

WINTER 1973

Beirut College for Women

ALUMNAE BULLETIN

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The Role of the Academy
in the Arab World.

by Elie Salem.

Ceramics at BCW



50th Anniversary Campaign

Your Support at Work (4)

We have great work to be done and it ought to be done with greatness.

على قدر اهل العزم تأتي العزائم

The Beirut College for Woman has been challenged during the last fifty years. The challenges of the year 1972-1973 are great.

If the best of what BCW has always been is going to prosper if we are to function in new areas of educational concern we shall need constructive support from all of you.

Constructive support includes the giving of time, of talent and of money.

Your support includes that "Margin of excellence" from which students benefit each day. We solicit your help to provide this "Margin" which makes the difference between "A great University College" and an average one.

Won't you join the increasing number of Alumnae who helped make the year 1972-1973 a "Record year" by making the year 1972-1973 reach a new high record in the number of contributions.

While the amount of each gift is important, it is your participation that is paramount.

You may prove the truth of Paul's words: "God is able to provide you with every blessing in abundance, so that you may always have enough of everything and may provide in abundance for every good work."

May God richly bless you with a prosperous New Year.

Yours for a Greater University
College

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ALUMNAE BULLETIN

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Cover by Mrs. Latifa Saidi Kosta

Founders' Day at BCW

The 49th Founders' Day of the BCW took place in the auditorium of Irwin Hall on Wednesday, Nov. 15 at 10:30 a.m. The program was preceded by a social half hour and refreshments in the Alumnae Lounge. A number of alumnae, students, faculty and friends of the college were there to share in this program of remembrance of the founders of BCW.

A prelude was played on the piano by Dr. James Laster, Professor of music at the College, followed by an introduction to the program by Mrs. Jeannette Hitti, President, and a prayer in remembrance of the Alumnae Association founders by Dr. Richard Blackstone, Prof. of philosophy at AUB. Two students Misses Abla and Maha Kassis sang two musical selections to the accompaniment of a guitar. Their singing was very sweet and gentle.

The guest speaker, Dr. Elie Salem, Professor of Political Studies and Public Administration and Chairman of the department at AUB, gave a moving talk on

universal culture and the role of educational institutions in the world. (printed elsewhere).

A light hearted note was introduced when Dr. Fatmeh Saadeh Dandashi, a distinguished alumnae of BCW, who at present is head of the Endocrinology Department and Radio Isotopes at the Barbir Medical Center, sang to popular folk tunes her own words pertaining to life at BCW, (a sample of her songs).

When the time for the distribution of the Academic Awards was mentioned, the audience was full of anticipation, felt even among those who do not know the students, for everyone enjoys participating in the triumph and recognition of those who deserve.

I—The Salwa Nassar Education Scholarship — is a scholarship designated for an outstanding Lebanese student majoring in Education. The late president's sister, Mrs. Marcel N. Fares presented Miss Suheir Assi with the Award. Miss Assi is a senior majoring in Elementary Education.



Left to right: Miss Kassis, Dr. Dandashi, Mrs. Hitti, Dr. Salem.

The Salwa Nassar Science Scholarship will be announced later.

II—The Alumnae Scholarship were presented by the Association's president, Mrs. Jeannette Hitti.

- a) The William A. Stolfus' award, is a full tuition scholarship given by the Alumnae Association, in memory of the late President of BCW, to the student who has an outstanding record at the end of her Freshman year. This year's recipient was Miss Bana Abdul Rahman.
- b) The Annual Scholarship provides a full tuition scholarship to a deserving student with a good academic record. The winner this year was Miss Bdur Hayek, a senior majoring in Business Education.

III—The Haseeb Mroueh Award was presented by Mr. Kamel Bassile, President of the Eagles' Club, in memory of the late Haseeb Mroueh, a founder of the club who is remembered for his dedication to the cause of social welfare. The award is given at the end of the junior year to a Lebanese student majoring in Sociology with good academic standing, initiative and civic responsibility. This year Miss Futuh Abdul Wahab received this award.

IV—The Scholarship Cup, the college award for the student with the highest scholastic average, was presented by Dr. Raja Hajjar on behalf of BCW to Miss Mona Abu Daher, a junior majoring in Business Education.

The program ended with the singing of the Alma Mater and a round of congratulations to the deserving students.

Song by Dr. F. S. Dandashi

على لحن « يا انا انا وياك »

ورز وبطاطا
وخضرة معها سلاطة
ونحن نروح فراطة (٢)

وبيعمل توزي مشويه
ومنغنيو غنيه
وبتصير المسحة قويه (٢)

والكبة النيئة
قولو للمسؤولين
والقشطة بعجين
وآه باللحم بعجين (باللحم بعجين — ٢)

لو ضمنتاشي وقعا
ولا بتقصر بالطلعا
وبتبقى مثل القلمه (٢)

وتطبيقها هيئن كثير
تا نخلص من ها التعتير
من فرحتنا بدنا نظير .

١ — بطاطا بطاطا بطاطا
وشقفة جبنة وبيضة وز

٢ — العشي لو يعمل محشي ديك
منقلو سلم ايديك

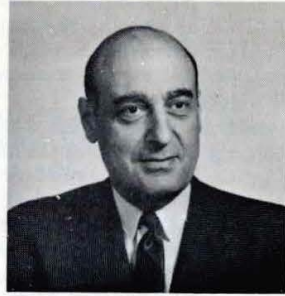
سمكات يا عيني
ورق عنب يا حبيبي
وكلاج بالجبنه
وتبولي وارنبيه

توتي فروتي وقطايف
لا الميزانية بتخف

مطالبينا خفيفه
بس بدها نيئه نضيفه

بطاطا بطاطا بطاطا ورز

Albert Badre New President of BCW



Dr. Albert Badre, an internationally known Lebanese economist from Marjoun, Lebanon, has accepted the Presidency of the Beirut College for Women beginning in June 1973 when Dr. William Schechter completes his term as President, according to Mr. Jose Abizaid, Chairman of the Board of BCW. Dr. Badre will be the second Lebanese to serve as President of BCW, the first being the late Dr. Salwa Nassar who was President of the College from 1965 until her death in 1967.

