

ACST
50 YEARS OF
HISTORY
1959 - 2009



Let two ACST current teachers and three ACST former teachers take you back fifty years of continuous growth for ACST.

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PART I:

Its Founding in 1959 and the First Decade (1959/60 – 1968/69)

by Anne Somai

In 1959, Tunisia had been independent for just three years. The Declaration was signed in 1956, and the same year United States had opened its Embassy on Avenue de la Liberté, in Tunis. (In 1992 it moved to the present location at the Berges du Lac almost opposite the school, across the now six-lane divided highway.)

In 1957, Tunisia became a republic under President Habib Bourguiba, the ‘Supreme Combatant,’ following the dethronement of the last bey, Lamine Bey. Independence Day, 20 March, and Republic Day, July 25 is still public holidays.

The population of Tunisia in 1959 was around 3.5 million, and of the capital city Tunis 500,000, whereas these figures today, in 2009, are about 10.5 and 2.5 million respectively.

1959-69 in the World

The Vietnam War (1959-75), the first explorations of space, the fight for civic rights, and the Six Day War of June 1967 marked the Sixties.

1959-60 The Founding of the School in Carthage and the First Year

The school was founded during the summer of 1959 by a group of parents: Mr. Leroy H. Rasmussen who was first Board President, Mr. Ed Weisinger and Mr. Dallas Hunter. It was on the first floor of Villa Marie, the Hunter’s home in Salamambo, and began with three classrooms, three teachers and eighteen students (all Americans): Grades 1 – 3, 4 – 6, and 7 - 8. Grades 1 – 3 were taught by Marie Ivory who was also the principal.

Classes were held for four hours each morning, with lessons relying heavily on the Calvert Home Study Plan. At home in any and all of the classrooms was the Hunter’s cat Deuxième! (Y60, 32)

Some of the students the previous year had attended the Lycée St. Joseph, the French Lycée at Carthage (today the Lycée Carthage-Présidence).

Eric Rasmussen writes:

We were a group of 16-20 kids in the wake of Independence from France and we were a pioneering group.

Forrest Hunter writes: (He came to Tunisia in 1958 and attended ACST 1959-1963) (Correspondence Feb 09)

The school was on the first floor of our house, taking up the entire floor. It had several large rooms with French doors that opened into the garden, and a kitchen and bathroom formerly used by a maid. We lived upstairs. My father worked for USAID. My brother David also attended the school. Since it was downstairs from where we lived we often called it the basement. The house was built in the late 1920's and belonged to a French family that used it as their summer home while they lived on their farm near the Algerian border the rest of the year. We rented it from them. I visited Tunisia in 1979 and the house was still there. On our next visit in 1989 it had been torn down and replaced by a more modern house. The house faced the Port Punic and was the last house on the left on Rue des Phéniciens as you come off the main road, which was Ave. Habib Bourguiba, as I recall. It was a very short road.



1962 Board Members

The Location

The school at the Hunter’s house looked onto the archeological site of the Punic Ports, forming an unforgettable location for the students.

Antiquity was in evidence in other ways. Large paving stones like those of a Roman road, says Mrs Hunter and sons Forrest and David, could be seen just past their family gate and in front of their neighbor’s. They found Punic, Roman and Byzantine coins in their yard and along the roads facing the Ports. In fact, they started a collection of artifacts from Antiquity, which began with a Punic bone die. Quite a few of the ACST children – and their mothers who came to pick them up at noontime – had very good luck in finding coins in the road just outside the school gate. (Y60, 43)

Thus the fledgling school was much influenced by its setting in Carthage. It was ‘The Carthaginian’ that they chose as the title of the Yearbook, and the one of the school songs reiterates its name.

(Feb 2009 Forrest writes, “*We still have our collection of antiquities including my Punic die and a catapult ball from the siege of Carthage that we found in our yard.*”)



Two of the founders of ACST:
Mr Rasmussen with his pipe on the left

Mr. Hunter with his bow tie on the right.

The other two board members are:
Mrs. Krausman who was the Art teacher
Mr. Pedonti at the head of the table,
whose wife was the French teacher.
(Y62, 63)

The Punic Ports,
the setting for the
founding of ACST 1959.
The site museum has not
yet been built, so this
postcard perhaps dates
from 70’s. The Lella
Sahla shrine can be seen
between the two ports.



(Photo David Hunter)

The First School at Carthage

Photo taken from the Admiralty Island in the centre of the Punic Military Port

The Hunters' house is the one in the middle. The area is now entirely built up. The vacant lot, of course, has gone. The road in front of the house, alongside the port, is the present-day Rue Strabon, and that leading off to the left is Rue des Phéniciens,



(Photo Forrest Hunter)

This side view of the Hunter's house shows how road was in those days, unpaved and no sidewalks. Horse and cart were still a familiar form of transport.

The Dedication Oct. 1959



The entire school in October 1959 at the time of its dedication in one of the classrooms at the Hunter's house, rue des Phéniciens, Salamambo, Carthage.

Forrest Hunter (Correspondence Feb. 09) writes:

You can probably recognize my father (Mr. Hunter, third person standing on the left hand. First picture of Mrs. Spence's class, back row left to right is Norval, Kevin Brennan and me. side) behind David, my brother. Next to him is Mr. Weisinger (one of the 3 founders). Mrs. Ivory (director) is the next person. My mother is at the back of the room in the center. Ambassador Walter Warmesley is just in front of her. His wife is to his left. Mr. Rasmussen (with the bow tie) is behind them. Admiral Strauss, Head of USAID, is on the far right next to his wife. [The other two teachers are also on the photo, Mrs. Spence and Mrs. Petty.]



The original 4th, 5th and 6th grade.

There were 3 students in 4th and 6th and only one in 5th. This picture was taken in October 1959. Mrs. Spence was the teacher and one of the original 3 to start teaching at the school. (Forrest Hunter)

Back row left to right:
Norval Rasmussen, Kevin Brennan
and Forrest Hunter.

[Note the floor of the 1920's house,
and the books under the chairs.]

The Annex at the home of the Rasmussens.

As the number of students grew during that first year, three classrooms were no longer enough. In March 1960, a fourth teacher was recruited (Mrs Bouhafa) and an annex set up for Grades 7 & 8, at the Rasmussen's house, Villa Corselles, on Ave Habib Bourguiba next to the Saida TGM Tram Station (present-day Carthage Présidence) in Carthage. The school remained at the two villas only that first year.

Eric writes: (Correspondence with Anne Somai)

The ACST annex was in a room on the ground floor that opened out into our garden, like the school rooms in the Villa Marie. We lived above the school and I had my own room on the SW corner that had a small balcony from where I could see the ruins of Carthage. I never really appreciated what I had then because I was a boy growing up between the ages of 8-12. If I could invent time travel I would go back and do it again. Our backyard would have been a shortcut to the tram if there had not been a high wall.

The Second Year 1960 - 61

In Sep 60, the school moved to its second and final site, just a few kilometers away from Carthage, on the Tunis-La Marsa highway, to: **'Km 10 on the El Aouina Road,'** (as it was then called), near the then Tunis - El Aouina Airport (the National Guard headquarters since 1972.) The school property (a villa and dairy/cow barn in ten hectares or so) was leased during the spring of 1960. The contract was signed by:

Mr Leroy Rasmussen, the first President of the Board of Trustees (father of Eric, Norval and Dennis), on behalf of the U.S. Government, with Mr. Weisinger (father of Marilyn) as one of the witnesses, and by Mr. Francois Salerno and his wife Joseppina Barcelona, an Italian family who had obtained French citizenship when the French offered that option to foreign residents in Tunisia before Independence.)

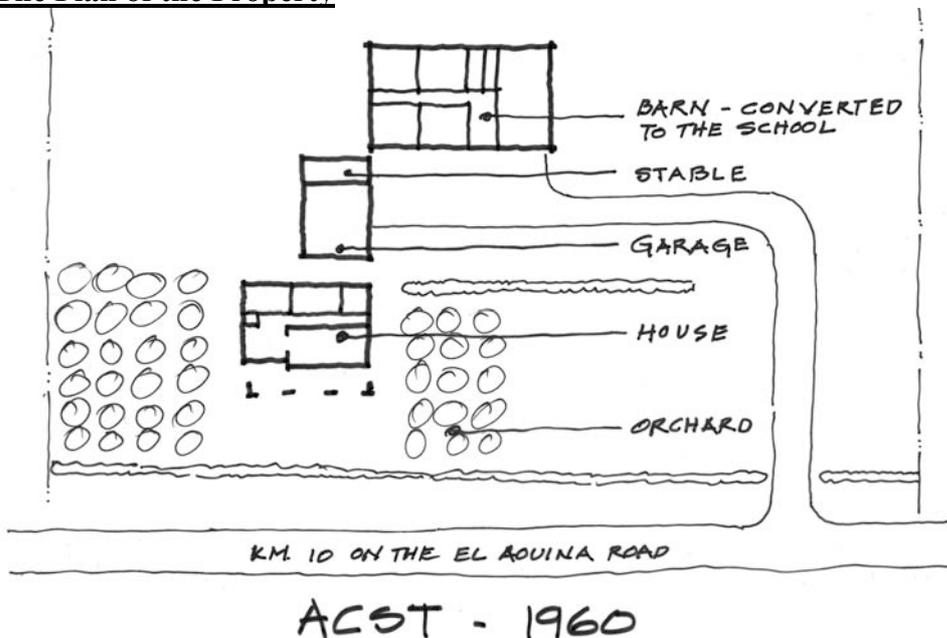
Mr. Shields, President of the Board in 1961, (father of Robert, Donna and Patrick,) in his message to the graduates of 1961, reminded them

“Not to forget their pioneering spirit at Km 10 on the El Aouina Road.”

A few years later, in 1964, the land and the house were expropriated when President Bourguiba nationalized all foreign-owned agricultural properties in the country and the school land fell under the jurisdiction of the Mejerda Valley Authority, 'Office de la Mise en Valeur de la Vallée de la Mederda.' (OMVVM), an agricultural development program which was later incorporated into the Office of State-Owned Land (Office des Terres Domaniales).

This necessitated an amendment to the contract, which was signed by Dr. Richard Payne, as President of the Board, in 1967. (Information from Dr. Payne)

The Plan of the Property



This conjectured plan has recently been drawn up by Charles Beazley, husband of Robbie Gary Beazley, who attended ACST during its first three years (late fall 1959-62) as a 6th thru' 8th grader. In June 2008, Robbie with Charles was revisiting ACST, after nearly 50 years. Using old photos, which she had brought with her, and studying the school buildings

themselves, Charles, an architect, kindly came up with this approximate plan for the first school building. Only the barn was used at first, that is, from Sep 60 – 64.

The Villa



The villa with its porch on El Aouina Road where Roberta Gary and her family lived 1959-60. Note that it was 'out in the country.' Below left: the orchard in the foreground, the garage to the right. Photos: Roberta [Robbie] Beazley née Gary



The property was situated in the middle of fields, with no fenced or walled boundary, for few people lived in the vicinity.

Dr. Richard Payne writes (Correspondence Anne Somai):

The land behind the school had not been developed when the property was rented (after protracted negotiations) but soon with help from USAID, trees were planted around the perimeter. And before long, the inevitable baseball diamond appeared.

The villa is where Robbie and her family lived when they first arrived in Tunisia in the fall of 1959. Not all of the house is recognizable today but there is still, for example, the staircase with its Art Deco wrought-iron banister, and the balcony visible from the road.

Between the villa and the barn was a garage, with stables for horses round the side. The orchards either side of the house, have gone.

During the last several years, in fact, for security reasons, since the villa is directly on the highway, part of it has been given over to storage. There are plans, however, to change this.

Robbie describes her home: (10 Feb 09)

The downstairs had a large living area, kitchen, dining room, one bedroom and a half bath. The upstairs had 2 bedrooms [that gave onto the balcony that faced the highway] and a full bath. At least, that is what I recall.

Marines' House

For the first few years the villa was the US Marines' House, and only the barn was used for the school. Mark Gaumond writes: (Correspondence 21 Feb 09)

To the best of my recollection, the Villa was used to house the Marine guards during the 1960 - 1964 period. ACST was housed entirely in the barn. In fact, I have no memory of entering the Villa at anytime.

As to the Marines, we saw them frequently. We thought they were very cool. I think a few of them may have dated the ACST teachers.

Some of the changing uses of the Villa

The kitchen was the Administrative Assistant's office at the time of Sylvia Abroughi in 1970's, then the audio-visual equipment room, and later the photo-copying room. The kitchen window retained its window-grill for many years, even though it was no longer on the façade of the house. Behind the kitchen, the dining room was the accountant's office. The downstairs bedroom was Business Manager's Office, and for some years the ESL classroom. The sitting room became the library, with, at one point, a partitioned-off section in the corner opposite the stairs for Director Larry Walsh's office. Later the library was extended to include the porch. For one year, after the new library had been built, it was the Kindergarten Room.



The Art Deco balustrade of the staircase in the villa.
Grade Six Photo Yearbook 1980

Khaled Chaibane, Lisa Bodeen, Jocie Zarr, Ellie Meagher, Brigitte Larkin, Aisha Hunkar, Gordon Corte, Per Frimor, Helena Damm, Siraj Virani, Thalepo Lippe, and Lars Steffen

The second floor of the villa

The stair was open to the living room and at the far end. If you walk up the stair, at the head of the stair, opening onto the landing, there was a bathroom. Walking down the second floor hall, from the stair, there were two bedrooms on the right (front of the house) and the bath, an open roof area, then a utility room at the end, above the kitchen. Robbie Gary

From correspondence from Robbie Gary Beazley to Eric Rasmussen June 2008

I don't know the exact date that we first arrived in Tunisia but it was probably October or November of 1959 and the school was in someone's basement. The first home that we occupied was the house on that dairy farm that later became the

school. I can't remember how long we lived in that house. I know that the renovation to the barn started while we were still living there because I have a picture of me on my horse and you can see the barn in the background and it is obvious that renovations are taking place. I can't even remember if we were still living in the house when school started back up for the full term of 1960.

The Barn



(Photo Eric Rasmussen)

The barn at the time of signing the lease, Mar 1960.

What a challenge to transform it into a school!

Note that there are no windows at first floor level. The large barn door was the main school entrance at first.

The barn was eventually pulled down around the mid-2000's, and a completely new building constructed on the site.



Robbie on Ahama 1959



Our Dog Sfax, outside our 1st house in the country b/w Tunis & Carthage

Our dog Sfax outside our house in the country between Tunis and Carthage
(Photo Robbie Gary)

The classes (Grades 1 – 8) with one teacher teaching 2 grades were now all under one roof. The barn had been converted into 4 classrooms, and an auditorium used for assemblies and lunch. The 'barn' still had its cow-troughs along the wall of the auditorium. Its old colonial-styled roof rattled and leaked! Gas-heaters were used that first winter.

Of the auditorium Patrick Pedonti Gr. 6. wrote: (Y64, 3)

I remember the first day I walked in; I could smell the odor of cows. There was no tile floor, just dirt. There was no roof, just some red roof tiles with large openings where the birds would come in to make their nests. When it rained, the rain would leak through the roof, walls, and windows. When the wind was strong, a lot of sand and dust would come in.

Former Director Rudy Cope (1978-83) Correspondence Mar 09, relates:

My first year at ACST, a lady visited the school who had been one of the founding families of the school. She enjoyed her visit and whatever she saw that may have been added since she was a parent there. Before leaving she spoke to me in a pleading way. She wanted to be reassured that we had not changed the name from the 'cooperative' school. Seems when the school was started and all the parents helped change the old barn and house to make a beginning school, the cooperation part of the process was very real and an important part of the history of the start.

The Cooperative Effort

“Everyone helped to fix up the school. Every Saturday, all the men and boys painted, nailed.” Anthony Stokes (Y64,3)

“The almost daily improvements in the school...the screen doors and windows, the Venetian blinds, bookcases, baseball equipment.....clearing away rocks in the field for a baseball diamond.” Kathy Krausman (Y61,36)

Forrest Hunter Correspondence 15 Feb 09

I do remember during recess in the warm weather looking for scorpions under rocks by the cactus near the edge of the property. Norval Rasmussen always found the most. There was a huge field with no buildings or grass. The teachers were not amused when they found out what we were doing and recess became more organized.

Photos of the school in its very first years.

All of the early photos have the Hunters and the Rasmussens. Together they represented one-third of the original ACST enrollment.



Spring 1961, first school year in the barn
Miss Thomas 5th and 6th Grade teacher



The field, and blacktop installed in 1962
Hardly any houses in the vicinity.



7th Grade 1962-63. No 8th grade that year.



Miss Thomas 5th and 6th grade teacher

Left side from front to back:
Eric Rasmussen, Forrest Hunter, ?
Right side: Carolyn Thompson, Mark
Gaumond. Mindv Brown and Peter Turnblade ?

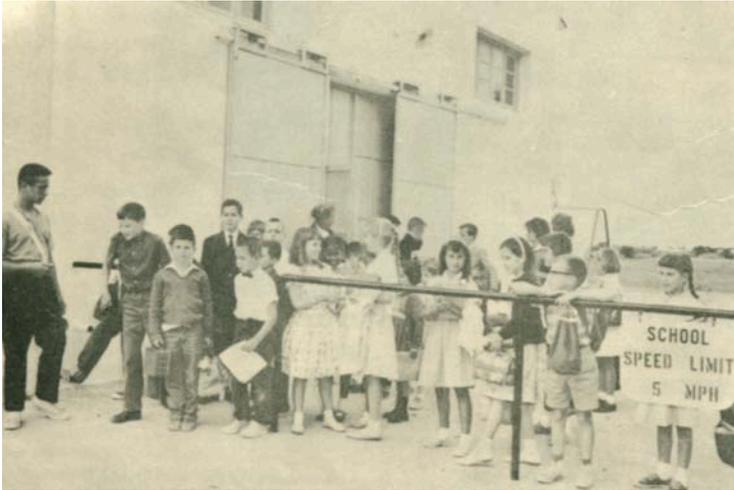
Miss Thomas with Robin Shields on the
front left, then Nizette Brennan and a
partial of Danielle Barnett. Left rear Forrest
Hunter next to Mark Gaumond.



1959-60
The gas-heaters



UN Day assembly 1960 The Ambassador is seated nearest the
speaker. Notice the old troughs along the wall behind her where the
cows were fed. They weren't taken out until the next year. [The rings
for tethering the animals are still in place.] (Forrest Hunter)



Waiting for the car-pools

in 1962

Note: End of the barn with the original large sliding doors, which were the main entrance at first (info David Hunter), until the small door was built at side, as seen in photo below (Y62 p.42)

In the background, the field and the end of one of the swing-sets.



Four of the Graduates

in 1962

in front of the then main entrance to the school with its screen door.

(Photo Roberta Gary Beazley)

Kathy Krausman, Roberta Gary, Alice Hauser, and Leslie Adderhold. Eight boys graduated

Development of the Campus

The School Building continued to grow throughout the decades. “The donkey-room outside was changed into a classroom,” writes Ruth Krausman Grade 6. (Y64,2) in a review of the school after its first 5 yrs.) Ruth was referring to a quick conversion of the garage and stables building, in the Spring of 1962 for the expanding Third and Fourth Grades, an increase from 48 students in the fall of 1961 to 60 students in following April. (Y62 35, 63). Daphne Buchanan also mentions teaching art to several classes using part of the garage in 1962/63.



The barn

Note the chimney on the side of the ‘barn’ for the central heating that replaced initial portable gas-heaters. Building on left is the former garage quickly converted in 1962 into a classroom for 3rd Grade. (photo Y64 p.2)

Then, during summer of 1963 given the need for still more rooms, the auditorium half of the barn was divided into 2 classrooms and a library (Y62, 2). These divisions would be taken down a few years later when the library was moved to the ‘villa’ during the 69-70 school year, and the school regained its large multipurpose room. (Y70, Highlights of 7th Grade) Actually one of the rooms was the Director’s office.

“Yes, the entrance to the school was through the barn - I remember meeting Rosemary (Wilde, secretary) in Mr. Mosier's office in the corner there.” Correspondence Judy Guediche



The villa with its front door, and the garage (right)

by now a classroom, and before it disappeared with the construction in 1965 of the row of 3 classrooms connecting the villa to the barn. The villa façade would likewise disappear with the 1969 extension. (See Charles Beazley’s plan above, and the 1960 – 72 plan below.)

From Robbie Gary to Anne 14 02 09

Thanks for the picture. That is the best one that I have seen of the house. I would call that the main entrance. It certainly was the one that we used most frequently.

The window to the right is the kitchen and to the left is the living room. However, that window to the far right would probably be in the dining room. There should be a window even farther back on the right side and that would be into the downstairs’ bedroom. The top left window was in the upstairs bedroom that I occupied. I’m not sure what the top right window led to—perhaps the bathroom.

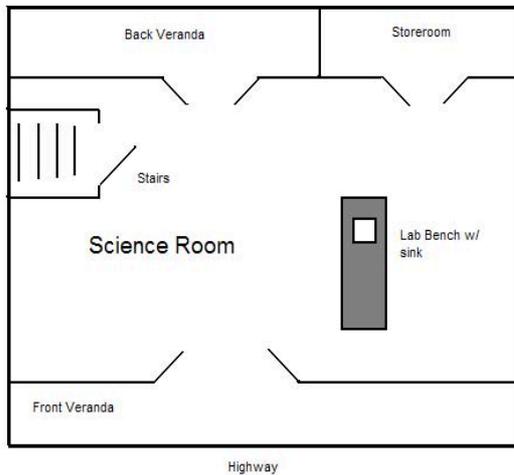
The bottom left side was a porch type area. We must not have used it much as I barely remember it being there.

I really enjoy these trips down “memory lane.” They are so much fun.

Upper grades move into the villa

For the year 1963 – 64, the student body was divided into 2 parts, the lower grades in the one-time barn while the upper grades moved into the villa (Y65, 4), with a departmentalized program for grades 5-8. (Y64, 56).

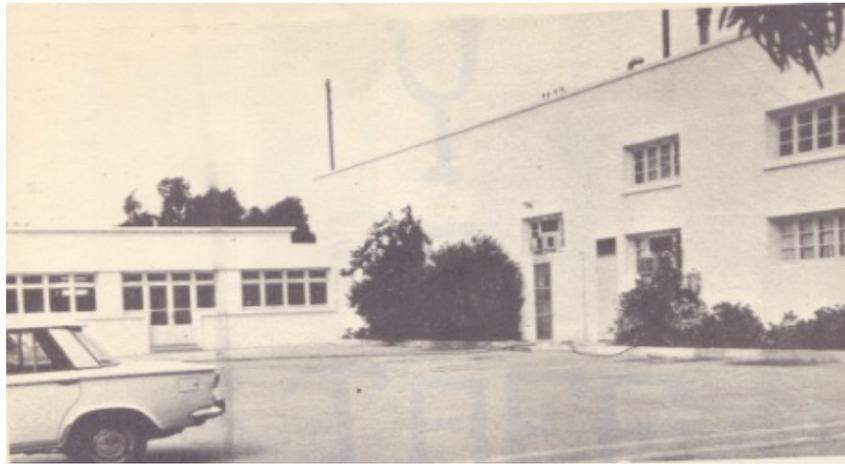
The Science Lab on the First Floor of Villa



The Science Lab on the First Floor of Villa (From Terry Egnor (1969-72) (28 Feb 09)

“By the time I got there, as Mrs. Brown’s replacement, the house had been renovated. The upstairs was one big science room, plus a veranda on the front (hi-way side) and a storeroom and smaller veranda on the back (west side). There was a long counter/lab bench across the room that had a sink in it.”

Plan drawn up by Barbara Boukhris, based on one from Terry Egnor.



The School in Sep 65 The New Look!

Left: one end of hallway backed by the row of the 3 new classrooms, planned for Art, Music, and a Language Lab, joining the villa to the converted barn (right).

