LE BILINGUE

Ecole Jeannine Manuel Paris Student Journalism

April 2020

photo by Siddharta L.
Dear readers,

First of all, we would like to thank you very much for taking the time to read this issue of Le Bilingue, as our student journalists have worked very hard on writing these articles. This edition of the school newspaper was originally supposed to be published in March, however due to the coronavirus pandemic, we were unable to send it out before the beginning of quarantine. Things evolved and escalated so quickly that it didn't feel right to publish the newspaper that we had put together.

But as our life in quarantine continues, as time seems to elongate and as days seem to melt into one, an interesting metaphor came to us, originating from a picture taken by one of our student journalists in Vienna, which you can see on the cover of the edition.

The passengers on the photograph are waiting for a train to get them to where they want to go. For them, time is slowly ticking by on the clock, as the train sluggishly gets closer - things seem almost frozen. Most passengers, annoyed, cannot help but sigh exasperatedly; minutes pass and the train still isn't here. But these passengers simply don't understand that this lack of speed is necessary: if the city dwellers refused to wait for their train, and didn't follow the rules, preferring instead to simply not use the U-Bahn, (a type of train, in Vienna, similar to our metro and RER) then the transportation system would go bankrupt, and the infrastructure would rot away. The U-Bahn requires its passengers to wait.

Now, let's change perspective. Let's imagine that we are the train conductor, tired after a long day of work. You have been working all day in darkness, working your way up and down the line, endless comings and goings that never seem to stop. Contrary to the anticipating passengers, you are moving extremely fast, and yet, time seems so long, as you wait for your shift to be over.

Now, what if we compare this to our current situation? At our level, at the civilian level, hours turn into days, days into weeks, and weeks into months, plunging us into a constant state of torpor. But if we look at the people fighting this war for us - the doctors, the nurses, the government officials - they are moving at an indescribably fast pace, running, sprinting, in order to save lives. The world is still moving forwards, despite how static it may seem from our little platform.

There are so many things that we should not forget while we stay in quarantine, while we complain about how slow time is going. We should not forget all the doctors and nurses, for whom there is never enough time as they try to cure every patient they can, but often end up having to say goodbye to the sick. But let us also not forget the world before quarantine. Let us not forget all that we fought for, all that was good in the world, but also everything that was wrong. Because once our lives go back to normal, or to the closest we can get to normal, we must continue living, we must pick up the battles we had started, and do the most good we can. If this pandemic has taught us anything, it is that life is precious and that anything can happen. Let us not forget how lucky we are to be alive.

So this issue will try to make you, dear readers, change perspective. Earth is still turning, life in a way is still happening, and we hope to show that to you. From the fight against gun violence to the fight for gender equality and equal education, there are still causes out there that are changing, or still need help to change.

It's just a matter of changing perspective.

Enjoy,
Justine D. and Alice B., editors-in-chief

PS: To continue this extended metaphor, the people waiting for the train need to be patient and wait for the entire system to run smoothly - just as we civilians desperately need to follow the measures set by the government to ensure our collective safety. Please respect these rules! 
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Gun control. A uniquely American issue that has plagued US politics for generations. In the weeks following each mass shooting, it seems to take a prominent place only to gradually fade away until the next tragedy occurs without resulting in changes in mentalities or legislation. Just over two years after 17 people were slaughtered by a former student during a shooting at a high school in Parkland, Florida, we are now left wondering whether the activism that flourished in its wake achieved any real change in a country that consistently seems to resist it.

Half of the world's civilian-owned guns belong to Americans and, for such lethal weapons, they are fairly easy to come by. Sold in small roadside stores and large sporting shops alike, only superficial background checks, if any, are required to buy them. While the law varies from state to state, it is legal to carry a concealed firearm in every state with only 7 of them requiring a permit to do so. This gun culture makes the United States an outlier among its fellow high-income countries: gun homicides are 25 times higher and gun-related suicides are 8 times higher in the US than in other developed countries.

