



IC Newsletter Spring 2012



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Note from the Editor

We did it. We are almost there. Our new state-of-the-art elementary school will be completed in October 2012. Our children will move into it during their Christmas break.

From my office, I watched the excavations, I watched the laying of the foundation, and now I am watching the last few floors being constructed. I cannot wait to watch our children walking into the elementary school buildings in a few months!

The year 2013 will mark a new era for us. As our young ones move into their new domain, construction for a new middle school building will begin. It's another exciting project for IC.

Thank you all for your support and your contributions. We are doing all this together.

As always, we try to bring you a taste of IC in our newsletter. In this issue, we trace the first part of IC founder, Alexander MacLachlan's, journey from the US to Smyrna.

We also highlight some of IC's unknown soldiers and boast about our secondary students' 24-hour marathon run for charity.

Also included are the achievements of our young alumni, like Dima Boulad '03, who has taken it upon herself to 'green the grey' of Beirut. And of course, we cherish the visits of our older alumni, like Issam Jabara, who remind us of IC's bygone days.

As you all remember, we lost one of our precious students, Talal Kassem, last year in a car accident. Talal was crossing the road to come to school. IC has taken every precaution possible to make sure our students are provided with a safe pedestrian passage. Still, some parents want more and administrators are listening.

But IC doesn't just boast about its students, alumni, and program. We boast about our entire IC community like IC mom, Rula Khalil, who is Lebanon's one and only female pilot.

I hope you enjoy our spring issue.

Thanks again for all your support.

Best regards,

Moufid Beydoun '64

Vice President,
Alumni & Development



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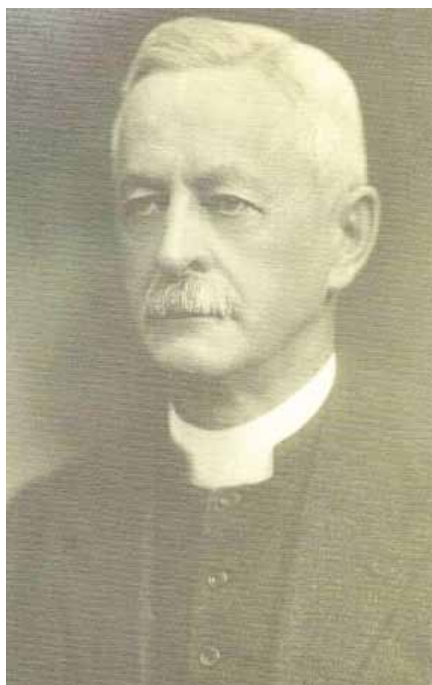


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For comments or
suggestions, email
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The Adventures of Alexander MacLachlan:



Rev. Alexander MacLachlan

Below: The Smyrna harbor
in the 1800s
Below right: The American Tarsus
College today - founded
by MacLachlan and Jenanyan

On a cold wintery day in 1820, two 27-year-old men caught their first glimpse of the coastal Turkish town of Smyrna. Church bells were ringing in town, almost drowning the yells of multilingual shouts of passerbys on the streets below. More than a hundred vessels were harbored nearby getting ready for the day's trade. Long camel caravans, mostly laden with figs, licorice root, raisins, wood, tobacco, and rugs attached with ropes and led by drivers, dominated the narrow streets.

For Reverends Pliny Fisk and Levi Parsons, the scenes were a welcome respite from the tossing and turning of their ship. Two months earlier, they had embarked on their mission to Palestine from Boston, where the American Board of Commissioners for Foreign Missions had appointed them to investigate opportunities for religious and social work in Jerusalem.

Their stop in Smyrna was supposed to be a temporary one. But the two men found themselves captivated with the area and decided that Smyrna was an ideal location for a Protestant mission base.

