

LISA 4 U

Newsletter for Students, Parents, Staff and Friends of Linz International School Auhof Summer 2019

POLITICS AND SCHOOL

Does that work out? – On April 24th, exactly a month before the elections for the European Union, delegates from each party presented their respective electoral manifesto to the upper grades at the Johannes Kepler University Linz (JKU). This discussion was supervised by

Mrs. Steinhauser and organized by a team of motivated and politically interested students to give fellow students who are able to use their right to vote an overview of the different parties and their visions for the future, both Europe's and Austria's. More p. 3

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ANOTHER STEP TO DIGITALIZATION: The new Laptop Trolley

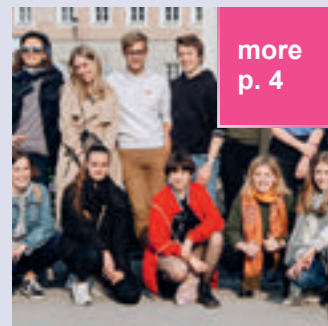
Special Thanks to the Lisa Support Association!

We want to especially thank the Lisa Support Association for an investment of € 22.000, in order to finance our new laptop trolley! It is another step towards digitalization and modernization in this school that we can all benefit from!



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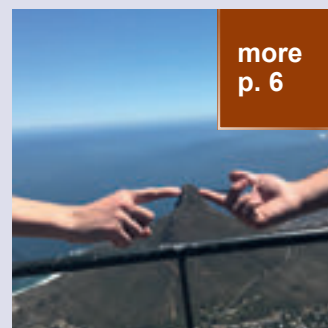
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The Austrian Philosophy Olympiad took place for the 14th time, in the school year 2018/19.

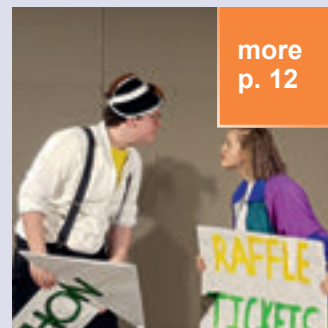
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The 6th graders, like many before them, got to spend two unforgettable weeks in South Africa in February 2019.

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On the 2nd and 4th of April, our class had a drama performance about silence, which is called Betweeny, written by Lindsay Price.

The IB Arts exhibition 2019



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On the 13th of March 2019, the annual visual arts IB exhibition was opened in the Festsaal. 10 artists presented their work.



Goodbye LISA!

Over the past four years, a few colleagues and I have been part of the LISA 4U magazine team. For me personally, it was always amazing to be able to work with other students from all grades, interview various entrepreneurs like Florian Gschwandtner, former founder and CEO of Runtastic, connect exchange students with our work, edit, run after various students who missed deadlines, and, of course, write articles myself. I can only thank my fellow 8th graders who contributed to this magazine. This especially goes out to Arya Haager and Hanna Hross who never ceased to amaze me with their skills and motivation! I can only recommend joining the LISA magazine team, as it really helps you to expand your skills and broaden your horizon. I'm proud to pass on my position as the head editor to the next worthy candidate. I'm happy to have spent the last few years in this team and I think this also applies to my colleagues. If you're interested in joining, do not hesitate to contact a team member.

■ ELSA HROSS, 8M1
LISA 4U HEAD EDITOR

POLITICS AND SCHOOL

Does that work out?



On April 24th, exactly a month before the elections for the European Union, delegates from each party presented their respective electoral manifesto to the upper grades at the Johannes Kepler University Linz (JKU). This discussion was supervised by Mrs. Steinhauser and organized by a team of motivated and politically interested students to give fellow students who are able to use their right to vote an overview of the different parties and their visions for the future, both Europe's and Austria's.

Having taken a few months to organize, the whole discussion went along quite smoothly. It was moderated by the school representatives and Gabriel Egger - a journalist from an Upper Austrian newspaper OÖ Nachrichten. The discussion round was made up of the Green Party, Neos, SPÖ, FPÖ and ÖVP with each party having sent one member of the party to present the respective party's interests. The discussion round was made up of politicians not only from politically different fractions, but they came from all walks of life. This fact made

FINAL YEAR IN SCHOOL

When asked to write an article for the Lisa4U Magazine, I chose to write about Mr. Jachs due to this school year being his last term as headmaster. In an interview with him, I posed some questions and this is what our headmaster says:

How long have you served as the Headmaster? What was it like first taking the job on?

When I was asked to assume the role of headmaster on Dec. 1st 2011, I really felt I was able to rely on the great support of the school community as well as on the school authorities. They encouraged me to apply for this multi-faceted job. Needless to say, I had my visions of an ideal, self-governing school but I soon realized that the opportunities to develop school autonomy were limited, both financially and due to strict regulations set by the Ministry of Education.



What are some things you are proud to have seen this school achieve during your time as Headmaster?

We are very happy that we have been able to add the new wing of the school building along with the multi-purpose hall (the 'Festsaal'), this was a particular challenge during a time when it was difficult to raise money for a Gymnasium, a type of school criticized by former ministers of education.

We are extremely proud that the LISA, as a state-run school, is affordable to everyone while still being able to offer both the Austrian Reifeprüfung as well as the IB Diploma. We are also very pleased to have implemented the "Academy Program" for our international students, which gives them a chance to prepare for the final IB exams individually. In particular, we

are very proud of our students' excellent results in their final exams, which can easily compete with those of expensive private international schools. I am so proud to see



students' involvement, like the ÖVP, who questioned the legitimacy of the protest action. Considering that climate change is an omnipresent topic both in politics and schools, it was this question that really rang with the student body and made us change sides easily if a party had an opinion of Fridays For Future that was rather negative.