Doors on right:

- 1st: boiler-room
 - 2nd: school entrance, and office.
- (Y66 opening page)

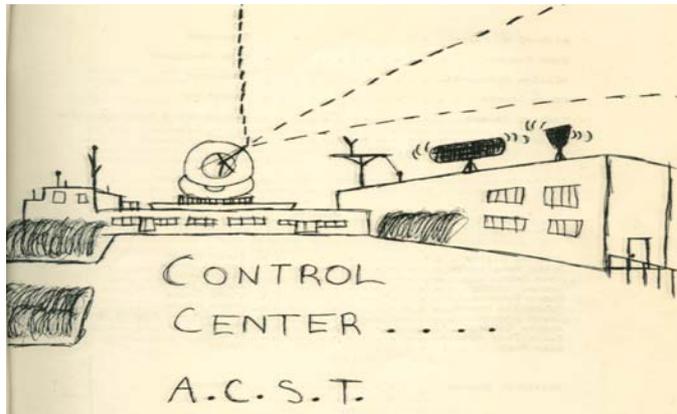
Anne Somai (teacher 1965 – 97) remembers:

When I first visited the school around July 1965, nearing completion was the construction of a row of 3 classrooms joining the villa to the barn with a hallway

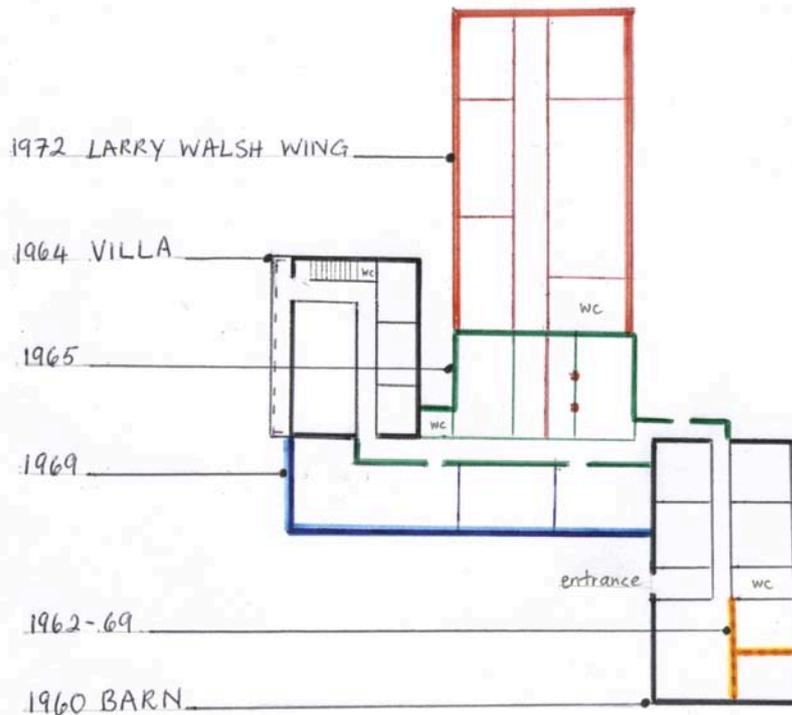
alongside them that gave onto the parking lot. It was built over the site of the old garage/stables building, (that had been quickly converted into a classroom in 1962.) The entrance to the school was still in the middle of the long side of the barn. I remember, on entering it, that there was a small Director's office where I met Kathy Sherif, the secretary/librarian. Next to the office was the boiler room for the central heating. The school now had 10 rooms, the 6 classrooms and the library in the barn, plus the 3 new ones.

Dr Payne, President of the Board had called on a Mr. Cohen to do the construction. Funds came from the US Office of Overseas Schools. There was a ceremony to inaugurate the new space at which the US ambassador (Francis Russell) cut the ribbon. This was the last major building project during the school's first 10 years.

Drawing of the school, taken from the 1966/67 Yearbook (artist unknown) but imagined as a Control Center to fit in with the yearbook theme "From Saddles to Satellites," commemorating the tenth anniversary of the launching of Sputnik in 1956. It shows the villa (left) connected by the 3 classrooms and hallway to the barn (right). The shaded areas to the left are the orchards. This was the façade of the main front school building (without the extras) for many years to come, until the 2000's decade. "One of the rooms in the villa was used for the Teachers' Room," recalls Betty Bouallegue.



Plan of the Development of the Campus 1960 – 72



This color-coded plan includes the later extensions of 1969 and 1972, that rightfully belong to the second decade, but are included here to give a general idea of how they fitted in with the overall development, and so as not to overburden the text with too many plans.
(Drawn by Anne Somai)

First Decade

- 1960 The barn – 4 classrooms, office, WC and auditorium. (black)
- 1962 The auditorium in the barn was divided into 2 classrooms and a library. (orange)
The garage, presumably pulled down when the 1965 extension was built, was converted into a classroom, with part of it also used for teaching Art.
- 1964 The Marines left, and their villa became part of the school. (black)
The science room was upstairs.
- 1965 Three classrooms built joining the villa to the barn. (green)

1969 and 1972 Extensions

- 1969 Three more rooms built, one of which was the library/English room combined, with Judy Hartley/Guediche in charge. (blue)
The entrance to the school remained through the barn throughout the first decade, till 1974 in fact, till Director Oblander's time.
Judy Guediche remembers, when she arrived in 1968:
"Yes, the entrance to the school was through the barn - I remember meeting Rosemary (Wilde, secretary) in Mr. Mosier's office in the corner there (the corner room in orange on the plan). Those new rooms were being completed when Walsh arrived (1969) - that's when I moved the library. (Correspondence Feb 18, 09)
- 1972 The Larry Walsh Wing (red)
The central 1965 classroom was sacrificed for the sake of giving access to a new wing. Half of this room became hallway, and the other half went to enlarging the classroom next to it, for the first Kindergarten class. The 2 structural pillars of the original room remained. (See the 2 red dots on the plan.) The last room on the right at the end of the wing was a small apartment for the guardian, his wife and young daughter. Much later it became the Teachers' Room.

Directors **1959 - 1969**

- 1959 – 60 Marie Ivory and Grades 1 - 3
- 1960 – 61 Dorothy Bouhafa and Grades 7 - 8.
- 1961 – 62 Dorothy Bouhafa and Grade 8
- 1962 – 63 Evelyn Ginsberg
- 1963 – 64 Daphne Buchanan and History, Current Events, and Art teacher.
- 1964 – 65 Ruth Lavergne and Grade 1
- 1965 – 66 Guilford Owen until fall 66
- 1966 fall – 69 Phillip Mosier from Glens Falls

Photos of Directors



Mrs. Marie Ivory, very first director 1959-60
(Photo David Hunter)



Mrs. Dorothy Bouhafa Director 1960-62
(Y62, 27)



Miss Evelyn Guinsburg Director 63
(Y63, 41)



Miss Daphne Buchanan 7th Grade&Art(62-63)
Director (1963-64) History, Art and Current
Events teacher. (Y64, 4)



Mrs. Ruth Lavergne Director 1964-65
(Yearbook 65, page 6)



Mr. Guilford Owen Director 1965-66
The first male director, and the first to be recruited from the States (Y66, 10)



Mr Philip Mosier Director 1966-69

Came to ACST from Glens Falls, our sister school in up-state New York, filling an unexpected vacancy when Mr Owen had to leave around Oct. 1966. His son, Philip Jr. started in First Grade

Board President for 8 Years
Dr Richard Payne (1963-1971)

Later Dr. Payne was ACST Director (1984-86). He first came to Tunisia as President of Ford Foundation, His three children, Richard, Rhys and Gwen, attended ACST. He was one of the authors of the English Textbook for Tunisian Secondary Schools written in the early 70's. He later taught Linguistics at Tunis University, and also contributed articles to the Economist. Dr and Mrs. Payne lived in Tunisia for about 40 years, finally returning to the States in 2000.



Dr Richard Payne (left) and Mr. Guilford Owen. (Y66, 56)

The principals and teachers in the early years were recruited locally. Many were wives of husbands working here. The first Stateside-hired teachers came in 1968.

Directors and Teachers

Mrs. Dorothy Bouhafa, the 7th and 8th Grade teacher from 1959-62, and also principal for two years 1960 – 62. In 63/64 she taught Science and English in the new departmentalized program.

Mrs Bouhafa first arrived in Tunisia in 1943, at the time of the 1942-43 North Africa Campaign. Having volunteered to go overseas with the American Red Cross, she operated a recreation club in Tunis for the GI's in the building that now houses the Palace Cinema on Ave. Habib Bourguiba.

“Tunis was certainly different then, she said, with thousands of soldiers, sailors and airmen swarming the streets, and military jeeps and trucks everywhere.” (Y60, 10)

“Nearly five thousand enlisted men used to pass through our club every day, from all the surrounding bomber and fighter groups.” (Y 62, 64)

She met and married Abed Bouhafa, a Tunisian Nationalist. They then went to New York where Mr. Bouhafa was a diplomatic correspondent at the United Nations. Together they worked for Tunisian independence (obtained in 1956), for the New York-based Committee for Freedom of North Africa. Their sons were Faris and Moncef. They returned to Tunisia in 1959, shortly before ACST was founded. Faris Bouhafa's name (He was about 18 at the time.) appears in the section: Events and Assemblies (Y64, 28):

"..... the addition of Faris Bouhafa for a week as the eighth graders' Algebra teacher....."

Daphne Buchanan (Correspondence with Anne Somai Mar. 90)

It was good to hear that the school is still going strong.

My first year teaching there was 1962-63, and I had the 7th grade. I also taught art to several classes, using part of the garage.

As my first year ended, with Mrs. Ginzberg the Director leaving, I had my idea to use some of our specially qualified teachers, English, math, history, science as subject teachers for 5th graders through 8th. The School Board liked the idea, and asked me to be Director and put it into effect. I left in the fall of '64, when I married Thomas Grimes, a geophysicist with Robert Ray Co. (later Geosource), and moved with him to Libya for four years, and later, nine years in England where I became deeply involved in the Anglican Church.

When we returned to the US in 1978, I began my path to ordination as a priest. I still live on some of the property in Cody, Wyoming, no longer a ranch, but a retreat center, Thomas the Apostle Center, which I founded in 1990, after my husband died. I'd love to have a visit from any of you from ACST if you are ever this way.

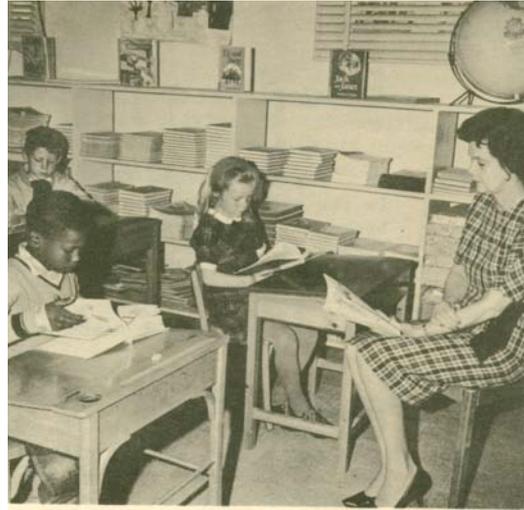
Mrs. Lavergne was a teacher for 3 years before becoming Principal and 1st grade teacher in 1964-65. (Combined 1st and 2nd grade 61-62, 1st grade for 3 years 62-65.)

Her second daughter Gay was 2nd Grade teacher in 62-63, and her youngest daughter Hilary attended ACST in 8th Grade in 60-61.

Her husband worked for USAID in Tunisia. He was Director of the USA Special Mission for Economic and Technical Cooperation. They had previously lived in Vietnam (where she helped found the American School), Laos (where she was a member of the founding board of the American School in Vientiane), and the Philippines.



8th Grade Class Tunis, Tunisia, 1962
 Left to right: Mrs. Bouhafa, Pat Thomas, Robbie Gary, Kevin Brennan, Kathy Krausman, Norval Rasmussen. (Photo Robbie Gary (Beazley))



Mrs. Lavergne Gr.1 (Y64,13)
 Front row of desks: Michael Todman, Christine Lehman Back row: Sean Malarky Note the simple bookcases.



Mrs. Priscilla Brown taught at the school for eight years from 1961 to 1969. She taught fifth and sixth grades, and later was the Science teacher up in the Science Lab in the villa. Her daughter Jenny graduated from ACST in 1966. Her husband was an engineer. One field trip for her students in 64-65 was to the Oued Nebhana Dam built for irrigation purposes in central Tunisia, where Mr. Brown worked. (Y65, 56, Susan Spiece)

Mrs Gay Noack, daughter of teacher and director Mrs. Lavergne

I taught Second Grade at the American School from 1962-1964. My first year I was Miss Lavergne; my second year I was Mrs. Noack...having married David Noack, a Peace Corps Volunteer, during the summer of 1963. One of the highlights of our time in Tunisia was being married in the Cathedral of St. Louis in Carthage."

[NB. Indeed, what a wonderful location for one's wedding, the French cathedral on Byrsa Hill! It was to be deconsecrated the following year, so Gay and David were just in time!]

I loved being a part of the early development of the American school in Tunisia. The children were intelligent and a joy to teach. The first year all of my students were American citizens but by the second year the school began taking students from other countries. My first "foreign" student was from Saudi Arabia.

I also enjoyed directing the students in plays at the school. It was a challenge to create sets and find props! I can still feel and hear the wind blowing, as the

children played their "forever favorite" kickball at recess! Anyone who says it never gets cold near Tunis has not had recess-duty at the school!!

Mrs. Lise Momy, from Strasbourg, Alsace, music teacher from 1962 – 1975. She was also a concert pianist, and performed piano concertos at the Municipal Theatre of Tunis, for the European community of that time. During WWII Mrs Momy gave concerts for the Allied troops in Italy, Austria, North Africa, Egypt and other places, under the auspices of the British army. She met her French husband, Jean-Paul Momy, resident of Tunisia, while giving concert tours here. She settled with him in Tunis in 1949.

Mrs Anne Somai (1965 – 97)



Third Grade Teacher 1965-66 Anne Somai.
Left to right: Helen Melin, Peter Lacey?,
Tanya Hooker, Myron Troniak
(or Alex Singer), Mary Banyas, Jeff Sigler,
(hidden from view), Hooman Majd.



Third Grade 1966-67 Anne Somai
Back row: ? , Scott Chatterton?
Raymond Miller, Thomas Lehman,
Victoria Faherty?, Frederico Campos
Middle row: ? , Marguerite Roberts,
Chris Micaud, Marianne Ditzel, Claire
Lowrie, Kurt Wiebe
Front row: Lee Corydon, ? , Julie Linder
The other names in the class list are:
Rose Ball, James Dent, Jack Macy.



Third Grade classroom 1966-67 Anne Somai
 One of the brand new rooms connecting the villa to the barn.
 (see 1960-72 plan of the school below)
 Through the classroom door can be seen the hallway and beyond that, across the parking lot, the barn.

I taught at ACST for 31 years from 1965-1997 (with one year of leave without pay after 20 years 1985-86). My first year, 1965-66, the school opened with only 52 students, Grades 1 – 8, with 7 & 8 combined. I taught Third Grade in one of the classrooms in the ‘barn.’ My salary was 120 TD per month, which seemed like gold at the time! Grades 1 and 2 went home earlier than the other classes.

After teaching Fourth Grade for a while, over the next few years I taught Remedial Reading, 7th Grade Literature, and French briefly. Most of my career at ACST was devoted to English as a Second Language. I was also Coordinator for Tunisian Studies for several years. Twice I was in charge of the yearbook, 87 and 88.

French

French was added to the curriculum in the second year of the school, 1960-61, with one teacher for all grades. Later it was found imperative to have two French teachers for each class, dividing them into Beginners, and Intermediate/Advanced. Thus in February 67, a second French teacher, Mademoiselle Salvatrice-Anny Brullo joined the staff to work with Mrs. Andrée Kubaji.

Sports

1966-67 was the first year that the school had athletic coaches. Mr. Faherty and the Marines volunteered to help in the Physical Education Program. Mr Faherty came to Tunis as an American Educational Specialist to coach the National Tunisian Basketball Team.



Student Teachers 1967 from SUNY Plattsburgh.

Right: Annette and Georgette Laporte, twins from Glens Falls, New York, our School-to-School Project partner.
 Left: Director Mr. Mosier and 4th Grade teacher Art Spring, former Peace Corps volunteer in Tunisia. Comment from Georgette: My ACST experience made me very confident. When I left Tunisia, I felt I could do anything I wanted in life.



Pat Clarke First Grade 1968.
She later married a Marine Officer.



Judy Hartley English 1968
She later married Hedi Guediche. (1970)



Marilyn: Second and Third Grades
Dan Nass: Modern Math 67 - 70
(Photo Mary Ann Bower)

Judy Hartley

I was a teacher at ACST from 1968 through 1989. I first arrived at the school in August 1968 as one of four young U.S hired teachers asked to join the staff. I remember Phil Mosier's wife and Larbi meeting me at the old airport. I shared a house the first year in El Menzah with the two other stateside women teachers and the secretary, Rosemary Wilde.

[More about Judy in the 70's and 80's decades]

Kurt Liske (Teacher 68 – 72, then Director 72 – 74)

I was in the Peace Corps from June 62 - 65 and my PCV experience was definitely a factor in my decision to become a teacher. [More about Kurt in 70's decade)

More Photos of Students



8th Grade 1962 Front row left to right:
Robbie Gary, Alice Heuser, Kathy Krausman,
Leslie Aderhold, Andy Lovell, Johnny Williams,
Davis Knowlton, Kevin Brennan, Brian Stokes
and Norval Rasmussen (Photo Robbie Gary)

Norval Rasmussen, Valedictorian of the
third 8th grade Class, 1962. He recalls
his 'black suit and brown suede shoes at
the event.' (Photo David Hunter)



1964 (Y64)
Left: Student body on the blacktop with
the field beyond
Below left: School saluting the US Flag
Numbers midway thru' decade: 64-65
78 students, 11 teachers (8 grade
teachers with one also acting as
director, plus Music, Art, and French),
1 Admin staff (librarian-secretary)
and 2 custodial staff .
Below: Tom Bower 5th Grade, 1965
outside the villa on Graduation Day
(Photo Mary Ann Bower: Art teacher)



Graduation 1967



Graduation 1967

in the forecourt
Director Philip Mosier at the
lectern.
Front row: 2nd and 3rd persons:
Dr. Richard Payne, President of
the Board. and
Ambassador Francis Russell

Right: the library windows.
Background: the hedge
surrounding the orchard. Part of
this was later removed to create
an Exit for vehicles.

Receiving his Graduation Diploma,
Richard Payne, Jr.
presented by Ambassador Russell.
Background: the eucalyptus trees
planted around the school property.



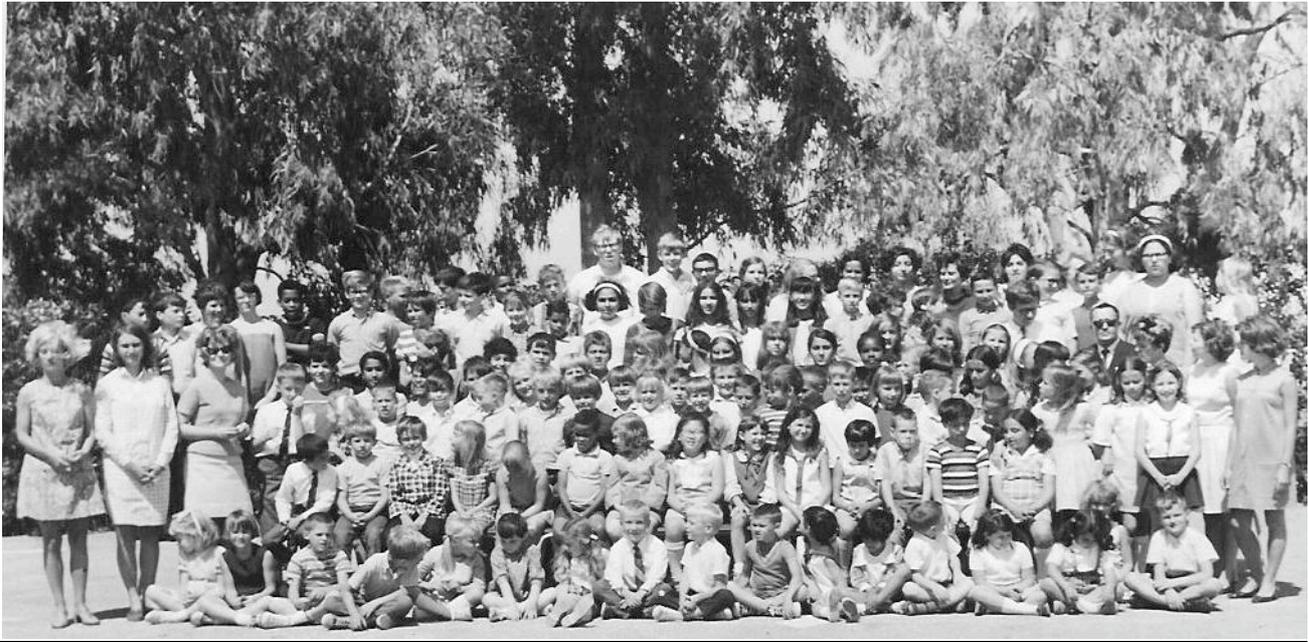
**The school choir directed
by Mrs. Momy**

Background: the first row of
3 classrooms built in 1965,
joining the villa to the
'barn.' The open door gave
onto the long hallway.



1967 (Photo Georgette Laporte, student teacher from our sister school at Glens Falls.) Note the map rack on the wall.

1968-69 5th Grade (Photo Judy Guediche) Right: Frederika Simons with her long fair braids. Girls are in their Scout uniforms.



Entire school 1968-69. (Photo Judy Guediche)
 Some of the teachers are: Barbara Ritchie (first left), Annie Brullo (third left), Marilyn Nass (first right), Judy Hartley/ later Guediche (second right), Mr Philip Mosier, Director wearing sunglasses, and to his left Kurt Liske.

Tunisian Students in this decade
 Tarek Ben Ammar 1960-62
 Ridha Marzouk 1967-76

After eighth grade,
 Students continued their education at such places as Mary Mount or Notre Dame International School, in Rome, and Aiglon College, Switzerland

Some Famous Alumni

Tarak Ben Ammar (1960-62) from Tunisia is an internationally known producer of more than sixty films as well as distributor. He had a production servicing company for shooting in Tunisia, eg. La Traviata by Zeffirelli, Stars Wars, and Raiders of the Lost Ark. He owns various Italian TV channels, and is a close business buddy with Berlusconi, Rupert Murdoch, and Saudi Prince al-Walid bin Talal.

Tarak attended ACST for 2 years, 1960 – 62, Grades 7 – 8. President Bourguiba married his aunt, Wassila Ben Ammar, in April 1962, his second marriage, eventually divorcing her in 1986. (Wassila Bourguiba was instrumental in the installation of the PLO in Tunisia in the eighties, when several Palestinian students joined the school.)



8th Grade Graduation Dance 1962

Front left: Tarak Ben Ammar dancing the twist with lady in the black dress.

(The Twist came in in 1962)

In the background Robbie Gary is dancing with Kevin Brennan.

(Photo Roberta Gary Beazley)

Tim Knowlton's young sister Holly married General Petraeus who now heads up the Central Command that oversees the War in Iraq. (Eric Rasmussen July 09)

Hooman Madj (ACST 1965-67) born in Tehran, Iran in 1957, is a writer based in New York. He often writes on Iranian affairs, and travels regularly to Iran. His non-fiction book on Iran, "The Ayatollah Begs To Differ: The Paradox of Modern Iran" was published by Doubleday in the Fall of 2008.

He has also served as an advisor and translator for two Iranian presidents, Mohammad Khatami and Mahmoud Ahmadinejad, on their trips to the United States and the United Nations, and has written about those experiences. In fact, Hooman Majd is in a unique position to translate between Iranian and American contexts. One of his grandfathers was a grand ayatollah.

Hooman Majd has also had a long career as an executive in the music and film businesses.

02 05 09 <http://www.huffingtonpost.com/hooman-majd/>

02 05 09 http://www.atimes.com/atimes/Middle_East/JI27Ak01.html

Clare Brant (1966-69) MA, DPhil, (Oxford), is a senior lecturer at Oxford University, specializing in eighteenth-century literature; feminism, gender and cultural studies; British film. She has won awards for her books.