Neither Parsons nor Fisk lived to see the mission base. Both men succumbed to

fevers less than six years later. But their missionary work in the region had been extensive (Fisk was the pioneer missionary in Beirut) and Smyrna was now firmly established as a staunch missionary post. Forty years later, a small Canadian boy was stuffing tree leaves in his pants as he walked the 22km through the forest to reach the area's only school. He had gotten into another fight and the schoolmaster was sure to take the rod to his backside again. The leaves, he thought, would lessen the effects of the blows which were sure to come. He would later have to trudge back home carrying not only his school supplies but the needed family provisions from the general store. But young Alexander MacLachlan took it all in his stride. His hard working but penniless family had emigrated from Scotland a few years back and claimed a 20-acre forested homestead in the unruly area of Muddy York (later to become Toronto). They singlehandedly cleared the trees, built a log cabin and farm. Joined by other homesteaders, the MacLachlan family donated some of their land and built a church and cemetery (where Alexander MacLachlan is now buried). While Alexander loved farm work, he felt a higher calling and ultimately received a university scholarship to Queens University in Ontario. He continued his studies at Union Seminary in New York and was very active in the bible study group. It was in this group that MacLachlan met



From Boston to Smyrna

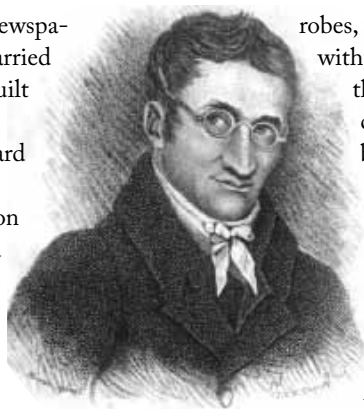
(Part I)

Elliot Shepard, a young newspaper publisher who had married into the wealthy Vanderbuilt family. As the aristocratic class did back then, Shepard took a ship tour of the Middle East in 1885. Upon his return, he mesmerized his friends with tales from the east. Most of all, he seemed open to the idea of financing a school in Tarsus.

An Armenian student at the Seminary, Hartune Jenanyan, solicited from him the needed funds – and along with MacLachlan and the approval of the American Board of Commissioners – began preparing for a new life in Turkey. (Shepard also financed the purchase of some of the Protestant missionary land in Beirut).

The event was deemed important enough to be cited in the New York Evening Post that year. “Fifty one students were graduated from the Union Theological Seminary last evening,” stated the Post on Wednesday May 11, 1887. “Hartune Jenanyan and Alexander MacLachlan were ordained, as they are soon to go to Tarsus to found an orphanage and school. The Rev W.D. Buchanan, moderator of the Presbytery, presided at the ordination...”

And so, on January 27 1888, MacLachlan and his new bride, Lizzie Stephens, boarded the *Servia* alongside Jenanyan and his wife and set sail to Turkey. Upon their arrival, hundreds came to welcome them, “among the number,” writes Jenanyan in his 1898 memoirs, *Lights and Shadow in the Orient*, “curious Turks with high Turban and long flowing



Rev. Levi Parsons

robes, the mothers of Tarsus with their tiny babes swaddled, the leading people of the church, Armenians in their beautiful embroidered garments, Greeks gaily dressed, peasant women from the mountains with their little ones strapped across their backs.”

MacLachlan and Jenanyan set to work. On November 22 1888,

St. Paul’s Institute opened with seventeen students.

The school grew quickly and before long was offering collegiate classes. (Today it is known as “The American Tarsus College”, and credits both MacLachlan and Jenanyan as its founders).

Tragedy struck, however, shortly after the

school’s opening. MacLachlan’s wife, Lizzie, developed cholera and died. MacLachlan was devastated. Compounding this loss, the two men were not getting along well. Disagreements about fund allocation and the school mission were taking their toll on

MacLachlan. The Armenian minister wanted a stricter religious syllabus while

MacLachlan wanted a more liberal approach. During an 1888 trip from Beirut to Tarsus, Henry Jessup, one of the Syrian Protestant College (AUB) founders, was quick to pick up on the differences.

“There were indications of an incompatibility which almost invariably develops itself where any institution in the East is placed under the dual control of an Oriental and an Occidental,” he writes in his book, *Fifty Three years in Syria* (1910). “I then wrote a long document to the New York Board of Trustees, which I read to Mr. Jenanyan, and which he approved, advising that hereafter St. Paul’s Institute be made either wholly Armenian with

Mr. Jenanyan at its head, or wholly American with an American at its head.”

