

The Krumbach Times

Fine Student Journalism from the Austrian Hogwarts

"I Could Have Danced All Night": Schloss Krumbach Opens the Ball Season

by Saghar, Grade 10

The tradition of balls is an integral part of Austrian culture, dating back to the 18th century. The ball season typically stretches from January till March and features a series of flamboyant events, thematic to different social strata. Our school visited two legendary balls – the Zuckerbäckerball in January and Elmayer Kränzchen in February.

The Zuckerbäckerball, the “sweetest” ball of all, pays homage to Viennese bakers and confectioners' historical contribution to the city's economy and charm, was attended by Grades 10, 11 and 12 together with our dear teachers. That ball had a very complete and rich programme. We arrived at the ball at 8:30 pm, and the first dance happened at 9 pm and the last dance at 4am. Within various halls, a multitude of activities unfolded. One hall showcased exclusive gifts for ladies, while another became a haven for chocolate enthusiasts. The red room, designated for distinct musical experiences like disco, added another dimension to the event.



The debutante dance, a special Vienna school dance, marked the beginning of the festivities. Subsequently, attendees immersed themselves in a diverse array of dances, predominantly waltzes and traditional Austrian folk dances. As the clock struck midnight, a quadrille dance took center stage. Furthermore, at three different junctures, balloons descended, each releasing a unique blend of chocolates and coffee.

Having caught some breath over the ski break, we then visited the Elmayer-Kränzchen Ball in February. It is a ball hosted by the Elmayer Dancing School, one of the most renowned institutions of a kind in the world, stemming – as pretty much everything in Vienna – from a centuries-long tradition. The event commenced at 7 pm and concluded at 12 am. Elmayer Kränzchen presented diverse dance programs, featuring styles like tango and traditional Austrian folk dance. Although the venues remained the same, the ball differentiated itself by organizing dance lessons in various halls and featuring different orchestras.

Participating in both these balls was a delightful experience for me. It introduced me to a new facet of European customs, and I appreciated a sense of classics and elegance that surrounded me. The structured programs and the opportunity to learn dances in different halls, each accompanied by unique orchestras, added a distinct charm to the event. In my view, the ball was a beautiful affair, providing a glimpse into the refined world of European culture. I thoroughly enjoyed myself, finding solace and joy in the harmonious blend of music and dance.

From Krumbach to Egypt with Love: of School Trips, Pharaohs, and Time Travles

by Belamie, Grade 12

In February 2024, my school had a three days ranking list trip and the destination was Egypt. I come from Africa, but apart from my home country, I have never been to any other African country. I had expectations or rather wishes of what it would be like to step into my dream travel destination. Yet, Egypt shattered it all.

Where can I start ? The streets, the buildings, the landscape, the people, the Valley of the Kings and the temples of the Egyptian gods, the Cairo Museum and the pyramids of Khufu, Khafre and Menkaure; they all left indelible marks on me, as a student.

If I talked about what amazed me the most, I have an impressive list. I saw a 2km long temple called “Luxor temple” with more than a thousand sphinxes along its hall; 25m tall columns in the Karnak temple with diverse and enchanting paintings on them; and the mastabas in the Cairo Museum with their huge false doors.

In the moment, my mind went from questioning how they managed to reach such heights, to wondering how they managed to skillfully juxtapose the colours in their paintings, and to meditating on why the Pharaohs were so determined to leave such legacies behind them.



My mind was blown away when I saw real mummies of animals, people, and even pharaohs such as Tutankhamun and their actual tombs, still looking intact. It does something to you when you realise you are looking at living organisms and buildings which have existed for thousands of years before Christ.

Not only mummies, there were remnants of bread slices, special rocks and utensils, all from the Old Kingdom. Such a sight made me picture what a typical day in Ancient Egypt might have been like, and made me appreciate their technological advancements.

If I started to talk about the pyramids and their gigantic size, I would not be able to effectively describe them with words. When I heard of the number of heavy tonnes-weighting stones used to build these pyramids, I was dumbfounded and couldn't help thinking about the victims of such constructions. The pyramids give off this aura of grandeur that clearly tells you that the pharaohs wanted to leave their names in the memories of innumerable generations to come.