Throughout the whole discussion, it was obvious how some parties were more supportive of each other, for example the Neos and the Green Party, representatives being Christina Doppelbauer and Daniel Stögmüller, didn't argue with one another but formed a coalition of sorts. This was not surprising as the representatives were seated like in parliament, opposition and government, so that FPÖ and ÖVP, Haider and Haide, also formed a coalition to withstand the liberal attacks.

All in all, the discussion round was incredibly well-organized and helped a lot of students make up their mind on the upcoming elections, despite not too many questions being asked due to a lack of time. Having politicians present their opinions and thus indirectly having them talk about their electoral manifesto was a better and more vivid way to learn about the elections. You can think about politicians and politics however you want, but this discussion, above all, showcased that in order to change something and be part of the bigger picture we have to use our right to vote, to support one's party and to make sure our opinion is heard.

■ JONAS RESCH, 7L

the discussion round more interesting as the individuals were dynamic themselves but as a group, even though they didn't operate as one, they were even more impressive to listen to.

The topics that were discussed were just as different and varied as the politicians who answered them, including general issues as well as contemporary ones. It was interesting to see how some representatives wanted the European Union to give back power to the individual state while others saw the brightest future for us in the vision of a United Nations

of Europe. This utopian picture of a United Nations of Europe was uttered by the Neos' representative and was heavily critiqued by the rather right-wing parties, which said that a United Nations of Europe would be the death of the individual countries.

Having started with basic questions about the EU and having been shocked that the answers diverged so heavily when it came to its division of power, we continued discussing contemporary issues. The questions were perfectly selected and therefore we listened to the politicians argue over the Friday's For Future Initiative and the students' pro-active involvement in it. Answers and opinions ranged from very supportive, the Green Party, to rather indifferent to completely opposing the

that we embrace integration at our school, that our students, in addition to their academic education, are trained in tolerance, open-mindedness and nobleness of heart.

What advice would you give to your future successor?

I am sure the future headmaster or headmistress knows best how to wield the job responsibly. (laughter)

They would probably be well-advised to take all ideas and concerns of teachers, students and parents seriously, to pay equal attention to all the school branches and encourage co-operation instead of confrontation.

Is there anything else you would like to express to our readers?

Finally, at the end of my school career I would like to express my gratitude to the deeply committed staff, our great students, our dedicated parents, our generous sponsors and the supporters at the Bildungsdirektion OÖ, who have all contributed greatly to the LISA success story. You have made my life richer and more precious. Thank you all for that!

■ NELSON SANNI, 5L



PHILOSOPHY OLYMPIAD

The Austrian Philosophy Olympiad took place for the 14th time, in the school year 2018/19. Just like every year, two very talented students, both from the LISA and the Kepler branch, were sent to represent our school. In this year's competition Clara Roth (8M1) managed to score 1st place in the Upper-Austrian competition and Tobias Plöchl 8B) 4th. In light of this year's achievement, I conducted an interview with both Ms. Obermayr-Rauter and Clara Roth.

Interview with Ms. Obermayr-Rauter

What is the Philosophy Olympiad and since when has our school been taking part in this contest?

The concept of the Philosophy Olympiad was officially developed by Ivan Kolev from Sofia University in Bulgaria. Its aim is to give young people an opportunity for writing coherent, logical texts with philosophical content. The competition was first established in Austria in 2005 and I registered our school in 2011.

How does the competition itself work?

Well, each federal state has a Federal Competition. For this, the students choose one quote out of four that each correspond to a philosophical topic. Then they write a Philosophical Essay. I always offer my guidance, but I leave it up to the students to decide how much assistance they need. Sometimes they are completely independent in the writing process. The jury decides on the five best essays and consequently the three best of every federal state get to go to Salzburg for the National Competition. The contest in Salzburg lasts 3 and a half days. Also, the two best students from each country get the chance to take part in the International Philosophy Olympiad, which takes place in Rome this year.

What were some of the successes in the recent years / this year?

Actually, it did take a while until we understood the criteria, so that we could prepare our students well. But some of the recent successes were the 2nd and 3rd place in the Federal Competition last year and then also the 1st place at the National Competition, won by Mohammad Beheshti. This year we are very proud of Clara Roth, who won the Federal Competition and Tobias Plöchl, who came 4th.

How is it decided which student(s) get to go?

It is decided by the teachers, who register the school and the number of students for the competition. Basically, each Philosophy student has the chance to take part. But I do always address particular students, whom I believe to have an outstanding ability to argue analytically and think creatively. Together with Mr. Kim and Mr. Weißhäupl, I then read the essays and then choose the best two to be sent in.

What are some of the topics that the students have to write about (past topics and this year's)?

The topics cover the main question, that are generally asked in Philosophy, which can be summed up well in Kant's Four Questions, namely "What can we know?", "What may we hope for?", "What ought we to do?" and "What is the human being?". Each year it's slightly different but there are always four quotes from famous philosophers that the participants may choose from.

Do you prepare your students for the competition?

As I mentioned before, it is their choice, whether they want to discuss the topics with me and / or want tips

for writing the essay. Generally, I do not correct essays, I just give them a bit of feedback, on for example the clarity of the text. I can of course also provide sample essays to them.

What is the relevance of this contest and how does it benefit the school and/or its students?

