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# IC Newsletter Spring 2010

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### EDITOR'S NOTE

After a month long trip to the US, I can honestly say that you make your old school proud. It was heart warming to see how interested you still are in your alma mater. It was so touching to see so many of you coming up to me and thanking me for helping IC. Your love for your school was amazing.

It was wonderful to see how you continue to be impressed with IC and the education that it offers. The competition to enter IC is high. The preschool alone reports a waiting list of hundreds. The elementary, middle and secondary schools also report long waiting lists. Everyone, it seems wants the best.

Yes, IC is doing well. Our education has never been better and we are at the same – if not better – standards as international schools across the world.

And now you understand why we have launched our Capital Campaign. A state of the art education needs a state of art campus.

And this is why we have been travelling so much and meeting so many alumni and IC friends.

The good news is that pledges are coming in. Donations – some of the substantial – are arriving. You have seen our needs and believe in us. For that, we thank you.

Our fund raising journey has just begun and we ask all of you to continue to believe in IC and spread the word among the alumni and friends about the Capital Campaign.

May we all meet again very soon,

Best wishes,

**Moufid Beydoun '64**

*Vice President for Alumni & Development*



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## ANNOUNCEMENT

WE WILL BE CELEBRATING THE:  
50TH GRADUATION ANNIVERSARY FOR THE GRADUATES  
OF 1960 ON THURSDAY JULY 8TH 2010.  
25TH GRADUATION ANNIVERSARY FOR THE GRADUATES  
OF 1985 ON FRIDAY JULY 9TH 2010.  
10TH GRADUATION ANNIVERSARY FOR THE GRADUATES  
OF 2000 ON SATURDAY JULY 10TH 2010.

ALL REUNIONS WILL TAKE PLACE AT 8PM AT IC  
MARTIN HOUSE GARDEN.  
FOR TICKETS/INFORMATION CONTACT THE ALUMNI  
AND DEVELOPMENT OFFICE AT: ALUMNI@IC.EDU.LB  
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# FEATURE



## Walking the talk

### IC STUDENTS PLANT TREES

It was undeniably a wonderful excuse to skip classes. It was for a good cause: middle school students were on their way to the picturesque northern mountainous village of Shahtoul. Accompanied by AUB Red Cross volunteers, IBSAR representatives, they had the important task of planting trees.

The small convoy made up of the AUB Red Cross bus, IC bus and IBSAR (an NGO dedicated to conserving Lebanon's biodiversity) vehicle finally reached its destination (a small "mankoushe" stopover was essential for apparently starving 13-year-olds).

The 21 students make up the school's "Environmental Pioneers" headed by Science teacher, Sawsan Kibbe.

Each group of students was placed under the capable hands of an AUB Red Cross student. Dozens of pine trees and strawberry tree shoots were handed to them. The lesson began.

"You dig the hole, you plant the tree and you mulch. This means you collect rocks and put them around your tree," explained Arbi Sarkissian, the Project Coordinator of the Power Planting Program at IBSAR.

At first, handling shovels and axes seemed a bit daunting. But soon enough, students were digging and planting.

"I love it," said Ali Maktabi, 13 who has never planted before. "We have a house in the mountains and I'm going to plant trees there too."

Three spots along the road in the village of Shahtoul were chosen. A grateful municipality provided water and snacks.

The Environmental Pioneers have been working all year for this day. In honor of this year's International Year of Biodiversity, they have spearheaded a fundraising campaign at IC for their planting tree drive.

"They decorated the bulletin boards of Sage Hall with posters about the importance of planting native and not invasive trees,"





said Kibbe who is also the advisor of the Environmental Pioneers' Club. "They collected money during their lunch breaks from students, faculty and staff. One of the students even sold cards in his village Christmas Bazaar."

Finally, they proudly handed IBSAR representatives a check for LL3,760,000 in a small ceremony attended by the school's vice president, Mishka Mourani and Middle School director, Wadad al Hoss. The money is for planting and caring for 376 trees in Lebanon.

Meanwhile, IBSAR had been giving a series of lectures and workshops on local biodiversity and native seed planting at IC – greatly helping the Pioneers' cause.

But now it was time to walk the talk. IBSAR had previously sent out calls to 50 village municipalities. Twenty-five requested tree shoots. The village of Shahtoul was one of them.

And so students spent the day clearing weeds, digging, planting and mulching.

Locals seemed quite interested in students showing up in their village and quickly offered coffee to the accompanying adults.

"You plant them here and there," guided Emily Shlehleh as shoots were planted alongside

her home, "and I will water them."

Even IC's bus driver got in the act, grabbed a shovel and gave out instructions.

"I'm a farmer's boy from Baalbeck," he said laughing. "It's about time these city kids learn how to plant!"

Finally, it was over. Exhausted students boarded the bus.

"I just loved putting my hands in the soil," said Farah Arabi, 13.

But any talk of planting trees was ceased. The Pioneers had only one thing on their mind: lunch.





everyday. Snipers were everywhere and it became too dangerous to go and come. So finally, I left my wife and son in Ashrafieh, and I slept on campus.

**Q: Have students changed during your four decades?**

A: Yes, a lot. In the past, students used to come in very shyly and politely tell me about their ailments. Now, they just walk in and, regardless who's in the room, tell me about their health openly. Also, we didn't have as many girls as today. Ah, girls, they create a lot of work!

Also, parents have changed. Before, if I decided that a student should not be sent back home, parents accepted it. Now, parents would call up and insist that their child be excused from classes.

**Q: How did you get the reputation of "Garo Panadol"?**

A: Well, once students make up their mind not to return to class, nothing would make them budge. I could see there was nothing wrong with them but they would insist they have all kind of pains. So finally, I just gave them a panadol tablet. Students then go back to class quite happily. Former students now send me messages with their children and ask if I still give out panadol!

**Q: Can you spot the students faking illness?**

A: Immediately. And many many are. Some would even go to the trouble of drinking something warm before coming to me so the temperature would be high. But I either make them wait and take it again when it's gone down. Or I just take their ear temperature. And of course, there's nothing wrong and send them back to class.