Two years after their arrival to Tarsus, MacLachlan resigned his post. His grandson, Dr.

Howard Reed, who currently lives in the US, remembers his grandfather telling him the story. “He was tired of this mess and wanted to go back to America,” he said. “But a friend told him to take a vacation in Smyrna and visit the mission base there.”

The missionaries had opened up a girls’ school in Smyrna (American Collegiate Institute) but there was still a strong need for a boys’ school. Would MacLachlan go and take a look at the city?

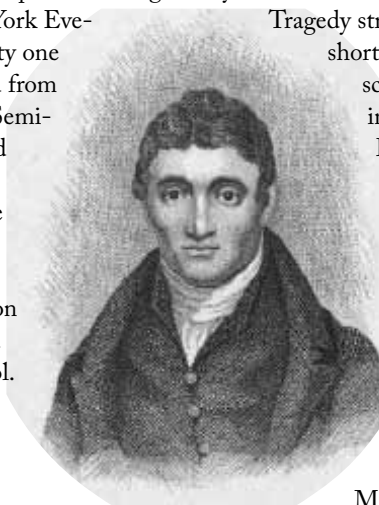
To be continued....

The adventures of Alexander MacLachlan: (part II) in the Summer Newsletter.

Historical information largely based on: an interview with Dr. Howard Reed (summer 2011); Memoir of the Rev. Pliny Fisk, A.M.: late missionary to Palestine (1828); Memoires, Lights and Shadow in the Orient (1898) by Hartune Jenanyan; Fifty Three years in Syria (1910) by Henry Jessup; The Mail and Empire, Toronto, Saturday December 17, 1898; The Evening Post, New York, Wednesday May 11, 1887.



Rev. Elliot Shepard



Rev. Pliny Fisk



Rev. Hartune Jenanyan



We're not that different

The 4th fourth graders had many questions to the supervisor of the Lebanese School for the Blind and Deaf School (LSBD) in Baabda as they gathered in the main hall of the school.

"Do they have recess?" asked one boy.

"Do they play football?" said the other.

"Were they born this way?" wondered another girl.

"Can't they see anything?" asked a boy. "Do their families love them?" asked one student.

Marie Rose Gemayal answered each and every question. Yes, they do have recess, just like IC kids do. They love to play football, except that the ball makes sounds and they play with their hands. Unfortunately, most of her charges were born blind but some can decipher some light. And yes, their families love them very much and see them every weekend. The Q & A session over, Gemayal led the fourth graders – all laden with snacks

from home as gifts to the children of the LSBD – on a tour of the school.

As part of their PYP (Primary Years Programme) theme, "How we organize ourselves", the fourth graders were on a field trip to see for themselves the role that NGOs play in society.

The first meeting was rather awkward for both the sighted and non-sighted children as fourth graders walked into the classroom. Here non-sighted children were learning to type on the keyboard by following the sounds of letters. Adults did their best to cajole both parties into talking to each other, but it was only after the adults left, that children began interacting.

In another class, children were learning the Braille and eagerly typed out the names of IC students on pieces of paper. "You see," said Gemayal. "They are learning the same lessons that you are. They have tests like you do. In fact, at the Brevet level they attend normal school and only come to sleep here."

The main difference, she added, is music. Music plays a huge role in the school. As she spoke, the sound of a choir filled the room. "Music," she explained, "is important for blind people."



Indeed, the choir later gave a beautiful performance for their young guests. The deaf children were waiting in the playground. Again, some initial awkwardness. Suddenly, a ball was found and before long, boys from both groups were playing football earnestly. Somehow the girls stumbled upon the international sign language of beauty as they admired each other's hair. They also ended up running around the playground playing tag. Looking on, CM1 teacher Zeinab Zahr looked pleased. "I'm so glad they're playing together," she said. "That's the idea." As part of the PYP theme over the last few weeks, the fourth graders have been inquiring into the roles of NGOs, the ser-

vices they offer, and their own responsibilities towards people in need. Students have been researching, interviewing, and reading about NGOs.

It was time to see an NGO at work for themselves and meet its benefactors.

"They are seeing that everyone can overcome their differences," said Zahr. "We don't want them to think that people in need are helpless and can't do anything in their lives."