To understand today's gun control debate, we first have to look at where it stems from. The Second Amendment to the US Constitution lays the groundwork for all US gun laws and is pointed to by pro-gun advocates as justification for their right to own firearms. However, it is extremely important to consider the historical context that led to the writing of these words: “a well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed”.

A brief history of the 2nd Amendment

The Second Amendment was ratified in 1791, in the early years of American independence. Like the Constitution and the other amendments in the Bill of Rights, it reflected the fears and concerns of the Founding Fathers following the Revolutionary War. The US had just come out victorious of a war where its militia had proven itself superior to a professional army, convincing them that a militia would be an effective option for the defence of the still-young country. A major concern was also that a standing army could be controlled by those in charge while a militia would more accurately reflect the will of the people. Their solution was to provide each male citizen with weapons and sufficient training so that a citizen army could both act as a police force in times of peace and come together to defend the nation in times of war, hence the words “a well regulated militia”.

Furthermore, the 18th century was another era, where guns had a much more prominent place in culture and day-to-day life than they do now. Duelling was a common practice and, in the absence of supermarkets and butchers, hunting was a major source of meat for many Americans, while also acting as a popular pastime. Revolution-era guns themselves were also fundamentally different: a typical 18th century musket fired 3 rounds per minute and had an accurate range...
of about 50 meters while today’s guns can shoot 45 rounds per minute with an accurate range of 550 meters. These historical, cultural and technological differences leave open the question of whether a law, written with that context in mind, can be applied to today’s world, seeing that it is so different.

**The US vs. the world**

Recently, America has had to grapple with mass shooting after mass shooting, with a shocking number taking place on school grounds. The same scenario plays out in the aftermath of each shooting: a short-lived outcry for gun control flames up while pro-gun legislators weather the storm, offering their thoughts and prayers to the victims’ families, until they can go back to quietly blocking stricter gun laws once the media attention has faded.

This inaction lies in stark contrast to New Zealand’s reaction to its 2019 Christchurch massacre where 51 people were murdered after a gunman opened fire in two mosques. In the following weeks, the country’s parliament voted almost unanimously to ban semi-automatic weapons, and collected the illegal firearms through an extensive buyback program. Sadly, the US seems to lack this clear-mindedness to take decisive action, instead, the mentality of many Americans remains that more guns are needed to protect against gun violence. The number of firearm sales peaks after each mass shooting and the same sentence inevitably comes up time and time again: “if only someone had had a gun, they could have shot the gunman and avoided the massacre”. Proposed solutions consistently avoid the core issue, ranging from proposals to equip children with bulletproof backpacks to providing teachers with guns they could use in the event of a shooting.

**The power of pro-gun lobbyists**

Why does nothing change in the US despite the simple realization that fewer guns equals fewer gun-related deaths? One answer to that question is the astounding influence of pro-gun lobbying groups like the NRA, the National Rifle Association. With an annual budget of $250 million - $3 million of which is officially spent on political lobbying - and an estimated membership of around 3 million, the NRA has the resources to profoundly influence both American society and its politics.

It does so through a grading system from A to F, assigning a score to politicians based on their voting record on gun laws.

The NRA’s top rated, most fervent supporters, receive financial assistance to propel their campaigns and crush their anti-gun opponents. These ratings and monetary backings can make or break political careers, often costing seats in Congress for candidates running on gun control platforms. Endorsements from the NRA can also help politicians reach the highest office - Donald Trump received $30 million in funding from the NRA during his 2016 campaign.