**Q: What were your most memorable moments at IC?**

A: There are many but the most that sticks out was when a boy started screaming on the football field that he broke his leg. We rushed him to the hospital and did all kinds of x-rays but nothing showed up. Finally, it turned out that the boy loved a girl and was trying to get her attention.

**Q: What made you stay at IC for 40 years?**

A: At first I liked working with the boarding school students. And later I enjoyed being part of the IC community. But mostly, I like working with this age group. It keeps me young.

## Q & A with Garo Hindoyan

*aka Garo Panadol*

He's been known for the past four decades as "Garo Panadol". Much like the infamous "Mehio", "Shawki", and "Miss Mishka", "Garo Panadol" has become synonymous with the very words "IC". Indeed, Garo Hindoyan has seen four decades of IC students passing through his infirmary doors and he has become one of the IC pillars. It's hard for him to imagine that 40 years has passed since his first day on October 1<sup>st</sup>, 1970 and is now about to retire.

**Q: Why did you join IC?**

A: I was working at the AUB Hospital in 1970 when a decision was taken to start an infirmary for IC students only. I applied and got the job. We started the infirmary at Thomson Hall and I worked with Dr Amin Youssef. IC still had a boarding school back then and I was responsible for them. They were great days then. We were together a lot so I got to know them. I remember when François Tombalbaye (Chad president, 1975) was killed and his boys were suddenly taken to the embassy. Many big personalities that you see now, were boys with me.

**Q: How did you handle the civil war years?**

A: I live in Mar Michael and it was an adventure getting here



## NOS RÊVES

As Reine Jamili, 10, describes it aptly, the fifth graders were going to “pop”. They had just been told that they will be recording a song in a studio. For her part, Bahia Mkhalati, 11, began to scream with happiness. “I couldn’t believe it,” she said. “This was my dream. I always saw people on TV recording and now it was going to be me.”

The song was difficult but the fourth and fifth graders – most of whom had been singing since first grade – knew they could do it.

“We had experience,” explained Reine with much confidence. As so they set to work. Over and over again they repeated the intricate and poignant words of *Nos Rêves*.

“It was very difficult,” admitted Bahia who is in the English section. “The French words were tricky but I believed in myself. I knew I could do it and I did.”

Randa Sabbah, head of the music department and their choir conductor never doubted their abilities. But even she didn’t realize “how committed they were,” she said.

Given only two weeks to arrange, teach and record a song for a music competition held by the AEFÉ (Agence pour L’enseignement Français à L’étranger) for their 20th anniversary – Sabbah impulsively submitted a favorite song of hers: *Nos Rêves* by North African composer Michel Zadeh. The lyrics spoke about family values, hopes and dreams – and had caught Sabbah’s attention when performed by the Petit Chanteurs de St Marc (heard in the film *The Choirists*).

What she hadn’t realized is how difficult the words were. Even she had trouble singing them. “There was a lot of French diction and the words had to go very fast on the notes,” she said. “The modulation of the music was not easy either. They had to sing, for example, four measures in one breath which is quite difficult.”

The students themselves, 22 of them, however, were adamant to learn the song. The music

was divided into various voices: main, second and descant voices. A soloist was chosen.

No sooner did Christmas break begun, did Sabbah begin arranging the music of *Nos Rêves*. She knew her students could shine in this song. Thirteen other schools entered the French competition, among them was a school choir conducted by no other than her own daughter, **Yasmina Sabbah ‘06**. “So as I practiced my song, Yasmina was bringing her students from another school into our home for practice,” laughed Sabbah.

Back at IC, the work began. Students stayed in after school and came in on weekends. Over and over again, they went over the lyrics and music. They only had two weeks to produce a winning song. Finally, they made it to the studio.

Sabbah held their gaze. She knew they could do it. The students knew that they could do it. The music began. Voices were raised.

The recording went with a hitch. Every note was in place. Every beat was in sync.

No one was prouder than the students themselves. “It was so much fun,” said Reine, her eyes twinkling. “But,” she added confidentially, “we were not allowed to talk in the studio.” As for Bahia, she knows exactly what she wants to do: “Record more and more songs,” she said. “And never ever stop singing.”

*The AEFÉ compiled all the songs on a CD and distributed them to schools in Francophone countries. The recording of *Nos Rêves* can be heard on the IC website or [www.youtube.com](http://www.youtube.com)*





## OUR NEW STUDENTS... OUR PARENTS

Math  
Week

*By Julia Kozak,  
Elementary School Director*

The Elementary School, which is known for its open door policy has now unhinged its classroom doors. A pilot project that was launched in February invited parents to 'become students' and participate with their children in a regular math class. The main purpose of this sharing session was to help parents better understand who their children are as learners.

Since the inception of PYP in 2002, the focus of teaching and learning at the Elementary School has changed. No longer do textbooks and drill drive the learning. Critical thinking, hands on problem solving, collaborative learning, and inquiry allow students to make connections to the real world. In math class, for example, students are asked to explain, show, or apply their visible thinking and understanding.

Reem Sardouk, Math Department Chairperson and third grade teacher explained, "Math is not just a drilling session which is why some parents think of math as boring."

Sardouk and all the Elementary School classroom teachers believe that children love math when taught using an open-ended, inquiry approach like that used in a PYP classroom.

I had conducted several math sharing sessions with parents in Canada before joining IC seven years ago. I believe the only way to help parents understand what is happening in a PYP inquiry-based classroom is to let them experience it themselves.

"We got to see first-hand how math is taught," said Rana Jubaily, who accompanied her third grade son to the playground to participate in a hands-on lesson on measurement. "It was wonderful to interact with our children and see them really understanding concepts."

"I grew up on drills and exercises, and I just couldn't imagine how math was being taught without them," said Sawsan Khalil, a CE1 mother. "I was pleasantly surprised to find out that 'math is not just about operations and calculations.'"

Excited students couldn't wait! Younger ones climbed onto their parents laps, and the older students enjoyed taking on the role of math teacher. All the children were able to verbalize and explain their understanding and knowledge of math concepts.

"It could actually be a lot of fun," said Faten Rizk, CE1 teacher.