“King's College has just conferred on Clare Brant the title of Professor of Eighteenth Century, Literature and Culture, quite a feather in her academic hat!” (Information from Dr. Payne 2009)

Susan Schwab, (1967-69) US Trade Commissioner

Tunisian Studies



Tunisian Studies

5 photos top to bottom, left to right:

- At a winery at Grombalia, in Cap Bon
- Market Day at the village of Menzel Bou Zelfa. 1968 Grades 2 & 3, with teacher Marilyn Nass.
Student with scarf Julie Bower.
- Same Country Market Day
Teacher: Anne Somai
- Women making bread – thin, round, flat loaves, in a tabouna oven
- Spinning from a roll of carded wool; the spindle isn't visible.

(Photos Mary Ann Bower)

Some answers to the Student Questionnaire (some students remained anonymous)

I (my family) came to Tunisia because

- Father worked for USAID (USOM then) Norval Leroy Rasmussen, 1959-1962; grades 6-8. Forrest and David Hunter's father also worked for USAID.
- my father was assigned to the US Embassy as economic/commercial officer. My mother, Denise Brennan, served on the first board and helped with the move of the school from private homes to a former barn on the route between Carthage and Tunis. Kevin Brennan
- My dad was working for the United Nations for a year while on sabbatical from his regular job. He worked at Service Botanique.

My most vivid memory of ACST is:

- Life in the "new" school building, playing dodge ball, making a leap into the prickly pear cactus fence, class dances, most notably on the roof of the Krausman's or Osgathorpe's house. Norval Rasmussen
- The smell of new paint in the barn mingled with the smell of the cows fenced outside. Kevin C. Brennan 1959
- Being evacuated from the school via carpool at mid-morning on June 6, 1967 after Israel's invasion of Jordan, Egypt and Syria. It was a Tuesday. Muslim Tunisians were angry at Western countries that supported Israel. There were riots.
- When the school began in the lower level of the Hunter's home, and then looking at different sites, with my father, for where the new school would be located and the present location was found. Margaret Gaumond 1959 - 63
- The small size of the school, the cosmopolitan enrollment (even then), and the feeling of closeness and community that came with being so far from home.
- Playing soccer on the field behind the school. It was the only activity we had. I think we wore out multiple balls that year.

One person from ACST (staff, teacher, student, administration) I'll never forget is:

- There are many. Teacher Mrs. Bouhafa:- because she shepherded me through early adolescence into the teenage years. She was always challenging me. The students I remember:- Kevin Brennan, Kathy Krausman, Donna Shields, Davis Knowlton, Bob Kiel, Roberta Gray, Tarak Ben Amar, Brian Stokes, Carolyn Thompson:- for various reasons. First best friend, first girl friend, first sip of forbidden things . . . Norval Leroy Rasmussen
- Dorothy Bouhafa, first principal of the school and my teacher for 7th and 8th grade because she taught me to think objectively and analytically about questions, and she was a very motivational teacher in all respects. . Kevin C. Brennan
- One person from ACST I'll never forget is Miss Buchanan because she was a great history teacher. Forrest Hunter
- Gerd Gordon, 3rd or 4th grade teacher who read wonderful stories to us. She also taught us how to stand on our heads and balance (and obviously much more!)

- Miss Sheila Thomas, our 5th grade teacher in 1960-1961, taught us to dance the cha-cha to the song Rhythm of the Rain. She told us that dancing was relaxing and could help us deal with stress and pressure from tests as well as to learn a social skill.

One class I'll always remember is:

- Current Events. Mrs Bouhafa got us to read newspapers and weekly news magazines, and we would comment on the past day's events briefly each morning soon after class began. There would also be weekly short quizzes on world events. Kevin C. Brennan
- Mrs. Penny Brown, our 6th grade teacher, because in social studies she taught us that all of the world's people were like the tiles of a beautiful mosaic and that the most important thing was the way the millions of little tiles fit together in perfect harmony.

One event that stands out in my memory (e.g., sports, music, drama, trips) is:

- Kevin Brennan and I role-played the presidential election, with Kevin being JFK and I being RMN. Norval Leroy Rasmussen
- that first graduation ceremony in the barn. We had to dress-up for the event, despite the heat. Kevin C. Brennan
- seeing President Eisenhower in December 1959 and holding up a sign welcoming him to Tunisia from the students at ACST. Forrest Hunter
- Cleaning out the horse troughs when we first stated moving into the school, in its present location.
- I was tall and strong for 5th grade (by 1960 standards) and when we played kickball I could kick the ball over the cactuses that defined the border of our playing field and into the field beyond. It was a fun time.
- When the US Navy ships docked in Tunis we'd get to tour the ships, watch movies on them, and eat ice cream.
- The night when John F Kennedy was killed. The regular bingo game was cancelled--see what a kid remembers?

What I remember most about the AST campus is

- My fondest memories are of the ACST 'campus' when it was located on the first floor of the Villa Marie and the first floor of our home, the Villa Corselles. We had fig and citrus trees on our 'playground,' leafy shrubs with beautiful flowers, grass, and trees
- that it was a large field with nothing but a converted barn at the beginning. Later, a playground and basketball hoops were added. Kevin C. Brennan

One way ACST affected my life is

- that it gave me an interest in the whole wide world which has never left me. Kevin C. Brennan

- My memories of those years in Tunisia are very cherished. We left Mamou, Louisiana (pop. about 5,000); spent those 3 years in Tunisia and then right back to Mamou. So you can probably see why it left such a lasting impression on my young mind. Robbie Gary (1959-62) (correspondence Eric Rasmussen and Robbie Beazley, June 2008)
- I learned that there was a whole different world apart from the one I had experienced in the Big Horn Basin and Wind River Indian Reservation in Wyoming, where I had spent the first eight years of my life. I made friends with Tunisian boys at the weekly
- that it expanded my world view. Although we had only one student that was not from the US, we had kids who had lived all over the world. It may not seem like much to most, but I was from a small town in the Pacific Northwest.

The funniest thing I remember about ACST is

- That we would swap our lunches with each other, sometimes sight unseen, and it led to some memorable food fights. Kevin C. Brennan
- The 'Dairy Barn,' when we first moved in. We ate lunch at tables that were set up between the feeding troughs. We used to make 'mooing' sounds when we ate lunch and pretended that we were all dairy cows.
- Driving past what we called the "Stinking Lake of Tunis" on the way to and from school.
- The newly renovated piano was taken over by a momma mouse who used all the key pads for her nest.

If I were to return to ACST I'd like to

- tour the campus and see how much has changed. Kevin C. Brennan

Since I left Tunisia, I've:

- Graduated from high school, flunked out of college the first time, served in the USMC for four years, and graduated from college the second time, become a physician, married, had two children, one grandchild, and quit smoking. Norval Leroy Rasmussen
- Traveled the world as a member of the US Foreign Service. I have now retired to the Shenandoah region of Virginia, USA, but I still love to travel to new places and meet new people. Kevin C. Brennan
- I have had quite a journey. I graduated from High School at the American School of Kinshasa, spent 22 years in Asia in commercial and teaching positions, obtained another degree at the University of Wyoming, and I have been teaching kindergarten through fourth
- Practiced law taught at a university in Western Australia, developed real estate, become a University of Wisconsin Badger alum (three times over) and had more fun and adventure than I should be entitled to.

Other comments

- When we moved to Tunis, it was initially going to be for just two years. In that amount of time, I thought I would be doing well just to master French as a second language. Two years turned into six years. I've always regretted not learning Arabic.

Some of the parents

- Several of the first American families in Tunisia in the early sixties were from Louisiana, their French-speaking background proving useful in a former French Protectorate. Such were the Gahns, the Garys and the Laverignes. Mr. Gary worked for the American Government teaching at a 'trade school' for young Tunisian boys, while Mr. Laverigne was the United States Overseas Mission (USOM) director.
- The mother of Chris and Kia Micaud (1966-68) was the 5th and 6th Grade teacher. Their father Charles, from the University of Virginia, also worked with USOM. He edited with LC Brown and CH Moore: Tunisia: The Politics of Modernisation, NY: F.A. Praeger, 1964.
- The mother of Jeff and David Sigler (1965-67) was the first grade teacher Joan Sigler. Their father became Adjunct Professor of Political Science and International Affairs at Carleton University, Ottawa, where he taught Middle East Politics. He was in Tunisia researching material for his book.

Technology

Mimeograph/ditto machine with its purple ink. Records for music at parties.

'We had fun Square Dancing with the new school phonograph.' (Y61,36)

Lunch

"I remember how all the students ate packed lunches at benches and long tables outside, and it seemed like we seldom had to resort to eating inside in class rooms or in the Multi-purpose Room." (Judy Guediche)

Then, in the 1966-67 school year, 'the new library furniture made it possible for students to eat lunch indoors.' (Y67 page entitled Year in a Capsule)

Transport

"Students were dismissed at the end of the day to parents and drivers who lined up in the parking lot. Busses to transport students were added later." (Judy Guediche)

EVENTS

December 1959 Famous US visitor to Tunisia

President Dwight Eisenhower was in Tunis on a visit to President Habib Bourguiba, December 17, 1959. "All of the students wrote letters of welcome to him." They received a reply written from Paris. (Y60 ,6)



(Photo Eric Rasmussen)



Dwight D. Eisenhower: Remarks at the **Airport in Tunis** Before Leaving for France.

www.presidency.ucsb.edu/ws/index.php?pid=11635 (Site consulted Mar.09)

"President Eisenhower didn't come to the school. We students all went to the airport, where this photo was taken." (Correspondence Eric Rasmussen.)

(Eisenhower had been in Tunisia 16 years previously during the North African Campaign 42 – 43)

Presidents Eisenhower and Bourguiba with members of the Tunisian Government
Essaada Palace, La Marsa, 17 Dec.1959
including Habib Bourguiba Jr, Prime Minister Bahi Ladgham, , Mongi Slim, Ahmed Mestiri,

05.04.09

Ahmed Mestiri Ministre Finances Commerce

[216.183.87.220/m2/

financescommerce5860_3.html - 17k]

Eric Rasmussen and his family have researched this topic, including a visit to the Eisenhower Presidential Library in Abilene, Kansas, and have arrived at the following:

The Presidential visit began at 7AM on Thursday, December 17, 1959 when the Heavy Cruiser USS Des Moines (Flagship of the Sixth Fleet) anchored off Carthage accompanied by the Aircraft Carrier Essex and the Dock Landing Ship Shadwell. The USS Des Moines fired a twenty-one-gun salute, which was reciprocated by the Tunisian shore battery. We are fairly certain that the "exciting visit at (ugh) six o'clock" (as mentioned in Y60, 6) referred to us having to get up at that time so we could assemble down by the shore to witness the salutes and to see the Presidential party lift off aboard Marine One (which was started by President Eisenhower in 1957) and head toward The Dar al Saada Palace at La Marsa. There was a welcome speech by President Bourguiba at 08:15 and a response by President Eisenhower. When President Eisenhower and President Bourguiba arrived at the Tunisian Military Airfield at El Aouina later in the morning at the end of the State Visit, the two Presidents gave some farewell remarks and at noon President Eisenhower boarded Marine One for the flight back to the USS Des Moines.

President Habib Bourguiba, accompanied by his first wife Mathilda/Moufida, went on an official visit to the States in 1961, and was received by President Kennedy. (Y61 p.3)



White House Dinner in honor of President of Tunisia.
President Habib Bourguiba, Mrs. Moufida Bourguiba, Mrs. Kennedy, President Kennedy, General C.V. Clifton. White House, Grand Staircase 05/04/1961

28April2009

http://fr.wikipedia.org/wiki/Fichier:Bourguiba_Kennedy.jpg

July 1961 Events in Bizerta

The French naval base in Bizerta had been retained by France after the Tunisian independence in 1956.

In July 1961, following French rejection of a Tunisian note demanding the immediate evacuation of the base, troops of the Tunisian army and navy began a siege. This led to violent confrontations between the French and Tunisians. In the next two days French forces broke the blockade and surrounded the entire city, taking a toll of 1300 Tunisian lives. Both sides accepted a UN Security Council resolution calling for a ceasefire. After prolonged discussions between France and Tunisia, France completely withdrew from Bizerta in October 1963.

28 Apr.09

www.encyclopedia.farlex.com/Bizerta

<http://encyclopedia2.thefreedictionary.com/Bizerta>

It just happened that some ACST students were among those attending a Coeurs Vaillants summer camp in Bizerta at that very time, and were caught up in the conflict. The whole group, including monitors and young people of various nationalities alike, were rescued by the US Marines.

Peace Corps

In 1961, the Peace Corps was formed. Tunisia was the first Arab country to request and receive volunteers. Several ACST teachers had been in the Peace Corps in Tunisia: Kurt Liske 1968- (who later became director), Susan Ayari, and Liz Thorton. Diane Compton (1965) had been in the Peace Corps in Morocco.

A parent, Patrick Rafter's stepfather Kellog Smith was Peace Corps Director from 1967-70. (The Peace Corps withdrew from Tunisia in 1995.)

Jan.1964, the whole school visited the American destroyer USS Eaton. Its anti-aircraft gun could shoot shells as fast as you could load them, and as far as seven miles. It had two torpedoes. And in Sep. 68, the school took a trip to the 'Little Rock,' the Flag Ship of the Sixth Fleet.

Senator Kennedy and Representative Tunney visited the school in 66-67. Flag poles were raised for the occasion.

The American Cooperative School of Sousse

A sister-school to ACST was opened in Sousse in 1966-67, with just seven students.

The Blue Angels Come to Tunis 1967

The Blue Angels are the official U.S. Navy flight demonstration team.....They visited the school on May 23, and the next day they presented a show.

Petroleum

was found in Tunisia in exportable quantities in the sixties. The father of Daphne Buchanan, 7th Grade teacher and principal 62-64, headed first Rimrock Oil Company, then the Husky Oil Company, concerns like many others searching for oil in Tunisia. (Y 63 p 49, Y64 p 49)

Many oil companies established themselves here over the decades, with the children of the families concerned attending the school. The main companies have been: Amoco, Anadarko, BP, Coho, Conoco, Haliburton, Houston Oil and Minerals, Marathon, and Shell.

1967 The Six-Day War

Riots broke out in Tunis following the Israeli victory. The Great Synagogue in Tunis was set on fire. Betty Bouallegue recalls that the British Embassy was attacked, and nearly set on fire, too; that American fathers' cars were burnt, and one father who arrived at the school to pull out his child, had soot on his shirt.

Georgette Laporte/Folley writes:

One event that stands out in my memory is the "opening day" of the Six Day War in June of 1967. Embassies and Jewish shops/businesses had been attacked and looting was going on in Tunis. Parents rushed to the school to get their children because they all thought that the American School would be next. Some of their car windows had been broken and some people were bleeding from superficial wounds. The school was evacuated quickly. (30 03 09)

President Bourguiba strongly condemned the riots, and said that he prided himself that Tunisia was a tolerant country.

ORGANISATIONS

1965 The School-to-School Project ACST and Glens Falls School District

ACST was awarded a grant in May 65 to establish an exchange relationship with the administration, teachers and students of the schools of Glens Falls, upstate New York. Many overseas American schools were twinned in this way with schools in the States, in order to maintain standards and exchange programs, ideas, and materials. Dr. Bill Bitner, Superintendent of the Glens Falls School District, visited us, their new sister school, in the fall of 1965, to initiate the School-to-School Project, and to talk about administrative regulations. Later, in 1966 Mr. Owen, our principal, and 2 ACST teachers went to Glens Falls, and 5 of their teachers came to visit us.

It was our sister school which provided us with a Director in Nov. 66, when Mr. Owen had to leave unexpectedly. He was Mr. Phillip Mosier. Also from Glens Falls came two student teachers, the popular Laporte twins, Annette and Georgette, in the second semester of 1966-67. Also in 1967 Mrs. Betty Bouallegue (Second Grade teacher) and Mrs. Andrée Koubaji went to Glens Falls. The School-to-School Project was to continue for many years at ACST.

Scouts

Girl Scouts were introduced in 1964, the Boy Scouts' program in 66-67. (Y67 end of book)

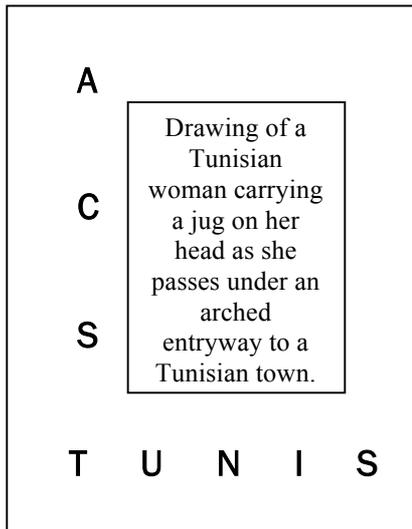
The PTO was founded in 1966-67. (Informant Betty Bouallegue)

YEARBOOKS

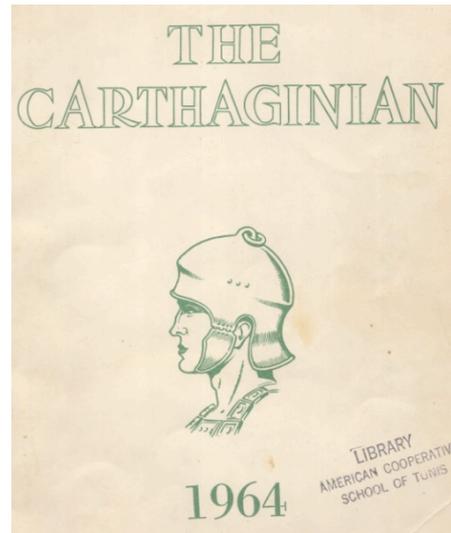
The First Yearbook 1959-60

My mother (Mrs Rasmussen) was an amateur artist and she did sketch the cover design for the first ACST yearbook that has a pink cover and was printed on a mimeograph machine (the kind with the roller) in the typical purple ink of the day. The design shows a Tunisian woman carrying a jug on her head as she passes under an arched entryway to a Tunisian town. To the left of the arched entrance are one-inch high A C S letters that have shadowing to make them appear 3-D. Under the three letters is TUNIS in the same style. I remember my mother doing this.

Eric Rasmussen Feb 09



Yearbook Cover 1960



Yearbook Cover 1961-67

Anne Somai notes:

[This drawing of a 'Tunisian woman with a jug on her head' can be used as an example of how Tunisia has changed over the last 50 years.

The woman is wearing the white 'safsari,' which has almost died out in Tunisia today. It has been replaced by the 'hijab' scarf and long skirt or caftan, which has a religious connotation compared to the social aspect of the 'safsari.' The earthenware water-jar is also a sign of the past, replaced by plastic bottles/cans and that are no longer carried on the head. The Islamic arch, on the other hand, is perennial.]

The Second Yearbook 60-61

The Roman soldier's head and helmet design and 'The Carthaginian' block letters appear to have been done by a graphic artist, perhaps someone working for USIS. This design and lettering appeared for the first time on the second yearbook, which came out at the end of the 1960-61 school year.

My mother also sketched the portraits of the 8th grade class of 1960 (three boys and a girl) and the class of 1961 (six girls). They were 'rough' sketches by a young mother who was teaching herself art, but people knew who they were. (Eric Rasmussen correspondence 2009)

[The Roman soldier design was used until 1967, and the title "The Carthaginian" until 1993.]

Themes of some of the Yearbooks

- | | |
|---------|---|
| 1960-61 | Tunisian-American friendship |
| 1963-64 | Five Year Plan, a review of the first five years of the school. |
| 1965-66 | Kounterpart Kids |
| 1966-67 | Saddles to Satellites. It was ten years since Sputnik I, the first artificial satellite, was launched into space in 1957 by Russia. |

Tunisia as experienced by ACSTers in the 60's

- At La Goulette, there was a Yacht Club. It provided piers for mooring boats. Boats could also be rented and water-skis, too. There was a dining hall and a recreational park with basketball courts, swings, see-saws and playgrounds. (Y 60, 55) [Today nothing of this kind at La Goulette but a Marina at the port of Sidi Bou Saïd.]
- On a trip to the Cap Bon with their families, students came across bullets and shells from the war, and even a sunken ship. (John Mattingly Y60, 25)
- I was more interested in WWII finds than archeology. There was the pill-box at Monkey Beach, Gammarth, and we bought German helmets somewhere opposite St. George's Church. David Hunter relating on a visit to Tunisia May 09

Coeurs Valliants

The Coeurs Valliants was a club for boys at the St. Louis Cathedral on Byrsa Hill in Carthage, run by two of the White Fathers. Games, picnic and hikes were organized, and in the summer there was camping at Thibar, near Beja. Two White Fathers Mike and René spoke English; some were Americans. The club met on Thursdays and Sundays at two o'clock. (David Osguthorpe Gr.6, Y 60, 25)

I think our Coeurs Vaillants uniforms were tan shorts and white or yellow shirts with blue scarves. (Eric Rasmussen)

The Coeurs Valliants held camps at Thibar in the summers of 1959 and 1960 and then at Bizerte (in 1961) during the crisis when the Marines had to come up from Tunis to drive us out. (Eric Rasmussen:12 Feb09)



Eirc Rasmussen's Induction into the Coeurs Vaillants, a White Father (Père Blanc) tying his scarf.



The Coeurs Vaillants was for boys 6 – 9 years old. The girls' group was called the Ames Vaillantes.

- The ACST Archeology Club 63-64:
Studied Punic and Roman ruins. Many collections of personal 'finds' were brought and discussed.
Mrs. Bouhafa took us on two field trips to the Museum Lavigerie at Carthage, where one of the White Fathers took us on a specially conducted tour. He showed us the place where they are uncovering the beginning of an old Roman road, and asked us for volunteers amongst the club members to dig. (Y64, 46)

[Today's Carthage Museum was originally called the Lavigerie Museum after Cardinal Lavigerie (1882-92), the Primate of the Catholic Church in North Africa. It was run by the White Fathers whose order the Cardinal had founded. They left when the seminary (which also housed the museum) was closed, and the adjacent St Louis Cathedral was deconsecrated, in 1964, following an agreement signed between the Vatican and the Tunisian government, whereby a certain number of churches and other property were ceded.

Today the cathedral is privately owned, and used for cultural events, eg. for 'Musical October.' In addition, a new religious monument now shares the Carthage skyline, the El Abidine Mosque, inaugurated in 2003 by President Zine el Abidine Ben Ali.]

- Finding a Roman statue. (Y 61,16)
Kevin Brennan and Mark Gaumond, at a site in Carthage where some workmen were making a road, noticed an 'odd-shaped rock,' which they eventually managed to dig out – 'headless, missing an arm and its feet, but otherwise a beautiful statue of a man in a toga.' Sadly for them, a watchman came and told them that they couldn't keep it.
- The Kouba
"The Kouba has architecture so fine that the ceiling and walls look like lace. It is made of stone and colored glass, and it is in Belvedere Park." Janet Fradenberg (Y62,20) is referring to a charming Islamic garden pavilion that is still in the park today.
- Oued Nabana Dam (Y61, 23)
- Djerba Ferry (Y61, 20) from the mainland to the island.
"What a ferry that was! a fishing vessel judging by the smell, with a ramp across it big enough for two cars only." Sharon Cline
- The Problem of Flies
"*Flies were swarming around us*" at lunch. Anthony Stokes (Y61,2)

"*The school was 'strafed' by the plane spraying insecticides to kill the awful flies.*" Kathy Krausman (Y61,36) This was a Tunisian Ministry of Agriculture program. Viki Chaabane, Kindergarten and Preschool teacher (1972- 2002) relates that her husband was one of the five Tunisian pilots who were trained to do this work. It involved flying very low.
- The FAO in Tunisia has two experimental farms. One is at Ouesseltia, and the other at Sidi Bou Zid. Forrest Hunter (Y62, 24)
- *The incredible Christmas's that a multiple family group spent at L'hotel Beau Sejours in Ain Draham beginning in 1959 and including roast snipe, pan-fried wild boar, and, after dinner, hot buttered rum using a fireplace poker as the stirrer! I saw on Google Earth that the Beau Sejours is still there.* (Forrest Hunter correspondence 2009)

Remarks and Acknowledgements

For the material - information, photos, and people's memories – for this informal history of the first decade 1959/60 – 1968/69, I could only use what was available to me eg. from Yearbooks, or provided by individuals whom I was able to contact. It is therefore selective,

and does not pretend to be representative. There were no photos in yearbooks 66 – 69 that I could draw on.