The contest stresses critical and analytical thinking and thus the importance of Philosophy itself in everyday life. I also think it especially benefits the

students taking part in the National Competition in Salzburg, as they get the opportunity to discuss and work with a number of other incredibly gifted students as well as university professors. I believe that with the help of Philosophy, students can realise that all scientific disciplines are based on Philosophy. One can say that Philosophy can help encourage students to think outside of the box.

What are some aspirations you have for the future / goals you want to achieve with your students?

My personal aim is to encourage more students to participate and to inspire a love for Philosophy.

"You can learn anything from anyone"

Interview with Clara Roth

Clara Roth (8M1) came 1st place in the Federal Philosophy Competition of Upper-Austria. Having experienced the National Competitions in Salzburg and interacted with various Philosophy professor and students, she sheds light on what it was like for her to be part of such an event.

How did you come to participate in this competition?

Well, I was approached by Ms. Obermayr-Rauter and since I have always been interested in Philosophy, I agreed to take part.

Had you heard about its existence before?

I didn't really know about it before, I just heard about Mohammad Beheshti winning the previous year.



What sparked your interest in Philosophy?

I read a few books on Philosophy, for example "Sophie's World", which then sparked my interest. In general, there are certain topics that really interest and inspire me. I then also write down my thoughts on these topics, I have a whole folder of them on my phone.

How did you like the topics of the essays?

I really liked all of them, so it was hard for me to choose only one out of the four quotes. But then for my first essay, I wrote about "Bullshit", the quote for this topic was by Harry G. Frankfurt and it revolves around the fact, that lots of wrong facts circulate in our society and that all comes from a lack of knowledge.

For my second essay, I then chose a quote by Baruch Spinoza, which dealt with the topic of death.

What was your favourite part of the competition?

My favourite parts were the workshops, that were offered at the 3-day National Competition in Salzburg. Two workshops I especially remember were about "Ethics of Migration" and "What World We Want to Live in". We also did interactive exercises in these workshops, where we discussed the topics with university professors and other students. I really enjoyed the conversation there with both the students and the professors.

What do you think you can take away from this experience / what have you learned? And how do you think this can help you in your daily life / future life?

This experience taught me to approach things in a more open-minded way and that you can learn anything from anyone. Sometimes you think you know a lot about a topic, but there is always something new or a new perspective, that you haven't discovered. On top of that, because the topics were very strongly about our ideal world, it made me question myself about how much we actually do to help the environment and people in need.

Do you think the Philosophy Olympiad is beneficial and of importance for this school and its students?

For me it really was an eye-opening experience, because of the conversations I had, which made me gain new insights, but also challenge myself. However, it is questionable to what extent you can make

Philosophy a competition. Philosophers took years to form their theories and simply writing an essay in 4 hours isn't a true reflection of your ideas. Regardless, I believe it is valuable, because it brings people with similar interests together and brings attention to Philosophy. In addition to that, it was the first time I wrote something philosophical and that made me more contemplative and sceptical of my surroundings and our world.

Is there anything you would like to change about the contest itself or the organization of it?

Perhaps, that you can use dictionaries for phrases or words, but that is a very minor thing. Maybe more time for the writing, but on the other hand it gets quite exhausting, sitting there and writing for 4 hours, so I don't quite know.

Are you content with your achievement?

Yes, and I would have been content with it anyways, because I didn't go into the competition with an expectation of winning. I just wanted to experience the essay writing process itself and I am simply grateful for the experience.

Is there anything that our school should improve when it comes to Philosophy classes?

I think, that Philosophy classes should start earlier than 8th grade, because you don't have time to question things a lot in school. Also, we have to follow authorities and systems, which don't always give you the chance to be very critical. So, perhaps we could have workshops in school to lay more emphasis on Philosophy in school.

■ SOPHIE RABMER, 7L

MEISTER SINGER-SCHULEOÖ



Hello Mr. Kaltenböck! Let's begin with the first question. How and why did you engage yourself in the musical field?

Mr. Kaltenböck: Oh that's a difficult question! As a student, I enjoyed playing the piano and the recorder in the Music School, but I never had any determination to do anything specific with it. In fact, my ambition was to study medicine until in the 7th grade. I somehow made the decision that studying medicine would be too challenging and requires a lot of devotion! I also wanted music to be a part of my life, therefore I figured studying music would be my right path.

Did that abrupt decision contribute to the reason why you became a choir teacher? Had the profession already been considered when you started your studies?

Mr. Kaltenböck: Yes, actually the choir brings me back to my teenage years, where I used to play the piano for a group of friends who enjoyed singing together. That was in fact my first experience as a choir conductor. Then in university, my original aim was to simply experiment a career with just piano. Later I was introduced to singing and finally I met some friends who were involved in choir conducting. At that point, all the pieces came together.

Now to the choir, since it has not been an extra-curricular activity offered in this school for many years. Which role do you think it can potentially play in a student's life?

Mr. Kaltenböck: I think you're more able to answer this question than me! But I definitely think it's one of the subjects, where there is no tense atmosphere. Of course, it can be exhausting, but most importantly, singing is an activity that students can

enjoy without studying and they take their time to learn. There is no pressure to understand new things quickly, and it does not matter if some learn faster or slower than others. In the end, the choir is fun team work.

This year the choir has also taken on additional help, Ms. Reif. Are there changes regarding responsibility or stress?