And fun it was, as children vied to problem solve using a variety of strategies. Learning engagements included group and individual tasks.





Some students used the computers, others math manipulatives. It was a time to estimate, measure, calculate, and record as these young mathematicians discovered ways to solve meaningful and relevant math problems.

"We are continuously creating activities that challenge the students to learn and deepen understanding," continued Rizk.

Through various math engagements students are able to investigate, think critically, make connections and thus create their own understanding. In this way all learning styles are addressed.

Parents wrote reflections that indicated that they were really impressed. Many parents admitted that they never liked math, but they were pleased to see how excited their children were as they tackled math problems.

With the success of the Math Week still resonating at the Elementary School, future projects include inviting parents to attend music, art, physical education, and various other classes.

What an enjoyable moment for the students! What an affirming moment for the teachers! What an enlightening moment for the parents!



# ART IN THE PRESCHOOL



# MUSIC IN THE PRESCHOOL!



TODAY WE ARE GOING TO LEARN ABOUT A COMPOSER CALLED ROBERT SCHUMAN...



HE WAS BORN IN GERMANY...

MY DADDY WENT TO GERMANY AND GOT A BOX OF SWEETS BUT HE ATE IT ALL AT NIGHT!



HE TOOK PIANO LESSONS...

MY BROTHER HAS DRUMS BUT CAN'T PLAY



HE MARRIED AND HAD A BABY...

MY MOMMY HAS A BABY IN HER TUMMY!



HIS DAUGHTER LOVED HORSES SO HE COMPOSED SOMETHING VERY SPECIAL FOR HER...

IS SHE DEAD?

THEY ALL DIED A THOUSAND YEARS AGO!



NOW, OPEN YOUR EARS AND LISTEN TO THE MUSIC OF ROBERT SCHUMAN...



CLOSE YOUR EYES AND LISTEN!

WHAT'S THIS?



WHAT DO YOU THINK THE MUSIC IS ABOUT?

I'M THINKING!



RUNNING HORSES!



YES! NOW GALLOP AROUND THE ROOM TO THE WILD HORSEMAN!

HORSEY COMING THROUGH!



NOW BEAT YOUR CLAVES TO THE WILD HORSEMAN!



NEXT WEEK, WE'LL LEARN ABOUT CAMILLE SAINT-SAËNS. YOU MAY GO BACK TO YOUR CLASS NOW.

HOW MANY COMPOSERS DOES SHE KNOW?

SHE'S A TEACHER. SHE KNOWS EVERYTHING!



## Norwegian students come to IC

IC and Norwegian students got together in November to produce three short sketches on stage. They were given 24 hours to come out with a scene using only a chair and Norwegian music.

"That's the only stimulus we gave them," said Riad Chirazi, head of the Drama Department "and divided them into three groups. It was up to them to come out with the idea."

The twelve Norwegian students arrived from Mjolan school in the northern Norwegian district of Mo-i-rana and were accompanied by a delegation from their school including the head of the school, dean of students, an audiovisual teacher and two drama teachers. Six IC students headed by Chirazi, welcomed them.

Their five-day stay was filled with workshops, tourism and cultural exchange tidbits. "I had the teachers over to my house for dinner while our students took the Norwegians out to see Beirut's nightlife," laughed Chirazi. "They got along really well."

A day before their departure, the students put on their sketches. As an

extra twist, Norwegians spoke Arabic and IC students spoke Norwegian. Without a hitch and to a student and teacher audience, the sketches were performed. "It was great as we learned different aspects of acting," said Reem Jaber, 17. "Everyone had an input into the final performance."

The first exchange between the Mjolan school and IC began four years ago when a group of Norwegian students came to IC and participated in a theatre workshop. "It was a theatre and cultural exchange," said Chirazi. "They contacted us to establish a link. They came to see if this exchange would work out."

It apparently did work out and quite well as the Norwegians returned to their country and began fundraising efforts to invite their new Lebanese friends to the Mjolan School.

Unfortunately, Lebanon's unrests prevented IC students from travelling. Finally, after three years of failed attempts, the students were able to go to Norway to attend theatre workshops and put on a joint performance with their Norwegian counterparts.

This year it was Norway's turn to

come. Again with the collaboration of a Norwegian NGO, NORAD, (Norwegian Agency For Development Cooperation), the students were able to sponsor their trip to Beirut.

The relationship between the two schools has been sealed and the exchange program will continue. "We're definitely going to Norway next year," said a proud Chirazi. "The students benefited from each others experiences. We complement each other."

As for the students, they had become friends. "At the beginning, it was hard to communicate ideas with each other because of the language barrier," said Jaber. "But towards the end, we had become friends and we found physical ways to talk and to communicate. It was fun finding out how they do things in Norway. You know they don't have school bells and they think our cafeteria food is better than theirs!"

Months later, the friendship between the students remains strong. Jaber and other IB students will be travelling to Norway to visit their new friends in early summer.

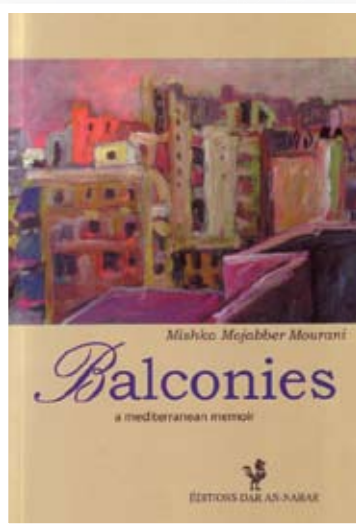
# Balconies



*Balconies: A Mediterranean Memoir* is a collection of reflections, vignettes and stories written by IC's Senior Vice President, Mishka Mojabber Mourani, as she traces her childhood and adult life in Egypt, Greece, Australia and Lebanon.

The thread that links each text is its connection to the balconies of the Mediterranean Sea. As stated in the preamble, *Balconies* is a book which "resembles a residence in Beirut, Alexandria, or Athens, with each balcony overlooking a view, a life and a culture; but they are all part of one Levantine identity."

Mourani talks about her life as a teacher, as a woman and as a citizen during Lebanon's many wars and explores the



themes of identity, exile, family, gender, and the creative process in times of conflict, all from her sanctuary which is and has always been her beloved balconies.