A remarkable piece of luck was the visit to Tunisia in June 2008 of Roberta (Robbie) Beazley née Gary, with her husband Charles, who offered her the trip to Tunisia on her retirement. Robbie was invaluable for providing information on the ‘villa,’ and to add to the luck Charles is an architect, and kindly drew a conjectured plan of the ‘Km 10 on the El Aouina Road’ property.

I tried tracking down people on the Internet. An extraordinary ‘find’ in this respect was Forrest Hunter, another student from the very first years, and whose family lived in the house by the Punic Ports that was used for the first school in 1959.

I have many people to thank, and to thank profusely. I offer them my humble efforts in trying to piece things together. I have done my best to acknowledge their contributions in the body of the text, and list them here alphabetically:

Charles Beazley, Mary Ann Bower, Tom Bower, Kevin Brennan, Daphne Buchanan/Grimes, Roberta Gary/Beazley, Terry Egnor, Margaret Gaumond, Mark Gaumond, Judy Hartley/Guediche, David Hunter, Forrest Hunter, Kurt Liske, Gay Noack, Eric Rasmussen, Georgette Laporte/Folley, Dr. Richard Payne. Also former teachers still living in Tunisia: Betty Bouallegue and Viki Chaabane. I would also like to acknowledge Barbara Boukhris for technical assistance.

I received many more photos than I could use, but I loved viewing them, and appreciate the trouble people went to send them to me. In some instances, the photos of students I chose to use also included something pertinent about the campus at the time. I also tried to put names to faces, and apologize for those names I don’t recall, or couldn’t find out about.

I also apologize for inadvertent errors, and for not being able to double-check everything. I would be very happy to receive corrections to the text.

The references to correspondence are with myself (Anne Somai) unless otherwise stated.

Yearbook references are written with Y, the year, followed by the page number in smaller print: as (Y60, 10). Remarks from myself are written between [].

It has been an extremely interesting project, going back all those years. I too have now been in Tunisia 50 years, so have relived my own first decade here, so very different from the current one. I thank all of you for the pleasure you have given me.

PART II: The Second Decade 1969-1979

Introduction

During this decade, many important events were taking place in the world. In 1969 was the first flight of the Boeing 747 and the Concorde became airborne; in 1970-71 Communist China joins the United Nations; in 1972-73 Ford was sworn in as Vice-President of the United States, the United States withdrew from Vietnam and the first Cat Scan was performed; in 1974-75 President Nixon resigns after the Watergate scandal, the first oil crisis was felt worldwide, and the Soyuz-Apollo Mission took place; in 1976-77 the US gives up the Panama Canal, and President Carter pardons draft evaders; in 1978-79 was the first *In-vitro* birth, the US and China established diplomatic relations, Southern Rhodesia became Zimbabwe and the Shah of Iran was ousted.

The 1970's in Tunisia was a period of growing social unrest. President Habib Bourguiba faced problems such as the terrible floods during 1969 and the General Strike in January of 1978 and the increasing influence of the Islamic Movement.



Photo of President Bourguiba (Internet)

The Floods of 1969 - Excerpts taken from TIME.com dated December 19, 1969 – William Rademaekers

“For 38 days in September and October (1969), rain fell steadily on Tunisia, leaving 600 people dead, destroying 70,000 homes, and making refugees of 300,000 of the nation's 4,500,000 people. ... Rivers crested 36 feet above normal. Whole villages vanished. Thirty-five major bridges were washed away, and the map of Tunisia was drastically revised. At least 1,000,000 livestock drowned and 10,000 olive trees were uprooted. The Zeroud and Marguelil rivers, swirling together, created a torrent eight miles wide. The force was so great that 100-ton concrete slabs, used to anchor bridges, were hurled downstream. An irrigation project that took two years and \$7,000,000 to construct was washed away in six hours. ... Here and there

the floods left a boon. On the Kairouan plain, 80 miles south of Tunis, a three-foot layer of soil was washed away, uncovering a sizable Roman village. ... Morocco, France and the U.S. sent helicopters that brought food and medical personnel to isolated areas and flew stranded families out. “

General Strike of 1978 – Taken from an Internet article:

“Economic malaise and political repression during the late 1970s led to student and labor unrest. A general strike called by the General Union of Tunisian Workers (UGTT) on 26 January 1978, in order to protest assaults on union offices and the harassment of labor leaders, brought confrontations with government troops in which at least 50 demonstrators and looters were killed and 200 trade union officials, including UGTT Secretary-General Habib Achour, were arrested.”

School had to be closed for about a week to ensure safety of the students.

School Building

During the 70's the school building was changing and becoming much larger as the school enrollment increased. Although USAID closed its Tunis offices during the 1970's, it was also a period when oil companies, some of which were American such as Marathon and Amoco, started opening offices in Tunisia in the second half of the decade.

A remark from one of the students taken from the 1969-70 Carthaginian was

“A.C.S.T. is moving ahead and becoming very modern, if you call a pink science room modern.”

Further remarks about changes from the 1969-70 Carthaginian were

“Four new rooms have been added on the northwestern wing of the villa on the El Aouina Road. They are a library, math, English and social studies rooms. The office has been moved to the northern end of the building, and the wall knocked out between the old office and the old library. This will now be used as an inside gym and all purpose room.”

The front office was completed in 1969 but was first used as a Math classroom with English and Social Studies on either side. Under the direction of Mr. Oblander, the Math room became Director's and Secretary's office during the summer of 1974 and was the main entrance to the school until the building program in the 2000's.

Playground: During the 1970's the playground equipment was monkey bars made out of metal pipes, swings and teeter-totters.

During this period school lunches were brought in lunch boxes and eaten on tables with benches under the trees on the playground. On rainy days, benches were set up in the Multi-Purpose Room.



Building of "northwestern wing" in 1969 (Private collection)



"Northwestern wing" after construction was finished (Sent by Kim Higgins)

While Edward Mulcahy was D.C. he started up the school bus program. During the 70's, the school was able to purchase two buses from the American Embassy and these buses started school runs on January 5th, 1970. One bus went to Tunis, and one to the beach area. The buses were later replaced by rented "Transtours" buses as the upkeep, insurance, etc. became difficult. Edward Mulcahy, DCM and later American Ambassador had three children in the school and was a very active parent and influential in helping the school with its many projects. The Multi Purpose Room (The Barn) was named after him.

The Larry Walsh Wing was opened in 1972.

Director Larry Walsh (center) with the Board of Governors commemorating the opening of the new wing Feb 1972 (1971-72 Yearbook)

From left to right:
Richard Roberts, Pablo Foster, Pat Miles, Jan VanderVeen, Larry Walsh (Director 1969-72),
Peter Holzer, Dottie Thorne, and Richard Salazar. Ambassador's Representative



View of the corridor of the Larry Walsh Wing (Private collection)

Larry Walsh writes: (Feb. 09)

“I was in New York for the annual recruiting trip while the new wing opened. When I returned, I was surprised to see the classes that had already moved into their new spaces. The dedication must have been around that time, which would be in February, 1972.

This wing included seven new classrooms mainly for primary grades and a small living area for the guardian and his family, Hamouda Chicherli.”

During the decade, in 1970-71 a Kindergarten was added and then in 1977-78 a ninth grade was also added.

It should be mentioned that Dick Payne and Pablo Foster prepared an English text book for the Tunisian Secondary Schools.

Statistics

Board Presidents 1969-1979:

- President of Board 1969-1970 Dr. Richard Payne
- President of the Board 1970-1974 Patricia Miles
- President of the Board 1974-1975 Pablo Foster
- President of the Board 1975-1976 Cdr. Lee Eyer
- President of the Board 1976-1977 B.M. Corpany
- President of the Board 1978-1979 Roger Bismuth

List of directors during this period (the title changes from Principal to Director during the '70s)

- 1969 – 72 Larry Walsh
- 1972 – 74 Kurt Liske
- 1974 – 75 Richard Oblander
- 1975 – 78 Dr James Bernard
- 1978 – 83 James Rudi Cope

Some of the highlights of the various Principals/Directors:

1) Larry Walsh introduced DEAR Drop Everything and Read and Children’s Literature Program during his time as Principal.

2) Email sent to Anne Somai in February 2009 from Larry Walsh:

“On July 25th, 1969, TWA's weekly 707 flight from New York to Madrid to Tunis arrived and disembarked the Walsh family at the old Tunis airport.

Larry, Eileen, daughter Maureen, ready for sixth grade, and daughter Megan for second grade, holding Chou Chou, the family poodle, were greeted by Dick Payne, President of the Board of Directors of the ACST. This was the beginning of an adventure the Walsh family cherishes today as one of the most memorable of their lives.

After settling into their new home on Avenue Bourguiba in Carthage, a trip to the school found it in the middle of construction of several new classrooms.

The Director's office was in the front of the building, attached to an office for the school secretary. Occupying that position was Rosemary Wilde, a young English girl who became a loyal and enormously capable assistant and a true friend. Across the front of the building was the library, and a second floor over the front housed the science lab and classroom. Along a corridor running to the rear of the property were two classrooms on the right, and what would be three classrooms on the left when construction was completed. In the rear of the building were two more classrooms, a residence for Hamouda, the head custodian and his wife, and an assembly room. A large open field was to the rear of the building, and a parking lot paralleled the side.

In my twenty five years as a school administrator, I reflect back and realize that I never had a more enthusiastic, creative and daring group of teachers as were assembled during that period. Two former Peace Corps volunteers, Terry Egnor and Kurt Liske began a Tunisian studies program, abetted by an old bus inherited from the US Air Force that turned the entire country of Tunisia into a learning laboratory for the children of ACST. Ably assisted by parents and other staff members they took classes on outings sometimes lasting for several days to the desert, the mountains, the coastal cities, and the Roman ruins with never a concern for the welfare of their charges. We owe a debt of gratitude to the nation and people of Tunisia who graciously welcomed our learners on their various expeditions.

Thanks to Dick Payne, we recruited Jim Harris, who could be described as the type of teacher with whom every child should be able to spend a year. Anne Somaii provided us with a rare talent for turning non-English speaking children in September into class leaders in June. Mary Topp, a young first grade teacher, each day performed minor miracles with children from many nations and cultures who came to her with little or no English language. Judy Hartley, who became Mrs. Guediche, created a library experience for all the children, in addition to teaching English to several classes, running a homeroom and producing the annual school yearbook.

All of the homeroom teachers participated in our children's literature program.

After procuring a range of paperback children's books, we began each school day with a period sharing the reading experience of a good piece of literature, Jim Hepburn, a Scottish mathematics teacher, read and shared his experience each day with his fifth grade homeroom class. He once told me that this was his most gratifying time of the day with the children.

The addition to the staff of Lynn Ayad, who along with Alya Zouiten, brought the French language program to life at ACST has proven to be most fortuitous. Laroussi also came aboard at the recommendation of Pat Payne. He had been her bag boy at the market in La Marsa. With the help of Liske and Egnor, we were able to form the Maghreb Association of International Schools (MAIS) which has now become the Mediterranean Association. We also secured a grant from the State Department and built an addition to the school, which gave us four new classrooms and a larger residence for the head custodian.

My daughters, now 50 and 46, can still remember all of the wonderful children, who represented many nationalities, and their teachers and can reminisce for hours about their

lives during the years in Tunis. Eileen and I remember happy times with Dick Salazar, Admin Officer and wife Odette, and all of the other great friends we made.

After leaving Tunis and returning home I thought my connection with ACST was over. I was mistaken. Several years later, I received a call from the Office of Overseas Schools and was asked if the school district I was now working in, Ridgewood, New Jersey, would be interested in entering a "School to School" program with ACST. This resulted in a very active program involving the visitation of teachers and specialists that lasted from about 1977 to 1985. It also allowed Eileen and me to return to Tunis for a wonderful "homecoming".

I appreciate the opportunity to contribute to the 50th anniversary celebration of ACST and wish continued success in the future to those carrying on the work of a great institution.

Larry Walsh »



Larry Walsh taken from the 1971-1972 Yearbook

- 3) 1971 – 72 an Outdoor Education Program was introduced by Kurt Liske. Kurt Liske came in 1968 as a Social Studies teacher, and did many interesting things with his students: campouts and field trips to exciting places, involving projects, and fascinating classes. He started the M.A.C.O.S. course which was a great success and has continued ever since. Then in 1972 he was promoted to the position of Director of A.C.S.T. The students greatly appreciated his friendliness and personal contact with them.



Kurt Liske taken from the 1972-73 Yearbook

Email received from Kurt Liske on February 22, 2009:

“I had the good fortune of teaching at ACST for four years, before I began my two year tenure as director in July, 1972. While teaching I was privileged to work with the finest school administrator I have known: Larry Walsh, who directed ACST from 1969-72, and who encouraged me to apply for head of school. His model and mentoring were important in my decision to become director.

A mosaic of images and memories are a part of my teaching and administrative experiences. Margy and I came as a young family and formed life-long friendships. Taylor was five weeks old and four years later Heather was born in Carthage in the midst of early practices of “The Christmas Carol,” which Anita Simons (Dutch parent) and Margy were producing with the 6th, 7th and 8th grade students. In our final year in Tunisia, with great excitement, Taylor began his formal education in Viki Chaabane’s kindergarten class.

The heart of any school is the students, teachers, staff and volunteers; the uniqueness of ACST was that we were truly a United Nations community: twenty countries among the students, and five among faculty and staff.

Having served in Tunisia as a Peace Corps Volunteer 1962-65, I was acquainted with Tunisian culture in a way I would not have been otherwise, and thus excited about introducing, along with other faculty members, the country’s sights and sounds to students, and as an administrator, to continue the process. Tunisia’s wealth – language, history, people, economy, arts, sports, food – all were made a part of what came to be called The Tunisian Studies Program. How exciting to be in a community of learners who responded so enthusiastically to Tunisia!

The international school experience is unique and represents a benchmark in the lives of families and educators alike. The hard work of parents, teachers, the Board of Governors, and the international community, working in a spirit of cooperation, is such a powerful model for young people as they mature and shape their lives.

Finally, I would be remiss not to mention how down through the years, the people who form the foundation and soul of the school are those who live permanently in Tunisia. Year after year they welcome and bid farewell to the generations of students, families and faculty who come to and then depart from Tunisia - the Lynn Ayads, the Viki Chaabanes, the Judy Guediches, the Anne Somais, the Aliya Zouitans, the Laroussi Agrebis, and the Taher Ben Salahs. We who come and go owe these dedicated people a great debt!

Kurt Allen Liske

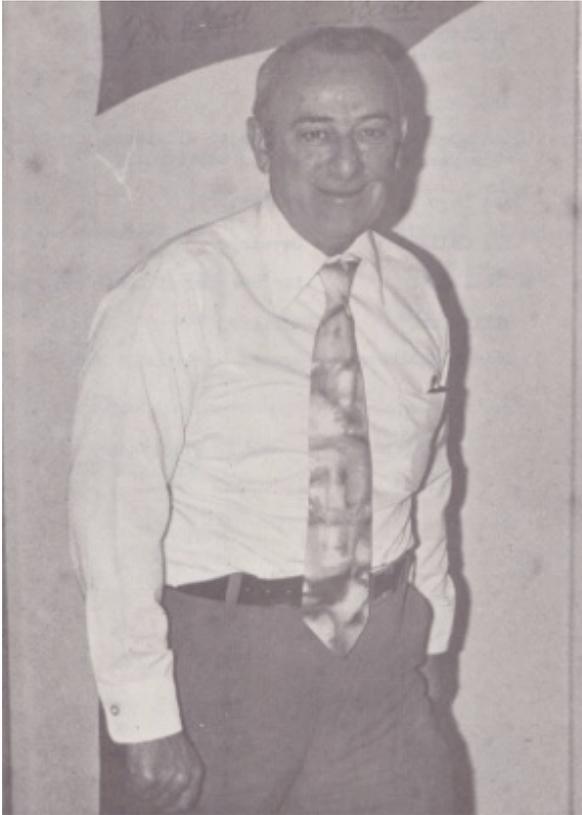
American Cooperative School of Tunis

Director, 1972-1974”

- 4) 1977 – 78 a 9th grade was added by Dr. James Bernard



Richard Oblander taken from the 1974-75 Yearbook



Dr. James Bernard taken from the 1977-78 Yearbook



ACST Administration: Director James R. Cope in his second year of service to ACST;
Rudi Cope taken from the 1979-80 Yearbook

Other Statistics

- School year 1969-70 Grades 1-8 = 132 students
- At the beginning of the 1970s, the student population was 19 in Kindergarten and a total of 152 in the other grades, the number of teachers was fourteen; the administrative staff was two people and the custodial staff was two.
- No kitchen staff existed during the 1970s.
- By the middle of the decade the student population was 21 in Kindergarten and a total of 151 in the other grades.
- The number of teachers was fifteen and the first Tunisian teacher was hired to teach French for the 1971-72 school year.
- The administrative staff was three people and the custodial staff was also three.
- At the beginning of the 1970s the number of grades was 1st through 8th Grade and then a Kindergarten was added at the beginning of the 1970-71 school year and a 9th Grade was added at the beginning of the 1977-78 school year. The subjects taught were Science, French, English, Mathematics, Social Studies, Art, Physical Education and Music.



Rosemary Wilde - Administrative Assistant 1969-1970 taken from the 1969-70 Yearbook



Margot Turnbull, Admin. Assistant taken from the 1971-72 Yearbook

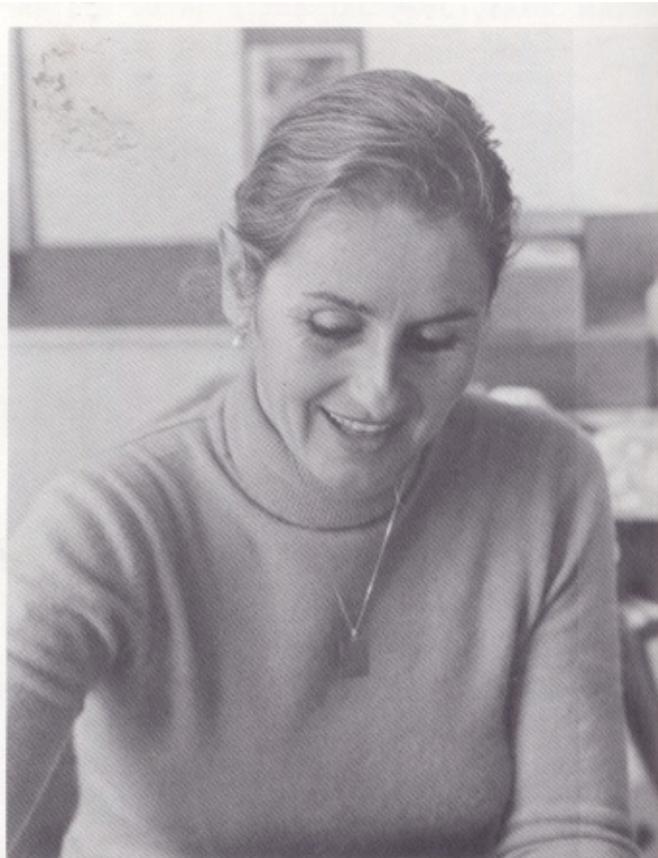


Joyce Berggren taken from the 1975-76 Yearbook

1. "Thank goodness I finished all of those orders!" sighs secretary Sylvia A-brougui. 2. "You did what..." 3. "They all have to be re-typed..."



Taken from the 1978-79 Yearbook



Margo Abdel Kafi, Secretary, taken from the 1978-79 Yearbook

Sylvia Abrougui mentions that she loved the contact she had with parents and students and remembers one little English Kindergarten boy coming to show her a chameleon in a jar and he explained very seriously that it would grow up to be a DRAGON.

Custodians/Expediter/Gardener:

Hamouda Chicherli
Tahar Ben Salah
Ahmed Tajouri
Laroussi Agrebi



Taken from the 1971-72 Yearbook

It should be mentioned that Laroussi Agrebi, the expediter, started by having to take a bus to Tunis every day to pick up mail, do banking and pay bills. During the 1978-1979 school year the Board decided to buy him a mobylette that made things a good deal easier for all of us.



Teachers:

1970-1971	Mary Stingemore	Kindergarten
1971-1992	Viki Chaâbane	Kindergarten
1969-1970	Patricia Clark	1 st Grade
1970-1973	Mary Topp	1 st Grade
1973-1976	Rita Hanna	1 st Grade
1976-1977	Tomm Elliot	1st Grade
1978-1979	Nancy Wilson	1st Grade
1969-1970	Rose Wilson	2 nd Grade
1970-197__	Barbara Cotton	2 nd Grade
1969-1970	Maralynn Nass	3 rd Grade
1970-1974	Christine Johnston	3 rd Grade
1974-1976	David Olson	3 rd Grade
1976-1977	Vickie Doran	3 rd Grade
1978-19	Deborah Brown	3rd Grade
1969-1971	James Harris	4 th Grade
1972-1974	Joan Kurley	4 th Grade
1978-1979	Richard Cooper	4th Grade, Library
1969-1970	Mary Ann Bower	Art
1970-1971	Ann Penny	Art
1973-1974	Betty Gray	Art
1974-1975	Relindis Jelonek	Art
1975-1976	Carol Faria	Art
1976-1977	Pamela Ben Attia	Art
1969-1970	Mireille Roussel	French
1969-1970	Salvatrice Brullo	French
1969-1970	Monique Ladhari	French
1970-Present	Lynne Ayad	French
1970-198__	Alya Zouiten	French
1975-1979	Lorna Mgaïeth	French Substitute
1969-1973	Terry Egnor	Science and Reading
1973-1975	Eugene Clegg	Science
1969-1989	Judy Guediche	English, Reading and Librarian
1969-1971	Kurt Liske	Social Studies and Reading
1975-1979	Larry Strong	Science and Social Studies
1977-1978	James Doran	Science
1977-1978	Donna Roberts	Social Studies
1974-1975	Kathy Kauffman	Math
1977-1978	Joe Lero	Math
1972-1974	Elissa Hochlaf	History, Physical Education
1973-1974	Gerry Brittenden	Boy's Physical Education
1974-1975	Clark Rieke	Physical Education
1973-1975	Donna Clegg	Girl's Physical Education, 4 th Grade
1975-1979	James Potenza	English, Physical Education
1977-197	Yazid Mallat	Physical Education
1969-1976	Lise Momy	French, Music, Chorus
1977-1978	Mary Lero	Music

1978-198	Linda Ben Hamida	Music
1969-1970	Daniel Nass	Mathematics, Reading and Physical
Education		
1970-1975	James Hepburn	Mathematics, Physical Education
1975-1979	Barbara Strong	Mathematics
1969-199_	Anne Somai	Reading, 7 th Grade Literature
1972-1974	Betty Rayan	Assistant Librarian
1973-1974	Luana Rebai	Assistant Librarian
1974-1975	Elsie Maxwell	Assistant Librarian
1977-1978	Shari Geistfeld	ESL
1969-1970	Student Teachers from Univeristy of New York, Plattsburg: Sandra Terndrup and Barbara Przybylek	

“Congratulations ACST on your 50th anniversary!” From Judy Guediche Feb. 2009



Judy Guediche taken from the 1973-74 Yearbook

“I am thrilled to have been a part of that history. I was a teacher at ACST from 1968 through 1989. I first arrived at the school in August 1968 as one of the first group of four young U.S hired teachers asked to join the staff. I soon discovered it was a unique setting in which to work. I found an enthusiastic group of students from around the world excited to learn, a welcoming group of parents genuinely trying to make us feel at home and ready to help us in any way possible, helpful teachers and staff waiting to find out what we had to offer, an interesting building and grounds in which to work, and a country filled with sights to see and learn about.

When I first arrived at the school I was amazed that there were plenty of materials and equipment - audio-visual equipment, overhead projectors, textbooks from the states, chalkboards, and student desks. We had ditto and mimeograph machines for making copies (copiers and computers came much later). Although the actual building with a

zigzag corridor and some original classrooms were unique, it did look like a state-side school. I remember how all the students ate packed lunches at tables outside, and it seemed like we seldom had to resort to eating inside in the all purpose room or in class rooms. At that time however, there were no sports teams or after school activities, though at times we did do various activities including games and drama club among others. That first year students were dismissed at the end of the day to parents and drivers who lined up in the parking lot. Busses to transport students were added later.