Mr. Kaltenböck: Indeed, the plan was to be able to carry out multiple rehearsals so to say, at once. If I am not here or when the boys practice with me, I find it convenient to be able to split the lesson and have the other voices continue their rehearsal calmly. Surely, this allows us to move faster and do activities in parallel.

What are some challenges that you encounter in rehearsals or concerts?

Mr. Kaltenböck: I personally think the biggest challenge to be successful as a choir is that the people are needed. I often say this in the lessons, but if anyone doesn't want to sing or take part, they won't contribute to the choir's development! I definitely need the students to make the choir work! Of course, another challenge is the time schedule. Currently we have late afternoon lessons where many people arrive from 9 hours of studying and everyone is quite exhausted, which is understandable.

Recently, our choir was awarded the certificate MeisterSingerSchuleOÖ, was it a surprise for you to receive it?

Mr. Kaltenböck: No, not really. To be honest I actually am one of the successors of the founders of this certificate! We had thought having a certificate that recognizes a school's singing activity was important, because often music lessons are rather underestimated, and this way, it brings more motivation to continue the activity! The certificate is not exactly about being extremely good either, but rather a continuous work and development through singing which is what we as a choir do.

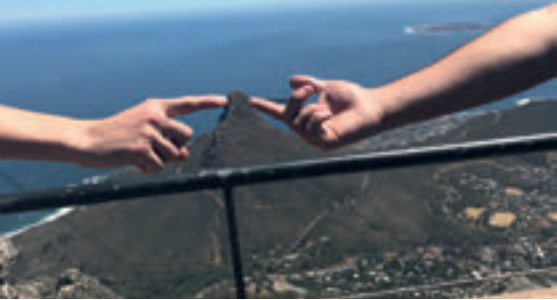
Lastly, what are some future plans the choir is considering?

Mr. Kaltenböck: Well, there is a concert today, at the Stadtpfarrkirche in Urfahr! Generally we sing at school occasions, so you'll definitely be able to hear us at the Summer Event. Otherwise, it is always our pleasure to engage ourselves with external performances such as the "200 Jahre Stille Nacht" that took place last Christmas in Steyr.

Great! Thank you for answering our questions.

■ ERICA R CAPPIELLO, 7N





Exchanging Culture

Student interviews

The 6th graders, like many before them, got to spend two unforgettable weeks in South Africa in February 2019. Two weeks full of excursions, fun and getting to meet a different culture which can be considered the best school trip the LISA has to offer.

The most important aspect of these two weeks is the host family because the success of the trip depends on the host family and how well one gets along with them. Therefore, to illustrate how much the school trip depends on the host families, I interviewed some students who went to South Africa the previous year and asked them for their opinion:

I really enjoyed travelling to South Africa, especially because I got the chance to get to know a new culture and a new country at the same time while having the time of my life! Still to this day I'm in touch with my host student and her entire family.

■ LYDIA WAGNER, 7L

For me personally, I really enjoyed my time in South Africa and I think a lot of that is due to the fact that I got along really well with my entire host family. For two weeks I was able to immerse myself in their culture and got to meet a lot of new people which made my whole South Africa experience unforgettable.

■ ELISABETH PARGFRIEDER, 7L

For me, staying with a host family was a good way to get to know the culture and the country and certainly better than just staying at a hotel. A vivid memory that I have, was when I went motorbiking with my host

SOUTH AFRICA EXCH

sibling. During this experience I got to meet a lot of people who talked to me and treated me as one of their friends, which wouldn't have been possible if we had stayed in a hotel for example. Also, every student who has been to South Africa is familiar with Braai (similar to a barbeque) and as this was a very important part of their culture, one could almost say a ritual of some sorts. I am thankful for the hospitality of my host family.

■ CONSTANTIN STEINBRECHER, 7L

As a student who is particularly interested in history, it was great to see how the South Africans handle their past differently if they are from different generations. My host grandfather, who lived through the horrors of Apartheid, had a very different recollection of the events and the Apartheid regime than the popular opinions.

■ ANONYMOUS

I started talking to my host sister even before actually meeting her for the first time, so when we actually met, it felt like we had known each other for quite a while already. Even though the exchange is now over, it feels like I should be meeting with my host sister again soon, as it's been a while since I last saw her. I'm still in contact with her and we hope to see each other again someday.

■ KONSTANZE LAUSEKER, 7L

Visiting a country and living in their society is a completely different story. The sheer amount of kindness I experienced was incredible. I was relieved when I realized that my host family shared my rather liberal views. Therefore, I was able to discuss and learn about South African culture without encountering a stereotypically limited, biased, white middle class opinion. This is and will continue to be one of my most valuable experiences while also providing an opportunity for future trips to this amazing destination.

■ ANDREAS HORNER, 7L

After having interviewed my fellow peers, I found out that South Africa and especially our relationship with our host families has remained a positive memory, even after a number of months. The host program serves as an opportunity to exchange culture and it did exactly that in an culturally immersive way so that one felt like a true South African, at least for two weeks.

■ JONAS RESCH, 7L

Statement

My name is Isabella Lapuerta Guerra and two months ago I was an exchange student in South Africa.

Together with Ms. Kraus and Ms. Conry-Lindner, our small exchange group of 12 people, from both the 6L/M classes, left Austria on January 29th to fly down south to Cape Town. We spent one wonderful week wearing T-Shirts and shorts, visiting the highlights of Cape Town and having a lot of fun with our host families. It is an understatement to say that we miss this beautiful country and our new-found friends.