Dr. Badre is at present Professor of Economics at Southern Illinois University. Before assuming this position, Dr. Badre occupied a number of important positions at the American University of Beirut, in the United Nations, and in the Lebanese Government. Dr. Badre has over thirty scholarly publications to his credit including three books and numerous articles on the economies of Lebanon and the Arab World.

Founders' Day continued

على لحن « طلو حبابنا » لوديع الصافي

ومعهم وزير وقاضي
وبين الكامبوس فاضي
وع الدرجات تطلينا
وترحمنا ع الماضي
ولا (الرفرنس بورد) رجفنا
وكل واحد منا راضي

ولا في وقت نتسلى
كل أوقاتنا مملًا
منتظر الكتب صفين
وعن شي (رفرنس) بيتخلنى

(بوي فرند) وبنطلونا
عم نطلب رحمة الله

١ — طلوا نوابنا طلوا
ولحركاتنا شلو
بالشجرات تخبينا
ونظرنا حتى غلثو
لا (الستيودنت كورت) خوئنا
ولا الحياة عوئنا

٢ — لا موسيقى ولا فن
والـ (كلتشورال ستاديز)
بالـ (لايراري) ع الميلين
ولا واحد قلبو بيحن

حننا يلتي هتونا
لو اجو بالليل لقبونا

The Role of the Academy in the Arab World

By Elie Salem

We meet today to commemorate the founding of BCW, which together with half a dozen other academies in Beirut, have served Lebanon and the rest of the Arab World with distinction. We are confident they will continue to do so in the future. Because of these academies, Beirut has become to the Arab World what Athens was to Hellas.

Lebanon and its sister Arab states are our world, our culture, and our battlefield, and it is only here, in our own region, that we can talk, organize, lead, struggle and leave our impact on people and events. Those outside may be interested in what we say and what we do, but only to the extent that our sayings and doings affect their world. None of us can live in isolation. Ultimately all cultures must communicate and yield to each other the fruits of their respective heritages and collaborate in fashioning a universal culture. We will contribute best to that universal culture to the extent we are sure of our own; to the extent we care enough to sharpen its rough edges, sift its accretions, and adjust its trajectory for the future.

Such cultural tasks are the responsibility of academic institutions. Only in colleges and universities does reason rule supreme and freedom lead dialogue quietly and soberly in the discovery of the truths of nature and man. Here, in the academy, the rubble of History is sorted out; here, myths are exposed and ignorance unveiled; here objective truths are found and put to the service of man.

For many centuries our culture was deprived of these academies—these sober, rational, free and independent judges—and consequently has suffered greatly from the lack of self-criticism and innovation.

The academic institutions that now flourish in our region must assume the responsibility for examining our culture,

diagnosing the disease and suggesting the remedy.

A detached view of our historical situation reveals the malady in a picture something like this: As we lost our intellectual vigor and our will to triumph, few hundred years back, we ossified. From being rulers of the world and leaders of a universal culture for half a millennium, we drifted into the backwaters. Militarily, we have suffered one defeat after another since the eighteenth century. Politically, we are in a shambles—internally throughout the Arab World, and externally in our relationships with other cultures. Ideologically, we are confused. Confidence in our heritage has waned. Economically, we live at practically a subsistence level in an area of great natural resources. Socially, we cling to values that have become largely obsolete. Psychologically, we are stunned by the rush of developments on all sides of us; we are unable to comprehend what has happened. To the problems of the Twentieth Century we advance the solutions of ages past and consequently no problem gets solved. We have fallen in a vicious cycle from which we do not know how to escape. Examine the language now being used in the Kuwait conference of foreign ministers and see if in any way it differs from that of 1947, 48, 49, 50. The cycle is vicious, it is maddening. Our ineffectiveness infuriates us, we curse, we shout, we accuse others of being the cause of our failure.

Successive defeats at every level have made us lose our will; and in self-protection we have taken refuge in cynicism. We make fun of ourselves; we despair of our goals, we ridicule our institutions and our leaders; we stumble from one petty objective to another. We have deserted the larger battlefield of man culture and destiny and spend our time and effort in

petty and inconsequential clashes with shadows. We are in a situation, as it were, in which our forces are on one front and the enemy on another. Here again research must sift the rubble so we can see the problem, not through a glass darkly, but clearly and directly.

Our cynicism is again reflected in our attitudes towards contemporary issues:

Israel, we hold, is strong and supported by the great powers; why attempt to resist it.

We think we cannot compete with foreign ideologies and markets; therefore, why exert ourselves.

Our leaders, we believe, are self-seeking and committed to insignificant objectives; why therefore expect vigorous political leadership.

Bureaucracy is corrupt and inefficient, our attitude is, and no attempt at reform can ever yield results.

Hardly anyone cares anymore to draw a great design for our society. In the 1940's and 1950's the ideas on this subject were more important than the ones currently advanced. What was once a unified ideology has become factionalized; what was held as hopeful is now viewed with skepticism—and this at a time when the Israeli threat to our existence has multiplied many times over.