I started out being the English teacher for grades 4, 5, 6, 7, and 8, and later grade 9, but over the years had other positions. I was also the teacher of a self-contained 4th grade twice, an ESL teacher, librarian, reading teacher, yearbook advisor, and even brief stints as acting director. At first we used the Roberts English series in my classes and I learned that Dr. Payne actually knew the author. The advanced 6th grade reading class had no textbook but we used a series of units including poetry, mythology, folk tales, drama, and other literature with materials from the library. When Mr. Walsh arrived, we used paperback literature selections in all the grades.

My main impression of those years was what a learning opportunity it was. At that time the school had students grades one through eight, but by the time I left it included kindergarten and ninth grade with a few tenth graders on correspondence study. In 1968 I think the student body was almost 75% American but included students of 21 different nationalities. The students, parents, and even faculty all came from such various backgrounds and experiences that working with them every day was exciting. In many ways the students were mature and worldly - they had traveled, been in war zones, in third world countries, some were fresh from the states, while a few didn't know any English. I remember Jonas, a Swedish boy who had never seen snow, Elizabeth who at 12 years old was fluent in six languages, the Korean young lady who could barely speak English at the beginning of the year but was able to write an excellent 8th grade composition by May, and the class of 14 ninth graders who represented 9 different nationalities.”

Taken from Alya Zouiten's Teacher Questionnaire

“As a teacher I enjoyed discussing with students, teaching them that to learn another language is a nice opportunity and it is good for the mind. We shared good times doing French plays acted by the students, which is a good way to practice the language. I enjoyed putting up the Tunisian Studies program, which covered traditions, music, sciences (trees, plants, animals of Tunisia). I taught Arabic conversation which the students loved because they could use it every day. I appreciated the American way of education, which allows students to perform at their own rhythm and level in groups. A chance of success to all children.”



Photo of teaching staff during Larry Walsh's period, taken from Mary Topp's private collection

Taken from Viki Chaâbane's Teacher Questionnaire

"I taught the Kindergarten class at ACST from September of the school year 1972-73 until June of the school year 1992-93. The students were 5 year olds. I taught the pre-school class at ACST from the school years September 1993-94 until June 2001-2002. 30 years in all. I also taught a private pre-school Nursery group in the home of American parents for two years prior to joining ACST. This was under the auspices of the school in 1970, 1971 up to 1972. My pupils were three and four year olds. That makes a total of 32 years. Eight years of these were the ACST pre-school.



Viki Chaâbane's first Kindergarten taken from private collection

My husband Omar and I hosted the end-of-the-year Teachers and Staff Barbecue Dinners with Omar cooking frilled the steaks on his own home-built BBQ, built out of bricks, at our home in Notre Dame. Mostly I think during the 80's years.”



Teachers and staff enjoying a relaxing barbecue at the end of the school year, photo taken from private collection



Omar Chaâbane grilling steaks for ACST teachers and staff, private collection

Below are photos of some of the teachers who covered all or most of the decade. Lynne Ayad's and Judy'Guediche's photos are included above.



Lise Momy, Music Teacher taken from Yearbook 1971-72



Anne Somai taken from the 1974-1975 Yearbook



Lynne Ayad, taken from the 1978-79 Yearbook



Alya Zouiten, taken from the 1978-1979 Yearbook



Viki Chaâbane taken from the 1974-1975 Yearbook



Barbara Cotton, taken from the 1973-74 Yearbook

Students



Mary Topp's 2nd Grade 1970-71 sent by email from Kim Higgins



Larry Strong with his 8th Grade class from the 1975-76 yearbook



A.C.S.T. Director, Teachers, Students and Staff taken from the inside cover of the 1976-77 Yearbook

Taken from Viki Chaâbane`s Teacher Questionnaire

“The Christmas Show Santa’s Elves of 1979 comes to mind when Mr. Tomm Elliot, first grade teacher, and I made all the little waistcoats and hats for both our classes to wear for their performance.”



Photo of Santa’s Elves from private collection

“Special Memory: Pre-school student Victor Kinstein was driven to school every day from Hammamet by his parents Joni and Jette, during the whole school year 1997-98 and it was only for a half day class. The parents wrote to me afterwards to thank me and to say how much Victor had learnt during that year and how happy he was with his friends and how much he had benefitted from the experience.”



Photo of Victor Kinstein from private

collection

“My first year with Kindergarten class was the school year 1972-1973. It was situated in the classroom with the pillars. There were fourteen students.

Mrs. Chaabane and Maggie Hedberg show Karim Awenat the proper way to act out "I'm a Little Teapot" for their February program.



Photo of Viki Chaâbane teaching Kindergarten students to sing "I'm A Little Teapot" taken from Yearbook 1978-79

Tunisian Students – Kindergarten during the 1970's

1976-77 Peter Bismuth (Danish/Tunisian)

1978-79 Jean David Boujnah (Tunisian/French) who went right through our school from Kindergarten to 9th grade



Kindergarten with Mrs. Chaâbane in the playground taken from private collection



Kindergarten taken from 1978-79 yearbook

Kim A. Higgins 1969-1971 – Email received in March 2009. . Her father was the Director of the Smithsonian Institute’s marine lab located in Carthage.

“My most vivid memory of ACST isMy friends and the myriad of nationalities of students that attended the school.

What I remember most about the AST campus is The field behind the old school building and how the local children would stand on the other side of the bordering trees watching us.”

Field Trips

Highlights of the Year 1969-1970 (taken from the 1969-1970 Carthaginian):

Camps during the year for the 8th grade were for the boys to Ain Draham and Tabarka to collect sea specimens and rock samples. The girls went to Cap Bon where they swam out to a sunken World War II cargo ship. Another trip was taken to El Jem, Matmata, Douz and part of the deep Sahara.

Another trip was taken to the Mentally Retarded School which the 8th graders called “The Dungeon”. They offered to help by doing some of the painting of the school.

The seventh grade went on a campout to Pont du Fahs and Thurburbo Majus. It was market day in the village of Pont du Fahs and the students saw “many interesting items such as rugs and the guts of livestock”!

One of the most interesting field trips during the school year for 6th, 7th and 8th grades was to the winery in Grombalia where they visited the building and were even allowed to taste some of the wine and grapes.

The 6th Grade went on a field trip to Sousse where they visited the school for the blind, some museums where they saw the largest mosaic in Tunisia and an American designed kindergarten.

The 5th grade also went on their first field trip with Mrs. Guediche to Bizerte, taking the ferry where they saw a fishing port, wrought iron shops and then had lunch on the beach.

The 4th grade went on a field trip to a cheese factory where they saw how cheese was made. One of the remarks was “It’s pretty smelly in cheese factories.” After that they visited a “hammam” steam bath. They then visited a mosque and finally had their lunch in a Tunisian home.

The 1st, 2nd and 3rd grades visited U.S.S. Concord when they came into port to help the flooded areas of Tunisia. During the year they also visited a rock quarry where they witnessed an explosion and saw different kinds of rocks and how they were crushed. They also visited the Blind School in Tunis where they saw blind children reading Braille among other activities.

The 2nd grade took the tram to Carthage and visited the Roman baths. They also visited the Bardo Museum and Denden.

The 1st grade visited Menzel Bou Zelfa, went to the souks and visited weavers making chechias. They also visited a Mosque.

Taken from the 1970-1971 Carthaginian:

The Kindergarten went on yearly field trips to the zoo where a man sat in the hippopotamus’s mouth and to a Chicken Farm in Sidi Thabet where they saw incubators. There were many farm animals.



Kindergarten at the Sidi Thabet farm taken from private collection



Kindergarten at the Christian Basilica taken from a private collection

First and Second grades also visited the zoo which was enjoyed by all.

Second grade visited the Souks where they bought Tunisian handicraft. They also saw people making brass trays and “chechias”.



A carpet merchant in the souks, photo taken from a private collection

The third grade visited the White Sisters in La Marsa where they did a bit of weaving on a Tunisian rug. They also visited the blind school in Tunis with the 6th grade. They were very interested in Braille.

The fourth grade had a memorable campout to Utica and the forest of Ramel in Bizerte. They prepared Hunter's stew for dinner and all had a good time.

The seventh grade went on a campout to Kairouan where, after taking the train from Tunis, they stayed at a Youth Hostel. They visited the souks and a mosque. In the evening they all went to a restaurant and the next day did some shopping and then caught the train back to Tunis. On another occasion, they also visited the S.T.E.G. plant to see how electricity was made out of "super-heated" steam. The generating room was very noisy. They were all given a book about S.T.E.G.

7TH GRADE TRIP TO THE BARDO (1972-73) Written by various 7th grade students

In October the 7th Grade visited the Bardo Museum with Miss Penny. At the museum there were all sorts of mosaic pictures, a skeleton in a box of old rotten wood and a mosaic bath (baptismal font) where people went to be baptized. Some of the things we saw were the following:

"We saw a room with statues of all the Roman gods, but when the vandals came they cut off all their noses for some reason. Many of the bigger mosaics are not complete. To try to give you a better idea of the pictures, they fill in the missing parts with plaster and paint continuations of the missing parts. On some they must have had to guess about what the feet were doing by calculations of the position of the head or body of, say, an antelope.

In one room, not usually open to the public, some men were making tesserae to repair the mosaics. There were many carefully packed crates of mosaics and statues to be repaired. I like the skeleton in the rotted coffin. The coffin was in a glass cover but you could see through because there were holes in the wood.

In part of the museum where tourists are not allowed was a Roman basin. It had four shaped-in seats made with mosaics. Once it was probably filled with water. At the bottom of the basin was the sign of Christianity. The mosaic I liked best was one of Ulysses. They had angels' wings, bird feet, and looked pretty ugly, though they were supposed to be beautiful. They were supposed to have sung so beautifully that Ulysses' crew jumped overboard and drowned. I had trouble believing that the men in the mosaics weren't real."

Taken from the 1973-1974 Carthaginian

FRENCH PLAY (1972-73) Written by Anne-Marie Blanchet
(First French play in ACST)

In French, Mrs. Zouiten's seventh grade did a play called "La Bombe". There are ten in the class. The play takes place in a compartment in a train. In this compartment, women and men talk about stupid things. In one corner of the compartment a man doesn't speak. In another corner an old man is asleep. During these conversations the man who doesn't speak wears a false moustache and he writes on his suitcase "Bombe" with a piece of chalk. But just at that moment a woman sees this and she says, "It's an anarchist". Afraid, all the people

leave the compartment except the old man who is sleeping. After this the old man wakes up and says, “Boulogne already!” (meaning the village in France). But the other man answers, “We haven’t left yet, I played a little trick. It’s a comedy!! I don’t like stupid conversations”. To learn this play we had to find a costume for each person and props for painting. I almost fell with my maxidress, I was scared. What I liked most was when Victor, who is a woman, had to carry a purse, a fan, lipsticks, everything that women have. I cannot tell all that happened but it’s a very funny play.

Important People

“Late in February 1970our school was pleased to learn that Mr. Rogers, the Secretary of State of the U.S. at the time, visiting Tunisia to meet with President Bourguiba and senior Tunisian officials., was to slow down in front of our school. Once outside, Mr. Rogers actually stopped and shook hands with most of the students and teachers instead of merely slowing down.”

“Around the beginning of March 1970, the two buses met halfway down the road to the Aerogare N° 2 where we all climbed out and lined up in a single file. Soon the astronauts came, and the one in the right backseat, Charles Conrad, shook hands from inside the car with all the students and teachers.”

Taken from Internet:



“Known for his sense of humor and infectious grin, [Charles P. "Pete" Conrad](#), as commander of the [Apollo 12 mission](#), was the third person to walk on the moon. Not a tall man, Conrad stepped down onto the lunar surface in November of 1969 and [gleefully commented](#),

"Whoopie! Man, that may have been a small one for Neil, but that's a long one for me." Born June 2nd, 1930 in Philadelphia, Pennsylvania, he graduated from Princeton University in 1953 and went on to become a Navy test pilot. Selected as a NASA astronaut in 1962, Conrad is [seen here in 1965](#) during a suiting up activity in preparation for his first space flight - the endurance record setting [Gemini 5 mission](#).

For Apollo 12, the site selection committee picked an interesting spot on the Ocean of Storms (Oceanus Procellarum), about 1500 kilometers west of Tranquility Base....”

1969 USS Concorde was visited by 2nd grade when the ship came into port to help with the floods in Tunisia

Other Events

1970-71 was the year that the Kindergarten was added to A.C.S.T. This first class had fourteen students of four different nationalities.

In the 1969-70 school year the girls decided to wear maxi-skirts which the boys thought looked “kind of stupid” and apparently slowed them down while running during sports.

1969-70 - The Great Sea Race written by Lisa Block, Donna Bennett and Richard Salazar, 3rd graders: “The sea animal race is a race done by reading library books and making book reports on books that we read in class. For each book we read we count one mile. Every ten miles is marked with a sea lettuce, sea urchin, sea whip or seaweed. ... The child who gets the farthest in the sea race will get the sea treasure.”...

In 1969 1st graders were very proud of the fact that they were learning French.

Also extracurricular Arabic classes were held at the school every Saturday morning. The class was taught by Mr. Pablo Foster.

In November 1970 the students presented a play “The Girl from the Sea”. One of the representations was for the men and women who came to Tunis for the M.A.I.S. Conference. One of the men made the remark “They could make it to Hollywood if they tried”.

Also during November 1970 Mr. Hammondson came to talk to the 7th and 8th grades about Roman coins. He had a catalog dating from the 1800’s and one coin worth 450 dinars which was impressive.

During the 1972-73 school year, the new American Ambassador’s residence was built in Sidi-Bou-Said. One of the students, Lamyaa Saud Alhumaidhi has this description of the event (taken from The Carthaginian 1972-73):

“One bright day in October the Eighth Grade came to the class for reading. But Mr. Egnor, the science teacher, told us that we were going to Sidi Bou Said. He informed us that a new residency for the American ambassador was being built. Ruins had been found in the building area so Mr. Egnor decided to take us there. Mr. Salazar, who authorized the trip, saw us out there and Mr. Ruedy, a historian, accompanied us. The construction area was on a hill. Some of us as soon as we arrived there started digging. When we started our digging we

couldn't find anything at all. After a few minutes two boys from our class found a part of a skull. Soon we all started finding ruins. We found pots, plates, and different things, but most of them were broken. The girls found a very long well and on the sides of it were some dull mosaics. It was a very hot day, but we were so excited that we didn't notice it. At noon time we went back to school. In the science room we started gluing the ruins, because as I have told you before, they were broken. I think it was a very interesting trip, and an interesting day."

During the 1973-74 school year the Kindergarten made a trip to the Central Market. Here is a description of that trip taken from The Carthaginian 1973-74):

Mark: "We went by car with Mrs. Liske, Mrs. Azzam, Mrs. Shwartz, Mrs. Chaabane and Mrs. Fitzsimmons. The car park attendant was shouting because there was no space in the car park for Mrs. Fitzsimmons' car. Mrs. Chaabane bought a red plastic washing line, and we all had to get into line, and take hold of the knots so that we would not get lost or separated from each other. Mrs. Chaabane said there would be so many other people in the market, and we must all keep together."

Taylor: "First we went to see the fish market"

David: "We saw snails"

Mark: "We saw eels, they were still alive and all wriggly"

Donny: "They breathe on one side of their heads"

David: "We saw lobsters"

Quentin: "We also saw some swordfish"

Donny: "We saw lots and lots of baby octopus. They have eight legs and squirt black inky stuff. The man at the fish stalls showed us some big fish with large sharp pointed teeth. These fish we passed along the line so that all of us could have a look inside their mouths. Pooh! It made our hands smell"

Taylor: "Then next we went to see the fruit and vegetable market"

Simeon: "We saw pineapples"

Moni: "Apples"

Edward: "Carrots and turnips"

Jeffry: "Potatoes"

Quentin : "Oranges"

Mark: "Lemons, lettuces, radishes"

David : "And artichokes, and lots of other good things to eat. After this we went through to see the poultry. Karen said she liked the rabbits. We went to see the chickens and rabbits"

Donny: "We saw a man in a chicken coop – he was inside to clean it out. The man said to us in English *Yes, I big chicken*"

David: "There were two enormous big pigs hanging up with hooks through their noses"

Taylor: "They were dead for eating"

David: "I painted a picture of them when I got back to school"

Jeffry: "Next we went to see the pot plants and flowers"

"We saw some orange trees" said David

Jeffrey said "We saw some goldfish in a big aquarium"

Mrs. Chaabane told us that this was where she had caught the fish which we have back at the schoolroom.

"Oh!" said Mark

Quentin: "There were some pansies and a man gave Karen a narcissus to hold because she was the only girl on our field trip. We crossed the road all holding onto the line. Not holding up the traffic!! Ha ha, and went into a bird store"

Mark:” We saw two chickens out of their cages”

Taylor:” One rooster had a broken leg. He was dancing and shaking his head. He looked very sick. There were lots of small birds.

Quentin:” We had our snack in the Belvedere Park

“We played games” said Mani, “until it was time to go home”.

Tunisian Studies

Email received from Kurt Liske in January 2009:

From Kurt Liske 29 Jan 09

“When I arrived in September 1968 there was already a lot of Tunisian studies activities going on that I'm sure you encouraged along with Pat Payne and other parents. Most of these experiences if I'm not mistaken involved assemblies. When Larry came and we got his support the faculty began to develop curriculum that focused on Tunisian issues - primarily in social studies and science. Visiting the cork forests, vineyards, military cemeteries mosques, souks, roman ruins, etc. along with expanding the school assemblies. Do you remember when the fifth grade class visited Hamman Sousse' youth center -each ACST student went to a Tunisian child's home and then two weeks later the Tunisian students visited our school and then went home with our fifth graders for an overnight experience? My last year teaching Terry and I took the eighth grade to Sousse where we stayed for three days and two nights in the Youth Hostel facility. Lynne and Alya helped us with a French curriculum facet of the visit - a series of small group assignments that were written out in French -one group had to find the PTT and call ACST to let the school office know the group had arrived. Another had to check out places to eat and make recommendations. Didn't you go on one of these trips at some point? I was in the Peace Corps from June'62 to June 65 and my PCV experience was definitely a factor in my decision to become a teacher. Larry suggested that I think about becoming director of the school. Hope is all going well. Northern Ohio broke a record for snow accumulation - 40 inches in January. Kurt”

1969-70 The students also appreciated the speakers, Mr. Mamouri who explained the difference between classical and spoken Arabic, and Mrs. Kornfeld who talked about the Arab invasion.

1970-71 Mrs. Momy, the Music teacher, invited four Tunisian musicians to the school. These musicians visited the classrooms and explained their instruments to the students. Later they presented a short concert for the entire school.

1970-71 TRIP TO DEN DEN Written by Tina, Claire, Heidrun, Jennifer

“Also during this school year the Fifth Grade went on a bus trip to Den Den, one of the national Tunisian craftsmen, with Mrs. Ayad and Mrs. Zouiten. We saw how they made lots of things. For example, they made woodcarvings, rugs, stuffed animals, trays, dolls, and ashtrays. We will tell you how some of these re made.

To make the trays, they first took a brass plate. Then they use a nail and hammer to hammer a design into the plate. After that they put the plate in tar and hammer silver wires on the pattern.

The costume dolls were dolls bought in France. The costumes were then made here. They first glued hair on the dolls. Then they cut out the different costumes. They made jewelry also for the dolls, and then packed them in plastic cases.

After our visit to Den Den, we went to Sidi Bou Said where we ate our lunch. We also bought bambalones there for dessert. Next we went to visit Mr. Dohak, a Tunisian artist. He gave us each a card, some candy, and some wrapping paper that he had designed. He showed us many different ways of painting. One way he does is to take a piece of paper and paint a picture. Then he puts it under a piece of glass and paints the glass with oil paints.”

During the 1970-71 school year, one of the guest speakers was Mr. Speight who came to explain about the sheep for Aid. During the year Mr. Foster also gave talks about Tunisian history

A ROMAN BANQUET Written by Jimmy and Richard (1971-72 School Year taken from the Carthaginian)

“In Social Studies we studied how the ancient Romans lived. We studied how they dressed, ate, and worshipped their gods. To celebrate the end of our “Roman work” we decided to have a Roman banquet.

There were four committees. Our committee was the food committee. We were responsible for the menu and the horrible food we ate. The second committee worked on setting the tables. The third and fourth committees were the play committees. We also had two architects, Jean-Guy and Bryan Howell, who were responsible for making Corinthian columns in the background. Some of us were slaves and others nobles.

When the banquet began, Caesar called for the first course. It was rotten olives and almonds, wine with honey and water. The second course was mice drenched in honey, with wine. The third course was fish mixed with brain and egg and oyster, and wine. The fourth course was bread and butter, and wine. The fifth was fresh fruit, and wine; and the sixth was baklava, and wine. We were getting rather sick by now.”

Next we had two plays, one about Midas and the golden touch, and the other about Prometheus. Then our parents came, too, and it was really fun.”

Red and Blue Field Day

In 1970-71 a 5th grader wrote:

“Every child in the school participated in a contest called Red-Blue Field Day. There were two teams, the Red Team and the Blue Team that competed against each other in sports events. One of the rules is that you may only enter three events.”

Mike Walsh, Ahmed Baltali and Jennifer Wilhelmi, 3rd graders 1970-71, wrote "... It is fun to compete in sports. You are awarded trophies or certificates for first, second, and third place. It is fun!"

M.A.I.S. and other School Exchanges

Taken from Alya Zouiten's Teacher Questionnaire

"As a teacher I loved MAIS Conferences which brought to us speakers from the US with new ideas in pedagogy and education, the school exchange program which encouraged me to always improve my performance as a teacher and be always in contact with other teachers in the U.S. and bring new French program books when money allowed it. It was good to feel always up to date for me and my students."

SCHOOL EXCHANGES (1972-73)

"During this year, teachers from Glens Falls came to visit our school. One of our teachers went to visit Glens Falls. The teachers that came from Glens Falls were Dr. Plumeau and Mrs. Dorvee. Dr. Plumeau came in October to visit the ACST. He consulted with teachers on child psychology and he visited some classes. Mrs. Dorvee came in February to visit the school. She worked with the primary grades helping them with their reading. Both teachers were from the Glens Falls Learning center, where ACST has been carrying on a sister school relationship.



Donna Roberts, Jim Potenza and students with visitor from Ridgewood (standing) taken from private collection

Mrs. Somai, one of our ACST teachers went there to study and concentrate on remedial reading courses, and spent two weeks visiting high schools and elementary schools. This teachers exchange system has been going on since 1966.

Taken from Viki Chaâbane's Teacher Questionnaire 1973

“I was sent to a three weeks exchange to Glens Falls school district in New York State on the school*to-school’s program. Then again in the Fall of 1978 I was the first teacher from ACST to visit our new partner in the school-to-school’s educational exchange program in which our former principal, Laurence Walsh, had been instrumental in setting up with Ridgewood New Jersey. I went to study trends, methods and techniques in American education



Teacher from Tunisia Ending Visit to City

By PAT CHILDS
Staff Writer

Mrs. Viki Chaabane, the seventh visitor from the American Cooperative School of Tunis in Tunisia, North Africa, is ending a three-week visit to the Glens Falls City School District.

The two systems have had a school-to-school partnership, funded by a State Department grant, since 1965.

Mrs. Chaabane, an English woman, whose husband Omar is a Tunisian, has been living in Tunisia for 14 years. The school has some 150 students representing about two dozen nationalities in kindergarten through grade eight.

Unofficially under the American embassy, it is a private school funded by tuition and run by an eight-member board of governors, similar to the Glens Falls Board of Education.

"It's the only English-speaking school in Tunisia," Mrs. Chaabane noted. This is her second year teaching there. Two years before that she ran a nursery group for English speaking children. "At that time there was no kindergarten. For children four to five there was no education provided in English."

Mrs. Chaabane has two children of her own, Lina, who is almost 6, and Sonia, 8½. They attend a French mission

MRS. VIKI CHAABANE

school, where they are also taught Arabic, the country's official language. They know three languages, since their mother speaks to them in English.