**Hope for the Future**

Despite this grim looking situation, there is some hope that the tide might be turning. The March for Our Lives movement, started by survivors of the Parkland shooting, organized nation-wide school walkouts and demonstrations centered around the slogan “Never Again”, gathering attention from lawmakers and the American public. It has prompted change among large corporations such Walmart, which stopped selling ammunition and requested that its customers not carry weapons openly in their stores. However, we are still a long way away from the profound change the US needs. Throughout his 3 years in office, Trump has been consistently loosening gun laws, paving the way for a whole new string of deadly mass shootings. At this point, we can only wonder what devastating event will shock the country enough to force its laws and mentalities to change after the deaths of hundreds of children have failed to do so.
The Organization

Koh-Ed is an association and school club created in January of 2019 by Anna Koh. Their mission is to “prepare today’s generation to become key members in the development of our societies and equip them to overcome social and economic obstacles”.

While Koh-Ed is composed of an array of students, the vast majority of their 65 members are from the International Baccalaureate section. The organisation has seen rapid growth this school year. As a consequence, a host of new activities have have been created under the umbrella of the Education department.

Koh-Ed has six branches. Five of them - Communications, Management, Marketing, Human Resources and IT - are dedicated to the running and organisation of Koh-Ed. The last branch, Education, encompasses all other activities taken on by Koh-Ed and is the largest section by far.

Initiatives and successes

Koh-Ed has several initiatives in multiple countries. Their first international project was in Ghana, where they provided computers to students and taught classes. This was an overwhelming success, over 1100 students and 200 staff were educated in three cities. Big projects such as these were once thought to be impossible by management, but have now become the norm. Several more programs are being planned, and Koh-Ed hopes to get them up and running soon. The most notable of these will take place in China, Brazil and at the CERN.

In order to fund their projects, they use crowdfunding - raising 2000 € last year from gofundme - host bake sales once a week, throw “Mad Scientist” birthday parties, work with companies such as Blablacar (donated computers for Ghana) and even are trying to be awarded grants (companies and the Mairie de Paris). According to a student within the organisation, each bake sale raises at least 100 €.

However, much of the work they do is still in Paris, both inside and outside the school. They run a multitude of activities within EJM, such as their CAS newsletter, the Russian club, the Rubik’s cube club and the YES! Club.

Several more activities are run at the Foyer de Grenelle, including but not limited to: youth and adult English, in which EJM students teach local students English, yoga, youth Chinese, youth H&G, youth Korean and scientific experiments.

Expansion

Koh-Ed currently has around 65 members, starting from 8 in September. Such a group of people enables them to maintain numerous activities, as cited above.
The number of members grew from 8 to 80 in a month, but that rapid expansion overwhelmed Koh-Ed’s structure. According to Koh-Ed’s president, “we [Koh-Ed] weren’t prepared for the number of people we got”, “we stopped functioning” and “tried for at least a month or two everything we could”. “The only possible thing to do”, he continued, was to remove less active members. About 20 people were asked to leave, but, according to Koh-Ed’s president, these removals allowed management to put a better organisation in place, resulting in the structure of Koh-Ed being much stronger today.

**Work environment**

Koh-Ed has been said to create a demanding environment and has also been described as corporate in its organisation. Koh-Ed’s president responded by saying that Koh-Ed expects a lot from their members and are proud of that fact. While he admits that Koh-Ed does have some corporate aspects - he cited marketing and human resources teams as examples - he added that working hard and being corporate are not equivalent.

According to him, what Koh-Ed has achieved requires dedication, hard work and effort. He added that Koh-Ed tries to do as much as possible, also stating that people genuinely enjoy 90% of their time at Koh-Ed.

He adds that Koh-Ed should be seen as an association first and foremost and that, as a result, the people in Koh-Ed should take the organisation seriously.

**Plans for the future**

Koh-ed has trips to countries and programs planned for the near future (along with collaborations with other clubs, such as the eco club), which may be put into action soon. They hope to find new and profitable sources of revenue, fix any organizational issues, improve their teaching and focus on their “reputation”.

They are also finding students in younger grades in order to groom them for leadership in Koh-ed, so they can have a smooth transition for when the founders inevitably leave for university. The current heads of Koh-ed have no plans to stop being involved in the organization and are hoping to continue work from their colleges, but they will be less present and so need people to step in and help.