*Balconies* is published by Dar An-Nahar and is available in bookstores in Lebanon.

To order a copy of Mishka Mojabber Mourani's "BALCONIES" in the US and Canada, please visit: <http://www.arabicreports.com/BalconiesMishkaMojabberMourani.html>

For reviews and news of "Balconies," please visit <http://balconies2009.blogspot.com/>

# Broadcasting from IC



Students at Ridgefield Public Schools, Connecticut, woke up one morning in February to find that their usual talk show hosts, Barbara Jennes and Rick Taylor, are broadcasting from Beirut.

Jennes (8<sup>th</sup> grade-English teacher) and Taylor (8<sup>th</sup> Grade-science teacher) visited IC as part of the Exchange program. Since the two teachers usually broadcast a 15 minute morning show to Ridgefield Middle School students, they decided to continue their usual task from Beirut through Skype.



They set up their laptop in the ERC (Educational Resources Center), and talked about their experiences at IC, the students here, and showed them a bit of the campus in real time.

Lina Mouchantaf, ERC Director, participated by addressing the students in Arabic, French and English.

The teachers said that IC and Ridgefield have very similar curriculums but added that IC students had something their students didn't: speaking three languages.



# CHRISTMAS CHOIRS

More than 300 Elementary and secondary school students from Ras Beirut and Ain Aar participated in IC's traditional Christmas concerts. Ras Beirut Choirs, led by Randa Sabbah,

performed at St. Joseph University and AUB Assembly Hall whose proceeds were donated to Ayadina – a NGO serving underprivileged children. Joining the choir and singing their own songs were the Ayadina children themselves.



Upper Elementary Choir

Ain Aar Junior and Senior choirs, directed by Celine Abou Rahhal and Arlette Akl, sang traditional and inspirational songs in Latin, French and English at St Joseph School auditorium in Qornet Shehwan.

Secondary School Choir



Ain Aar Junior Choir



Ain Aar Senior Choir



Little Cherubs Choir



Secondary School and Ayadina Choir



## Stretch... laugh... learn... and teach



Classes in Beirut and Ain Aar campuses were declared closed on February 8<sup>th</sup>. Closed to students that is – they were instead opened to teachers and staff. It was IC's "in-service" day where hundreds of teachers from both campuses met up to take workshops.

"It is an opportunity for faculty and staff from all levels – preschool to secondary from Beirut and Ain Aar to sit together, to reflect on common issues, and learn new pedagogical ideas or just take a 'fun' workshop," said Lina Mouchantaf, the director of the Educational Resources Center "They build a sense of belonging to the institution."

The day was divided into two sessions: 'heavy' and 'light' workshops. Teachers chose one from each.

Twenty-eight workshops, in English,

French and Arabic, were offered including Discipline with Dignity, Education through Drama, Effective Communication skills, Enhancing Environmental Awareness, Educational and Leadership, How to use songs and movement to improve learning, Health and Education, Team Building through PE, Handling Science Lab wastes, Cake Decorating and Laughter Therapy.

Workshop presenters were from IC, AUB, Balamand University, and various NGOs. Each workshop lasted half a day.

"These workshops are very important for us because teachers may not have the time to continuously look into new education theories and such," said Mouchantaf. "This was an opportunity to stay updated with the latest pedagogical findings."





## IC hosts **NESA PDAC**

Eight international educators spent three days in Beirut to plan NESA's (Near East South Asia Council of Overseas Schools) professional development offerings for the coming year. IC was pleased to host the meeting, which included David Chojnacki, the executive director of NESA, and eight educational leaders from around the world namely, John Carey from ARAMCO in Saudi Arabia; Kerry Harder from Oman; Madeleine Heide from Mumbai, Jan Patten from New Delhi, Diana Reinsmoen from Dubai; Gail Seay from Qatar; Emily

Sargent-Beasley from Chennai; and Mishka Mourani from Beirut who is a member of the NESA professional development committee. NESA is a non-profit, voluntary association of more than 90 private, independent international schools in the Near East and South Asia.

Made up of curriculum specialists from around the region, the PDAC meets three times a year to identify speakers, suggest topics and strands and to provide input from the field as to what's needed in the way of professional learning.



## DINNERS & EVENTS

The Capital Campaign was officially launched during the Board Meeting held in NY on February 3rd. This was followed by a frenzy of dinners, meetings and events during a one month trip to the US.

The aim is to raise \$ 50m to build – over a span of five years - a state of the art elementary school, a new auditorium, athletics courts, art facilities, and an underground bus and parking system. The historic buildings housing the Middle and Secondary Schools will also be fully renovated.

**DUBAI:** Mr John Johnson, IC president and **Mr Moufid Beydoun '64**, Vice President for Alumni and Development, met in January with **Mr Patrick Chalhoub '75** in Dubai. They explained all the aspects of the Capital Campaign. Mr Chalhoub was very interested at the time. He recently confirmed that the Chalhoub family will be contributing one million US Dollars to the Capital Campaign.

**NEWYORK:** On February 3, **Dr Nawaf Salam '71**, the Lebanese ambassador to UN hosted a reception at his residency in NY which was attended by over 50 alumni and friends. Chairman of the Board, William Turner, explained to them in details the future plans for IC and showed them the maps and sketches.

## New York



Anthony Jones, Adib Kassiss '81, John Johnson, William Turner, Dr Nawaf Salam '71, Dr Mazin Irani '64, Mishka Mourani, Moufid Beydoun '64



Moufid Beydoun '64, Wael Bayazid '70, Dr Nawaf Salam '71



Dr Mazin Irani '64, William Turner, Hani Beyhum '76



Board meeting in New York

## Boston



Alumni reception in Boston



Carole Franjeh, Peter Gerard, Nizar Nuwayhid '59

**BOSTON:** On February 11 over 35 alumni and Board Members attended a reception in Boston where IC president John Johnson made a presentation about the Capital Campaign and also explained the details of the construction project. This was followed by another presentation by Board Member, Ambassador Ford Fraker.