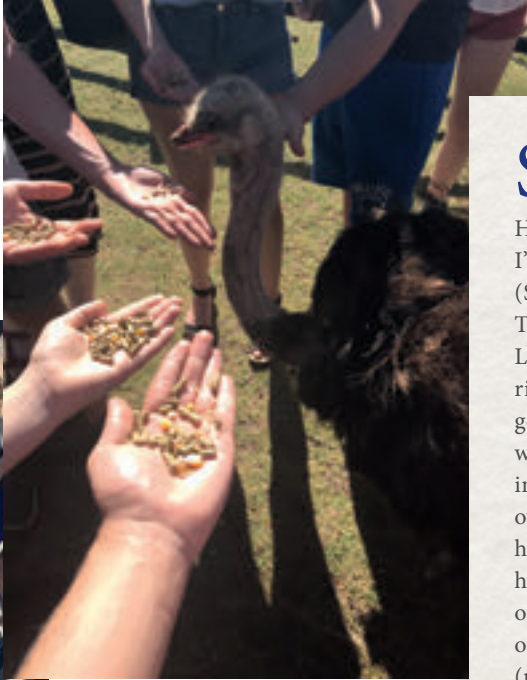
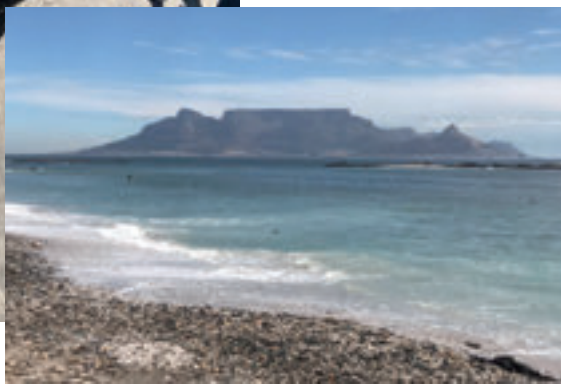
At the beginning, by which I mean from the end of 5th grade to a month before our exchange trip, it was really hectic and stressful as we had the responsibility of collecting all the given documents, having our parents sign them, and then bringing them back before the deadline. We were extra cautious in double-checking every single detail, from checking our ID-code to the correct spelling of our full name. Eventually the whole paperwork had paid off when we boarded the plane to South Africa with nothing else in our way.

What else is there to say about this trip, other than what amazing fun I had during our stay? I had a wonderful host family, who immediately took me in and I never once felt lonely. Cape Town's natural landscape, its culture and rich history left me in awe. Sandy beaches, Apartheid, Table Mountain, the MTBS "interschools athletics competition", those special landmarks still have a place in my heart. I also made new friends from Hoerskool ("high school" in Afrikaans) Stellenberg and I am excited to see them again this summer.

There isn't really anything negative to mention. Other than the terrible air turbulence during the 12-hour flight, the costs and that the trip itself was too short, I wouldn't hesitate in visiting Cape Town again!

■ ISABELLA LAPUERTA GUERRA, 6L

ANGE



LISA

trip

Statement

Hi, my name is Simone Carstens, I'm from Hoerskool Stellenberg (Stellenberg High School in Cape Town, South Africa) and I will stay with the Lapuerta family in June. When Isabella arrived in Cape Town, it was a start for me to get out and experience new things. Together we did things I'd never done before, like holding a snake for the first time, and it helped us overcome our fears. It was also wonderful to have a friend to talk to after school and at home we would play card games and watch our favourite movies. We talked a lot about our culture, about our safety and behaviour (public transport, what we eat, crime, etc). Even though we have very different interests, this was actually the main reason why we became close friends. It was interesting to see certain things from a new perspective and to hear a different opinion. This exchange program has given me a new friend and I don't see the negative side of it. I can't wait to finally see Austria with my own eyes and to see my good friend Isabella again!

■ SIMONE CARSTENS

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The 2L, 2M, 2C, 2A skiing trip

On the 4th of March some of the second grade classes went on a skiing trip to Hochficht. We had an early start because we needed to meet in front of school at 7:50.

The second we arrived we were split up into groups depending on our abilities (black=very good, red=good, blue= not so good and green= beginners), and then again to make smaller groups.

“It was 3 days long and it was cool to meet the other classes.”

KILLIAN ENRIGHT 2L

had to come to an end at 16:10, when we got back onto the buses to go to our youth hostel where we were shown to our rooms.

To keep us off our phones during the trip, we were asked to hand them over when we came down for supper. We rushed back to



At 12:30 all of us, including the teachers, were able to enjoy some Kaiserschmarrn. We had 30 minutes to restore our energy before getting back on the slopes. The fun

had to come to an end at 16:10, when we got back onto the buses to go to our youth hostel where we were shown to our rooms.

To keep us off our phones during the trip, we were asked to hand them over when we came down for supper. We rushed back to

our rooms at 19:00, since we all still needed to shower. The teachers let us stay up till lights out (at 22:00).

Breakfast the next day was at 7:00 and we had 45 minutes before the buses left for the slopes. We stopped at 12:30 for lunch, which was spaghetti this time. We went

“I have learned a lot and it was a lot of fun too.”

MARC-ANDRE DERNTL 2L

back to the hostel at around 16:30 and had some yummy pizza. 22:00 was lights out again. The next morning started off as the day be-

fore – breakfast then skiing. At around 12:30 we were then taken back to the hostel, where we were given time to pack our things. At 14:00 we loaded the buses and made our way back home.

“The view was nice, and you could always see the mountains, which was really pretty.”