Even though Koh-ed has had a bumpy ride with admissions so far, they are still planning on growing and taking on more people in the near future.

For more information about their programs and admission visit:  https://www.koh-ed.org
UNE CAPITALE IMPÉRIALE
PHOTOREPORTAGE A VIENNE

Par Siddharta L.

Vienne, capitale de l’Autriche, autrefois celle du Saint-Empire-Germanique et de l’Autriche-Hongrie, est connue pour ses palais, son architecture et ses jardins. L’auteur de cet article y a passé quatre jours lors d’un voyage scolaire, résultant en la prise de 1302 photos. Se trouve ci-dessous une sélection de ces dernières.

Dôme de la salle d’entrée du Kunsthistorisches Museum (Musée d’histoire de l’art).

Chandelier d’une des salles de l’Albertina-Museum.

**Stephansdom** (église de St. Stéphane) depuis la **Stephansplatz** (place de St. Stéphane), située au centre géographique de Vienne.

Étalage d’**Ostereier** (oeufs de Pâque) dans un **Ostermarkt** (marché de Pâque). Pour fabriquer des **Ostereier**, des trous sont percés dans les deux extrémités d’un œuf pour que le blanc et le jaune s’écoulent. Ces œufs sont ensuite peints et un ruban est passé dans les trous puis noué afin de former une boucle.
Colonne se trouvant sur le côté de l’entrée du domaine du Schloss Schönnbrunn (Château de Schönbrunn), ancienne résidence impériale d’été rassemblant aujourd’hui des objets de la vie de l’impératrice Marie-Thérèse.

Insigne au-dessus de l’entrée du pavillon de fête du Schloss Schönbrunn.

Domaine du Schloss Schönbrunn; vue du grand parterre et de l’arrière du palais à travers la fontaine de Neptune.
Allée du domaine du Schloss Schönbrunn

Fleur dans le jardin du Schloss Schönbrunn

Fontaine de Neptune dans le domaine du Schloss Schönbrunn.
If you spent time in the library before school closed, you must have noticed the posters featuring photos of people with their faces hidden by books. These funny pictures are known as “bookfaces” and they are extremely easy to do: simply find a book with a face or a person on it, place yourself and the book in such a way that you merge with the image and ask someone to take the picture! You can then send it to library@ejm.org and studentjournalism@ejm.org for a chance to be featured by the library and on Le Bilingue’s new online blog! See the accompanying photos taken by students in 2nde International for some inspiration and have fun doing your own! Both students and teachers are welcome to participate.

BOOKFACE

By Alessia V.
Welcome to the second edition of the Fillegaro, presented by the association Ed For Girls. For those of you who don’t know, Ed For Girls is a junior association that was created by a group of Secondes back in 2018. Our goal was to raise awareness about the lack of education for girls as well as raise funds for this cause. The Fillegaro is one of our newest projects and our goal is that, through stories about incredible women, we will all be inspired to do better. In history, women are often forgotten and we hope, that through the Fillegaro, we can commemorate as many incredible women as we can.

The Fillegaro will be released with Le Bilingue and will feature the stories of women in various domains: science, literature, music, sports etc.. We will also be focusing on themes that we believe are relevant to our cause or that we think are crucial in order to understand the difficulties that all girls must go through every day.

Finally, in the Fillegaro, we hope to give updates about our association Ed For Girls and let the school know about our future plans.

Thank you all for reading, we hope you enjoy this edition and for more information, feel free to go on to our website www.edforgirls.net or contact us at edforgirls2@gmail.com!

Sincerely,

The Ed For Girls Team
In every edition of the Fillegaro, we wish to dedicate an article to a woman, alive or who has passed away, whom we believe should be honoured, for their path, their story, what they represent or what they have been able to achieve. Audrey Azoulay is of course an inspiration to every member of Ed For Girls, as she has been able to make real progress in the field of education and has helped girls around the world.