**LOS ANGELES:** On February 19, about 50 alumni and friends attended a dinner hosted by **Mr Mohamed Ahmar '80** and **Mrs Hania Ahmar '92**. The Capital Campaign was explained again and maps were circulated.

## Los Angeles



Moufid Beydoun '64, Dr Paul Wakim '64, Talal Beydoun '79



TOP: Moufid Beydoun '64, Mary Johnson, Mishka Mourani, Hania Ahmar '92, Carrie Kaba, John Johnson

LEFT: Mohamed Ahmar '80 and Hania Ahmar '92

DEVELOPMENT  
NEWS

## Palo Alto



Dinner at Palo Alto



Alumni and friends at a dinner in Palo Alto

**PALO ALTO:** On February 21, over 40 alumni and friends gathered at a dinner in Palo Alto to hear about the Capital Campaign and the future of IC.

**WASHINGTON DC:** On February 25, over 50 alumni and IC friends attended a reception at the Marriott Hotel organized by alumni DC Chapter headed by **Mr Wissam Yafi '87**. Mr Johnson talked about the Capital Campaign while Board Member, Ambassador Ford Fracker discussed the role that IC has played in the Middle East region. One of the attendees of the reception was no other than **Mr Camille Nowfel '38** who was the eldest graduate. Mr Johnson presented him with an IC tie and called up the youngest IC alumni and presented her with an IC scarf.

During the trip, Mr Moufid Beydoun made several one-to-one visits to potential donors to explain about the Capital Campaign and seek their interest in participating. Mr Beydoun met with Mr Jamal Daniel over lunch in Houston who expressed much interest in helping IC and therefore helping Lebanon.

He also met with **Mr Nijad Fares '82** and his wife, Zeina in Houston. Mr and Mrs Fares are active in philanthropic projects in Lebanon, particularly with the Issam Fares Foundation to improve education in the north. They are very interested in building the education in Lebanon and promised to help out in IC's Capital Campaign.



Dinner at Palo Alto

## Washington DC



Wissam Yafi '87, Camille Nowfel '38,  
Hind Soufi Ahdab '87

He also met with **Mr Omar Sawaf '73**, who also came out with an idea to establish a fund in the name of "Mehio" and said that he is willing to match every dollar received for the fund.



A  
special  
visit



Above: Mr John Johnson,  
Dr Ray Irani '59,  
Mr Moufid Beydoun '64,  
Dr Mazin Irani '64 and  
Mr Imad Taher '58

Left: Dr Ray Irani '59 and  
Mr Moufid Beydoun '64,  
Dr Mazin Irani '64

**Dr Ray Irani '50** visited IC in January where he handed over a check of a substantial amount to go towards the Capital Campaign. Dr Irani studied at IC and graduated in 1950. He finished his undergraduate degree at the American University and then left for the US at 18 to begin his graduate studies at USC. He received his PhD in 1957. Irani's research has led to many scientific advances. His publications include more than 50 papers. He authored "Particle Size" and holds more than 150 patents. Irani joined Occidental in 1983 and played a big role in helping its struggling chemical division. He became the company's Chairman and CEO in 1990.

**Moufid Beydoun '64**, IC's Vice President for Alumni & Development, and the Irani family are long time friends.

"He didn't show any hesitation in wanting to help IC," said Mr Beydoun. "He never forgot IC and the wonderful friends he made here. And of course, he never forgot the education that he received at IC and which launched his successful career. He is always looking for ways to help Lebanon."



Ambassador Sison and  
President John Johnson

## DEVELOPMENT NEWS

### IC RECEIVES GRANT FROM USAID

US Ambassador Michele J. Sison, presented IC president John Johnson, in March, a USAID check for \$351,613 to be used for this year's scholarship fund.

The contribution is part of the USAID scholarship program to help more children and adolescents attend American style schools and universities. The grant is earmarked for scholarships and other development projects at IC.

The ceremony was followed with a speech

by the Ambassador who addressed a full auditorium of high school students on the topic of diplomacy, and how one can go about to choose the diplomatic service as a profession. She talked about the difference between being a career diplomat and being a political appointee, and described the many ways one can get into the foreign service. A lively and interesting Q & A session followed, concluding with a group picture.



# AIN AAR PLAYGROUND CONSTRUCTION BEGAN IN JANUARY

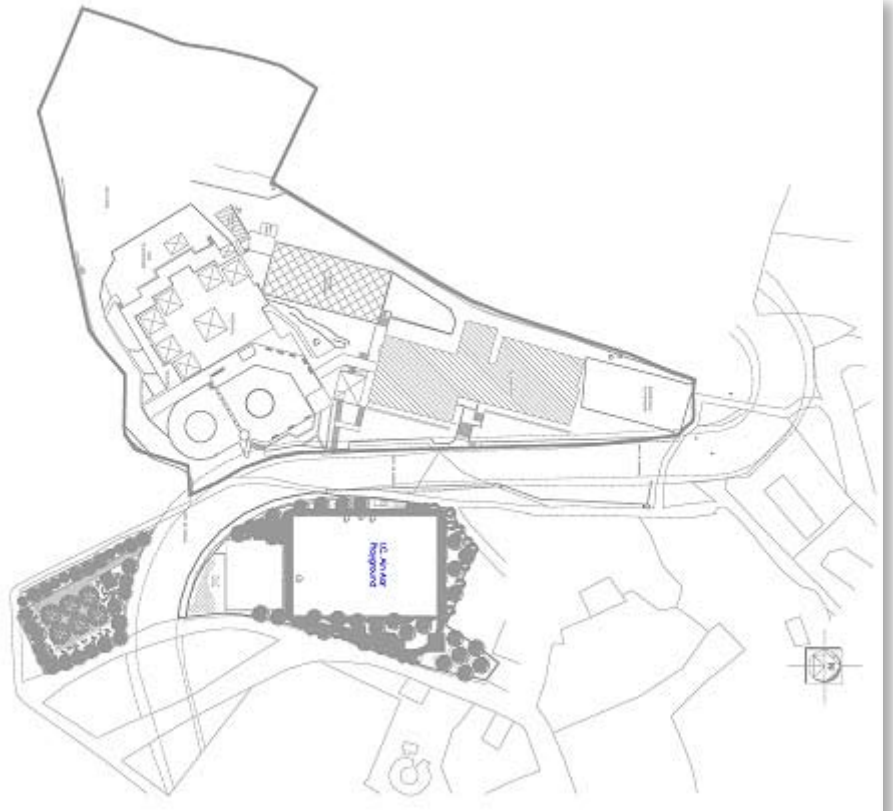
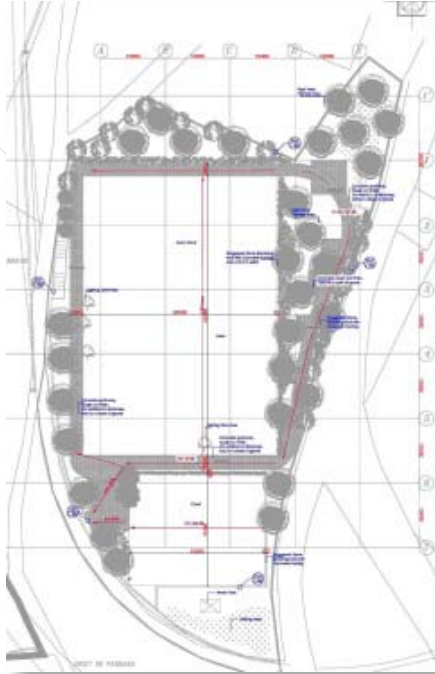
Dear IC Community,