Of all the important issues facing Lebanon we frequently find ourselves grappling with ones which are sub-issues, or, as Plato would say, reflections of the reflection of the real thing. Of all the momentous issues facing the Arab World we often find ourselves dealing with the peripheral: Again the battlefield is in one place and our troops are in another. Over two thousand years ago a man named Socrates, the father of the academy, spent his life talking to anyone who would listen, deflating the prevailing opinions of his city, exposing them as sub-issues unimportant, erroneous and not conducive to the progress of man.

The academy today must, like Socrates, aspire to move our culture from the level of sub-issues to that of real issues; to isolate the problems that need solving; to identify the values that must



be preserved; and to set the objectives towards which we must move. The most urgent problem facing the academy is the reconstruction and reorientation of our society. The academy has an opportunity now to develop amongst its members a high scientific capability, that can literally revolutionize the region. For that, members of the academy need to withdraw for study, and reflection and then return to the battle front with a dedication built on the solid foundation of knowledge.

Our youth, however, are impatient. They want results and they want them fast. They find it difficult to withdraw and reflect. No one blames them; but each battle has its tactic, and our battle requires more than passion and even more than the willingness to sacrifice oneself. As Dostoyevsky put it, "the sacrifice of life is, in many cases, the easiest of all sacrifices," but "that to sacrifice . . . five or six years" of one's life "to hard and tedious study, if only to multiply ten-fold their powers, of serving the truth and the cause they have set before them as their goal," that he says, is most difficult, and herein lies the challenge to our youth.

Our battle requires discipline, reason, method, ability to organize and formu-

late objectives, power to sustain these objectives and to draw clear plans for their future realization. These requirements are the stuff of which the academy partakes. One reason why our attempts to rise from our fall have so far been ineffective is because we have not yet acknowledged the fundamental role of the academy in this process. We still suspect it and fear its truths. We have attempted to mobilize our many other resources, ignoring this key to the mall, the mobilization of knowledge.

Unless we acknowledge the importance of the academy and connect its efforts to all the forces operating in our society, we cannot progress. It is here in the academy, that innovation takes place, creative inquiry flourishes and models for the future are cast. The public is faithful but not original; it preserves and executes, but it does not create. Every issue that relates to our society must be examined under the most sophisticated intellectual techniques now available. A political settlement for the Middle East: the academy must analyze it, examine its probability for success and measure its advantages and disadvantages to our people. Administrative reform: the academy must study it and offer advice based on organizational theory and the experience of man's managerial history. The field is wide open for this generation. There is no problem of finding new heights to conquer. Leadership is needed at all levels.

Most of our states crave for leadership steeped in the culture of the past, conversant in the language of the 1970's and have understanding of the trends of the future. Most of our organizations crave new leaders steeped in the science of managing man and guided by the ethic of the post-feudal society.

Most of our centers of learning crave for scholars who can handle objective data, who can interpret such data, who have the courage to draw the necessary conclusions, and who can suggest mid-course corrections in our present trajectories.

Most of our media crave for leaders to transform this powerful weapon of education from family or feudal endeavors to that of an agent in the public interest.

Most of our resources are virtually untapped by us; they crave the entrepreneurial spirit and modern scientific skills.

In short, our major problems remain unsolved, or, they are being solved in the wrong way—or are being pushed under the table. We do not lack in enthusiasm, but as Lichtenberg put it; "There are enthusiasts quite devoid of ability, and these are really dangerous people."

Our culture will progress when things are recognized for what they are; when rumor is not mistaken for truth; when myth is no longer synonymous with the idea; when the value of the academy is recognized and not suppressed; and when men of ability are entrusted with responsibility commensurate with their knowledge. There are no short cuts, no miracles, no hidden saviors somewhere who will appear at the crucial moment and, like a Messiah, deliver us. We will continue to suffer defeats until we realize that our real enemy is the state of dissolution, cynicism and ignorance that pervades our culture. Unless we score a victory here, and a decisive one, there is little hope to score other victories. If this is a harsh conclusion, so are the facts from which it is drawn.

The academy, therefore, is called upon to take the initiative and to lead our culture out of the labyrinth in which it is lost. In the face of crisis, academicians cannot stay aloof from the problems which surround their society. They must proceed with their ideas to the frontline.

A great revolutionary once wrote: "Academy was only our armory; society was the field of battle . . . We had no more thought of remaining there (in the academy), than a soldier remains in a training camp when there are fronts to be manned. And what was an intellectual, as we had been instructed by the poet, if not a soldier in the liberation of mankind."

Survey on Non-Graded Schools

by Mona Habib

Mrs. S. Sullivan an Alumnae of BCW wrote a paper on the development of the non-graded elementary school. The following brief introduction is based on her treatment of the subject. The article proceeds further to discuss the application of the non-graded system of education and its implication at International College, Meshref campus.

The non-graded system of education denies the limitations of grade structure and is organized so as to individualize instruction. This philosophy of education is based on the premise that each child should be given the opportunity to develop his talents to the fullest extent. Since children vary in achievement potential, development and interest, therefore educational prescription should be tailored to meet the individual child's needs.

Today the non-graded movement has invaded the educational scene from the nursery/primary school through the secondary schools. The non-graded philosophy of education seems to gain footing in most of the United States and Europe. However, its advent into the Middle East has been slow.

International College started a non-graded school on its campus in Meshref in 1971. This year another unit was added to the school. At present the first unit, better known as Villa I, schools children between the ages of 4-6 while the second unit, or Villa II, covers age level 7 through 9.

Children are grouped according to previous performance, abilities, development and needs in the different areas. Thus a child is free to move between different groups during his school day depending on his needs. This permits the child to work at his own level and pace.