STUDENTS FROM THE 2A

There was a mixture of happiness and great sadness in the buses. By 16:00 we had made it back to school with a two-hour delay, but our parents were waiting patiently to pick up their professional skiers.

■ NATALIE PAPP, 5M

An awesome character-building experience

Growing up is difficult, and especially in your early teen years, everything might seem very confusing and overwhelming. While on a journey of finding yourself, you also have to deal with other influences such as peer pressure.

Everybody just wants to fit in and does everything to be popular and cool. "Real character is no accident", a workshop hosted by Jerry Jacoby, teaches children to be



honest and to find the courage to be a genuine and truthful person. Armed with an acoustic guitar, a hand puppet and lots of charm and humor, Jerry brings those values closer to young pupils. The songs and comedy bits, based on Jerry's life, required lots of participation and the children were more than happy to take part. The students were not only entertained, but also learned some important life lessons to take home.

Jerry was a drum major at college, where he also met his wife, who accompanied the workshop with her violin. Back in college was also when he started asking himself what actually mattered in life and he came to the conclusion that honesty, kindness and the bravery to admit your own mistakes was what matters most. He has shared his knowledge to kids and teens in school ever since. Jerry has been doing his character-building workshops as a kid motivator for over 30



years in schools in America, Canada, Africa and of course also Austria. He does not only teach his values, but also uses the opportunity to teach children English.

In all those years, Jerry has visited over 7000 schools, which comes down to about 200 schools a year. We at the LISA have had the pleasure of having him host his workshop in our school 5 times already and are very much looking forward to his possible return.

■ ANNA SANDHOFER, 5L

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Help Support African Students

Thinking about getting a new school bag next year? Don't toss your old one. Instead, donate it to our fundraiser on June 24th-28th. This project, which is run by the organisation "Mary's Meals", aims to supply African children

with much-needed supplies. Many of these children have suffered through war, famine, or natural catastrophes. By giving them basic items such as pens and clothing articles, we can help them escape the cycle of poverty later in life.

What will we be collecting? We will accept school supplies and items of daily use. All materials (besides toiletries) that are in good condition can be donated. The picture here shows some examples. You can also donate backpacks.

Keep an eye out for more information! Have any questions? Contact me at isabellapreschern@gmail.com.

■ ISABELLA PRESCHERN, 5M



summer recipe

- 1 banana
- 250 ml milk
- 200 g yogurt
- 600 g strawberries
- 2 pkt vanilla sugar

Preparation

Wash the strawberries, peel the banana and cut it into slices. Together with the yogurt, the milk and the vanilla sugar, blend everything until its smooth.

Fill into glasses and decorate it with a slice of strawberry.

OSCARS STEP ASIDE, ...

... because this year at the Spring Gala, the LISA awards happened.

Instead of a golden man, a wooden bird figure was handed to three of the major supporters of the LISA.

These people not only support our school, but they also do an outstanding job at it. The awards, presented by Ing. Christian Schütz MSc., were received by DI Mag. Klaus Hötzenecker, the former principal, and Mag. Karl Mühlstein, the former LISA coordinator, who were the main founders of our school and the main reason the LISA is what it is today.

And of course, let us not forget the wom-



an who is the very reason we are able to produce this magazine that you are reading right now, who received the third award.



Dini Hross is responsible for creating the layout and the design for the LISA4U. Needless to say, these three people have been contributing to our school for many years and more than earned this award.

The LISA awards were initiated by Dr. Astrid Wansch, also a LISA coordinator, currently on maternity leave, and were handed out for the first time two years ago. Back then they were given to Dr. Blum and Mrs. Salzbrenner.

The awardees are chosen by the board of the LISA Support Association and there is

even an ongoing discussion about possible criteria required for students to be awarded. Until then, the LISA awards give deserved recognition to the LISA's biggest supporters.

■ ANNA SANDHOFER, 5L

Spring GALA 2019

Fotos ■ HANS OTTO GASSNER UND NINA NIEDERMAIR 8M2



Buffet Donations

The leftovers of the buffet that was provided at the Spring Gala were donated to the Sozialverein B37. It is a non-profit organization in Linz that provides meals and shelter to homeless people and was delighted when they received the food. Mrs. Zehetner, whose child attends the LISA, was so kind as to establish the connection between our school and the organization.

■ CAROLINE LASCHKOLNIG, 5L & AMINA ABU ZAHRA, 5L



€ 660,- were donated to Mr and Mrs Söllinger's Nepal charity project

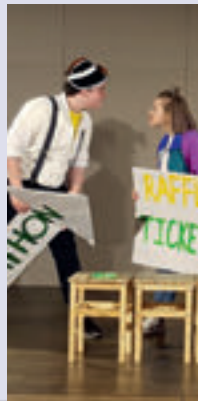


Betweenity

On the 2nd and 4th of April, our class had a drama performance about silence, which is called **Betweenity**, written by Lindsay Price. We worked hard trying to memorize our lines, which took quite a while. Every once in a while, we were given new ideas about staging scenes during the rehearsals, which was hard to adapt to. I thought practicing for the play was so nice, since it was an opportunity for me to get closer to my classmates.

The play was set in 1980s. Finding costumes wasn't hard at all, because we took them from home. The 80s are trendy again, and coloring our hair was fun. Getting ready to perform in front of our parents and in front of students made me nervous. To be honest, though, in the

last minutes of getting ready my feelings about it changed from nervous to excited. I was still worried that we would mess up, but we didn't. I'm proud of my classmates and myself. I think we did a fantastic job.