Back at IC, the fourth graders have already started preparing for their next project: putting on a play to raise money for the LSBD.

Rehearsals are well underway. Tickets will be duly sold to parents.

"They are seeing that everyone can overcome their differences," said Zahr. "We don't want them to think that people in need are helpless and can't do anything in their lives."



IC's unknown soldiers

Welcome to the Educational Resources Center – more lovingly known as the ERC – nestled on the first floor of Thomson Hall. Welcome to the world of Lina, Zeina, Connie, Joelle, Nayla, and Hussein – the unknown soldiers behind IC's intricate educational maze.

From the outside, all looks serene. Lina Mouchantaf, the director of the ERC, calmly checks her hundreds of emails in her brick red colored room while Connie Hadba mutters quietly in the blue room next door as she stares at the curriculum guides posted on the walls. Nearby, Zeina Dayya, Joelle Abdel Ahad, and Nayla Hamadeh are working demurely at their computers while Hussein Farhat quietly prepares dozens of workshop booklets. But beneath the serenity, the vibration is

unmistakable. Many web strings feed into the main maze and they seem to be fixed in some kind of continuously moving state. "Everything is so alive," says Mouchantaf. "We are very demanding of ourselves. We always want better and more."

One of the "web strings" is an ongoing revision and, in certain cases, rewriting of the school's curriculum – last updated six years ago. With many programs and projects running through the school's veins (SPEC, reflection, assessment tasks, Primary Years Programme (PYP), Diploma Programme, IT integration, performance-based learning and student-centered classrooms, etc.), this huge but imperative project is not only needed to bind programs together and put forward one vision for the curriculum, but to

reflect on and identify the best practices in the classrooms.

IC is not like other schools. It is effectively a leader in the educational field. This reputation was earned through an educational system that doesn't just limit itself to the narrow world of textbooks and exams, but dares to challenge students' thinking by creating inquisitive critical thinkers.

To an outsider, this may appear to be the initiatives of a few caring teachers, but it's not so. Behind the façade is a convolutedly planned design where all teachers go through a series of workshops, conferences, and exchange programs. Units – across the schools – are continuously being devised. This isn't as easy as it sounds. Following the internationally acclaimed "understanding by design" educational system, educators first identify the desired understanding, knowledge, skills, and behavioral outcomes of students, and work backwards from there to plan instructional activities.

"We're a team. We work great together. Everyone does everything. Yes, we are the unknown soldiers. But we're happy. And it's rewarding work."



Connie Hadba studying the curriculum guides.

This is where the curriculum guide comes in. "If you want students to apply learning outside the classroom, then you have to think differently about what you do inside the classroom," explained Mouchantaf. "And if you think differently about what you do, you need to review your planning, therefore revise the curriculum on a regular basis."

Meanwhile, the ERC team is industriously overseeing and conducting the PYP (of which Mouchantaf is the coordinator); the professional development program (this alone sprouts many branches includ-

ing committee meetings, workshops, in service, outreach, teacher exchange, etc.); and ERC's newest addition: IB/IC in cooperation workshops. IC is now proudly one of the organizers and hosts of workshops for international educators. There's more. Mouchantaf also holds continuous meetings with teachers and directors. She also sits in classes and 'observes' teachers.

At the end of the day, the ERC's job is to make sure there is consistency across the school in both campuses and that they all share the same vision.

All education decisions are ultimately overseen and decided by Senior Vice President, Mishka Mourani.

But all is not without fun at the ERC office. A privileged few have witnessed a sudden euphoric dabké dance, a quick race to the lunchroom, and a few giggles wafting through the offices.

"Why not?" said Zeina Dayya, the assistant to the ERC's director, smiling.

"We're a team. We work great together. Everyone does everything. Yes, we are the unknown soldiers. But we're happy. And it's rewarding work."



Lina Mouchantaf mentoring grade 5 students - as part of PYP exhibition - in her office.



