week. StudCo will also begin hosting **Documentary Nights** between 4:00-5:30 PM every Wednesday starting from the 3rd of February.



We also had a '**CAS Tea/Cafe Talk**' event moderated by IB1 students - Melisa, Dilay, and Nicole - with the aim of creating a network within IB schools of Turkey and discussing possible CAS experiences during given COVID-19 restrictions. Finally, our second **exams** were held during the first two weeks of January. We hope everyone was able to achieve their goals. If not, you still have semester two, which has officially started!

Melisa Civelekoglu



## Unconventional Careers You May Enjoy

Choosing a career pathway can be very challenging, especially if you don't know all the different options available! If you have no idea what you want to study in university and/or do after university, this is the article for you. Here are a few lesser-known careers that are very interesting.

### Ethical Hacker

An ethical hacker is someone who is hired by a company or person with the job of hacking their computer systems, networks, etc. with the purpose of identifying the vulnerabilities of said computer systems and networks.

To become an ethical hacker you need good knowledge of the following: networking, programming, databases and operating systems - after developing good knowledge of the basics of information technologies you can learn how to become a hacker. It is also very important that you remain legal, as most of the jobs as ethical hackers are government-related and require security clearances and a polygraph test.



### Coroner or Forensic Technician

If you love science and solving crimes you will love these two jobs! A coroner is responsible for determining the cause of death, identifying the body, notifying the next of kin, signing the death certificate - and they are essential in a crime investigation. To become a coroner you don't necessarily have to be a doctor, however, a degree in the science field, such as chemistry, biology or forensic science, is required, and in some cases a coroner might also need a medical degree and to be a licensed physician.

A forensic technician participates in a criminal investigation by collecting and analysing evidence - a forensic technician usually specialises in either crime scene investigation or laboratory analysis. To become a forensic scientist you need to have a degree of forensic sciences or a related field. A relevant work experience of 1/2 years is also usually required.



### Translator or Interpreter

If you are bilingual and want this skill to be part of your career you may want to consider becoming a translator or an interpreter. Both of these careers focus on languages. The main difference between the two careers is that a translator is responsible for translating written works, whilst an interpreter translates spoken language.

To become a translator you need to be fluent in both languages, possess good writing skills, have specialized training and be certified. Ideally you would also need to have a degree in either the source language or the subject area in which you specialize. To become an interpreter the skills required are very similar, however the certification and work experience you need are very different.

We hope that you enjoyed discovering new careers. Wait for the next issue to learn about more fascinating jobs.

Giulia Improta



## A BIT OF SCIENCE

*In this column, you will be able to read about a fascinating scientific study, a renowned scientist or an interesting scientific fact every month.*

Today, let's talk about an amusing experiment in the field of neuroscience.

### The Marshmallow Experiment

If you were given something you really wanted and were told that if you waited a while without using it, you would get twice the amount you got before, would you be able to hold on?

This is exactly what was tested with the Stanford marshmallow experiment (go to [this link](#) to see a part of the experiment).

The Stanford marshmallow experiment was a study on delayed gratification done in 1972 by a team of psychologists, led by Walter Mischel, a professor at Stanford University.

*Delayed gratification, or deferred gratification, describes the process that the subject undergoes when the subject resists the temptation of an immediate reward in preference for a later reward.*

In this study, a child was offered a choice between getting one immediate reward, or two rewards if they waited for a certain period of time. The reward was either a marshmallow or pretzel stick, depending on the child's preference (but



most children preferred marshmallows, hence the name of the experiment). After explaining the rules, the researcher left the room for about 15 minutes and then returned to see the results. Children's results varied a lot, with some eating the marshmallow right after the researcher left, and others waiting patiently for the quarter of an hour.

In follow-up studies, unexpected correlations were found between the results of the marshmallow experiment and the success of the children many years later. The first follow-up study, in 1988, showed that "preschool children who delayed gratification longer in the self-imposed delay paradigm, were described more than 10 years later by their parents as adolescents who were significantly more competent." Basically, children who resisted eating the marshmallow for a longer period of time, were better teenagers. A second follow-up study, in 1990, showed that the ability to delay gratification also correlated with higher SAT scores. Can resist temptation —

smarter (in very simplified terms). Arguably, it is hard to measure a person's success in life, but nevertheless, these findings are pretty astonishing.