Mrs. Chaabane speaks French fluently and a little Arabic, but recalls her first years there: "My first two years in Tunisia were rather lonely. I didn't even have enough French in those days. I used to walk around with a little dictionary frightened that anyone would speak to me!"

"There are quite a few mixed marriages," she said of Tunisia. "We're inclined to get together."

Four members of the school's staff are American women married to Tunisians. There is one Tunisian who teaches French, a French music teacher, and three teachers from Great Britain.

Mrs. Chaabane called her visit to Glens Falls "a wonderful opportunity," noting that "as an English person I didn't know so very much about American education."

The American School of Tunis, because of its sister relationship with the Glens Falls district, has much the same curriculum.

"Basically we're doing the same work. I have a lot of equipment that has come from here," she said of her kindergarten and those in Glens Falls.

"I've been mostly seeing all the kindergartens. I've also visited other grades, talked with the children. They've asked all sorts of interesting questions."

Questions covered everything from the weather and clothing to the kinds of pets Tunisians have. She also visited art and music classes here.

The French influence is very visible in Tunisia, Mrs. Chaabane noted. The country became a French protectorate in 1881 and gained its independence from France in 1956. "Our main contact is still with France," she said. Doctors and technical people go there to train.

"We have quite a large Dutch community. They're helping with agriculture." English is becoming the third language, and is taught in Tunisian schools.

Mrs. Chaabane described Italian as "a much used" language. Italian television programs are shown in Tunisia, just across the Mediterranean from Italy.

"Tourism is the great thing in Tunisia at the moment," she said. Her husband works for a government owned internal tourist business, where he is in charge of the car hire department.

There are many visitors from Scandinavia, Germany, Great Britain, France and Holland, and numerous Americans working in various capacities in the country.

In Tunis, the country's largest and capital city, many women have discarded veils and long skirts. The veiled women now are mostly the grandmothers. "Outside of Tunis you will find things are very different."

Although the country is vastly Arab, Mrs. Chaabane reports that there has been no trouble or outward expressions of ill-feeling against Jews or Americans this year. There was a little trouble in 1967, she said, but attributed it to "only hoodliganism."

Newspaper cutting from "The Post Star and Times", November 19, 1973 Note: The

first one in 1973 has a heading about the world crisis at the time of the Watergate scandal and is oil restrictions drive slowly etc. period.

In May 1978 I made a visit to the U.S.A. (school-to-school program). She visited Ridgewood schools, Orchard school, and Glens Fall schools for two weeks. Laurence Walsh, former principal of A.C.S.T. was principal of Ridge School. I was the first teacher to go to New Jersey. The school-to-school changed from Glens Falls to Ridgewood, New Jersey which was instigated by Laurence Walsh. I visited the World Trade Center (Twin Towers) in May 1978 during my visit.

Mr. Walsh was instrumental in setting up this exchange program with our North African school, which had at that time 21 nationalities, most of our students however were children of Americans stationed in Tunisia. I was a guest of Elain Heinzelmann, acting assistant superintendent. I visited elementary schools for two weeks to study trends, methods, and techniques in American education.



School-to-school visit for Viki Chaâbane November 1973, photo taken from private collection



Viki Chaabane putting gas in a car during her stay for the school-to-school exchange in 1973, taken from a private collection.

MAGHREB POW-WOW Written by Maureen Walsh (Taken from the 1971-1972 Carthaginian)

“During Thanksgiving vacation (of the school year 1971-72) A.C.S.T. was the host for the Maghreb Association of International Schools’ workshop for teachers and directors. The conference took place at the Hotel Africa in Tunis. Representatives from American schools in Rabat, Tangier, Algiers, Oran, Tripoli, and Sardinia were there with all the A.C.S.T. teachers. Altogether there were sixty people.

Among the activities at the conference were a showing of “Man: A Course of Study”, a presentation of IGTA, an arts and crafts workshop, classes on teaching English, and a presentation of the Play, The Girl from the Sea.

Dr. Robert King and Mr. Thomas Ford, two visitors from Glens Falls this year, came to the school and visited with the classes and talked with the students. All A.C.S.T. teachers had different jobs to do in the conference. Mr. Walsh was the M.A.I.S. president this year and also Chairman of the conference.”

M.A.C.O.S. Written by Carthy M, Jennifer, and Sylvia (1971-72 School Year)

“M.A.C.O.S. (Man: A course of Study) has been a new addition to A.C.S.T. this year. It is a course of the study of the relationships between man and other animals. The sixth graders are the ones who are taking the course. We think that the class enjoys it, and that Mr. Liske is a good teacher for it.

Throughout the course we have had films, pictures, and books that help us to understand what we are learning. At the beginning of the year we made feeling boxes. Each group had a box and on it we pasted pictures that showed different feelings. We hung the boxes in the room. Another one of our projects was to make life cycles of human beings. Each group had a piece of string and we cut pictures out of magazines that showed different parts of life. We put them on the string in the order that they came in real life.

One of our later projects was to make environment boards. Each group had a board, and on it we made a miniature of an African savanna. We put little pieces of paper with animal names on them and placed them in their proper places on the environment board. Later, we used them for our study of the baboons.

In this course so far, we have studied mostly about the herring gull, the salmon, and the baboons. In this study of animals we have been on a field trip to the Tunis zoo to observe animals’ play. We also studied children’s play. We think that M.A.C.O.S. has been a good contribution to A.C.S.T.”

Conclusion

The decade of the 1970’s was full of interesting things, ups-and-downs politically and in the weather but never a dull moment. The school had a small student body and the feeling of a family group. It was an ideal setting for students and teachers alike. Friendships lasting a lifetime were made during this time. All of us who were at the American Cooperative School of Tunis during the 70’s consider that it was a unique experience, and one, we shall never forget.

**PART III:
The Middle Years 1979-1988**

Directors



Rudi Cope 1978-83



Richard Ryden 1983-84



Dr. R. Payne 1984-86



Dr. H. Johnson 1986-90

Rudy Cope writes:

March 9, 2009

Dear Anne,

I was director of ACST from August 78 through most of the school year of 1982-83. When I first visited the empty school building that August I found a white two-story French block farmhouse and converted barn connected by the office and classroom wing. The compound set wide open on the agricultural road with ill-kept and overgrown bushes along the front. The rented property went deep and so in an earlier effort to close in the property, long thorned bushes had been planted along the sides, years before. This did not keep the area private however as locals just cut their paths through the bushes. OUR JANITORS HAD TO STAY AFTER LUNCH AND RECESS BREAKS IN ORDER TO PICK UP AFTER OUR YOUNG STUDENTS AS ANYTHING LEFT ON THE FIELD SOON DISAPPEARED THROUGH THE BUSHES. EVEN THE NEW CEMENT BLOCK WALL I HAD BUILT AROUND THE PROPERTY HAD TO BE CHECKED IN ORDER TO FILL IN THE TOE-HOLD STEPS CHIPPED OUT OF THE BLOCKS USED TO CLIMB OVER THE CEMENT FENCE.

The faculty I met were understandably reserved upon my arrival but warmly welcoming, (an excellent group of committed professionals with a genuine caring for their students and each other.) Within that first year we bonded and became in the following years an exceptional team of educators and friends.

Little can be done the first few months that begins to leave your mark as a new director. The budget had already been set, teaching materials and textbooks had already been ordered, and the attitudes of staff, board, parents and students have already been determined. So in Tunis I began a bright multi-colored design on the white inside entrance wall of the school. The idea got people talking and the little project caught on with a few teachers and students who joined in. Soon we were on our way to something different might be different.

During the first winter the motor to the water circulating heating system died. The new replacement was installed. Soon the new motor's increased water pressure soon began to bust out the old water pipe heating system. What a mess! Cold classrooms meant students and teachers wore Winter clothes, coats and even a few gloves for a couple of weeks. What a great picture that would have made! Other construction projects

Include a new kindergarten, science room, library, classroom, teachers lounge, multi purpose room portable stages and finally the new school entrance circle with flower gardens and then the walled in school grounds. These projects were possible by the loyal support and construction teams of a board member and friend to the school, Roger Bismuth and me. Thank you Roger.

My strongest memories at ACST were the love, dedication and wonderful friendships with the faculty, staff, supportive board, students and parents. With a few exceptions all made up a team of caring and supportive top educators. They made Tunis a highlight of my years as an overseas educator. The board supported substantial salary raises for all teachers regardless of whether local or stateside hire contracting and then supported a first ever retirement system for all the staff. Also supported was a rescheduling of the school days and week so that a block of preparation and planning curriculum time was set-aside on Wednesday afternoons. This provided the paid school day time for serious improvements in the school curriculum. Our local teacher experts finally had time to plan together and separately, and the results were really notable.

The school was not affected by international politics and other pressures but our host city, Tunis, was a bit altered during those years by the transplanting of the Arab League from Cairo and later by the arrival of the PALESTINIANS DRIVEN OUT OF BEIRUT. All these influences plus the aging of the president with the political jockeying for power in his declining years seemed to turn loose a more active and potential danger of undercurrents on the streets of Tunis. Up until these years we thought American schools were safe from political targets. The attacks on the American school in Pakistan changed that false perception. Fortunately, ACST remained a safe haven in Tunis.

I send my best wishes for all of you as ACST celebrates its Fiftieth Anniversary in 2009. MAY THE NEXT FIFTY YEARS MATCH THE SUCCESSES REALIZED BY THE DEDICATED EFFORTS OF ALL OF YOU, FROM THE FOUNDING PARENTS TO THE PRESENT.

With Best and Highest Regards,
James Rudolf Cope, PhD.

Teachers



Students:

1. 1978-79 144 students
2. 1984-85 138 students
3. 1985-86 117 students
4. 1986-87 106 students
5. 1988-89 95 students

C/ Custodians: 4 (Khaled Ferchichi, Khalifa Sahraoui, Tahar Ben Salah, Laroussi Agrebi)

D/ Grades: K – 9 Two full days' school were added to the Kindergarten half-day program in April, 1986.

E/ Subjects:

French, Music, Library Studies, Arabic (In the Tunisian Studies component), Computer (introduced in 1982. Janet Bey had visited Ridgewood school and began computer lessons for the students with a single Amstrad computer on a trolley. In 1987 12 new computers were purchased and each class received instruction once a week using discs from Ridgewood. Arabic lessons were included in the curriculum in and taught by Dorsaf Kooki.

F/ Major Events:

a) In Tunis (Tunisia)

1. Bread riots: There were riots in January 1984 in Tunisia when the Government removed the subsidy on bread. These riots began in the same area, the poor Southwestern region, and were led by unemployed young people. After ugly street battles in a number of towns, in which some 80 people were killed, the then President Habib Bourguiba went on national TV to announce that the bread subsidy would be restored. The riots ended immediately. School had to be evacuated and then closed for several days.

2. Israeli bombing attack on the PLO headquarters in Hammam Chott (near Hammam Lif): On September 25, 1985, three Israelis were murdered in Cyprus. Responsibility for the murders was taken by the PLO's "Force-17". The Israeli government decided to make a retaliatory strike against the PLO headquarters on the Tunisian beachfront. The difficult mission involved a flight of 1280 miles, entirely over water, with mid-air refueling. Eight F-15 Eagles destroyed almost the entire PLO complex, including the PLO chairman's bureau and the headquarters of Force-17. Over 60 PLO terrorists were killed, another 70 injured. The explosions were heard at the school. The school remained open but was under heavy guard from the Police and National Guard.

3. Israeli attack in Gammarth: On April 16, 1988 Israel's Mossad, authorized by a cabinet decision under Prime Minister Yitzhak Shamir, sent a commando team to assassinate Arafat's deputy, Abu Jihad, considered to be the principal PLO planner of military and terrorist operations against Israel. The Mossad team entered Abu Jihad's well-defended residence in Gammarth and shot him and several guards. Although his wife was present, she was not harmed.
4. Dismissal of Mohammed Mzali (born [23 December 1925](#) in [Monastir, Tunisia](#)). Mzali was [Prime Minister of Tunisia](#) from his appointment by [President Habib Bourguiba](#) until his dismissal by this latter in 1986 amid government-mandated price increases and subsequent rioting. Mzali fled to [France](#) and was replaced by [Rachid Sfar](#).
5. Ben Ali was appointed Prime Minister by President Habib Bourguiba on [1 October 1987](#); in this position, he was the President's constitutional successor. Five weeks after becoming head of the government, he had President Bourguiba declared medically unfit for the duties of the office and assumed the presidency on [7 November 1987](#), in what was a medico-legal coup. The constitutional destitution of President Bourguiba was popular and legitimately based on Article 57, that allowed the procedure; the political life of the country had deadlocked in an unending presidential succession debate and political crisis, cronyism and economic stagnation.

b) At A.C.S.T.

1. Tunisian Studies Program. Highly organized (three year plan) program, involving the whole school over a six week period including the upper-grade trip to one of the three hosen areas of Tunisia: NORTH, CENTRAL, SOUTH. Subjects included in our Tunisian Studies Program were: geography, politics and famous Tunisians, history, everyday life (clothes, jewelry, artifacts), foods, religion, customs, Arabic dialectical language, puppets, music, dance, design, architecture, crafts, calligraphy, flora and fauna. We invited many talented Tunisians to speak or demonstrate during the Tunisian studies. El Mekki, stamp artist expert as well as Nja Mahdaoui, renowned artist, were two of the guest speakers.

The final activity was the Tuna Bowl – a trivia contest among teams of students: a very exciting and exhilarating climax to the Tunisian Studies Program.

2. Tunisian Festival: Three days of demonstrations, displays, presentations, music, food, costume, dance, calligraphy and finally, the Banquet (all Tunisian food). A splendid success!

Our Host Country Study on Tunisia was presented at the MAIS Conference in Valencia in 1988.

3. Accreditation: By Middle Atlantic Association of Schools and Colleges 1986-June 1988.

G/ OTHER ACTIVITIES (Teacher, Staff, Student)

1. **ACTIVITY PERIOD.** During the last period of each day the students of the middle school selected an activity. Selections were made three times a year and ranged from Yearbook to Drama to Basketball to Tunisian Cooking to Newspaper to Dancing sponsored by each middle school teacher.
2. Sports: Swimming lessons, tennis,
3. School-to-School Program with Ridgewood, N.J. – teachers from A.C.S.T. to Ridgewood and teachers from there to A.C.S.T. (The specialist in dyslexia was particularly beneficial.)
4. MAIS Conferences in Spain (Majorca, Valencia) Portugal, Morocco (Tangiers).
5. Young Authors' Festival: The whole school participated, wrote stories, poems, illustrated these and bound them in Library class. Authors from the U.S. were guest speakers and gave workshops. The wind-up to this festival took place in the multipurpose room with readings, songs and guest speaker Hatem Bouriel.
6. Science Fair: Teacher Ellie Weisenbeck. There were displays and “inventions” on display throughout the school.
7. Front Entrance Bulletin Board: Teachers responsible in turn.
8. Friday Bulletins: These began as a small information sheet and grew and grew.
9. During the '80's there was a busy library program with the upper and lower grades library clubs handling the book loans and returns at noon and after school and sponsoring a Video Film showings. There were also volunteer library assistants who worked diligently: Barbara Miller, and Lola Johnson shelved books and kept the library functioning. With the library classes' donations, ACST adopted a North Atlantic Whale.
10. “The Misunderstood” film shooting in 1982-83 (featuring Gene Hackman and directed by Jerry Shatzburg). Our Director, Rudi Cope, starred as a schoolteacher with many of the students and parents taking part in the film.

11. "Toscanini" film shooting in the old tobacco factory in Tunis with Jim Morrison and other teachers taking part

"LONGEVITY"!

Teachers and staff who were and have been at A.C.S.T. for many years: (over 10 years?)

Stateside:

1. Bruce Reichert

Locals:

1. Lynne Ayed
2. Judy Guediche (21 years)
3. Anne Somai
4. Linda Ben Hamida (12 years)
5. Lorna Mgaïeth
6. Viki Chaabane
7. Nora Safi
8. Alya Zouiten
9. Dorsaf Kouki
10. Administrative assistant: Sylvia Abrougui (10 years minus two months!!)
11. Administrative assistant : Margo Abdelkefi
12. Barbara Boukhris, hired in 1997 as school nurse
13. Custodian: Laroussi
14. Custodian: Khalifa
15. Custodian: Khaled

MEMORIES OF A.C.S.T.

From Pennsylvania, Judy Gueddiche writes:

Congratulations ACST on your 50th anniversary!

I am thrilled to have been a part of that history. I was a teacher at ACST from 1968 through 1989. I first arrived at the school in August 1968 as one of the first group of four young U.S. hired teachers asked to join the staff. I soon discovered it was a unique setting in which to work. I found an enthusiastic group of students from around the world excited to learn, a welcoming group of parents genuinely trying to make us feel at home and ready to help us in any way possible, helpful teachers and staff waiting to find out what we had to offer, an interesting building and grounds in which to work, and a country filled with sights to see and learn about.

When I first arrived at the school I was amazed that there were plenty of materials and equipment - audio-visual equipment, overhead projectors, textbooks from the states, chalkboards, and student desks. We had ditto and mimeograph machines for making copies (copiers and computers came much later). Although the actual building with a

zigzag corridor and some original classrooms were unique, it did look like a stateside school. I remember how all the students ate packed lunches at tables outside, and it seemed like we seldom had to resort to eating inside in the all purpose room or in classrooms. At that time however, there were no sports teams or after school activities, though at times we did do various activities including games and drama club among others. That first year students were dismissed at the end of the day to parents and drivers who lined up in the parking lot. Busses to transport students were added later.

I started out being the English teacher for grades 4, 5, 6, 7, and 8, and later grade 9, but over the years had other positions. I was also the teacher of a self-contained 4th grade twice, an ESL teacher, librarian, reading teacher, yearbook advisor, and even brief stints as acting director. At first we used the Roberts English series in my classes and I learned that Dr. Payne actually knew the author. The advanced 6th grade reading class had no textbook but we used a series of units including poetry, mythology, folk tales, drama, and other literature with materials from the library. When Mr. Walsh arrived, we used paperback literature selections in all the grades.

My main impression of those years was what a learning opportunity it was. At that time the school had students grades one through eight, but by the time I left it included kindergarten and ninth grade with a few tenth graders on correspondence study. In 1968 I think the student body was almost 75% American but included students of 21 different nationalities. The students, parents, and even faculty all came from such various backgrounds and experiences that working with them every day was exciting. In many ways the students were mature and worldly - they had traveled, been in war zones, in third world countries, some were fresh from the states, while a few didn't know any English. I remember Jonas, a Swedish boy who had never seen snow, Elizabeth who at 12 years old was fluent in six languages, the Korean young lady who could barely speak English at the beginning of the year but was able to write an excellent 8th grade composition by May, and the class of 14 ninth graders who represented 9 different nationalities.

I truly felt that ACST was a cooperative school in which we all worked together to provide the best education for those incredible students. Because the faculty and student body were small, we worked closely together. Names of students still come back to me even though sometimes fifty percent of the students and faculty changed each year.

Some other memories were the following:

The author Sally Watson visited the school; El Mekki, a Tunisian artist, spoke to students; the ET actor Henry Thomas among the cast of the *Misunderstood* which was partially filmed at the school and included several students, parents, and faculty;

Trips through the country; a visit to a U.S. aircraft carrier in which we loaded 1st graders; in launches and had them climb up the side of the ship to visit; U.S. military on leave playing basketball on the playground; visits to ruins of Carthage and Thuburbo Majus; playing capture the flag in the forest of Gammarth; wandering through the souks with students; taking a walk (actually hiking nine kilometers) through the fields along the coastline to Korbous; various Tunisian studies presentations such as making Tabouna bread, cooking classes, spending overnight with 4th-5th -6th graders at the Sahara Beach in Sousse; students performing drama productions of "Sorry Wrong Number" and "You're a Good Man Charlie Brown;" the fantastic chorus concerts of Lise Momy and Linda ben Hamida; several international day fairs in which parents prepared tastes of food from many countries; one class that talked me

into organizing a carnival so I had to coerce the rest of the faculty to help make it a great event. I remember when parents put together an incredible playground.

In addition to the students and parents, however, my fondest memories are of my colleagues at the school from the custodians, to teachers, staff, volunteers especially those who helped with the library, and administrators. I remember Phil Mosier's wife and Larbi meeting me at the old airport, sharing a house the first year with three teachers and the secretary; Larry Walsh, who is still the best director/principal I have ever worked for. Every year it was exciting to see what new director and stateside teachers were arriving and what news of the outside world they brought. When I first starting teaching at ACST, I felt isolated from other teachers teaching my subject area since we were the only English speaking school. Two programs really helped with that situation. We had opportunities to meet other teachers at the M.A.I.S. teacher conferences for schools in the Mediterranean area. Also we had exchanges with our sister schools, first with Glens Falls, New York and later with Ridgewood, New Jersey. Particularly interesting for me was having a visit from Mary Renaud, librarian in Glens Falls, who helped me with the library, and later I visited her school. Then Don ? from Ridgewood working with our students on the writing process and again I had the opportunity to visit Ridgewood, New Jersey. We had others get us started on computers and Rita Hanna, a faculty member who gave us a first course in using computers and programming. I am now in my 43rd year of teaching (21 in Tunisia) and I still think of the students, faculty, and school and tell my current students about my experience there. ACST helped develop my love of teaching and is probably the main reason I have continued for so many years.

Judy Gueddiche

From Seattle, Washington, Ellie Weisenbach writes:

I taught science from 1980 to 1982. The science room was the only room upstairs and it had only the classroom and the storeroom. There were no balconies. The storeroom was filled with all kinds of junk that past science teachers had brought from the states over the years.

I think our curriculum was 7th grade physics, 8th grade geology, and 9th grade biology. One of the fun field trips for the 9th graders was a snorkeling adventure at the hot springs that come out in the Mediterranean outside of Tunis. Technology or lack of technology was the order of the day. We had one copy machine (a "ditto" machine) in the whole school. There was no way in Tunis to fix it if it broke down so it had to last for a full year. One of the night custodians would run off copies for us. We had to have our papers to him by 4pm and no one could run something off at the last minute.

A parent gave the science department its first computer in 1981. It was a Radio Shack computer and we saved our data on a tape recorder. This was before Apple 64. In the winter our building often had problems with electricity, heat and water. It was only when all three were out at the same time that school was closed.

ACST has a special place in my heart. I have very fond memories of the kids, the staff, the parents and the country.

Best wishes to ACST as it goes into its next 50 years.

I am doing well. I retired as a principal from Seattle Public Schools in 2000. I have done a lot of traveling around the world and am now tutoring on a full time basis. Ingrid is well and working in Oregon.

TUNISIAN STUDENTS:

1. Jean-David and Philippe Boujnah
2. Stephan, Jean and Peter Bismuth
3. Leila, Ali, Omar, Zohra Baccouche
4. Sadri Smida
5. Allan Mgaieth
6. Habib Chatti
7. James Boujemaa
8. Khaled Chaibane
9. Sara Somai
10. Pierre Mouelhi

In response to the « teacher questionnaire », Linda Ben Hamida

I was hired at A.C.S.T. in September 1979, for the music and library programs. There were 144 students enrolled at A.C.S.T. during the 1978-79 year in grades K through 9. I had accompanied the musical show, “Charlie Brown” in June 1979. Mary Lero was the music teacher. Rudy Cope was school director. The show was a huge success and has been revived at A.C.S.T. at least twice since then.

The physical building was a cozy place at that time with the “front office” right in the front “court-yard” where the buses rolled in. The back field was surrounded by trees and there was a “jogging path” all around it where students, teachers and administrative staff could be seen at their morning “workout”. Rudy Copy had a wall built to surround the whole school area.

The music room was very small but as it was near the Multi Purpose Room, we were able to have the larger classes in that larger space. The two French rooms were across from the Music Room. The Science room was the only class upstairs.

Monday mornings all students and teachers assembled in the Multi Purpose Room for announcements, happy birthday greetings, special songs for special days and even short programs, i.e. Martin Luther King Day, Presidents’ Day, etc.