Here's an update on the playground that has been planned for the Ain Aar Campus. Construction of the playground will begin next week and is scheduled to be completed in 14 weeks. This will add a much needed facility to our Ain Aar Campus.

The playground will be constructed across the street from the campus and will be used by all the children at Ain Aar and especially the Middle Schoolers. The area will consist of a two large play areas; 43 x 30 m and 21 x 17 m. In addition, there will be other areas for gardening and planting as well as seating areas.

Again, this is a much needed facility for our students and classes in Ain Aar. If the schedule goes well, it will be available for our use in the early spring.

Best regards,  
John K. Johnson President



# What does the IC Spirit mean to you?

The IC Spirit is the energy which revives a thousand memories and brings you back to a virtual dimension with no limits of time or space.

Lamis Yahya '05

THE IC SPIRIT FOR ME IS A  
FEELING OF PRIDE, CONFIDENCE  
AND FRIENDSHIP THAT I STILL  
CARRY WITH ME TWENTY EIGHT  
YEARS AFTER GRADUATION

MAZEN F. YOUSSEF '82

IC SPIRIT IS A WAY OF LIVING. IC SPIRIT  
IS A CULTURE. IC SPIRIT IS A SECRET  
LANGUAGE. IC SPIRIT IS WHAT MAKES US  
TICK! IC SPIRIT IS THE LEBANON WE DREAM  
OF. IC SPIRIT: YOU CAN'T PUT YOUR  
HANDS ON! IT JUST MAKES US TICK!

LANIA KASSAB '95

It is a free and proud  
spirit prepared to be on  
the forefront of its field.

Abdallah Fawaz '90

IC Spirit for me is never to  
surrender for obstacles and  
always fight to reach the  
skies of my ambition.

Major Amr Yafawi '90

**BRIGHT**  
Belief \* Respect \* Innovation  
Giving \* Honesty \* Teamwork  
Mohamed (Mike) Shami '80

The IC  
to promo  
as it did s

"Pride  
d  
s

LEADER  
HUNTING  
DEVELO  
FOR AL  
IT FINA  
AID WA  
SOCIAL  
CLASSE  
EQUAL  
EXCELL

Spirit is to be proud to be an IC alumni,  
to IC and to help IC achieve its mission  
since its creation.

Antoine G. Sacy '67

in everything we  
"is the IC Spirit.  
shadi Sanbar '65

IC was a dream to join, environment to  
enhance knowledge and values, and set one  
up to meet the challenges of real world.  
Nabil Sleiman '67

TO GRADUATE FROM IC AND STAY  
ATTACHED TO IT AND FEEL BELONGING  
TO EVERY CORNER OF IT THEN TRY  
TO AID THE GENERATIONS TO COME BY  
CONTRIBUTING AS MUCH AS I CAN. AND  
FINALLY TO REVIVE THIS FEELING AND  
EXPERIENCE BY ENROLLING MY CHILDREN  
IN OUR ALMA MATER.  
MARWAN HARAKEH '92

"IC SPIRIT" IS MAYBE THE TRUST THAT THE  
ADMINISTRATION HAD IN ITS STUDENTS THE  
FREEDOM THAT WAS GRANTED TO ITS STUDENTS

MAY AWAIDA '82

IC is a "community that you always belong to".  
Massoud Tayyar '86

BECOMING YOUR OWN MAN I.E.-  
DEVELOPING YOUR OWN PERSONALITY.

NIZAM SHAMMAS '68

ALUMNI  
NEWS

SHIP ENHANCEMENT, TALENT  
G, RENEWAL EDUCATIONAL  
PMENT AND EQUAL OPPORTUNITY  
L WHETHER THEY CAN AFFORD  
NCIALLY AND IF NOT, FINANCIAL  
S THERE AND, ABOVE ALL  
INTEGRATION FOR ALL SOCIAL  
S AND WITH THAT PROVIDING  
OPPORTUNITIES FOR DESERVED  
ENCE.

TAHSIN JARRAH '69

I SEE Spirit  
Opening up to the world

Fouad Kamel '61

# ALUMNI NEWS

What does the IC Spirit mean to you?

IC SPIRIT. IS, IN A FEW WORDS,  
THE SPIRIT OF GLADIATORS  
IN THE WORLD ARENA, ONLY  
WINNERS GET COMPENSATED.

OUSSAMA KADDOURA '74

PEOPLE LIKE US is what  
IC Spirit is all about. We click  
everywhere with everyone at  
anytime.

Walid Safi '81

It is the "SPIRIT THAT I STAY  
and new ones too, a spirit of  
"other" and of love.