What is particularly interesting about the experiment is what the children (ones who were able to wait) did in order to resist temptation. They did not sit staring at the marshmallow, but instead they closed their eyes with their hands, sang songs, invented games, or otherwise distracted themselves from the marshmallow. So, rather than using more will power, they made it so that they would not be thinking about the temptation and used less will power, making it easier for themselves to get through the 15 minutes.

You can watch [this video](#) of a world-renowned physicist Michio Kaku talking about the experiment and explaining delayed gratification.

Make your own conclusions and read our next issue to learn more about science.

Kate Leonova

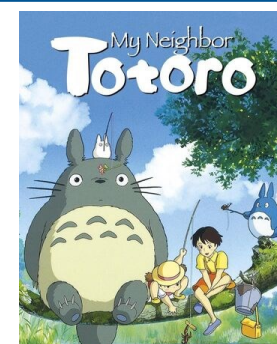


## Song Suggestions

1. "In Your Eyes" by The Weeknd
2. "Unforgiven II" by Metallica
3. "Dancing With Your Ghost" by Sasha Sloan
4. "Sonate Pacifique" by L'Impératrice
5. "Sweater Weather" by The Neighbourhood

## Movie Suggestions

1. *My Neighbour Totoro* directed by Hayao Miyazaki: A 1988 Japanese anime which revolves around two young girls who move into a new house in order to be closer to the hospital their mother stays in. Here, they meet playful spirits and befriend a giant spirit named Totoro.

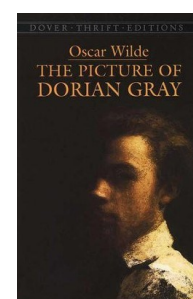


2. *The Social Dilemma* directed by Jeff Orlowski: Have you ever felt like social media has become dangerous? You may not be wrong. In this documentary, you will learn about the dangers of social networking whilst focusing specifically on manipulation done by big social media companies and user addiction.

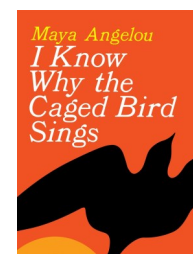


## Book Suggestions

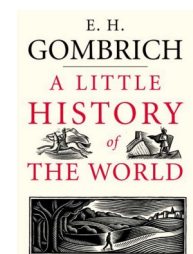
1. *The Picture of Dorian Gray* by Oscar Wilde: Dorian Gray is an impossibly beautiful young man but a painting will gradually reveal his inner ugliness. "I am jealous of everything whose beauty does not die. I am jealous of the portrait you have painted of me," (Wilde).



2. *I Know Why the Caged Bird Sings* by Maya Angelou: A moving coming-of-age story that focuses on powerful issues such as racism, rape and trauma.



3. *A Little History of the World* by Ernst Gombrich: "All stories begin with 'Once upon a time.' And that's just what this story is all about: what happened, once upon a time," (Gombrich, 1).



### Better suitable for middle school students:

4. *The Crossover* by Kwame Alexander: The book focuses on Josh Bell, a 12-year-old basketball player, and follows his life experiences at Reggie Lewis Middle School within a range of several months.



Melisa Civelekoglu



## SPORTS INSIDER

Welcome to Sports Insider: the MEFIS Post column where you get to read about an interesting sport each month.

This month's selected sport is: **Snowmobiling**.

### Method:

First get a snowmobile. Then place both feet into the snowmobile and rest them there until you get off, push the acceleration on the right handle, and steer using your upper body weight and hips. To gradually stop, in a pumping action manually press the brakes on the left handle.

### Interesting facts:

- \* A snowmobile weighs around 250 kg, almost as much as an adult male American black bear.
- \* Approximately 82% of all snowmobilers are male.
- \* Drag racing snowmobiles can reach speeds higher than 320 km/h.

### Recommended At Home Exercises for Snowmobiling:

- Push ups
- Quadruped Limb Raises
- Russian twists
- Pull ups



### Most Reliable Snowmobile Brands:

- ◇ Bombardier Recreational Products (#1)
- ◇ Polaris (#2)
- ◇ Yamaha (#3)

### Recent Snowmobiling News:

Polaris has announced their new model INDY XC 137 and INDY adventure 137 which is a new timbersled celebrating their 40th anniversary with their INDY line. These new vehicles are more race oriented and come with the option of implementing their newly produced engine, the 850 patriot, during snowcheck. This new engine is Polaris' most powerful, and is known for its linear acceleration and responsiveness.