During my years as music specialist we produced many programs in the Multi Purpose Room with the highlights being the Christmas programs and the Spring Musicals. Some of our notable productions were Tom Sawyer, The Mikado (school adaptation), Charlie Brown, Standing Room Only, the 1890 Music Hall Review, The Wizard of Oz (with double casting). All the teachers co-operated and many were involved in the costumes, scenery, and class rehearsing and even taking part in the programs. We had many talented teachers and students: Joe Brekke, grade 5 teacher, created costumes and scenery as did Ellen Thomas; Vicki Chaabane’s wee ones were always a great hit with their costumes and songs; Alya

Zouiten's knack with Tunisian costumes and headdresses was precious, as seen in the 1980 Christmas production, "Little Grey Donkey"

Lynn Ayed and Judy Guediche were the drama experts; Pam Ben Attia was our artist with her marvelous backdrops...and Laroussi and his "equipe" were there to set up the stage, the "curtains" and the chairs for each practice and performance and even help with the scenery.

Post performance parties were great fun at Rudy's with the staff and spouses vying for the presents under the tree (three times and it's yours) and the good food.

One particularly memorable outing for the teachers and families was the invitation for a day on Mr. and Mrs. Habbous's yacht, L'Etrangere, in the gulf off Korbous on October 1st, 1988, as well as a second time the following year.

The year-end party was always hosted by Viki Chaabane and her husband Amor, who manned the barbecue in their lovely garden.

In 1983 the French Department headed by Lynne Ayad and Alya Zouiten, produced CAFÉ-THEATRE, an evening of dining and French theatre featuring grades 6 and 9 and involving many teachers, students, staff, and parents. *Un vrai regal!*

In 1986, there were 10 full time and 3 part-time teaching professionals. There were 138 students registered in 1984-85, 117 in 1985-86 and 106 in 1986-87. The school fee was \$5,800.00. This declining enrollment, due to the downsizing in the petroleum industry, resulted in diminished funding and staff reduction.

Eventually, the music room was relocated to the Kindergarten room, facing the court yard. The Kindergarten was relocated to its own new wing with an outdoor garden space.



THE MIKADO



STANDING ROOM ONLY



THE THREE L's: Linda, Lynn, Lorna A.K.A. the Andrews sisters.



Concert in the Multipurpose Room



Bater Pelletreau in Standing Room Only



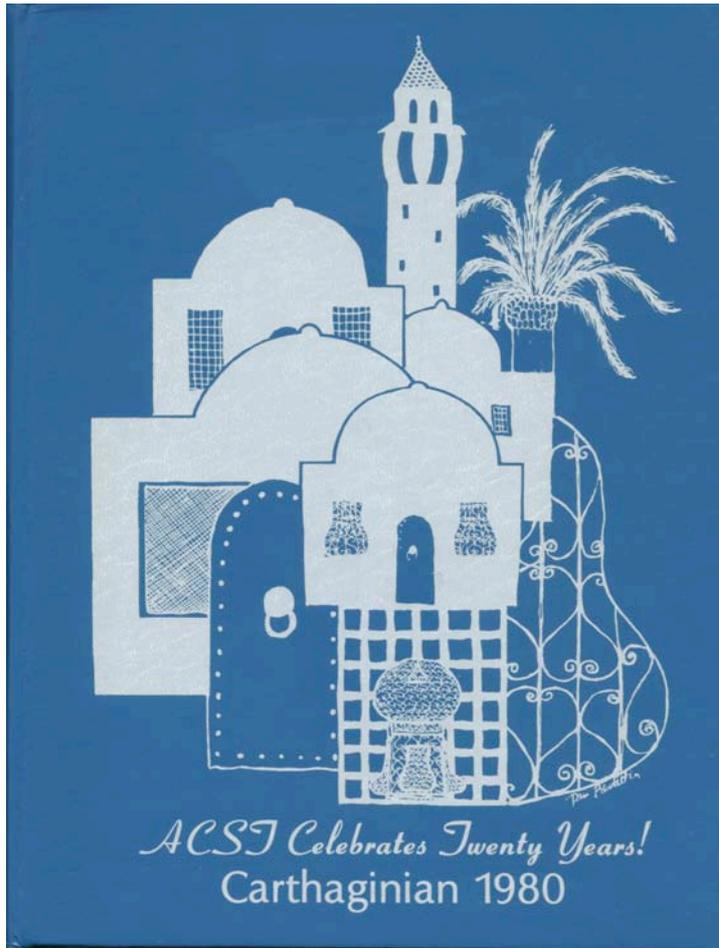
Brothers, Jean David and Phillippe Boujneh



Yearend party in Chabaane's garden



The playground under water.



SCHOOL SONG (words by Linda Ben Hamida)

1. Just below the hills of Carthage,

Famed in history,
Stands a school whose students come from,
Far across the seas.

Chorus : Hail the Chorus,
Roll it onward,
Let the whole world see
Why we hail new Carthaginians and A.C.S.T.

2. Some from Denmark,

Some from Sweden,
Some from far Japan,
Some from Germany or Finland
Many foreign lands.

Chorus : Hail the Chorus,
Roll it onward,
Let the whole world see
Why we hail new Carthaginians and A.C.S.T.

* 2008 addition:

Some from Ghana, some from Zambia,
Some from far Peru, some from Portugal and Ireland,
Some from England too.

Chorus : Hail the Chorus,
Roll it onward,
Let the whole world see
Why we hail new Carthaginians and A.C.S.T.

3. Varied colours, varied cultures,

Many varied tongues,
Yet within that hallowed fortress
They become as one.

Chorus:

ACST CHEER (sung to the tune of Oh, When the Saints go Marching In.

A C S T, A C S T,
A C S T, we'll root for you,
We are here to fight for victory,
We are here to see you through.

And so we sing, A C S T,
And so we sing and cheer for you,
May your students be successful,
In their sports and studies, too.

A C S T, A C S T,
A C S T, we'll root for you,
We are here to fight for victory,
We are here to see you through. Rah, rah, rah, A C S T.

PART IV: The 90's decade

New Programs

Arabic:

Mrs. Habbous, a Board member and a chairman of the Arabic Study Committee created for this reason, and other Arabic-speaking parents were behind the creation of the Arabic Program at ACST. Given the growing number of Arabic-Speaking students more and more people started requesting Arabic to be included in the curriculum, it was decided that the Arabic program start beginning in 1989 -1990 school year. Two part-time teachers were hired to teach after school: Ms. Dorsaf Kouki and Dr. Kiki Davies.

The program started with 36 students divided into 2 sections:

- Section 1: (Beginners 2-9) subdivided into 2 classes based on age and maturity levels
- Section 2: (Students who had previous training or exposure 1-9) subdivided into 2 general groups based on ability and maturity levels.



Ms. Kouki with the
Native-Speakers group



Dr. Davies with the
Non Native-
Speakers/Beginners
group

Technology

Computer classes and facilities: More computers and new computer labs for the first time in the history of ACST were added.



First Computer Lab in the Old Building

1995:

Director: Dr. Richard Spradling



Writes:

16 January 2009

Re: ACST 50th Anniversary Committee

Dear Anne:

I am honored that you have asked me to share my memories of this wonderful school. Here are my responses:

When were you Director of ACST?

I arrived in July of 1990 and left in June of 1997

What was the school like when you first arrived?

ACST was a small school of about 120 students from Kindergarten through Grade 9. It was housed in buildings converted from an old farm on the La Marsa highway. The multipurpose room (cafeteria/gym) had been a barn, the library was part of the old farmhouse, and classrooms were in a wing that had been built for that purpose. The playgrounds were largely grass and dirt, but there was a huge and delightful piece of playground apparatus called the "Los Angeles" that the kids loved to play on.

What changes took place during your tenure? (e.g., building programs, technology, composition of the student body)

Around 1993, we began extending the program into a high school. This was a momentous decision, with some opposition from the US Embassy personnel, who understandably questioned the quality of the nascent high school program and preferred to send their high-schoolers to boarding schools. Nonetheless, there were both Americans and other nationalities that preferred to keep their high-schoolers at home and supported this effort to add high school classes.

We began by hiring two or three interns/teachers to oversee correspondence courses from the University of Nebraska. One monitored the humanities and one oversaw math/science. As the student numbers grew with the promise of a high school, Grade Ten became a regular program with classroom teachers for each subject, with about ten students in each of grades 9 and 10. There were about 5-7 total in grades 11 and 12 taking the correspondence classes. In 1995, we converted the correspondence classes into a regular, albeit small, grade 11 program, and the following year those students were promoted to our first non-correspondence grade 12 class. In late May of 1997, we held the first ever ACST high school graduation at an event hall in Carthage. Five students received their ACST diplomas. In honor of this first-ever HS graduation, I put on full academic regalia (as is worn at university commencement exercises) including my black velvet Tudor mortarboard (which I had kept packed away until then) along with my doctoral robes.

On the facilities front, we brought in an outside consultant supported by funds from the US Government to prepare a simple master plan for campus development. As enrollment began to climb, albeit modestly, we had the funds to take some important campus improvement steps. The front entrance was redesigned for circular bus and vehicular entry with appropriate security checkpoints. The multipurpose room was renovated for improved cafeteria use. We managed to secure several shipping containers and put them to clever use. One was attached to the MPR and made into a kitchen, and an outside cook was engaged to begin preparing hot lunches, another first. Some of the containers were used for storage at the back of the campus. A small classroom block was built behind the MPR to house the classrooms for the evolving high school classes. And a new gymnasium/auditorium was constructed, including moveable bleachers for seating and a much more useable stage for theatrical and musical productions. A sprinkler system was purchased to support the playing fields next to the new gym. Although still relatively rudimentary, the school was beginning to take shape as a full-fledged facility.

By the time I left, enrollment had climbed to a then-all-time-high of some 220 students, K-12. The student makeup stayed reasonably the same, with a large proportion of Americans. But there was some additional diversity, with more nationalities joining the school. The French Lycee was still the preferred private school for most expatriate families, as Tunis in those days was still very closely tied to francophone economies. Still, ACST grew to serve probably 25-30 nationalities in those days. There was some growth in technology, as we moved from simple Apple IIs to Apple GS machines, and we did hire an IT teacher. We also expanded the Arabic program to offer the language to non-native speakers as well. Other significant personnel changes during this period were the hiring of a counselor (part-time and sharing other teaching duties) and the hiring of a full-time librarian, along with high school subject specialists.

What are your strongest memories of serving as ACST's Director?

Well, ACST was a wonderful job and I remember most the wonderful teachers already at the school and those whom I hired. My own children, Preston and Miriam, loved the school, were nurtured and educated well, and our family came to appreciate the richness of the Mediterranean Arab culture of Tunisia. My wife Kathy cherishes taking her Girl Scouts to camp with Bedouin families. Preston speaks of his lifelong love of ancient history being kindled by his exposure to archeological digs such as the school's community service with the Paleo-Christian Museum in Carthage. Miriam lovingly recalls her freedom to wear lightweight clothing all year long (to the chagrin of the local women who clucked with disapproval that she wasn't wearing warmer clothing). And I remember being a relatively inexperienced school administrator who was supported and "trained" by the amazing teachers of the school, who helped me to grow into a better educator just from knowing and working them.

How did world and local events affect the school during your time at ACST?

This response answers, in part, the previous question as well. Shortly before I arrived in Tunis, Saddam Hussein invaded Kuwait, so the initial few months of my first year were shadowed by the looming possibility of UN action in that small Gulf state. By January of 1998, Saddam had been given a deadline to leave Kuwait, a deadline that he apparently planned to ignore. Fear began to grip the Tunis community (as it did other Arab states) as we all worried about the reaction of the local government on the one hand while worrying about the reach of Saddam's retribution on the other. Questions swirled: Would the Tunisian authorities protect American interests against any political backlash? Would Saddam fire Scud missiles to capital cities of Arab countries that did not support him? Would the average Tunisian react with petty harassment or even overt hostility toward the school?

As the UN deadline approached, the US Embassy had most of its dependents evacuate the country, a move followed by most of the American-related businesses such as oil companies. Within 72 hours, ACST lost about 60% of its students as well as 40% of its faculty (as the local-hire teachers evacuated with their families). Working furiously all weekend, we prepared transfer packets of report cards, curriculum status reports, recommendations, and transcripts for all those departing students. At the same time, we took on the unexpected supervision of pets that had to be left behind hurriedly (our family had several dogs, cats, birds, and fish for many months). Then we faced the ultimate question: do we close the school until things blow over, which could be weeks or months? Or do we stay open, serving those students of many nationalities who remained behind? Anxiety ran high, with some staff wanting to leave and go home, and others facing strained relationships as their marriages were torn between cultural loyalties on the one hand and marital vows on the other. People were just plain scared, listening day and night to repeated doomsday scenarios from CNN reporters and commentators.

In probably the hardest decision of my career to that point, we decided that we owed the community our professional fortitude and decided to remain open unless ordered to close by the government. The campus was guarded by soldiers and armored vehicles, and I had to cross barbed wire to fetch the mail at the Embassy downtown. My own two children were the only Americans in the school for some weeks, I believe, and we scrambled to combine classes, reassign teachers, and call up available subs (my wife Kathy took over middle school classes

during that time). I advised staff to turn off the TV and instead to gather at night to play games and share strength from each other. I told any expat-hire staff that if they felt they had to leave, I would take them to the airport and send them off with good grace, though I could not guarantee their jobs upon return. In what appears now as incredible foresight (but was probably just dumb luck on my part), I had purchased emergency closing and evacuation insurance that took effect only two weeks earlier, so the school was able to pay salary for several months to those who left without its budget taking any great loss.

The invasion of Kuwait by the UN forces, when it came, was over in a very short time, and (as is usually the case) our worst fears were found to be groundless. The government closed all secondary schools for a couple of days to deny gathering places for possible protests. After this short hiatus, we took advantage of the fact that we were only K-9 at that point and reopened. School carried on and in the following weeks and months most of the students came back and life at ACST slowly returned to some semblance of normality. But, as I have since confirmed through similar experiences at other schools, that crisis forged our school into a stronger entity than it was beforehand. Without our realizing it, the entire expat community was watching us, and had we closed school a near-total evacuation of the expat community would likely have ensued. But by remaining open and showing our strength and commitment to our students, we conveyed a message that Tunis was our home and that we felt safe there. The Tunisian authorities were hugely grateful at this show of confidence in their ability to protect us and in our trust of them to do so. To this day, I remain enormously proud of the teachers of all nationalities and the Tunisian support staff (Khelfia, Khaled, Laroussi, and others) who swallowed their fear, sucked it up, and came to school each day with a smile on their faces and a willingness to shoulder on for the sake of our students. I have never been so honored to serve with a finer bunch of fellow educators.

There were other world events during my seven years at the ACST helm—the relocation of the Arab League back to Cairo, the transfer of the PLO office to Gaza, the assassination of the Algerian president, continued ostracization of Libya's Kaddafi—but everything after Gulf War One seemed like small potatoes. ACST had been fired in the crucible of Iraq-Kuwait and emerged a school with a steely backbone.

What message would you like to convey to all of ACST's alumni – Directors, Board of Governors, Administration, Teachers, Staff, Students?

I will take the bold step of extrapolating my own experience at ACST to all those involved in the school before, and after: I am who I am, I am what I am, and I behave as I do, in some significant part because I was at ACST. I truly loved my seven years at the school; it was the fire in which I was tempered and made stronger. As my father used to say: What doesn't kill us makes us stronger. ACST taught me to value the depth and richness of Arab culture, to appreciate the Phoenician, Roman, Byzantine, and Islamic layers of history in that beautiful land, to drink in the colors of that Mediterranean light, to listen to the stillness of night in the desert, to understand the complexity of cross-cultural marriages on staff, and most of all to broaden my narrow horizons through perspectives I could never have dreamed up in my youth in Alabama. Sure, ACST is bigger than in my day, and the campus has blossomed with much-needed new buildings. But the heart and soul of the school is still there, I am sure of this. Those of you from the years past know what I mean. And those of you there now, or who will come in the future, this is the legacy you must cherish, and nurture. When I come back—and I will be back from time to time to check on this part of my own history—that is the ACST

I will want to touch again, to commune with, to draw a bit of renewed strength from. I know you will make sure it is there for me and for all the others who will be back.

Congratulations to ACST on 50 years of providing academic and social education to hundreds of children, teen-agers, and adults. I am honored to have been a part of your first 50 years. Here's to the next 50!

Sincerely,
Richard L. Spradling, Ph.D.
Director, ACST
1990-1997

Letter from Nancy Gregory (2009):

“The Best of Times”

no caveat

I drove off the Marseille ferry at La Goulette in August 1993 in my brand new Peugeot and was met by the school director, Rick Spradling. He had barely let me and my dog Utah inside my sophisticated and light Mediterranean apartment before he told me that my first task as the new secondary social studies teacher was to design a cooperative program between the school and the National Museum of Carthage. I was a bit taken aback, as my passion was Greece, not Rome, and certainly not the Phoenicians, and I knew absolutely nothing about Tunisia. Fortunately Jim Richardson and Anne Somai liked nothing better than ‘teaching’ on the ground. My first visit to meet Jim at the museum in ancient Carthago atop Bysra hill inspired me to do all the work that would be necessary to create this unique curriculum.

My Peugeot became famous for being the vehicle for literal liaising, often packed with my nine 9th graders studying ancient history. I was sent off to Rome for my first NIESA conference, and had the audacity to complain! To say that I fell in love with Rome, Carthage, The National Museum, my students, my 205 (which went everywhere and anywhere I asked it!) would be to minimize the impact that those six years had on my life. It was just magic and Plato’s Academy had nothing on our two trailers. We had the endless study of ruins in the country, a never-ending book budget with money for art slides, art history, and primary source material from all of the ancient writers, and most importantly we had complete intellectual freedom to pursue any idea. Liz, Sean, Dorsaf, Anne, Lorna, Noura and Susan formed our book club and support group at school and we were never at a loss for ideas or dreams.

It blends now – years later into ‘the best time ever’. Everything I ever wanted to share with other people I shared with my students and friends over those six years. As a teacher I had students that others could only dream of; wild girls racing their camels across the Douz desert or copying a Renaissance mural on the back wall of the classroom, creating fabulous art pieces to raise money so everyone could go to Italy to study the Renaissance.

One of our finest moments of dreaming that came to fruition was producing ANTIGONE at the Roman ruins of Dougga. Everyone in the school supported us and came to see our final ethereal project performed with the ancients. Even National Geographic showed up on this day (by accident) and took hundreds of photos of us as part of the ruins – flowing white costumes amidst ancient stone against a dark blue sky. They let us down though, we

waited for two years for their issue to finally hit the stands, and we weren't there! So many trips! Alex reminded me of Liz breaking her ankle as we came out from a wicked trail we took to some petro glyphs and a rosemary factory; she (ever my loyal partner in crime) had to be evacuated by donkey.

I want to mention each of my students over those six years by name, but I must plead that I am so terrified of leaving someone out that I have chosen rather to let you all remain anonymous! You know of course that our shared memories of this time are so powerful that were we all together we would not stop recounting under the stars of Byrsa for days. You have shared memories, photos and stories of your own on the Facebook site and for that I thank you, for all the letters over the years and photos too. I miss you all far too much – you were the magic ingredient that made it, “the best of times”. There has never been another experience like it for me, so that is why I am not there for the reunion. I am too egotistical to accept that all this went on without me & my students after I left for Mali in 1999.

Nancy Gregory 1993-1999
High School Social Studies
Counselor

1995 Statistics:

- Number of students: 107
- Teachers: 19
- Admin: Executive Coordinator
- Accountant: 1
- Secretary: 1
- Custodians: 4
- Monitors: 5

Lunch Program:

Mrs. Denise Batnini writes:

“ In 1993, I was hired by Director Dr. Richard Spradling to create a weekly Hot Lunch Program for KG to grade 10. The Parent Teacher Organization (PTO) purchased lunch bench tables and the school bought lunch trays, plates, cutlery, etc both from the US.

As ACST had no kitchen, an outsourced caterer set up a tent outside the old Multi-Purpose Room and installed stoves, refrigerators, and other necessary items. His male staff served 80 students in the MPR from this tent. I coordinated the caterer, teachers, PTO, and students. The Marathon Petrol Company donated a container and attached it to the outside of the MPR. Part of the container was converted into a kitchen. In 1994, the outsourced caterer moved his equipment into the kitchen. Food was served through a window from the kitchen to the MPR.

It was decided by the Director, the Board and the PTO to operate the Hot Lunch Program in-house. Director Dr. Richard Spradling personally went out and purchased two stoves and other kitchen equipment. The cook, Madame Nadia, was hired, along with assistants Zohra, Zoubida and Zaara. These four women are core kitchen staff working here today.

In August 1995, I managed full control of the new in-house HOT Lunch Program. All food was cooked on the premises in a hygienic kitchen by an all female staff. Parents had confidence in the changes and the new nutritious, appetizing, healthy menus. Parents often brought visitors to sample the new menus. Teachers and the PTO kept me informed of students preferences and ideas for new menu items. There was a great buzz and friendly atmosphere. Parents commented that we provided a 3-course, top quality meal better than those at some restaurants and hotels. The new in-house hot lunch was a big success. ACST expanded as a full High School program was offered, and 120 hot lunches were served daily.

Shopping for supplies in those days from many different sources was quite stressful. Sometimes, without notice, items were in short supply. I often used my magic wand to make sure students' weekly pre-paid hot lunch appeared on the day. Carrefour did not exist »

Students' tributes:

Taken from Ms. Thornton's Grade 10 student archives

Don Hausen



AKA DUCKY

DON HAUSEN

Don is tall, and what you see is what you get
Open and friendly to newcomers, only basketball compels him
NBA All-Star is his dream.

His friends will miss him
Artistic talent takes many forms
Unrepentant journal-hater, uninhibited
Says "Male Mafia 76" is his writing goal, self-confidence is never lacking
Excels when he decides to
Needs more challenge, never a dull moment when Don is around.



Jerry Henderson

Jerry the Great
Exchanges insults non-stop
Replete with varied talents
Rarely looks you in the eye
Yarns to be immortalized on a baseball card.

Humor abundant
Excels in writing to amuse
Nifty thesaurus always at hand
Dependable, devoted Cardinals fan
Expert in baseball
Reveals little of himself
So you don't necessarily see what's there
Our question: will the real Jerry please stand up?
Now a legend in his own mind.



Noha Gherab

Noha never goes unnoticed
Omigod! is a frequent phrase
Horseback riding is a current hobby
A Tale of Two Cities was not her favorite book.

Good actress, dramatic flair
Her next address is Paris
Effervescent spirit, emotional, enthusiastic
student of Arabic
Rarely chooses homework as her first priority
Always loyal to her friends, always fashionable
Best wishes go with you. - your teachers



Jennifer Bertin

JENNIFER BERTIN

Jolie jeune fille
Extremely well brought-up
Never unpleasant
Nattily dressed Is conscientious and motivated
French is her heritage
Extra-hard worker
Raves about Queen.

Breath of fresh air; a puff of cool, clean breeze
Elegant demeanor
Reliable
True supporter of school, friends and family
Is sensitive and gentle
Now she is headed for a wonderful life.

Jennifer: It was already well into the beginning of my first year trapped here, when I came to school to run into a couple of French girls, neither over two-and-a-half feet tall. Jennifer, the shorter one, (1'8") was darker haired, and was fortunate enough to be in my class. Her sister, (2'3") had a head of neon-orange hair (which glowed in the dark, along with Noha's legs and Simon's shoes). Jennifer turned out to be a very quiet person, who read Romance novels to turn away from the constant warfare being fought in the English room. She also tried her luck in basketball, and actually scored a few baskets, when my back was turned of course. Jennifer and Noha, being the only French speaking girls in the class, would always

Final
Georgia

SENSES

MURMURING HIKERS,
HIGH ENERGY
RIPPLING SEA WAVES,
WISPING BREEZE,
BIRDSONG
YELLOW, PINK, AND PURPLE BLOOMS
JAGGED MOUNTAINS,
SALT AIR,
LEAFY SCRATCHY PLANTS,
SOLID COLD ROCKS.

THE ISLAND MADE ME SERENE
WITH ABSOLUTELY NO PROBLEMS OR WORRIES
RELAXING DREAMING
ME AND MY FRIENDS
NO RULES
DIDN'T WANT TO LEAVE.