Everlasting nostalgia in my

As an Electric Engineer by profession  
I can say that the IC Spirit is "the  
electricity in the air!"

Hisham Ramadani

Be all what you can be, in a community  
Intellectual curiosity, in a healthy body  
Freedom to think and express yourself  
Friendship, Family, Fun.

Ghaleb Daou

The spirit  
that binds  
today,  
better-

EE" in all old IC alumni  
of understanding the

George Asseily '54

y youth. Mahmoud Malhas '54

fession,  
his

dan '87

y.  
dy.  
elf.

ouk '74

rit of enlightenment  
nds with the youth of  
so they blossom in a  
tomorrow

Tatal El-Khalil '81

*IC is a beautiful  
dream come true!!*

*John Bitar '52*

IT IS THAT RICH MEDLEY MADE  
UP OF EMBRACING ALL THAT IS  
NEW, ACCEPTANCE OF DIVERSITY,  
BEING INSPIRED TO PRODUCE  
YOUR BEST, AND DREAMING OF  
ENDLESS POSSIBILITIES

MAZEN SAGHIR '85

IT IS THE PRIDE AND RECOGNITION  
INSTILLED IN US FOR AS LONG AS  
WE LIVE. IT IS THE CONFIDENCE  
THAT IC REALLY MADE US BETTER  
INDIVIDUALS. IT IS THE MEMORIES  
AND RESPECT WE HAVE FOR OUR  
TEACHERS AND FELLOW STUDENTS.

GHASSAN N. SPIRIDON '68

For me, the IC Spirit, in my time and I am sure ever since, will always be a superior quality education of which I have seen no equal in all the countries where I subsequently lived and visited, together with a teacher-student relationship which was adult and respectful, pioneering for its time, without ever falling into loose familiarity and indiscipline.

Armen  
Kouyoumdjian  
'65

What does the IC  
Spirit mean to you?

Worldly knowledgeable with a Lebanese streak!

Omar Anabtawi '84

I attended IC during the civil war from 1976 until 1990. The IC Spirit was not knowing or caring who prayed on Sunday and who prayed on Friday. The IC Spirit is the smile you see on faces when they tell you "Yes I attended IC".

Mazen

IC Spirit is an  
innate feeling  
which is reflected  
in the desire to  
help, to care, and  
to love others.

Dalia Deeb '06

Undying "joie de vivre" and  
strive for excellence

Hagop Bessos, PhD '70

WHEN I THINK  
OF MY LIFE (BEHAVIOR)  
I WOULD LOVE TO SAY  
I JOIN IC. I CAN  
NOT EXPLAIN

A PROUD FEELING OF  
BELONGING TO A SECULAR  
MULTI-CULTURAL SPACE,  
A BEACON OF LIGHT IN THE  
MIDST OF A DESTRUCTIVE  
MULTI-CONFESSIONAL  
ENVIRONMENT.

MAHER MAHMASSANI '65

Intellectual Competence  
Gaby G. Kassis '68

The IC Spirit: a second home and place  
to spend childhood and adolescent years.

Deema Saidi '07

The IC Spirit means you can  
go to school in blue jeans and  
T-shirt ( if you like but you don't  
have to ). It means you can speak  
up your mind in the classroom or on  
the playgrounds. It means no one will  
tell you what to believe in and no one  
would ask about your beliefs.

Elias Hanna '61

90. The IC  
ay or who  
people's

Kaadbey '90

"IC SPIRIT" = FAMILY  
FEELING, GENUINE  
FRIENDSHIP, ETHICS, HIGH  
GOALS, TEAM SPIRIT,  
BELONGING, PRACTICAL  
YET RECOGNIZED VALUES,  
AND ABOVE ALL: THE FIRE  
TO ACHIEVE TOGETHER.

ZAKIR H. SIDDIK '71

K ABOUT MY  
R-DISCIPLINE) AND THE  
D HAVE BEEN IF I DIDN'T  
J DIRECTLY FEEL YET  
THE IC SPIRIT IN ME.

MAHAMED BAKHOUR '87

NOTHING IS IMPOSSIBLE. IT'S  
THE "CAN DO" SPIRIT.

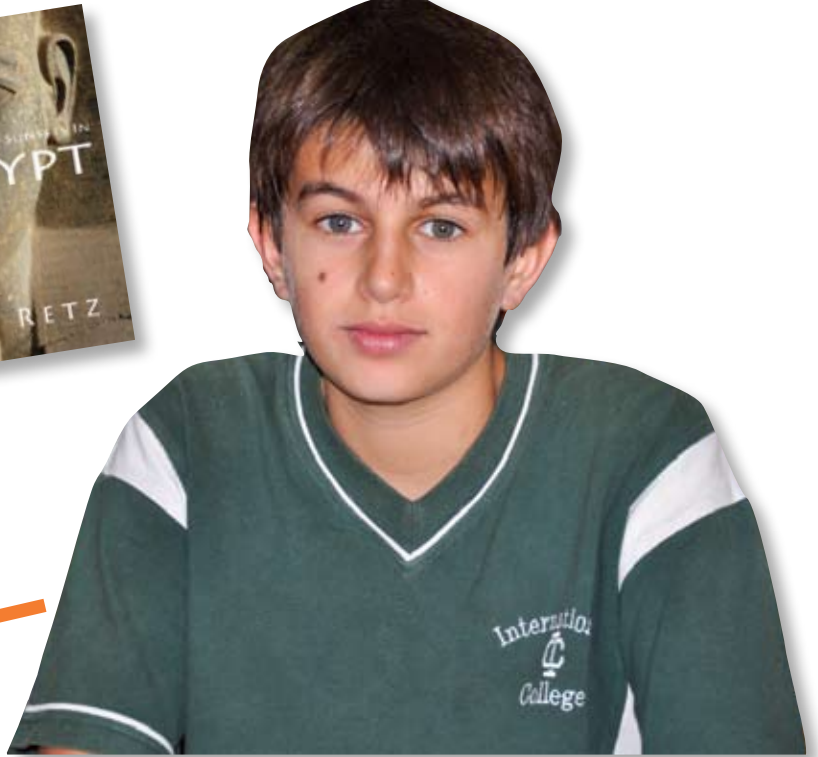
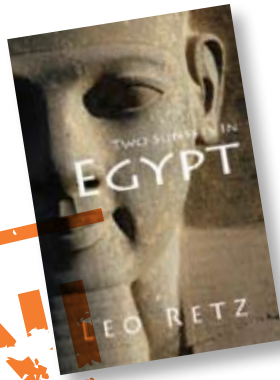
NAYLA RATHLE '71

cy is what IC stands for.