IC students run the coast of Lebanon

Fifty-four IC students finished a 24-hour relay run along Lebanon's coast in October – exhausted but proud. As part of their CAS program, the students (IB II and 7th CPP programs) had joined renowned Lebanese and International desert runner Ali Wehbi in an effort to raise awareness for the Brave Heart Fund – an NGO dedicated to treating babies born with Congenital Heart Disease. Runners could easily be spotted the next day limping around the school. "It was such a beautiful experience for them," said Riad Chirazi, Head of Activities, Community Service and Drama. "They will never get such a chance like this again."

The 240km run, dubbed "Run Ali Run", started in the northern coastal town of Tripoli and ended in the southern city of Tyre (Wehbi began his run from the northern tip of Lebanon, in Al Arida, but because of regional safety issues, IC students joined him in Tripoli).

The recipient of the 2007 "Lebanese Order of Merit" medal from the Lebanese President, Wehbi is the only Arab to have completed the grueling "Four Deserts Challenge".

Wehbi and IC joined forces when he and Chirazi, decided to raise awareness for the Brave Heart Fund by doing something "unusual".

And it certainly was unusual to see students running on dark roads at night. "It was a bit scary because you really couldn't see where you were running," said Sarah Siblini, 17. "There were stray dogs as we ran but the police scared them off by honking their horns."

Every safety precaution was taken, including an accompanying bus which picked up students trailing behind, a police escort, and "an open line with the Red Cross," said Chirazi. "Everyone was on alert."

Organized by Fadi Ghazzaoui, Director of the Beirut Music and Art Festival, "Run Ali Run" was only one of the activi-

ties that students have been participating in for the past few years to raise awareness for the Brave Heart Fund.

Much to their amusement, students found themselves running alongside curious locals who jogged along asking them questions. Students obliged by explaining about Brave Heart.

Students were divided into shifts: the night group ran from Tripoli to Beirut (11pm – 11am) and the daytime group ran from Beirut to Tyre (11am – 11pm). Except for Wehbi, runners took breaks on the bus every so often.

And when the pain got just too much to handle, “I just remembered that Ali had told us that running is about 10 to 30 percent actual physical and the rest is mental,” said Mohamed Saleh, 18. “So I didn’t think of the pain. I focused on the thought

that I was doing something good.”

Some needed breaks every 15 minutes and some every hour. During the night, runners began to retire onto the bus, one after the other. Sara and three other students were left alone. “I kept pushing myself,” said Sara. “We weren’t going to leave Ali on his own.”

But during the second half of the run, the unforeseeable happened. Wehbi injured his leg and had to stop. Aghast at the idea of stopping the run half way, students made a quick decision: they would run for him and he would rejoin when he could. “We all agreed that we couldn’t let the run

stop,” said Mohamed. “So we took over and just kept running.”

Chirazi supported their decision and the group finally reached Tyre.

“I saw so much courage and so much will in the students during these 24 hours,” said Chirazi. “It’s very painful to keep running such long distance but they refused to leave Ali running alone no matter what.”

At long last the run was over. One by one, the runners made their way home to bed. Their fatigue, however, didn’t last long as they all showed up energized to run the Beirut Marathon only a few weeks later.

“I just remembered that Ali had told us that running is about 10 to 30 percent actual physical and the rest is mental ... So I didn’t think of the pain.”





Social Service Program comes to Middle School

The orphans' supervisor automatically led her charges to the Secondary School in Rockefeller Hall. This is, after all, where she usually goes. But, to her surprise, there were no students to welcome them. Instead, she was asked to go to Sage Hall where she found middle school students cheerfully awaiting them.

The children were not disappointed as the 3ème students welcomed them warmly. Delicious looking donuts were tucked away in the corner. Students were obviously ready to provide a full two hours of entertainment. The children eyed the rooms expectantly. There was some initial shyness but students quickly instigated

some icebreaker games. Before long, the two parties had become good friends.

"The class planned everything and raised the funds to buy the needed material, even the donuts," said Middle School Service coordinator, Samar Zein El Abidine. "They are responsible for every detail."

This is the first year that the social service program has been initiated at the middle school level. The program was originally established in 2002 at the secondary school as a prerequisite to graduation. But in an effort to get students accustomed to social work at an earlier age, IC launched the program in younger classes this year.