### Rating:

Snowmobiling is a rigorous sport that requires good core and back strength. Unlike most winter sports, you are able to reach tremendous speeds with the simple hold of an accelerator. However, due to the unpopularity of this sport it is hard to attain a snowmobile (they cost from \$10,000 to \$19,000), let alone find a place to ride it. Therefore, I am giving snowmobiling a hefty: 6/10.

Scott Kingham

## STUDENT CLUBS

In this section, you will learn more about the clubs MEFIS offers to students each quarter. In this January issue, the chosen club is: **Translanguaging**, organised by Mr. Kearin.

'Translanguaging' is a way of teaching that values students' language abilities. The use of different languages together broadens perspectives, and also creates a space for true intercultural exchanges. During the club, IB1 and IB2 students whose native language are Korean, Azeri, Farsi, Russian, Turkish, Arabic, Italian, and English, volunteer as language coaches.

Language coaches collaborate with Grade 3 students on their storytelling unit, with the central idea being: "Traditional Stories tell about cultures and beliefs from around the world." Together with the Grade 3 students, they have woven in many Visual Thinking routines such as, 'See, Think, Wonder', into discussions.

Activities done in the club include:

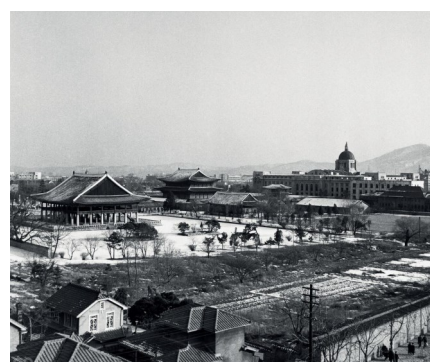
- Then Vs. Now (Comparing cities, clothing, etc. of their native countries)
- Sharing inventions/discoveries of their native countries
- Reading traditional stories in their native languages

By the end of the collaboration, the goal is for the Grade 3 students to tell a traditional story in their own native language, with guidance from language coaches.

If you are a native speaker of the languages mentioned above, sign up for the Translanguaging Club. It really is a fun, enjoyable, and special experience to bond with younger students in your own native language. In addition, it is a wonderful opportunity for IB students to fill in the 'Service' part of CAS.

Jennifer Lee

The view of Seoul, S.Korea in the 1950s



The view of Seoul, S.Korea in 2020





## CREATIVE MINDS

Welcome to the artistic part of the newspaper. Here you will get to read about the creative stuff, get to know a little about famous works of art, see what the students in MEF IS do in their art classes and many more things.

**Memento Mori:  
the Art of Death**

The theme of death is present in many well-known works of art and it is frequently represented by the image of a skull. There are also many renowned paintings which include optical illusions of different sorts. However, you don't often get the two combined. Here are two rare examples of paintings which include both skulls and optical illusions.

'The Ambassadors' (1553) is a painting by Hans Holbein the Younger, a German painter and printmaker.



At the bottom of the painting, there is a strange figure which resembles, according to some people, a fish bone or a paddle. In reality, it is something completely different. What do you see there? You might have guessed it by the title of this article. If you move your head to the right, so that the edge of your screen would appear in front of you, you will be able to see that this weird object is in fact a skull (check out [this video](#) to see the transformation). It was drawn using a distorted perspective (anamorphosis), so that it would only be recognizable from a certain angle. And even though this technique was created long before this picture was drawn, this optical illusion has been baffling people for centuries. Optical illusions aren't as modern a phenomenon as we sometimes think they are.

The skull appears in the painting because, reportedly, the motto of the man on the left - the French diplomat Jean de Dinteville who commissioned the painting - was "memento mori" (Latin for "remember you will die"). This was also a common theme in paintings in the 16th century as people wanted to be reminded that everyone will die one day.

The painting can be analysed in many other ways: the clothes of Jean de Dinteville can be discussed, we can talk about the color choices made in the painting or speculate on the meaning of the objects in the background. If you want to learn more about this fascinating work of art, you can watch [this wonderful lecture](#) on the National Gallery website.