Some found it great, even though the rehearsals were out of control. Some thought it was a bit weird, but extremely beautiful and of course for everyone it was a challenge.

All in all, I found it was quite fun to perform. One of the hardest things was to memorize the snaps in between the sentences; the snaps represented the things we don't say. It was also hard memorizing the order of the scenes, because the play was a series of vignettes, each scene had separate characters and no single storyline. During our lessons we jumped from scene to scene. It was hard, since we didn't do a whole run through of it until the week before our performance.

I've learned that one shouldn't give in so easily. Even if you make mistakes, you still succeed. Drama to me is like a world, where you can express yourself more easily than in real life. You can show what you're capable of.

■ ALENA DECKER, 4L

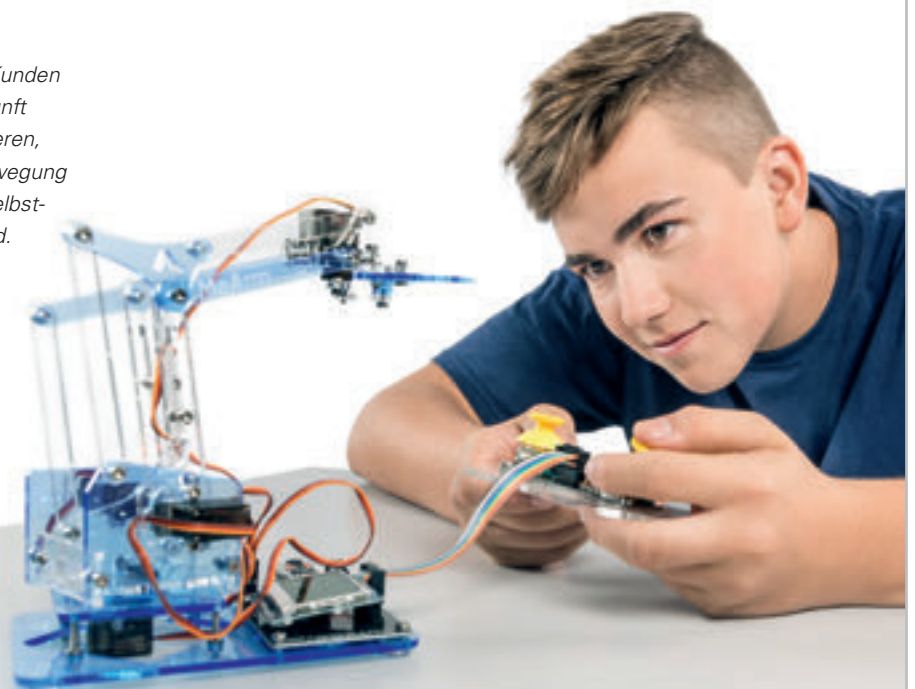
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THE IB ARTS EXHIBITION 2019

On the 13th of March 2019, the annual visual arts IB exhibition was opened in the Festsaal at 17:00. 10 artists of this year's course presented their work in various creative ways accompanied by a musical performance and a buffet organized by the 7th grade art course students.

The IB arts exhibition includes students of the Standard Level (SL) and the Higher Level (HL) course of the respective year. SL students have to display 4-8 works, while HL students had to have between 8-11 pieces. The exhibition counts to 40% of the Visual Arts IB grade and thus substitutes for some exams in May, that other HLs would have.

The 10 artists all displayed a selection of the works they had created over the past two years. Each artist had their personal style and theme. For example, Hannah Dworzak-Oberherber focused on the topic "hoods" and played a lot with dark colours and contrasts. Hanna Hroß embraced the revolutionary image and created works criticizing body images and politics. Another student focused on female bodies, while others

concentrated on a specific colour. The range of mediums spanned from sculptures made of wire, fabric, wood or clay to acrylic or ink prints, watercolour paintings, acrylic works, pencil, coloured pencils, or even hanging installations.

As I was an artist involved in the gallery as well, it is difficult for me to pick anyone of my fellow art students as my favourite,



but I really liked Bianca Bucataru's depiction of females and sexuality, Brian Lindner's photography, and my sister Hanna's revolutionary theme. Daniela Walchshofer's topic of human emotion was also beautifully displayed. But overall, I loved every corner of the exhibition! I think my classmates can be very proud of what they achieved and how

the exhibition turned out. I can definitely say that the path to the gallery and also the construction wasn't easy, but it was definitely worth the patience and commitment. So therefore, I want to thank all my course companions: Marco Cliselli, Hanna Hroß, Hannah Dworzak-Oberherber, Brian Lind-

ner, Emma Zwettler, Bianca Bucataru, Daniela Walchshofer, Andrada Bocea, and Claudia Horne for their passion and contributions. Lastly, a big thank you also goes out to Mrs. Milton, the teacher who accompanied us through the past two years of the IB visual arts course.

■ ELSA HROSS, 8M1



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Musical
**RAGTIME AT THE
LANDESTHEATER**



On 1st of March, a couple of Theatre Arts students had the opportunity to go and see Ragtime, a musical set in the United States of the early 20th century, presumably shortly before the start of the Roaring 20's. It was written by Terrence McNally and was a fabulous musical including songs from different musical genres: gospel, marches and most importantly ragtime.

artist who fights for justice, a Jewish immigrant who tries to build a life for himself and his daughter, and, last but certainly not least, a white matriarch who is fighting for equality.