Only one project is required from each grade per year but it is enough to get the students familiar with the much stricter requirements (70 hours of community work) of the secondary school.

As students and children played, Dar al Aytam orphanage supervisor, Maha Al-lam, sat nearby watching silently. "This is really nice for the children," she said. "It's a good break for them."

It was a wonderful break for Asma*, who is usually dropped off at the orphanage covered in bruises after her weekend visits with her family. It was also a wonderful time for Walid*, whose alcoholic parents can no longer care for him, for Sana*,

whose father is serving time in jail, and for Jamil*, whose parents simply cannot afford to raise him.

"All of these children come from underprivileged families," said Allam, who has been working at the orphanage for the past 18 years. "We take them in and provide them with a home and education." For their part, IC students knew little of the sob stories surrounding them. Their main concern was to make sure their young charges had a good time.

"They're cute," said Paul Adami, 15. "It's been worth all the work."

Rabab Sadr, 14, agreed. "I like it. This is a wonderful chance for all of us."

More than an hour had past, and the children showed no signs of tiring. Little girls, were looking up affectionately at the older IC girls and, as little ones tend to do, would frequently reach out to them for quick hugs. IC girls happily obliged. Two IC alumni were on hand to supervise. When contacted, **Erik Hitti '09** and **Ya-hiya Sinno '09** quickly accepted their Alma Mater's special request to "come back". It was a chance for them to walk back into their old IC classrooms.

"I really like it that I'm back," said Hitti, a pre-med student at AUB. "I was very committed to social work when I was at IC. And it's great helping younger students do this."

The program, reports Zein El Abidine, has been a success so far. Each grade level in the middle school has been working on age appropriate projects. Younger classes have been launching awareness campaigns for a cause of their choosing, or "buddy reading" to IC's preschoolers, while older ones have been working with underprivileged children on and off campus.

"It's a really wonderful experience for our students," said Zein El Abidine.

"They choose their own class representative to report to me, the representative in turn forms class committees to plan the activities under a specific theme (trust, teamwork, etc.), the committees then assign each student in class a role in the project."

Every detail of the process is noted on paper and presented back to Zein El Abidine. The projects take around a month of preparation and –with much zealous insistence from Zein El Abidine – must be highly organized.

The work seems to be worth it for both parties. There was an unmistakable satis-



fied look on the faces of the 3ème class that Friday afternoon as the children bid them a fond farewell and students set about putting the classes back in order. "I liked doing this project," said Victoria

Kabalan, 14. "They're great kids. I'd like to do it again."

** Children's names have been changed to protect their privacy.*

"The class planned everything and raised the funds to buy the needed material, even the donuts"



Pedestrian Crossing at IC

In an effort to keep students safe from Beirut's harsh traffic, Kunhadi, in collaboration with Roadster Diner, established a pedestrian crossing in front of IC's bus gate. The passage was aptly called the "Talal Kassem crossing", in honor of the 17-year-old IC student who was run over by a speeding car last year as he walked to school. Media, administrators, students, and Talal Kassem's family congregated in front of the IC's bus gate on January 19th for the official inauguration of the crossing.

"We are pleased to announce that Kunhadi will be launching, in the year 2012, a pedestrian awareness program by creating safe crossings in front of schools and throughout the country," said Kunhadi's founder, Fadi Gebrane, whose 18-year-old son, Hadi, was killed in a car accident in 2006. It is in his memory that the Gebrane family established the Kunhadi NGO to promote safer driving in Lebanon and focus on responsibility and awareness.

According to Kunhadi, there were 10,000 car crashes in 2010 alone, with more than 500 fatalities and 8,000 injuries. The leading cause of crashes are young adults between the ages of 15-29 and 85% of accidents are the result of reckless driving, followed by speeding, drunk driving, fatigue, and the use of mobile phones. "We don't want more victims, we want safer roads. We don't want deadly roads but ones that allow us to live," said Zeina Kassem, the mother of Talal, whose death sent shock waves throughout the IC community last year. Since then, Kassem has been lobbying for stricter regulations and the enforcement of traffic violations, as current traffic laws in Lebanon are outdated and lag behind other countries. In the wake of Talal's death, outraged IC students gathered at the Serail in Parliament Square last year to urge Parliament Speaker Nabih Berri to pass a new traffic law. A petition, signed by hundreds, was also submitted.