-Georgia Garcia

Alex Jennings
Jun 3, 1996

"White House," Vance answered. He was their leader. Nearly seventeen, and the oldest of all of them. There was Chris, Rib, Vance, Bink, Bean, (or whatever the hell his name was) Roll and Buddy Bill. Most of them were sixteen, but Bean couldn't have been older than eleven, (although he swore to just about everything that he was fourteen, and just small for his age.) Bink really was fourteen, and Chris turned fifteen in March.

"What're we going to the White House for?" Bean asked.

"They just stormed Buckingham, over in England," Vance answered, "Killed the Queen. The revolt's going worldwide. We've gotta storm the White House, cuz the President's still in there. If we don't, we're gonna come off looking like wusses. The other gangs'll get around to it pretty soon, but when they do, I want us to've already done it."

"What kind of artillery do they got?" Rib asked. "Can we take 'em?"

Roll's

10TH GRADE SONG

(Chorus) song
Tenth graders are awesome
Don's nose is far away
Noha is so Dork
But they're leaving anyway.

One day I walked into tenth grade
I saw them sitting there
Jennifer said bye
and Simon shook his hair.

Chorus

Don and Jerry are fighting
Simon's getting mad
Noha is provocatating
And Rob thinks he's pretty bad.

Chorus

Don's chewing on a sandwich
Jennifer's munching on a cake
God! Rob's Jokes are sorry
Noha is a flake.

Chorus

Art class is pretty funny
Noha say's "Oh My God"
Rob still thinks he's funny

and Sean O'Don is mad!

Chorus

Simon will be a rock star
because he plays guitar
Jerry will be a bench warmer
'cause he can't hit very far.

Chorus

Don will be an all-star
whose star will never shine
Noha will be a model
and marry for a dime.

Chorus

Jennifer will be a baker
to make her own cake
Ximena will be an actress
because her muscles will inflate.

Chorus

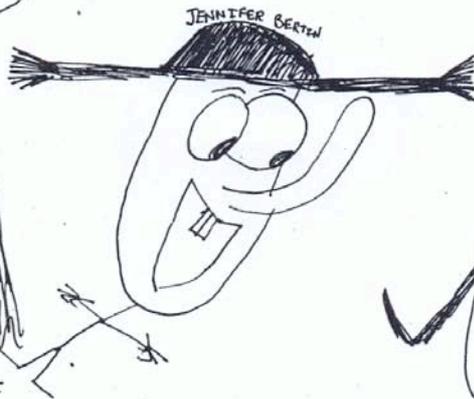
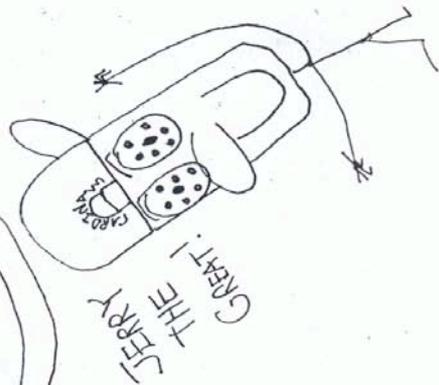
Rob will be in the World Cup
Although he won't get far
he's satisfied with second
And will never be a star.

Chorus

We wish all of them good luck
in the years yet to come
even though we bless them
they'll probably all be bums!

by: The Ninth Grade
(you're welcome)

GRADE TEN



JERRY THE GREAT!

1993-94

TUNISIAN STUDIES SURVIVAL EXPERIENCE
GRADES NINE AND TEN Friday, February 16, 1995

Items each group needs to find:

- cassette of "Cheb Khaled"
- Palestinian scarf
- bath oil or patchouli
- incense (not in stick form) for kannoun
- "foutah" (bath sheet)
- "tfal" (shampoo)
- stamps from the Hafsia PTT (for Europe, the U.S., and Kuwait - 5 each)
- the price of Levis on the Rue Zarkoun

Bonus points:

- 500 grams of "zlebia," "makroudh," or "withn el kadi"
- pottery "kannoun"
- question: Who is buried at St. George's Church?

Super bonus points:

- 500 grams of charcoal

Each group is to spend not more than 15 dinars on their purchases. Prize will go to the group who finds the most items for the least amount of money. Happy shopping!

Tunisian Studies Experience - Plan D
Grades 9 and 10 16 February 1995

LAC PALACE

Information to find:

- **Where is the book that is on reserve for the American School? What book is it? How much is it?**
- **Who designed the Lac Palace complex? Who owns it?**
- **Which is the most expensive clothing store? What is the price of the most expensive item?**
- **Which is the most expensive jewelry store? What is the most expensive item?**
- **How many shoe stores are there? What does the most expensive pair of shoes look like?**
- **What is the best place to buy a birthday gift for your best friend? What would you buy? How much is it?**
- **What shop sells the most imported items? What countries are they imported from? What is the import duty on these items?**

Interview questions to ask shoppers (at least 5 persons):

- **Why do you shop at Lac Palace?**
- **What items are you shopping for?**
- **What do you think of the selection and prices at the shops in Lac Palace?**
- **What kind of car do you drive?**
- **How often do you travel out of the country? Where do you go?**

PART V: The Present Decade

The First Year 2000-2001

Statistics:

Admin: 10
Teachers: 24
TAs: 10
Custodians: 10
Kitchen staff: 5
Bus monitors: 8

Number of Students: 189

2002

The Arabic Program:

The program kept growing and a new teacher was needed to accommodate the students' needs. Ms. Fatima Baroudi was hired as a part-time teacher in 2002. The following year she became a full-time teacher teaching k-10 all levels. Then, with the arrival of the ADB, enrollment increased and a third teacher was hired. Ms. Fatma Trabelsi. Given the growth of the students' population Ms. Baroudi started teaching Upper school exclusively and Ms. Sana M'barek was hired as a part-time elementary teacher while serving as a 4th grade assistant. Starting from the year 2007, Arabic classes in the Elementary school have been taught back to back (Heritage and AFL tracks)

Important events in the Arabic Department

School Exchanges with College L'Aouina :

This Program was first established in the year 2005. High school Arabic students were studying a Unit on Education, and as a culminating activity a school visit was organized to compare and contrast Tunisian and International schools. This experience was widely appreciated, and as a result more and more visits were successfully organized.



Students from College L'Aouina and Arabic student Sherif Abousabaa discussing Students' life February 2007

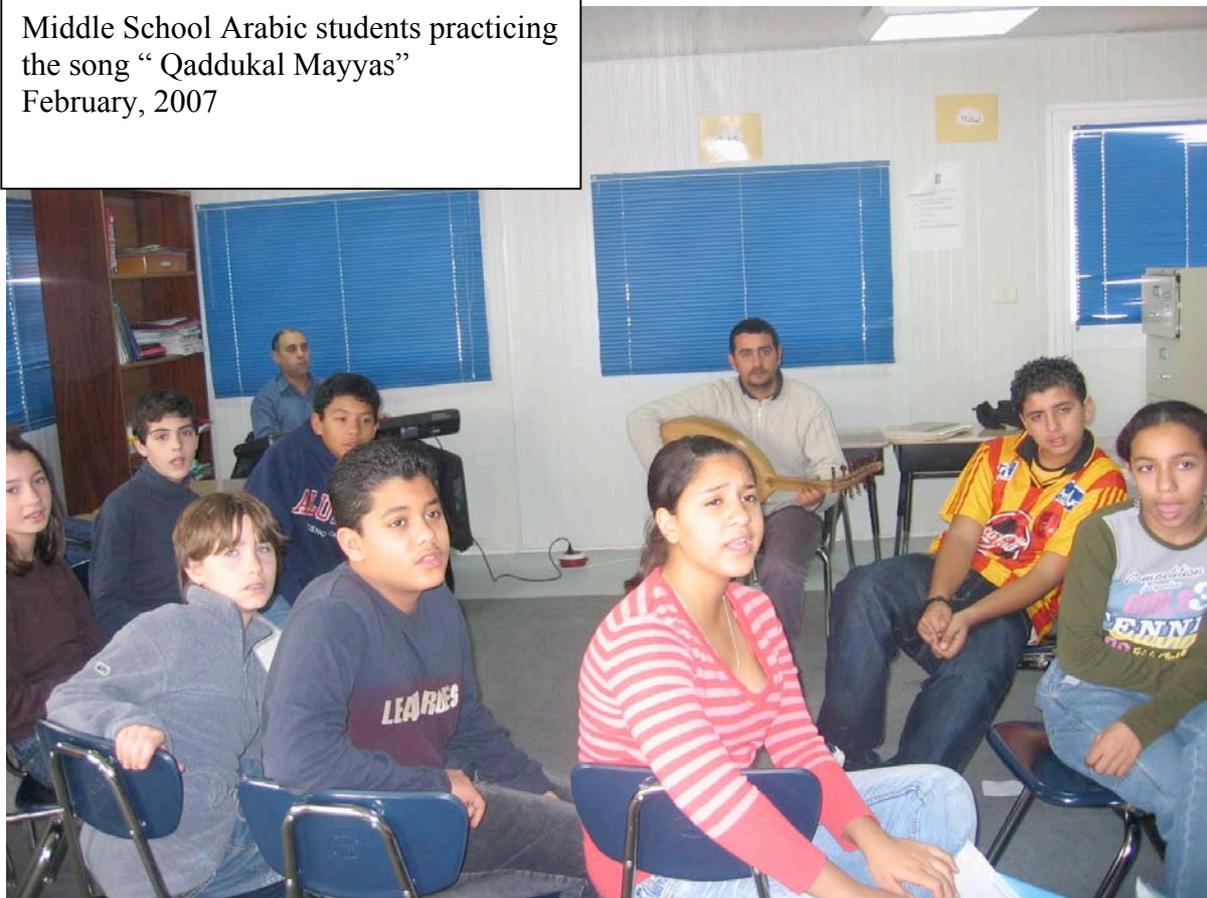
Arabic Festivals:

Celebrating Languages has been a school tradition. Students take pride in displaying and sharing their knowledge of other cultures with others through workshops, Assemblies, Parents Nights . Different activities have been always organized and integrated.

High School Arabic students Fatma Hefaf and Hauke Kohn rehearsing Tic tic yam Sleyman by Feyrouz for the Closure Assembly.
February 2007



Middle School Arabic students practicing the song “ Qaddukal Mayyas”
February, 2007





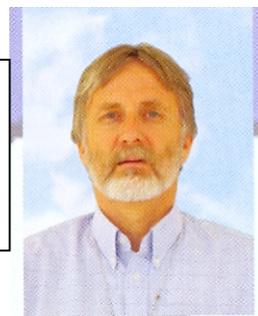
Elementary students taking advantage of the calligraphy workshop

2003

The most significant change in this decade was related to the increase in school enrollment due to the arrival of the ADB to Tunis, which affected the school in many different ways. Students' body doubled to reach 420. 27 new teachers were hired to accommodate the new changes and two new administrator jobs were created: US and Elementary principals



To the Left Ms. Daphne Neal Upper School Principal. To the right Mr. Michael Adams Elementary School Principal



Senior class went from 5 to 20.

Construction:

New architects were hired to work on the new building projects: Mr. Ramnath and Mr. Turki.. Three parts were included in the new building project. A new HS building, MS building and double size the cafeteria.

Lunch

In 2002, the Hot Lunch Program moved into a new location (present). As more students kept joining, ACST kept expanding the Hot Lunch program.

In 2003, with moving the ADB Headquarters to Tunisia, enrollment boosted; therefore, The new kitchen and cafeteria were expanded to accommodate the new demands. A dish washing machine room was built, and new kitchen equipment, including an industrial dishwasher, was purchased. The number of kitchen staff increased.

In April 2009, a cold storage room will be completed, and more kitchen equipment will be purchased. Approximately 300 hot lunches are served daily. Madame Nadia and the staff also cater a variety of school-related receptions. Over the years the HOT Lunch Program has progressed”

<u>Directors</u>	<u>2000 - Present</u>
1997 – 2000	Mike Levinson
2001 – 2004	Robert Thompson
2005 – Present	Patrick Meyer

Photos of Directors



Mr. Michael Levinson
1997-2000

Mr. Robert Thompson
2001-2004



Dear Anne,

... here are some thoughts.

I was director from August 2001 to June 2005. During that period the school more than doubled in size in part because of the arrival of the ADB and in part due to the growing prestige of the school resulting from the acceptance of its IB diploma for Tunisian university entrance.

When I arrived on the scene the school had 195 students. A new classroom building had just been completed but the rest of the campus was in sad shape. With indications that the school would continue to grow, I set out to begin to build new buildings to house a school of two sections per grade level up to a maximum of 700 students. Eventually ACST was able to raise several million dollars and borrow three more to accomplish a full make over of the entire facility. This included building the new swimming pool at the embassy that the school contributed \$500,000 toward (half of its cost). A third floor was added to the new classroom building and a new three story wing added. The football field was extended to a full 100 meters and its level raised by 40cm. Finally the old building along the front of the school was gutted and remodeled to house a new elementary library, offices and classrooms.

The new buildings were not completely finished until shortly after my departure but now the entire campus is finished and virtually unrecognizable from its original configuration.

ACST was an original member of the AERO project and that resulted in a completely new standards based curriculum being written during my tenure. With the school population growing by over 150% additional new faculty made many new programs possible. Art and music were expanded with outstanding results. In order to attract the best educators, salary levels were raised to a competitive world level. The administrative organization was reformed with principals added for each school. After school activities were expanded along with much more athletic competition. With new computer facilities the level of IT education rose to excellent levels.

My four years as director passed quickly but the level of accomplishment will last for generations of ACST students.

Sincerely,
Robert E. Thompson



Mr. Patrick Meyer
2005 -Present

ACST Memorable events:

ACST and the fall floods:

Floods happened On a Wednesday of September 03, 2003 with 15 inches of rain on the campus concentrated on the new classroom building, as well as the US Library. The gym and the new classrooms were badly affected, thousands of books were lost . School was closed for the rest of the week and resumed on Monday.



Encyclopedia of Science and Technology

Building E in front of the Blue door flooded



Damaged books in the bottom shelves in the US library

PE

A new soccer field was added in the year 2002. ACST held the falcons field opening ceremony on January 19, 2002. The US embassy supported and helped finishing this project. Ms Maddalone, PE teacher, organized a student versus Adult team to play the first ever soccer game on the newly opened field.



Mr. Ridha Derouiche writes: “ I started working as a part time teacher in Nov 1997, with Jeff Thomas (2 PE teachers and one student teacher), then with Steve Sanders, Bonnie Maddalone, and Jeff Minasian. A new position of Elementary PE Teacher Assistant was created in 2002 and Sonya Boufath was hired for that purpose. In 2006 the new Gym was ready, and I moved to this new venue to teach exclusively elementary classes given the growth in students’ population. Heidi Rayan and Evan Brigham occupied a newly created position in the history of ACST: Athletic Director”

New additions/achievements:

Swimming classes started in 2005 at the USGERA Pool, a new position of Aquatic Director was created and Ms. Sandra Elder was hired in 2006.

Mr. Ridha Dreouiche continues:

“PE Major events:

- Swim for fun for 3-5 elementary
- Soccer team 2nd place in Morocco (Tangier 2004)
- 2nd place in Milan 2005.
- 1st place for boys and girls in the ACST Soccer tournament AMAC , 2006
- Tennis after school activity in La Marsa tennis club (2007)

- Field day activities for Elementary and Upper School
- Physical education teachers attended various professional development conferences(Zurich and Los Angeles)
- ACST hosted a Physical Education conference in 2008 at ALDIANA , Hammamet
- ACST was accepted into the MASAC Sports League. “



Technology/Yearbook

Starting in 04, Yearbook was offered as a class. The yearbook was entirely created by students. Ms Melissa Enderle taught an introduction to digital photography in her yearbook class, which was a good introduction to digital world: editing photos using Photoshop or Photoshop elements: adjusting, cropping and changing the image resolution.

Yearbook Themes



Tunisian Studies at ACST

For more than ten years, a special host country cultural program has been developed year after year as an important cross-curricular integrated component in ACST's programs of studies.

ACST has a unique location in the heart of modern Tunisia, just next to famous millenary archaeological sites and colorful Islamic Medinas. Only a few hours drive from Northern cork forest mountains and rocky or sandy beaches, and Southern Berber villages and Sahara desert, students are offered plenty of opportunities to develop greater knowledge, understanding, and appreciation of Tunisian culture, values, and historical traditions, through flexible, academically challenging, and emotionally fulfilling sets of developmental activities and programs.

ACST's mission states "the Tunisian Studies Program gives a unique character and grounding to the overall educational experience at ACST, as it aims to:

- Provide a systematic framework through which structured educational goals can take place outside the classroom or school
- Ensure curricular integration of Tunisian Studies themes whenever possible in all the disciplines and grade levels through an ongoing coordination
- Foster more effective world language communicators
- Expose students who may be insulated within their own national group or peer group, to safe, relevant, age-appropriate experiences within the host country context or perspective
- Integrate the study of Tunisian themes (holidays, religious celebrations, foods, cultural life, needs) with other multicultural and American themes in co-curricular or non-academic activities
- Contribute to the development of learners who are involved, sensitive, open-minded, tolerant, respectful, and aware of the interconnected world we live in
- Include Community Service component whenever possible
- Provide a solid base for future learning and peaceful coexistence by creating enduring links to the country and people of Tunisia"

Some sample Tunisian Studies activities and programs

Ongoing curricular field trips and programs:

Specific activities or field trips for the consolidation of any curricular area: social studies, art, physics, science, foreign language, etc. Specific Tunisian Arabic preparatory workshops are offered upon teachers' request to their students as a preparation of trips and visits.

Elementary Tunisian Studies programs:

Archaeological sites: Carthage, Dougga, Thuburbo Majus, etc.

The Medina, Sidi Bou Said, etc.

Crafts: Pottery, weaving, ceramics, mosaics, blown glass, carpets, silver, etc.

Agriculture: farms, olive presses, nurseries, etc.

Marine studies: Sea life, oceanographic museum, fish market, etc.

Science: science city, planetarium, mountain, lakes, wetlands, migratory birds

Environmental studies: planting, beach cleaning, recycling, etc.

Food industry: bakeries, chocolate, cheese, ice cream, yogurts, etc.

5th Grade overnight trip to Nabeul and Hammamet

Upper school Tunisian Studies Trips

Themes of studies and interactive explorations are centered on targeted aspects of the visited region, according to various parameters (curricular objectives, social skills to be acquired, physical challenges, mental development, team building, etc.

Thus, all the trips involve a choice of components about archaeology, environmental studies, agriculture, energy, marine studies, architecture, crafts, arts, customs and traditions, food, etc.)

6th Grade: Cap Bon Kelibia, Kerkouane, El Haouaria

7th Grade: Zaghouan and the Sahel

8th Grade: The South East

9th Grade: The North West

10th Grade: Mahdia and Kerkenah island

11th Grade: Sahara Desert trekking

12th Grade: Jerba Island



6th Grade in the Cap Bon



7th Grade in the Sahel



8th Grade in the South East



9th Grade in the North of Tunisia



11th Grade Trekking in the Sahara Desert

Tunisian Studies in Middle School

Since 2005, a middle school Tunisian Studies course was started to highlight the students' awareness and appreciation of the host country's culture and language. It is focused on the study of key factors related to the history, geography, ecology, customs and traditions of Tunisia through research around the region to be visited. In addition, the students are initiated to survival Tunisian Arabic through interactive dialogues.

ACST Community Service

Organized by the CAS, Student Councils, NHS, elementary classes, advisory classes, PTO, etc. for the benefit of:

- Children's Hospital in Bab Saadoun
- Sidi Thabet Therapeutic Farm for the Handicapped
- Utique Kindergarten
- Mornag Integrated Youth Center
- Elderly People Home in Grombalia
- Al Fatiha village
- Ain Draham Integrated Youth Center
- Ksar Ghilane elementary school



Visit to the Children's Hospital



Green Wave Campaign



Clothes donation at Cite El Fatiha



Elementary Mosaic Club

PROM 2007



PROM 2008





ACST High School Graduations

- 1997 – **Espace Sophonisbe, Carthage** – 4 graduates
- 1998 – **Beit Al Hikma, Carthage**
- 1999 – no graduating class
- 2000 – **Garden of Carthage Museum** – 2 graduates
- 2001 - **Garden of Carthage Museum** - 2 graduates
- 2002 – **Sidi bou Said – Residence of US Ambassador** (first IB DP graduates) – 8 graduates
- 2003 – **Sidi bou Said – Home of artist Dimaccio** – 5 graduates (speaker – Lynn Hannachi)
- 2004 – **Hotel ?** – Gammarth (teacher speaker – Mike Grossman)
- 2005 – **Hotel Abou Nawas – Tunis** (teacher speaker – Paul Sexton)
- 2006 – **Hotel Le Palace – Gammarth** - 35 graduates? (teacher speaker – Furaha Youngblood)
- 2007 – **ACST Field (tent)**
- 2008 – **ACST Gymnasium**
- 2009 – **Acropolium, Carthage** (25 graduates)

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The 50th Anniversary of the American Cooperative School of Tunis was celebrated over a period of three days, Thursday 28 – Saturday 30 May 2009, in three different venues.

On the afternoon of May 28, 2009, alumni, students, staff, parents, and friends of the school attended an assembly in the school gymnasium. Speeches were given by the Director Patrick Meyer, the US Ambassador Godec, the German Ambassador Kerll, and Ofosu Amaah, representative the African Development Bank. The assembly was followed by a barbecue organized by the school cafeteria staff in the ACST grounds by the open-air amphitheatre.

The school started fifty years ago in the house of the Hunter family. The Hunters were not able to make it, but present at the celebrations was the co-founder's son, Eric Rasmussen. What an honor! Mr. Rasmussen was happy to be joined by two other alumni who had also attended the school back in 1959-63, Mark and Margaret Gaumond. It was really special to have alumni from the founding of the school.

Also present at the celebrations was a former director of ACST, Rick Spradling from the nineties, a former teacher from the early 70's, Mary Topp, who had taught First Grade, as well as Paulette Theodore, a former Teacher Aide. They and seven other alumni (Gladwys Bertin,

Cherine Habbous, Frederika, Maarten and Harald Simons, Claudina Richards, and Linda Zrida) from the various decades all travelled to Tunisia from overseas for the event.

Other alumni (Karim Ayed, Peter Bismuth, Yasmine Hamila) came from Tunisia, as well as former teachers and administrative staff: Sylvia Abroughi, Barbara Boukhris, Viki Chaabane, Lorna Mgaïeth, Norah Safi, Anne Somai, and Alya Zouiten.

In many cases alumni came accompanied by parents, husbands and fiancés. Everyone mingled and reminisced, among themselves and with current ACST employees, including Lynne Ayad, French teacher, 36 years at ACST, and custodian Laroussi Agrebi, 40 years.

The celebration went on the next day at an excellent get-together dinner at the new Residence Golf Club House, where alumni, current parents and teachers shared special moments.

Alumni each told a story of the olden days, and together sang the ACST song: “Just Below the Hills of Carthage” composed by former Music Teacher Linda Ben Hamida. The degree of love and joy in the room was definitely very high. It was a nostalgic time. Some people came, either to the barbecue, or to the dinner. Many came to both.

Graduation took place on Saturday afternoon at the beautiful former Cathedral of St. Louis on Byrsa Hill, today known as the Acropolium. This special venue was chosen as a further way of marking ACST’s 50 years.

For most alumni, their trip included going back to see the houses where they lived, visiting the capital city Tunis, and touring various parts of the country. Some places looked the same, while others had changed completely.

The most transformed place though for our alumni was the school. The barn that succeeded the Hunters’ house is no longer a four classroom, one office, one bathroom building but instead an extensive campus that includes around 40 classrooms, 4 computer labs, with separate Lower and Upper School libraries, art rooms, music rooms, and gymnasiums, plus a cafeteria, and a two-storey parking at the end of the field. The old barn was pulled down just a few years ago, and rebuilt as an administrative block with seven offices and a reception area. The one-time huge sports field is somewhat diminished in size with all the building that has taken place, especially in the last six years, with the arrival of the ADB. More than 500 students are now in attendance at ACST.

In conclusion, the exciting reunion for ACST’s 50th Anniversary celebration remains a memorable event for all who came. Even for the many who couldn’t attend, hundreds of emails have flown back and forth renewing old friendships.

Please find pictures of the Barbecue, Dinner as well as recorded speeches and song on this CD.