Born in Paris to Morrocan parents in 1972, Audrey Azoulay was swathed in internationalism from a very young age, going back and forth between Rabat and Paris on a regular basis. Because her father was the councillor of the King of Morocco, her knowledge of politics also far surpassed that of other children her age.

After an impressive political career, notably leading to her being named Ministress of Culture of France in 2016, Audrey Azoulay was elected new Director General of UNESCO in 2017. Although the worldwide organization will continue pushing forwards natural sciences, human sciences, culture and communication, Mrs. Azoulay has made education her priority to spread pacific prosperity throughout the world. This is the result of what she calls a global “learning crisis”.

The education of girls is particularly targeted in her agenda, because it is not on par with that of boys in many developing nations. She stated that “it ha[d] been proven that raising the education level of girls [was] one of the most effective drivers of social progress and economic development”, reflecting the idea that providing girls with the education boys were already getting is more helpful than providing boys better education.
HIGH SCHOOL SEXISM IN OUR MODERN WORLD

By Sophia M.

With some countries opening their schools to women as late as the nineteenth century, the divide between the amount of education men and women receive has always been extremely apparent. Stemming from a place of real discrimination, sexism remains one of the biggest problems female high school students have to face today. Ed For Girls focuses on aiding girls who are unable to get an education—however, it is impossible to stay silent about the difficulties that those who do get an education face.

Think of that one person in your class who makes jokes at the teacher and acts silly but always gets away with it somehow because yes, they are being distracting and disrespectful, but everyone gets a good laugh out of it, including the teacher? It is highly likely that that person is male. There is much more pressure put on girls to be studious and quiet and respectful, and when they do fool around, no one is laughing. A student states in an article published by Feminism India: “During a parent-teacher meeting, my class teacher told my parents I would talk to my boyfriend in class too much and needed to fix my priorities. My boyfriend’s parents were told that it wasn’t a big deal and was all in good fun.” Perhaps, at the core of this issue is the belief that girls need to work harder to be successful, while “boys will be boys”; but the harmful notion that boys should be able to get away with more arises, making girls’ lives at school extremely difficult.

Another student says: “We were at our school trip and my boyfriend, a couple of other friends and I were chilling with everyone outside a tent. A teacher came by and told me she wanted to talk to me. That time I had some allergic reaction on my legs so I thought it was about that, but it turned out to be a 40-minute lecture about how it was unacceptable that I was chilling outside a tent with my boyfriend. When I argued that everyone was there she shouted at me and told me to behave myself. My boyfriend didn’t have to listen to any of this”. This is one of the many examples of how “hookup culture” shames and brings down women, especially in a high school setting. Above all, high school is an educational institution, but it is also a closed community that has its own traditions, culture and societal norms. And while boys are praised by their peers inside this community for having been intimate with a girl (and the more the better), girls are slut-shamed and criticised for doing the same.

In fact, in arguably any high school in the world, girls are subjected to much more judgement. It is not a rare practice among high school boys to create lists and rankings of girls by their physical attractiveness. A girl’s reputation depends almost entirely on how she presents, whether she is conventionally attractive and how many boys she has been with. In their article “GIRLS RUN THE WORLD? Caught between Sexism and Postfeminism in School”, Shauna Pomerantz, Rebecca Raby and Andrea Stefanik theorise on the idea that sexism at school prevails not only despite, but partially because of movements such as “Girl Power” and “Successful Girls”. By incessantly conveying the message that girls “run the world”, these movements create the harmful notion that sexism is over, at least in first-world countries where women have the same legal rights as men, devaluing the experiences young girls do have with sexism.

Sexism at school is extremely deep-rooted and subconsciously seen as a core part of the high school experience. But isn’t it time to separate discrimination and prejudice from “high school culture”?
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