For a short time after Talal's death, police could be seen stopping traffic violators in many areas. But it was short lived. Policemen eventually disappeared, radars went unattended, and traffic went back to its chaotic norm.

Still, Kassem and Kunhadi persevere with their awareness campaigns.

The new pedestrian crossing at IC is part of the Kunhadi's 'Decade of Action for Road Safety 2011-2020', an initiative aimed at halting and reversing the continuous growth of global traffic injuries and fatalities.

"We hope that, with time, every single school in Lebanon will be able to have such a safety zone at its doors, greatly reducing any harm that can be done to children as they come and go to the place where they build their futures," declared Samer Chehlaoui, the CEO of Roadster's Diner, which financed the project.

For its part, IC has already placed crossing guards at the elementary school building in Raouche during drop-off times.

"It's not important to create new laws but to enforce the laws we already have," said Riad Chirazi, Head of Activities at IC. "All schools should teach kids how to respect laws. Very few people know even what they are."



The Talal Kassem crossing.



Road Safety as part of IC's Curriculum?

The tragic death of 17-year-old IC student, Tatal Kassem, last year has spurred a mini campaign among parents who are preparing to ask for the implementation of a road safety program in IC's curriculum. Tatal was run over by a speeding car as he was making his way to school.

"The Parents' Committee would like to see a road safety program implemented in the curricula especially at the elementary and middle school levels before they begin to drive," said Lina Assaf, President of the Parents' Committee.

At the moment, the committee is preparing to hold a lecture for middle school students during their advisory hour. However, according to Samar Abouraad Kanaan, a senior expert in road safety at the Global Road Safety Partnership, who travels to the Middle East advising governments on ways to implement road safety issues and IC mother of two children, "road safety" should become a theme which is taught from preschool until graduation.

"It has been proven that talks and scary tactics don't work with young people," she said. "Only a program to mold children from the beginning is proving to be effective." Death from car accidents is the number one killer of young people in Lebanon. According to Kunhadi, there were 10,000 car crashes in 2010 alone, with more than 500 fatalities and 8,000 injuries. The leading cause of crashes are young adults between the ages of 15-29 and 85% of accidents are the result of reckless driving, followed by speeding, drunk driving,



Together
We can Save
millions
of lives.

www.decadeofaction.org

fatigue, and the use of mobile phones. Statistics from the Traffic Control Center for Greater Beirut show that almost 33% of fatalities are pedestrians. Disturbingly, Lebanon is almost doubling its number of fatalities every year, "becoming among the worst in the region," said Kanaan. "The Middle East has the highest number of fatalities per thousand population in the world." And yet, many fatalities or injuries could have been avoided. Ignorance in road safety is a major concern in the country. "How many people sit in the car without seatbelts in the front and in the backseats? How many people just cross without looking out for cars or don't even make it to the police manned cross points?" she said. "Pedestrians have responsibilities too. They should be made aware of the dangers of the road." True to Kanaan's words, despite the IC guards who are stopping traffic on both ways of the road to allow children to cross to the elementary school buildings at Raouche, many pedestrians with students

in tow continue to cross between the cars. To be truly effective, of course, road safety should ideally be part of a national strategy where laws are strictly enforced. Sadly, laws are rarely enforced in Lebanon.

On May 10, 2010, the United Nations passed a resolution declaring the period of 2011-2020 as the 'Decade of Action for Road Safety' to "stabilize then reduce the forecast level of road traffic fatalities around the world by 2020."

The resolution was signed by 100 countries. Former Minister of Interior, Ziad Baroud, pledged last year to work on reducing the fatalities and injuries on the road during this decade.

"We are committed to raising awareness about road safety and we already do a lot in our programs," said Mishka Mourani, IC's Senior Vice President. "We are open to seeing any curriculum material that people are proposing. We certainly feel it's a priority."