Moreover, each child is given the opportunity to pursue his own interest drawing on multi-media materials that are available in his own environment and within easy reach.

In such a set up marks and grades are unnecessary. Strict discipline is not enforced. The child feels relaxed and free. He has the opportunity to interact with his fellow classmates and share actively in the process of learning.

The teacher acts as an observer and a counsellor diagnosing the child's needs and prescribing appropriate learning activities. Moreover, she acts as a guide and a provider of information and source materials.

The non-graded school movement in Lebanon faces a number of problems. Teachers and students are faced with the problem of dealing with changing roles in such a set up. Parents are faced with the problem of accepting the shift and change in emphasis in education. Educators are faced with the problem of producing, developing, and supplying varied educational materials of different levels and interests.

Alumnae Turns Artist

by Elsie Houry

For as long as I can remember, the desire to paint was in me. But it was not until last year, after a three month's course at Hamaoui's Art Center, that I had the determination to begin seriously.

Wanting to develop a personal element in my painting, I diverted from the Hamaoui style to have my own way.

I love to work with color that reflects happy moods. Life has many beautiful aspects to it, and to me personally, the mirror is my painting.

Having established a starting point at Hamaoui's school, I felt like practising what I learnt, and the majority of my

paintings were done this past summer in Zakinkos, a Greek island off the coast of Italy. I came back with full courage to exhibit for the first time.

As a debutante in this field, I felt that my four day's exhibition at the Vendôme Hotel early November, was quite encouraging. My next step is to study further in order to learn more about this extremely wide field, that of self expression.

My gratitude goes both to those who appreciated, and those who criticized, for both were a great help.

The path I have taken is a long one, and I am just at its commencing point.



Center: Elsie Houry at her exhibition.

WINTER 1973

Salwa Nassar Foundation Lectures

"The Role of Lebanon in the Arab World"

The Salwa Nassar Foundation for Lebanese Studies of the BCW presented in November of this year its third series of lectures on «The Cultural Resources of Lebanon.» The theme for this year was «The Role of Lebanon in the Arab World.» The various educational, social, economic and political aspects of this theme were dealt with by four lecturers.

In accordance with the will of the founder of this project, the late Dr. Salwa Nassar, ex-president of the BCW, the Foundation hopes to publish these lectures.

The lecture on the Educational Role of Lebanon was delivered by Dr. Wadi' Haddad who is at present Director of the Center of Educational Research at the Lebanese Ministry of Education.

Dr. Haddad emphasized Lebanon's role as a possible source for the development of educational technology and as a future exporter of educational material and expertise. He also stressed the importance of Lebanon's unique condition and cultural streams. Finally, Dr. Haddad pointed out that in order for Lebanon to be able to benefit the Arab World educationally, it must share in the Arab World's educational and cultural experience.



Dr. Wadi' Haddad.



Dr. Marwan Iskandar.

The lecture on the Economic Role of Lebanon was delivered by Dr. Marwan Iskandar who is at present the General Manager of the Middle East Economics Consultants.

Dr. Iskandar started the lecture by pointing out the accomplishments of Lebanese economy that helped Lebanon regain its economic standing during the past two years.

The lecturer then asserted the importance of Lebanon's economic interaction with the Arab World in order to further its economic development.

Next, the number of Lebanese working in oil industry in the Arab World was discussed. They number over 120 thousand, or what amounts to 22% of the total number of employees in Lebanon. These cash salaries which allow them to bring into Lebanon over LL.500,000,00 per year.

Lebanon exports of agricultural and industrial products to the Arab World were estimated, for 1971, at over LL.600,000,00. The importance of Lebanon as a banking center and its effect on Lebanese economy was also dealt with.

Dr. Iskandar concluded the lecture by indicating that the elements that are available in Lebanon, in its surroundings, and in way of the human element, makes of it the natural center for the interaction and development of Arab economy and expertise.



Dr. Mounir Khoury.

The lecture on the Social Role of Lebanon was delivered by Dr. Mounir Khoury, Chairman of the Social Science Division in the College.

Dr. Khoury dealt mainly with the Social revolution in the Arab World. He discussed three major topics and attempted to analyse Lebanon's role according to these. The topics were: What is a revolution and what are its elements? Is there a real social revolution in the Arab World? If there is one, what is Lebanon's role in it?

After reviewing the elements of any revolution and the various revolutions in history, Dr. Khoury concluded that if a revolution is to be successful it must strike a balance between its intrinsic and manifested values.

After discussing the theory of revolution, Dr. Khoury reviewed revolution in the Arab World and came to the conclusion that no revolution, in the real sense, has taken place in this part of the world. But he asserted that a revolution in the Arab World is forthcoming. Indications of this are the various woman's liberation, youth, ideological, and political

movements that are taking place at present.

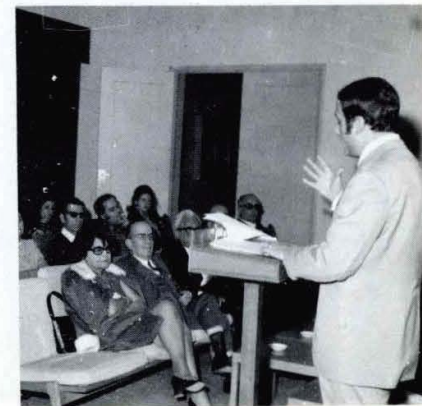
The lecturer then dealt with Lebanon's role in revolutionizing the Arab World. According to him, Lebanon is responsible for most of the movements that are apt to lead to a revolution. As such, Lebanon, because of the vast range of liberties it allows, carries the responsibility of realizing a social revolution. Herein lies the necessity of transferring the efforts of individual freedom from personal to national interest. Likewise, there arises the need to make use of the multi-cultural nature of Lebanon in view of strengthening the national culture.