Our history teacher and headmistress explained to us the meaning behind certain symbols, statues and hieroglyphs in the Cairo museum. One interesting artefact in the museum was the mastaba, where the pharaohs' mummies were laid to rest.

It had numerous layers to it, with an altar within and a door to the immortality world. I learned a great deal about the mentality of the old Egyptian civilization.

They believed in the afterlife and worked mostly on preparing themselves for it. The idea of building pyramids and great temples was intertwined with their religious beliefs, and the amazing part about this is that they used their hieroglyphs to tell us their stories and achievements.

In conclusion, I am grateful for having been part of this fascinating trip to Egypt, and I am certain that it was a life changing experience, full of entertainment and nourishment in culture, history and geography.

Standing on such an ancient land and seeing the achievements of this majestic civilization opened my eyes to the never ending beauty of the world. How much is there to see!



“The Russian Genius” in Action: Reviewing Alexander Malofeev’s Performance

By Aleksandra, Grade 10

Alexander Dmitrievitch Malofeyev is a Russian pianist born on the 21 October 2001. He became widely known at the age of twelve due to his victory in the 8th International Tchaikovsky Competition for Young Musicians held in Moscow in June and July 2014.

In 2014 he was referred to as the “Russian genius” by ‘Corriere della Sera’, and after witnessing his performance I cannot help but agree. Malofeev truly is a genius.

When he plays, it feels as if his hands float up and down the keyboard, as if music hangs in the air and dissolves only when he no longer presses the keyboard.

On the 21st of February I had the amazing opportunity to go to his concert, for a school trip. The concert consisted of two parts. In the first, Malofeev played G. F. Haendel’s Suite B-Dur, H. Purcell’s Ground in C-moll, G. Muffat’s Passacaglia g-moll and A. Vivaldi’s and J.S. Bach’s Concerto a-moll, BWV 593.

After the pause, Malofeev played A. Skrjabin’s Prelude and Nocturne for the left hand, cis-moll, op. 9 and S. Rachmaninoff’s Elegie es-moll, op 3/1; Prelude cis-moll, op. 3/2; “Lilacs”, op. 21/5; and Sonata N°2 b/moll, op. 36. For an encore he played the “Dance Of The Sugar Plum Fairy” from Pyotr Ilyich Tchaikovsky’s ‘Nutcracker’ and the ‘Swan Lake’ “White Swan Pas de Deux”.



It was absolutely fascinating. To be honest, I have never seen someone play as magical.

I cannot imagine how one can express music through an instrument with such depth, feeling and beauty. I was frozen throughout the course of the whole concert, I am not sure if I was breathing. Only later did I find out it lasted all together for two hours - in the moment I thought it was no more than fifteen minutes.

I am incredibly thankful for this wonder and am grateful to the school for having provided me with the chance to be present at the concert.

I believe I will never forget that evening. I hope Mr. Malofeev pays our school a visit and plays piano at Schloss Krumbach, because such a pianist deserves a castle for a rehearsal ground!

Try Responding to These Questions...

What kind of tree can be placed into your hand?

How do you call an elephant which is not important?

Why are chemists so good at solving problems?

What would a biologist wear on a date?

What does Earth say to make fun of the other planets?

What did the calculator say to the student?



Who Was Gustav Klimt?

By Sonia, Grade 12



Many of us have experienced artworks from Klimt without even knowing what his name is. His artworks have fascinated millions of people, even though he was criticized immensely back in his day. Firstly, Gustav Klimt (14 July 1862 – 6 February 1918) was the most renowned Austrian symbolist painter.

He was born in a peasant family, in the suburb of Baumgarten in the 247 Linzer Straße. Although he was a peasant, he still managed to attend a school in Vienna Kunstgewerbeschule, a school of art (Klimt and Sabarsky, 1983). Klimt had a big family, he was the second child. Gustav's brothers were also artists: Georg was inspired and supported by Klimt that he became a successful metal artist and medalist, his brother Ernst just liked to paint.

Klimt also had sisters but most of them devoted their lives to taking care of the family. Although the Klimt family had seven kids, only one daughter created her own family and therefore her kids inherited the artistic gifts (Horncastle and Weidinger, 2018).