I EXPERIENCED IC AS A  
STUDENT AND LATER AS A  
MATH TEACHER AND ONE  
OF SCOUTS GROUPS LEADER  
ON CAMPUS. THE IC SPIRIT  
IS FREEDOM, CHARACTER  
GROWTH AND COMMUNITY.

JAMIL SOUCAR '79

# ALUMNI KIDS



## MYSTERY IN EGYPT BOY DETECTIVE

**Raphael Yeretzian, 13, is in grade 8 in Ain Aar and just published his first book: *Two Sunsets in Egypt*. Writing under the pseudonym, Leo Retz, the 68-page book is about a 16 year old boy, by the name of Raphael Yeretzian, and his adventures in Egypt. Raphael has already started writing a sequel set in Lebanon, Jordan and Cyprus.**

**Q: When did you first start writing?**

A: In grade 2, my little brother was born. We were learning in class how to write a story so I wrote about him. I've been writing ever since. Sometimes for specific occasions like my mom's birthday.

**Q: Have you always made up stories?**

A: I always make up stories when I'm playing games with my friends and brothers. I like to pretend with my brothers that we are explorers or secret agencies but we all make up the stories together.

**Q: When did you first come out with an idea to write a book?**

A: I went to Egypt in the summer with my family, visited the sites and went on a cruise on the Nile. We had a guide who told us about all of the monuments. I liked Egypt very much and wrote everyday in my journal about what we did and what we saw. When I came back home, there were some things that I didn't know about some monuments so I researched them. Since I had so much information, I got the idea of writing a book. So I decided to write a story.

I created the story and wrote a few facts that are true and the rest is fiction. When someone reads it they get a lot of information about Egypt.

**Q: You've never written a book before. So how did you go about writing this one?**

A: I started off with an outline and started writing. As I wrote, more ideas came. It took me a year. During weekends and vacations I would sit and write. Then I typed it. My parents encouraged me a lot because I'm the first writer in the family.

When I finished it, I gave it to my mom to check. Then my whole family read it and they thought it should be published. So my parents researched the best place to publish it and sent it.

**Q: How has the book been doing so far?**

A: well, I've sold all the copies I had and just ordered another 75. My uncle in Los Angeles has a bookstore and he has some copies too. He said that the book is selling well there too.

**Q: do you have any advice for young people who would also like to write a book?**

A: Find a beginning and let the story develop from there and then add events. And never give up. I gave up at one time; I wasn't excited anymore and forgot about it. Then later I read it and got all excited again and finally finished it. So my best advice is: believe in yourself and keep going.

*Two Sunsets in Egypt* can be purchased at [Amazon.com](http://Amazon.com) or [Kidpub.com](http://Kidpub.com).



## COOL CRAYON COLORS

from Family Fun magazine

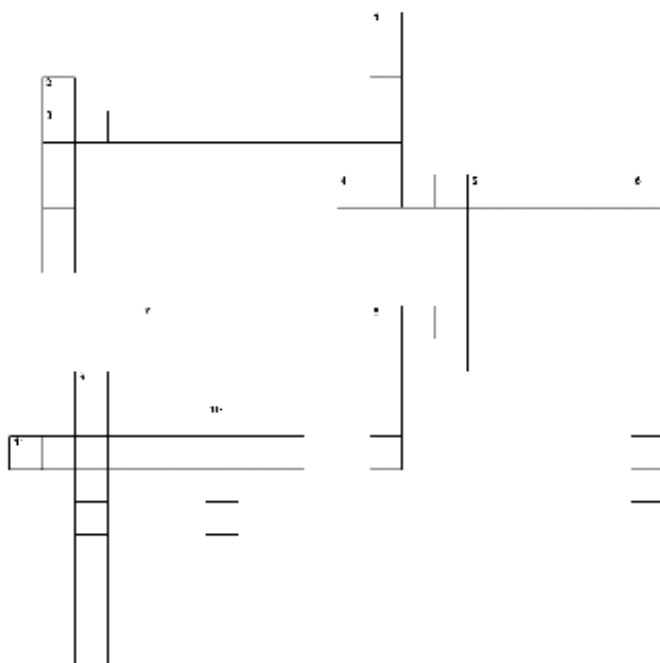


### Instructions

1. Boil the eggs in a mixture of water and vinegar (about 1 1/2 tablespoons of vinegar for every cup of water) for 10 minutes, then turn off the heat.
2. Carefully remove a hot egg (parents only) and let it cool for about 10 minutes. (Leave the others in the water until you're almost ready to decorate them, so they stay warm.)
3. Holding the egg on a paper towel, draw on the shell with the crayons. To avoid smudging your design when turning the egg, carefully lift it from the paper towel, turn it, then set it back down. Let the design set for about 30 minutes.



## Crossword



### Across

- 3 When I reach Secondary School, I will attend classes in ..... Hall.
- 4 Alexander ..... established IC in 1891.
- 7 Many countries are represented when IC holds its ..... day.
- 11 You went to ..... when you were three years old.

### Down

- 1 IC was first established in ..... in Turkey.
- 2 ..... is my mother tongue.
- 5 When you graduate you are an .....
- 6 When I become an alumnus/na, I will receive the IC .....
- 8 All IC students and teachers are photographed and can be seen in the .....
- 9 The Alton Reynolds Tournament is named after IC's eighth .....
- 10 John ..... is the current president of the school.

Answers: ACROSS: 3. Rockefeller, 4. MacLachlan, 7. International, 11. Preschool. DOWN: 1. Smyrna, 2. Arabic, 5. Alumni, 6. Newsletter, 8. Torch, 9. President, 10. Johnson



## INTERNATIONAL COLLEGE

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