The lecture on the Political Role of Lebanon in the Arab World was delivered by Dr. Adnan Fawaz, Professor of Political Science at the College.

After reviewing the prime movers of Lebanon's foreign policy, Dr. Fawaz dealt with Lebanon's national interests in national and international relations.

As for Lebanon's political role in the Arab World, Dr. Fawaz stated that it is to be determined by a variety of factors such as a united Arab policy, or fragmented Arab front but with distinct inclinations that Lebanon can't ignore.

Dr. Fawaz ended the lecture by expressing the opinion that Lebanon is to be viewed primarily as a mediator between Arab countries and between the Arab and the Western World.



Dr. Adnan Fawaz.

Meet the Artists

"Georgette Gebara"

The cultural committee of the Alumnae Association of BCW started its series of lectures "Meet the Artist" on Friday, Nov. 14th at 7 p.m. at Gulbenkian Theater. Our first artist was Miss Georgette Gebara who is an Alumnae of the College, and the founder of the Lebanese school of Ballet (dance).

Miss Gebara gave us a very interesting and enriching lecture about Ballet.

Dance is a universal language in all its forms, classical and modern, the difference is in the technique. Dance is a complete form of art and has many faces. Its instrument is the human body.

The word "Ballet" comes from the Italian "Belleri" meaning "to dance", and the Italians transformed dance into an important form of court entertainment in the second half of the XVI century. Louis XIV of France founded the first academy of dance, thus making this art a serious professional occupation.

The first choreographer of the Academy was Charles de Beauchamps, to him are attributed the fine positions of the feet and the carriage of the arms. Technical evolution was a slow but tireless process subject to social and moral

changes.

Dancing on toe as we see it today came into practice only at the beginning of this century.

Being a dancer needs good techniques regularly in training, perseverance and a well shaped figure. The dancers have to learn to stand correctly, the whole body is involved in the process of standing.

The lecture was beautifully illustrated. The team who demonstrated the different positions were, Josiane Malak, Michele Arab, Josiane Habet, Mary Chelhat and Olga Haran.

In contrast to the demonstration of classical ballet comes the modern technique class that begins on the floor (Dancers are barefooted). The modern technique of Martha Graham school is concerned with the pelvic region and the spine.

In the classic technique, movements are linear, the head and the arms are being used in aesthetic complements to the line of the body. In the Graham technique, movement is motivated from within the body.

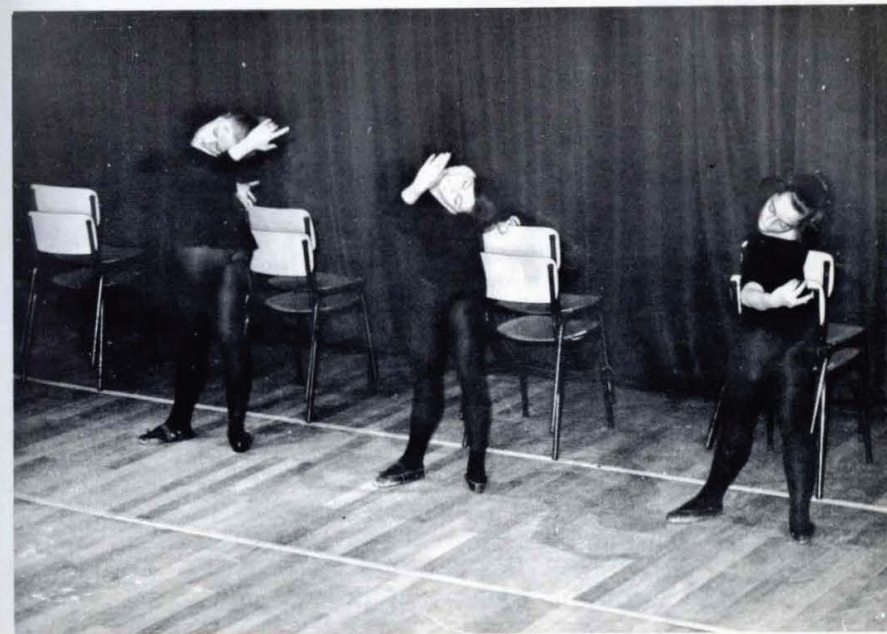
Miss Gebara's evening was a successful and beneficial one.



Left to right: Miss Georgette Gebara, Mrs. Juliette Arab, Mrs. Afaf A. Hatoum.



Students of Miss Gebara demonstrate dance steps.



Ceramics at BCW

by Dorothy Salhab Kazemi

Passing by the front basement of Nicol Hall one hears the sound of activity in what is now the new ceramic studio. We call it "the pottery"—a busy place where people are engaged in a creative and productive enjoyment of clay forms. Those who visited the Fine Arts Week of last year saw some of the finished work of both beginners and advanced students.

Ceramics taught by D.S. Kazemi, a BCW alumni, has been offered at the college every semester for the past two years. Fortunately, it was never limited to regular students. Housewives take it as a hobby. Girls with a full day at the office find it relaxing and a 'change'. Most of them take the evening classes. Teachers find it inspiring. People who have worked with another medium in the arts find it challenging. The ten to fifteen students who normally make up the class are a very varied group indeed.

A new children's course was started this semester, on Saturday mornings. The age range is from 9-15. It is hoped that this will provide a chance for children to learn and be creative in a medium that has not been easily accessible so far.

The facilities available, studio space, kilns, wheels and chemicals, provide for the most comprehensive teaching in this field. Work produced by the advanced students has been remarkable. It is our aim to go beyond that—to be able to offer this new field (and yet very old!) as a professional craft.