Gustav Klimt fell in love with painting at the age of 14 and since then he has produced various artworks since then. He mostly painted allegories, paintings, as well as landscapes. He was quite fond of drawing a female body ("Judith II (Salome) by Gustav Klimt"). Klimt was already successful in the beginning of his career, despite being judged immensely. For example, when he painted the hall in the University of Vienna, it was seen by many as inappropriate.

After this, Klimt chose not to paint for public commissions anymore and started exploring other styles, which is when he found his most eminent style also known as the "golden phase" ("Gustav Klimt (1862–1918) – Mahler Foundation"). Klimt's style was new and creative. Also, he was against the traditional artistic styles, which is the reason why he founded the Vienna secession in 1875, alongside other artists.

Gustav Klimt's most famous artwork is "Der Kuss" (1908–1909). In the artwork, we can see a man drawn in rectangular and square forms and a woman drawn in more circular forms and flowers. Klimt's landscape artworks were also renowned.

Klimt made numerous artworks when he went to the Attersee lake in Upper Austria, where he was inspired by the landscape. With this, he made beautiful artworks free from narrative elements.

The Robin Hoods of Schloss Krumbach



Our students recently explored the art of archery during a captivating bow and arrow class. They immersed themselves in mastering archery techniques, including aiming, drawing, and releasing arrows with precision. Robin Hood would definitely invite these formidable warriors to join the band!

The history of archery dates back to ancient times, where it played a pivotal role in hunting, warfare, and cultural traditions across diverse civilizations. From the mighty longbows of medieval England to the renowned composite bows of the Mongol Empire, archery has been an integral part of human heritage, bridging the gap between survival necessity and an art form.

This immersive hands-on experience exemplifies our school's commitment to offering diverse learning opportunities to nurture athletic skills and historical inspirations, and build up qualities such as focus, perseverance, and goal-setting.

As our students embrace the spirit of Robin Hood, may they channel their inner archer and aim for success in all their endeavors.

Now, who is your famous historical character with a bow and arrows?

A Brief Introduction to the Origins of Hand-to-Hand Combat from a Practitioner

By Grygorii, Grade 10

Hand-to-hand combat is the rational usage of physical violent force with the appliance of specialised grappling, hitting and kicking techniques. Hand-to-hand combat, also known as Hand-to-hand fighting, H2H combat, was one of the main ways of offence and defence before the creation of firearms, having throwing weapons as its only alternative. After the popularisation of firearms Hand-to-hand combat lost its effectiveness and popularity. It, however, came back in the First World War, where soldiers should have fought in the trenches.

In the aftermath of the First World War countries such as the USA, United Kingdom, France and USSR included Hand-to-hand combat, or its variations, into the mandatory training for their soldiers. In the 1930s William Ewart Fairbairn played a pivotal role in the education of the American and British soldiers, as he taught the British Commandos and the Rangers of the Army of the USA. He later summarised his knowledge in the guide “Get Tough!”.

After the creation of forty six army special forces companies in the USSR on October 24, 1950, Anatoly Kharlampiyev created the instructions for the education of the fighters. In the later years a mixture of different types of karate, mostly Kyokushin, was added as an obligatory practice for the soldiers in the Soviet Air Forces. In the 1980s criminal liability was put upon any unauthorised teaching of karate. Since that time most of the coaches switched to teaching Hand-to-hand Combat.

In most countries both soldiers and policemen are taught not only bare hand Hand-to-hand combat, but also its variations with the usage of both cold weapons (knives, brass knuckles) and firearms. Even though Hand-to-hand combat taught to the policeman and soldiers may seem similar, they are in fact completely different. In law enforcement the goal is to condemn and neutralise the lawbreaker, whereas a soldier's main objective is to survive at any cost. For these reasons the army Hand-to-hand combat is much more dangerous and uses more deadly techniques.

Hand-to-hand fighting is also a sport discipline practised by many people of different ages. The sports version is quite different from the one used in the military, because it forbids the usage of chokes and kicks that can be too dangerous or even lethal for the sportsman. Tournaments of hand-to-hand combat consist of two tours.