Ragtime was a fantastic performance but failed to live up to the viewer's expectations in that it wasn't a musical but rather a theatre experience. The songs, although great and well-written, lacked dancing and the staging that characterize musicals.

Between the act 1 and act 2, we had the chance to talk to our teachers who made us realize how flawed the musical actually was in that it was predictable and that some characters were miscast. However, our new knowledge from our teachers didn't render the experience itself to be less impressive; the stage was incredible, and the props were particularly visual and aesthetically pleasing.

Having seen a great variety of musicals at the Landestheater, one must say that Ragtime certainly can't



The musical itself is a great representation of the problems that were present at that time in New York. Those problems are personified by various interesting characters, all from different backgrounds, including a Ragtime

be compared to Betty Blue Eyes. We all ended up enjoying the musical itself, but found that some adjustments could have been made to make it a memorable experience.

■ JONAS RESCH, 7L

Music
**STEELY DAN
"AJA"**



"Perfection is not what they're after. They're after something that you want to listen to over and over again."

Guitarist Dean Parks perfectly captures the spirit of the 1977 Steely Dan album "Aja", the band's biggest success to date. This musical masterpiece incorporates a variety of genres, drawing from many different sources of inspiration. It is the product of the tireless creativity of the incredibly prolific duo Walter Becker and Donald Fagen, known as Steely Dan. Being the band's sixth studio album within six years, "Aja" boasts all the typical sounds of the band, refined over the course of the years, culminating in an example of musical excellence which can be attributed to Becker and Fagen's unique ability to envision their finished work as a whole all throughout their creative process.

Nowadays, often used by audiophiles to test high-end stereos, "Aja" is a marvel of sound engineering, unheard of at that time and largely unattained even in most modern-day productions. It exhibits a sharp and dry sound, excellently produced and mastered and conceived by the duo together with producer Gary Katz in many intensive studio sessions. It was recorded with an impressive roster of highly experienced session musicians including jazz legends like Wayne Shorter and Bernard Purdie, all contributing to the aesthetic of Steely Dan while struggling to meet the high demands of Becker and Fagen, who notoriously went through four guitarists for the solo on "Peg". They are perfectionists and every note on the entire album is just in its place. The harmonies on all the tracks are carefully divided among the vast array of instruments featured, resulting in a sound greater than the sum of its parts. The brass section interjecting or beautifully supporting the melody brings an epic feel to the



a musical or lyrical lens; you will certainly find something new with every listen. Mark Ronson concludes, “No other band managed to let groove and intellect coexist as seamlessly.”

First and foremost, “Aja” is a jazz-rock fusion album, but Steely Dan take the

he includes many autobiographical elements while serenading the virtue of the faded hipster and America’s obsession with victory in the form of a narrative centered around a regular suburban guy seeking a life as an alcoholic jazz saxophonist. The ambiguous lyrics of “Peg” draw attention to abuses in the adult entertainment industry whilst perhaps also admonishing a former lover. The epic “Home At Last” alludes to Greek mythology by revisiting Homer’s “Odyssey”. While the title track “Aja” conjures up Eastern imagery with its dreamy latin jazz arrangement, “Josie” focuses on gang activity and the ominous eponymous girl Josie which serves as a funky finale to this grand masterpiece.

In this album, you can marvel at Becker and Fagen’s incredible craftsmanship, enjoy the countless solos and explore refreshingly original lyrical terrain. If you are looking for breathtaking music and witty lyrics, give “Aja” a listen. It is a timeless paragon of jazz-rock and musical perfectionism guaranteed to amaze you.

■ PHILIPP WIED-BAUMGARTNER, 8L

album, just like the amazing vocal harmonies. The rhythm section is dominated by a sharp and pounding drum sound and a bass alternately thumping and grooving, smoothly floating like in “Deacon Blues” or vibrant like Chuck Rainey’s sly slap bass on “Peg”.

“Aja” may be consumed in different ways. To experience a nearly transcendent musical encounter, I recommend listening to the album with headphones. It is a hole that you get lost in. The beautiful harmonies and melodies are kind on the ear and allow for a perfect easy-listening experience. However, it can also be endlessly explored under

best of jazz and rock and extend it by social commentary in lyrical form, which is underscored by Fagen’s distinct voice. The lyrical concepts are unusual and characterized by deeply sardonic social criticism, covered up with a shiny veneer of lavish jazz arrangements, pulling you into a mesmerizing world of deceptively beautiful music, masking dark and inglorious anecdotes of the more depraved walks of life.

Fagen showcases his vocal and lyrical versatility throughout the album. In the beautiful nearly eight-minutes-long “Deacon Blues”, one of the greatest tracks ever made,

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In Loving Memory of Our Dear Alumni Lisa Student Alexander Synka

Class of 2014
16.3.1996 - 11. 1. 2019

In our hearts, memories are kept, of the ones we loved and will never forget. Always a joy to teach and loved by your classmates, you were kind, warmhearted, creative and open. Alex you will be missed by us all.



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Many thanks to all staff, parents and students, who have provided photos, articles and advice.

Your opinion counts

Please submit any comments on the magazine, content or photos to info@lisa-support.com.

„Wir schützen unsere Welt, damit sie auch für Generationen nach uns lebenswert bleibt.“

Cecilia Johnsson, Environmental Manager, Schweden



Für eine Welt, in der wir auch morgen noch gerne leben, übernehmen wir mit ganzem Herzen die Verantwortung. Es ist diese Überzeugung, diese Freude an der Herausforderung, die uns alle ausmacht. **Wir nehmen die Zukunft in die Hand.**