Student at the wheel.



Children at work.

CERAMICS

Courses for Children & Adults

STARTING FEBRUARY 12

REGISTRATION BEFORE FEBRUARY 12, 1973

Temper Tantrums

by Wafa Sartan Khallouf

Most mothers of young children have had to face the problem of dealing with temper tantrums, occurring most frequently in the 1-3 year age bracket. It is during this age that a child gets a sense of what he wants or does not want to do. He might find that he needs to continue playing just when his meal is ready, or that he is getting too pushed around with orders from parents and older siblings, or that his desire for something (a toy, candy or a drive) should be immediately fulfilled. Such a young child is neither articulate enough for verbal argument nor able to contain and discipline his emotion. His anger is therefore expressed in screaming, throwing himself on the floor and pounding it with hands and feet.

An occasional tantrum is not of great importance, for a growing child is starting to face some of life's frustrations. Frequent tantrums, on the other hand, should concern the parents who must look for some indication of the causes. A child could be overtired and may need more time for rest, quiet play, or two naps instead of one. Another cause could be not having enough free outdoor play, instead playing in an apartment where there are too many restrictions as to where he may or may not play and what he may or may not touch, besides being deprived of fresh air, sunshine and a sense of freedom. Another cause a busy mother might overlook and do mechanically is always ordering or telling the child what he should do instead of gently leading him to what should be done, or distracting him with something pleasant while leading him from his play to a meal.

There are two ways a mother can handle a tantrum. 1) Meeting a child with resistance and insisting on having her way, which of course gets her into a very unpleasant situation with overworked emotions all round, for his present con-

ditions a child cannot be reasoned or argued with or 2) Getting out of the child's way and letting him cool off while not giving in to his demands (for then he will take her giving in as a weakness on the mother's part and will be throwing temper tantrums all the time on purpose), or alternatively, if a child is a determined and proud one, the mother can come to the child, after he has subsided a little, with a suggestion of something pleasant to do.

There are so many demands on a young mother's time, patience and tact, that makes coping with the requirements of caring for the family almost impossible. But managing a tantrum sensibly will help keep a child from deliberately using them more frequently.

By RONALD RUSSELL

LESSONS FROM LIFE

- A CHILD that lives with ridicule learns to be timid.
- A CHILD that lives with criticism learns to condemn.
- A CHILD that lives with distrust learns to be deceitful.
- A CHILD that lives with antagonism learns to be hostile.
- A CHILD that lives with affection learns to love.
- A CHILD that lives with encouragement learns confidence.
- A CHILD that lives with truth learns justice.
- A CHILD that lives with praise learns to appreciate.
- A CHILD that lives with sharing learns to be considerate.
- A CHILD that lives with knowledge learns wisdom.
- A CHILD that lives with patience learns to be tolerant.
- A CHILD that lives with happiness will find love and beauty.

Alumnae News

Sonad Dakhil, A.A. B.C.W., B.A. A.U.B. in Political Science. Lives in Libya. Jalal Bayar 12 Tripoli — Libya. She is in the Ministry of Foreign Affairs Attaché. She was member of the Delegation of Libya to the United Nations, she was there till December 19.

Fatimeh Saadi Dandashi A.A. '52 B.A. A.U.B. '53. Got her M.D. at the University of Montpellier 1963. Doct. Med. specialist in endocrinology isotopes Radio actifs in 1965. Address is: Barbir Medical Center, Horsh, Beirut. Married in 1969. Her husband Mr. Yaser a lawyer, working at the Arab Bank, Tripoli.

Bahia Ghosn, Dr. Class '33. Has two clinics, one in Aley and one in Beirut. Address: Imm. Anis and Jamil al Nisc, Sakiet-Al-Janzeer.

Grace Saaty Khoury, A.A. '51. Married to Moris Khoury, Management Consulting Computer Center. Have two daughters, Rania 14 and half, Leila 13 and half. Lives at Graham Station, Ashou Bldg., Pink Bldg.

Violette Sarsam Khayatt, A.A. '47. Taught two years in Irak, Kirkuk. Married 1954. Husband Mr. Mansour Khayatt. Business Man. Have two daughters. Bar 17 who is a sophomore at AUB, Mary 14 studies at LESG. Address: Rayyes Bldg., Verdun St.

Shake Ketefian A.A. 1959, has been awarded the Doctorate of Education from Teachers College, Columbia. The title of her dissertation is "Knowledge Utilization in the Process of Accepting Selected Innovations in Baccalaureate Education in Nursing." Dr. Ketefian, whose special field of study is Nursing Education, took her undergraduate degree from the American University of Beirut. She is at present assistant professor with the New York University.

Layla Muhyed-Din Hamadeh A.A.S. Her home address is Amir Omar St., Sfeir Bldg., Beirut. She is working as an Exec-



Miss Shake Ketefian.

utive Secretary for Head of Engineering and Contracting of Kettani-Désirée, and also correspondance secretary for Mrs. Désirée Kettani, which is a Big Business Firm.

Blanche Philip Fawar A.A.S. '65 lives in Ashrafieh, Fawar Bldg., Beirut. She is Manager of the Japanese Store, owned by her brother and herself. It is a gift shop, also childrens wear. Situated in Rue Clemeceau, Moukarzel Bldg.

Mary Anwar Kindarji, A.A.S. '65, from Kuwait, and now living in Beirut, is Executive Secretary to the Regional Directorate of the Sheraton Management Corporation. Gefinor Center, room 403.