'All is vanity' (1892) is a drawing by Charles Allan Gilbert, a prominent American illustrator. The drawing contains a double image (also known as a visual pun). When viewing the image up close, we can see a woman looking at herself in the mirror, but when viewed from a distance, there appears to be a human skull. This is known as the 'gestalt switch' - most famously done with [a rabbit and a duck](#). Art that contains a human skull as a focal point is called a memento mori, a work that reminds people of their mortality.



The title of the drawing also contains an equivoque (pun), since this dressing-table is called vanity. The title itself comes from Ecclesiastes 1:2 (one of the "Wisdom" books of the Old Testament) where it states: "Vanity of vanities, saith the Preacher, vanity of vanities; all is vanity." It refers to the vanity and pride present in humans. A woman preoccupied with her beauty has long been a symbol of vanity in art.

The optical illusion in the drawing ties vanity with death. The somewhat hidden skull in the picture is there to remind the viewer that beauty, health and riches will not last forever and that death awaits all humans.

Hope you enjoyed reading about these captivating paintings. Next time, we will come back with a new story from the mysterious world of art.

Kate Leonova



## UMOJA VILLAGE: WHERE MEN ARE NOT ALLOWED

Violence against women... There is violence against women all around the world, no matter to which of the four income groups they belong. According to an analysis done by the World Health Organization (WHO), one out of every three women in the world is subjected to violence by their spouses, and thirty-eight percent of femicides are committed by the spouse of the deceased. Today, women who are subjected to violence often have some common factors, such as low level of education, violence from family members or experiencing violence from an early age and accepting that violence. Many of these factors are also present in husbands who use violence against their wives. Such incidents decrease as the awareness of violence is increased within the society.

In undeveloped countries, citizens have to provide protection against violence which the government is unable to provide. Violence against women continues to be widespread in Kenya, which is a lower middle income country and has one of the fastest growing economies in Africa. Especially people living in tribal forms, who are far away from city centers, continue to provide justice on their own. An example of this is "Umoja Village" in Kenya, which has a management style among the rare models in the world. The resident women of this village established a matriarchal order, which opposed the patriarchal order, to escape the physical and psychological violence directed towards them by men.

In 1990, 15 women were raped by British soldiers in the Samburu region of Kenya. After being raped, they were expelled by their husbands for allegedly defiling the family honor and were rejected by the society. Later on, the women founded a village called "Umoja" in which they could protect themselves from oppression and violence and become independent - "Umoja" means 'union' in Swahili (official language of Kenya and the African Union). Since then, it has become a safe haven for 48 women and their children fleeing oppression and violence. In order to maintain their independence, they banned adult men from entering the village because they are reluctant to be oppressed and ruled again.

Within the village, women give great importance to education and have established a school. They try to ensure their economic independence by selling jewelry made with local motifs to tourists. With the income they earn, they improve the conditions of the school so that the children in the village can get a better education. Seventy-three percent of the people in Samburu are illiterate and a majority of them are women. Women who escape from such an environment are naturally fighting to reverse this situation.

Umoja women are fighting not only against men, but also against their own culture. Samburu is Kenya's most dominant region in terms of patriarchy and traditionalism, which makes the movement of Umoja women more divergent and courageous. In the Samburu culture, women do not have a voice or power. That's why their traditions also work in a patriarchal system. For example, a woman has to marry a relative of her husband after her husband dies, usually her husband's brother. This is considered a very sacred and important tradition in their culture. This practice is not only done in Samburu, it is a custom mentioned in many societies around the world. In addition, polygamy is also quite common and accepted in Samburu culture. It is not unusual to find young girls being married as the third or fourth spouse of older men, and to see children aged nine or ten getting pregnant.

Although men are not allowed to enter the village, some of them are trying to. They are attacking the village either to call their wives home or to disturb their order. For example, when tourists want to buy Umoja women's jewelry or visit the village, ex-husbands of the village women scare the visitors away. But despite these attacks, the women do not give up and continue to drive men out and protect their order.