In the first tour, sportsmen demonstrate their technique and the ability to properly demonstrate an action. One fighter advances onto the other with a preset attack told to him by the jury, while the defender must react and commit the needed action in order to neutralise the offender. The second tour is the demonstration of the practical abilities of fighters. It is divided into two levels of contact, semi- and full contact.

In semi contact fighters get points for every punch they score to the opponent. The power of the punches and kicks, however, must be controlled, since semi contact checks the speed of movement and reaction of the fighters. The required attire includes Kimono, a belt, gloves, feet defence, mouthpiece and/or a helmet and a jockstrap. The victory is given to the fighter with the higher number of points.

Full contact also includes wrestling and grappling as a part of the fights. There more punches and kicks are allowed, as well as wrestling throws and joint locks. The victory is presented to a fighter depending on the number of scoring punches and kicks, number of throws and the number of submissions of the opposite fighter. A knock-out brings a fighter to an immediate victory. In full contact sportsmen must wear special wrestling gloves, full leg protection and all the protection listed for semi contact.

To me, hand-to-hand combat is a testament to resilience, discipline, and focus that a human body and mind are capable of achieving.

Through rigorous training, users of this fighting style cultivate the mental fortitude to maintain composure amidst chaos, adhering to a code of conduct that distinguishes controlled aggression from recklessness.

Many aspects of life are a form of combat, and being an athlete in this field teaches me to approach challenges firmly, confidently, and with courage at heart.



The Rich Tapestry of Persian Cuisine

By Saghar, Grade 10



Second of all, it is the main course. We have a very different main course but the most important and most famous in the whole world is Kabab koobideh. Iranian have the best Kabab koobideh in the whole world and most face one. This food is made of lamb meat only but we eat it with rice, potatoes and butter, but if you do not butter you can add an egg. Other main courses are Baghali polo ba gardan(neack of lamb with rice), Shashlik, Kabab barg, Meygoo polo(shrimp), Mahi(Fish) and Chenje. Thirdly, stew specific from Iran can be made from different things, but the same as before, the base of stew is meat and rice. For example: Khoresh e bademjan, Khoresh e qeyme and Qorme sabzi.



Iranian cuisine is a major part of Iranian culture. Most traditional food in Iran dates back to the very old world in Asia. Also Its other name is Persian cuisine, which has been spread in the west according to the historical name of Iran. Cuisine in Iran can be divided into different parts because there are significant differences across the country. Iran has a variety of 2,500 types of traditional food, one of the richest in the world. Additionally, cuisine of Iran has made extensive contact throughout its history with the cuisines of its neighboring regions. Iranian cuisine can have different types such as main course, appetizers, dessert, stew, soup, āsh, snacks and drinks, and of course, our spices.

First of all, the most famous Iranian cuisine consists of rice, meat, and local oil. Also they use different things in different foods but rice and meat is a base of them. In the appetizers part, can I tell you about different things such as Mirza Qasemi, Kashk e bademjan and Borani. All these three appetizers come from north of Iran and the base of all of them are eggplant. We serve these appetizers with bread. Another type of appetizer is always served with main food and mostly made of vegetables like salad. For example:Salad Shirazi, mast o Khiar (yogurt and cucumber), Sabzi(vegetables).

Moreover, for dessert and snacks I put them in one group because they are very similar to each other. In north west of Iran they have the most delicious desserts such as Halva, lafife, Sholezard, Baslogh, faloodeh andgaz. Additionally, in drinks we have a special and historical red wine in Iran. Our wine is famous from achemanded period also called sharab shiraz or shiraz wine. Also we have a very strange drink, called dogh, which consists of milk and is specific to Iran.

Lastly, there is the historical Iranian food. Abghosh was the first food in the whole Iran. This food is quite heavy and can not be eaten every day. Also it is so popular and everyone likes to eat this food at least every two weeks. All in all, if you want any type of food, you can find it in Iran easily because we are diverse, creative, and proud.