Dilys Pierre Alfa, A.A.S. '65, works with the United Nations. U.N.D.P. as Secretary situated in Bir Hassan, Beirut. Dilys lives in rue Makdisi St., on top of La Brioche.

Sabah Zantout Abu Zahr, A.A. '68, Her address is Captain Samir Abu Zahr Ghaly's Bldg, Sakiat El-Janzeer, Beirut. She is a housewife, has a daughter Maya, one year old. She has returned to BCW to continue her studies. Her husband is Captain of transportation in the Lebanese army.

Hafaf Sinno, B.A. '58. Home Economics. Her husband Mr. Izzat Sinno is a merchant. They have 3 children, a boy Ahmad 12 years old, Samar 9 and Noura 2 and half. Hafaf taught ten years at Beit-El-Atfal, now librarian at Beit-El-Atfal. She lives in Horsh-Ain-Al-Baida. Katirji Bldg., Beirut.

Janan Mitri Malek, A.A.S. '71. Her husband Roger Malek an engineer. Lives in Colombian St.

Milestones

BORN TO :

Sana Shayboub, a baby girl, named Samar on Aug. 22, 1972.

Effat Kanaan Abu Asly B.A. '70, and **Mr. Samir Abu Asly,** a baby boy Nov. 15, 1972.



Mr. and Mrs. Amin Maasry.

MARRIAGES :

Lina Adib Younes (graduate 1972), daughter of Aida Hamadeh Younes 1949. was married to Samih Toufic Talee on Saturday, Nov. 18th, 1972.

Mona Najjar, B.A. '68, was married to Adnan Salim Halaby 18th of August 1972.

Camilia Kamal Basharat was married to Mousallam Abdullah al Aed on Sept. 1st, 1972.

Leila Salman, B.A. '70, was married to Mr. Issam Yunis on Oct. 1972.

Huda Shurbaji, B.A. 1970, was married on Sept. 7, 1972, to Dr. Nabil H. Dajani, Assistant Professor of Mass Communications at AUB. The new bride is presently doing graduate work in political studies at AUB.

Samira Haddad and **Amin Maasry** were married on Sept. 16, 1972 in Aley.

Rima Barghash, A.A.S. '69, was married to Ramiz Hajj on Oct. 7, 1972.

Lina Mashalany and Sarmad Shayboub were married on December 23, 1972. Lina is an English Major in her senior year at BCW. She has played an active role as academic representative in the Student Government. Her husband, who is an architect, has his private architectural office and is also continuing his Masters in Urban Planning at AUB.

Alumnae News (cont'd.)

Lilly Tannous, A.A. '40. A merchant collector of any rare antiques, helps families in need to sell their furniture and travels all around to collect rare furniture and paintings. Her sister Mrs. Wadad Tannous is a graduate of Class '41 A.A. Her son George Tannous is a member of BCW Board of Overseas.

CONDOLENCES :

Suleiman Tannous, father of Lily, Wadad, and Georges Tannous, member of the Board of Overseas.

George Jad Kanazih, husband of Mrs. Najla Kawar Kanazih '43 former Alumnae Board member.



Mr. and Mrs. Sarmand Shayboub.

Letters to the Editor

Dear Editor,

I am the undersigned Nawal Mikdash, a graduate of Beirut College for Women in June 1965 with a B.A. degree. From Nov. 1965 till Sept. 1969 I worked at the American University of Beirut—Jafet Library—Serials Department. After that I was sent by the British Council on a scholarship basis to London University where I studied for my M.S. in Library Science and returned back in June 1970 to Jafet Library where I was appointed as reference Librarian.

On July 1971 I got married to Mr. Nabil Naamani, and on August 26th 1972 I got a baby girl called Nada. Since a long time ago I wanted to write to you and thank you for being so kind in sending me regularly the Alumnae Bulletin and all the other letters which I enjoy reading.

Can I ask you please to be kind enough and change my mailing address from:

Miss Nawal Abdel-Ghani

Mikdashi

P. O. Box 196

Beirut — Lebanon

to Mrs. Nabil Naamani

Itani Building

Sidani Street

Ras-Beirut

or Mrs. Nawal Naamani

American University of Beirut

Jafet Library — Reference Dept.

Beirut

Thank you very much for your kind cooperation, I remain,

Yours sincerely
Nawal Naamani

My dear Mrs. Rafidi

We have just received your September issue addressed to:

Miss Hada Najib Dumit

Hada completed her requirements for MS in Food Technology and nutrition at the AUB School of Agriculture on August 29th. She was married to Dr. George Sh. Zaidan, of the World Bank for Development, on September 2nd and left to the

U.S. on September 21.

Her new address is:

4301 Columbia Pike

Arlington, Va., 22204

I am sure she will appreciate receiving the Bulletin at her new address.

With best wishes.

Najib J. Dumit

Dear Alumnae,

I thank you very much indeed for your continued good connection in sending me regularly, the circular letters regarding all news about our respective Alumnae Association.

In this instance, I would like to inform you that, on September 6, 1969, I got married to Shafik Atallah and on May 3, 1972, our first baby boy was born. We called him Nadim.

Sorry not having informed you before, however, I request you to kindly note that my new address is:

Mona Abu Rahmeh Atallah

c/o Arabia Insurance Co. Ltd.

P. O. Box 2172

Beirut

With my best regards,

Sincerely yours

Mona Abu Rahmeh Atallah

Dear Mrs. Rafidi,

Greetings to you from Hala Hammad Samadi, a former BCW graduate, 1965. If you remember, we met in 1960 when I came from Saudi Arabia on a short trip. I'm now in the U.S. with my husband who is starting on his graduate work leading to the Masters degree in Hydraulics. We are planning to remain at Utah State University for our Ph.D. degree also.