Umoja Village is one of the rare and extreme examples of its kind, where the matriarchal regime is dominant and men are banned, but it is not the only example. Mosuo village in China is the only region in the country that has a matriarchal management. Its population is around 40.000 people and the family lineage passes from woman to woman. Another example is in Khasi, India. It is known in this region with a population of approximately one million, that men are not even invited to family gatherings, and the surname is matronymic (it passes from woman to man when they get married it and from mother to children).

As you can see, Kenya is merely one example as similar issues are seen all around the world. The existence of these examples do not infer that the society should be matriarchal or patriarchal. Any form of violence is an insult to the value of being a human. On the contrary, it shows that the existing systems should be changed altogether, equal conditions must be provided for all genders, and a safe society structure focused on people rather than gender should be established.

*Dilay Kalinoglu*

## Get to Know Your Fellow Students

*This section of the newspaper is going to have an interview with one of the wonderful students at MEFIS each month.*

### Jennifer Lee

Describe yourself in three words.

**Organized, hard-working, introverted**

What do you like to do in your free time?

**I usually like to play the piano or read books.**

Interesting, tell us more about your journey of playing the piano.

**I started playing the piano at the age of 7, and I used to have tutoring lessons regularly. I stopped taking lessons in 10th grade because I realized I wasn't enjoying it and it was quite stressful as well. Instead, I wanted to focus more on playing pieces that I liked. Now, I am teaching myself a piece called ['Summer' by Joe Hisaishi](#) (I'm also doing this for CAS).**

Do you do any sports?

**Yes, I enjoy playing badminton and I used to go golfing with my dad every Saturday.**

Who do you want to be in the future?

**I want to be a person that is able to make other people happy, just as my friends and family do.**

Who motivates you?

**My sister motivates me the most. She always cheers me up when I'm feeling down and she is the biggest encourager in my life.**

What is the last book you have read? Give us a little description of it.

**The last book I have read is One Day in the Life of Ivan Denisovich by Aleksandr Solzhenitsyn. It's about the daily life of a prisoner living in a Soviet Labour Camp during the 1950s. I had to read this for my English class, and I actually found it quite enjoyable.**

What is your biggest dream?

**One of my biggest dreams is to make enough money in the future to ensure a comfortable and happy life for myself and all the people that helped me get there.**

If you had a million dollars, what would you spend it on?

**I would probably end up not using all of the money, but most likely I think I would spend it on holidays because I love travelling.**

Where are you from?

**I come from Seoul, South Korea. I spent my early childhood there and moved to Mumbai, India. Then I moved to Istanbul, Turkey which is where I am currently living.**

Do you think a person's origins influence their lives a lot?

**Yes, I think a person's origins definitely influence their lives a lot. I grew up as a third culture kid so I was lucky to experience different cultures from a young age. However, I went through an identity crisis because I felt like I didn't belong anywhere 'natively'.**

What do you miss about your country?

**I miss my family and my friends back in Korea the most. I visit once a year, usually in the summer. Last year I didn't go to Korea because of Covid, so I'm hoping the situation gets better this summer.**

If you could be anywhere right now where would you be?

**I would want to be in my grandparents' house, back in Korea.**

What languages do you speak?

**Fluently, I speak Korean and English. I've been learning French as a Modern Foreign Language since first grade in school.**

Do you want to learn more?

**Yes, I would definitely love to learn more French. I've been exploring French movies/shows and podcasts to improve my French.**

Would you rather ride a bike, ride a horse, or drive a car?

**Ride a bike.**

Dogs or cats?

**Cats for sure.**

Chess or backgammon?

**Definitely Chess.**

Chocolate or ice-cream?

**This is a hard one, so I would say chocolate ice-cream :)**

Pirates or ninjas?

**Pirates.**

Unicorns or zombies?

**Unicorns.**

Thank you to **Jennifer Lee** for participating in this interview.

We hope you liked getting to know another fellow student.

If you want an interview with you to appear in the next issue, you can send us an email to [leonovak@stu.mefis.k12.tr](mailto:leonovak@stu.mefis.k12.tr). You can choose to give the interview anonymously.

*This newspaper was created by Dilay Kalinoglu, Eda Okatan, Giulia Improta, Jennifer Lee, Kate Leonova, Melisa Civelekoglu and Scott Kingham.*

*A huge thank you for the help of Mr. Lloyd and Ms. Incel.*