SKIS Travel Series Report: How We Explored Ancient Egypt in 3 Days

By Princesse, Grade 12

From the 16th to the 21st of February our top 6 ranking students got a chance to visit one of the most interesting countries in the world. Every year our school prepares a trip to a certain country for the students who have been behaving well. As a result, they visited Egypt and explored the ancient Egyptian history by visiting the historical sites of the Egyptians pharaohs.

On the first day, SKIS visited the Cairo Museum which features the biggest collection of Egyptian ancient history in the World. It included many different art works and representations made throughout the history of Egypt in different times and places. The visit to the museum was divided into 3 parts, the Old Kingdom, Intermediate period and then the New Kingdom.

At the museum, our history teacher was our guide. He explained to us about the various symbols and statues that we observed and also explained their purpose. That is when we all learnt what a "Cartouche" was, the hieroglyph showing the name of the pharaohs or the gods.



The Museum was so large that only the first day was spent exploring it.

The second day was spent in another city where most of the temples and the constructions of the pharaohs were made. The city is called Luxor or Thebes as it was called back then, and is one hour away from Cairo by plane.

SKIS visited the mortuary temple of Hatshepsut, the temple of Karnak and the Luxor temple. Even if they were ruins one could still see the magnificence and huge size of the temples. It was impressive to see how tall the columns were and each had colorful decorations on it. It was hard to imagine how in ancient times people were able to carry out such demanding work with little knowledge of technology. In the same city, we also managed to visit the Valley of the Kings, where the Pharaohs were buried.

There we visited the graves of Rameses III, Rameses IX and Tutankhamun. There It was prohibited for the visitors to go near where the mastaba was, in which the mummies were put.

Besides, we also visited the great Pyramids of Giza and we had a chance to enter one of them. Inside the pyramid it was very hot and we had to climb very steep stairs to get where the mummy of Pharaoh Khufu was put. As a result of the trip, our students learnt that Egyptian history was divided into dynasties which consisted of the Old Kingdom and the New Kingdom

In the beginning Pharaohs were seen as gods and later the embodiment of gods. Due to this change the pharaohs would lose their high esteemed value. The reason why the Pharaohs built the pyramids or built gigantic temples and tried to mummify and go through the whole process of making a mastaba was because they wanted to prepare for the afterlife.

They believed that after death there was another life and there people lived without the body which was the reason why their bodies had to be not destroyed. In the mastaba, they put all the items they used in their everyday life and they would write down on all the corridors their achievements. Behind the tomb there was a door which led to duat, the afterlife.



This is among the vast historical knowledge that our students have gained through the trip to Egypt. One of the strengths of the trip was the students and our team. Some of the students had little understanding about Egyptian history and some were experts which gave us an advantage of asking any question and getting the answer easily. Another strength would be the organization of the trip. Everything was organized: the taxi, the restaurants, the hotels, the flights all were previously prepared; there was nothing that was done at the last minute. Maybe one of the weaknesses was the fact that we kept traveling and got less time to sleep which did not affect our morale since we were all excited to see what was awaiting us every single day.

To sum up, the trip to Egypt was a vibrant, incredible and authentic experience that our top 6 ranking students got a chance to witness. Innumerable and unforgettable memories were formed in such a little time.

A Throwback to the Sounds of Music



As per our annual tradition, Schloss Krumbach International School held a multilingual performance to celebrate the end of the semester. The performance featured all of our students engaged in meticulously prepared and exquisitely performed dancing, singing, and acting, inspired by the iconic movie of the same name.

What a wonderful achievement for our school community it has been! How hard our students and staff have worked on rehearsals and decorations to make this evening happen!

The outcome - a heartfelt and flamboyant Christmas story - would rival a Broadway show, in our opinion. It is incredible how all of our young artists managed to convey all of the complexities and uniqueness of their characters!

The beautiful play was then followed by a ball, a traditional Jägerball with all the girls wearing Austrian dirndls and dancing to the sounds of a real invited orchestra.

We thank all the guests who have come to see our students in action - they really deserved all the applause of the world for the great job they did.

We are also very proud of the school community - and the school leadership in particular - for tireless hours spent on organization and preparation of the event.



The Krumbach Times is a student-run newspaper headquartered at a 13th century Austrian Castle.