Being far away makes me homesick for all news from the Middle East—BCW news are part of them.

Hala Hammad Samadi B.A. '65

Dear Editor,

You have been very kind in sending me regularly the Alumnae Bulletins which I enjoy reading. Through it I hear about BCW and about the news of many of my friends and classmates. I felt deeply sorry for hearing about the sudden death of Dr. Wosgien. He taught me several history courses. To me he will always remain the

most unforgettable character.

BCW is always in my thoughts, but I don't seem to find time to write to you, due to the pressure of work. I am a 1970 graduate of BCW. Having returned to Baghdad I started working, in 1971, as a translator at the Ministry of Northern Affairs/Directorate General of Northern Development. Then the Ministry nominated me to study Library Science and Documentation at the Central Library of Baghdad University, which is the largest library in Iraq. I have just finished this ten month course with a high average, and I am back now at the Directorate where I am in charge of the library which needs a great deal of organization; I do hope to have the library expanded in the future. In the summer of 1973, I will be leaving for the USA to study Library Science, and receive the M.A. in this field which is very much needed in this part of the world.

BCW news are always welcomed. Do let me hear from you regularly.

By for now,

Dihber Armaghani

Dear Mrs. Rafidi,

This summer has turned out to be, as far as I am concerned, an active and interesting one. Besides taking the tour to Russia with the Alumnae group, which you joined, I have had a visitor for a short time, Mona Michael Duwanneh—A.A. 195—an Alumni of the College who is at present living with her son and daughter in Washington; she is working for the Kuwait Embassy. She first went to the States as a member of the group delegated by the Jordanian Government to the World Fair at New York in 1964.

I myself have just come back from the Jordanian West Bank where I stayed a month visiting my sister and brother with their families. The unpleasant Allenby Bridge crossing is a nightmare, which I try to forget and feel sorry for those who have to do it often. However, I have had a pleasant time seeing few friends among whom are your brother and his wife. I have had the chance to visit Bethlehem, pray with some pious tourists in the Nativity Church, visit Jerusalem,

Nablus, Tiberias, Gaza, etc., visiting the historical places, shrines, some monasteries, recreation centres, museums, and schools.

I stayed at Ramallah, with my sister whose daughter is also Nadia Michael. She had her B.A. with distinction from the BCW in . . . majoring in Education and Music, two years later her M.A. in Music at State University College, Potsdam, New York. She is at present teaching music appreciation, its history, dramatics, leading choirs, etc., at Beir Zeit College. In Ramallah proper, she is an active member of the Presbyterian Church, leads its choir, helps the pastor in youth groups social activities, etc.

Hoping this bit of information would be of use for your coming Alumnae News Bulletin.

Yours sincerely,
Alice As'ad Damiani

TRAVEL NOTES

Dr. Orme lives in New York City at 445 Riverside Drive. She is actively involved in community work. She welcomes Alumnae that visit "Lebanese Style."

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Vergine Barsoumian goes to Columbia University in New York City. She lives at the International House.

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Amal Ghorayeb Hashimi lost her husband through an unfortunate accident. Amal goes to school at Auburn University in Alabama. Her address is:

36 Old Mill Road
Auburn Ala.

...

Miss Irene Teagarden lives in Santa Fe, New Mexico. Her friends told us that they've already met a Lebanese in Miss Teagarden.

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Mrs. Suad Wakim Kessler has a girl Susan. The Kesslers live in Fountain Valley near Los Angeles in California.

BEIRUT COLLEGE FOR WOMEN
ALUMNAE ASSOCIATION
Calendar 1972 - 1973

1972

October	11	Wednesday	10 a.m.	Board Meeting
November	1	Wednesday	10 a.m.	Board Meeting
	15	Wednesday	10 a.m.	Founders' Day
	17	Friday	7 p.m.	Cultural Program "Ballet"
December	13	Wednesday	10 a.m.	Board Meeting
	13	Wednesday	5 p.m.	Christmas Program

1973

January	10	Wednesday	10 a.m.	Board Meeting	
	10	Wednesday	7 p.m.	Cultural Program "Poetry"	
	19	Friday	12:30 p.m.	Class Luncheon 1926-1955	
February	14	Wednesday	10 a.m.	Board Meeting	
	14	Wednesday	7 p.m.	Cultural Program "Painting & Sculpture"	
March	16	Friday	12:30 p.m.	Class Luncheon 1956-1972	
	1	Thursday	6 p.m.	Theatrical Program	
	2	Friday	9 p.m.	» »	
	3	Saturday	9 p.m.	» »	
	4	Sunday	9 p.m.	» »	
				(Proceeds for Student Financial Aid)	
		14	Wednesday	10 a.m.	Board Meeting
		14	Wednesday	7 p.m.	Cultural Program "Music"
	27	Tuesday	4:30 p.m.	Reception for Alumnae Mothers & Alumnae Daughters	
April	11	Wednesday	10 a.m.	Board Meeting	
	23-29			Trip to Iran*	
May	5-7			Trip to 'Aqaba, Jordan*	
	9	Wednesday	10 a.m.	Board Meeting	
June	13	Wednesday	10 a.m.	Board Meeting	
				Home Coming Program	
	22	Friday	4:30 p.m.	General Meeting & Elections	
	23	Saturday	9 a.m.	Chapter Chairmen Meeting	
	24	Sunday	5:30 p.m.	Baccalaureate Service & Reception	
	25	Monday	8 p.m.	Alumnae Banquet	
	26	Tuesday	5:30 p.m.	Forty-Eighth Commencement	

* For further details contact the Alumnae Office, Tel. 252590 Ext. 29.