IC begins raising awareness at all levels among its students, beginning at preschool when children are familiarized with road signs. A Kunhadi representative comes on campus every year to talk to graduating students about the dangers of the road, especially after prom night. "If IC incorporates a permanent program in its curriculum then other schools will follow suit," continued Kanaan. "IC has always been a leader in education. The facts are that countries that have reduced fatalities on the road are those who have incorporated the program into their school curriculum."

IC students go to Norway

Eighteen students, accompanied by Head of Activities, Community Service and Drama, Riad Chirazi, traveled to Norway in January as part of a week-long theater exchange program between IC – IB and Polarsirkelen Videregående Skole at MO I Rana in northern Norway.

The trip was sponsored by Friendship North South – a Norwegian NGO that sponsors cultural exchange programs between Norway and other countries.



Chirazi and his Norwegian counterparts conducted several workshops for the students. “We gave each group several stimuli that will inspire them to produce a performance,” he said. “The results were outstanding.”

At the end of their stay, students from both schools put on a theatrical production together.

Later that night, Lebanese students got to work by preparing a Lebanese feast for their Norwegian hosts, introducing them to the delectable tastes of Lebanese cuisine.

On another interesting note, Chirazi and the students were put up in an apartment that was “used as a shelter in WWII!” he said.

Norwegian students will be visiting and attending theatrical workshops at IC in June.

METS U18 Football Tournament

IC teachers and students alike have come to the consensus that the METS football tournament was definitely one of the most entertaining, intense, and exhilarating sports event in recent IC history. During classes, one would invariably hear the rhythmic beat of the dirbakeh and the wild cheers of the crowd. The moment the bell rang for recess, every inch of the football field was filled with enthusiastic fans. A general feel of unsuppressed excitement hung in the air--even teachers were whispering the scores of the games while passing each other in the hallways. METS (Middle East Triangle Sports) is an annual tournament hosted by a different Middle Eastern country every year. Lebanon was honored to host it this year as Head of Athletics Tarek Mousally from IC and Tim Doran from ACS worked side by side to coordinate the many details involving the six teams that participated this year. IC and ACS represented Lebanon; ICARDA came from Aleppo, Syria; King’s Academy and ABS joined us from Amman, Jordan; and the SCHUTZ team traveled all the way from Alexandria, Egypt.

The final results for both boys’ and girls’ teams were ACS in first place, IC in second, and King’s Academy in third.



Dinners and Events

Boston



IC president John Johnson, Senior VP Mishka Mourani and VP Alumni & Development, Moufid Beydoun '64 visited the US this February to attend the Board of Trustees meeting in New York and visit IC alumni in Boston, New York, San Mateo, Los Angeles, and Houston. They were joined there by Director of Development, Peter Gerard. Receptions and dinners were held for alumni and friends. It was a chance to reunite and remember IC days. In Boston, Dr **Ousama Hamdan '71** hosted an alumni dinner at his home on February 10th.

In New York, the Board convened to discuss the latest developments at IC. Later, an alumni dinner was hosted by board member Mr. **Wael Bayazid '70** at his home on February 15th.

In San Mateo, a dinner for the Bay Area alumni and friends, was held at the Tannourine restaurant on February 18th where Mr Johnson presented the eldest and youngest alumnus and alumnae with IC scarves and ties.

In Los Angeles, alumni attended a dinner organized by Mr. **Elie Kawkabani '84** and Mr. **Mohamed Ahmar '80** on February 20th. Mr Beydoun then went on to Houston for one-to-one visits.

Dinner at Dr.
Ousama Hamdan's
home



New York



William Turner talking about IC's Partnership for Excellence Campaign



Top: John Johnson, Wael Bayazid '70
Left: dinner at Wael Bayazid's home
Below: John Johnson, William Turner, Rasha Menhem '08, Rayan Beydoun '08, Wael Ayache '08, Wael Bayazid '70





San Mateo

Top: Dinner at Tannourine restaurant
Right: John Johnson, Kristina Nasr,
Khaled Nasr '76

Below: Left row: Marwan Refaat '96,
Rabih Saliba '03, Nathalie Mayer, Moufid
Beydoun '64, Camile Kaspar
Right row: Yahia Beydoun '00, Jad
Yacoub, Wael Barakat '03,
Wael El Kadi '97, Aida Kadi

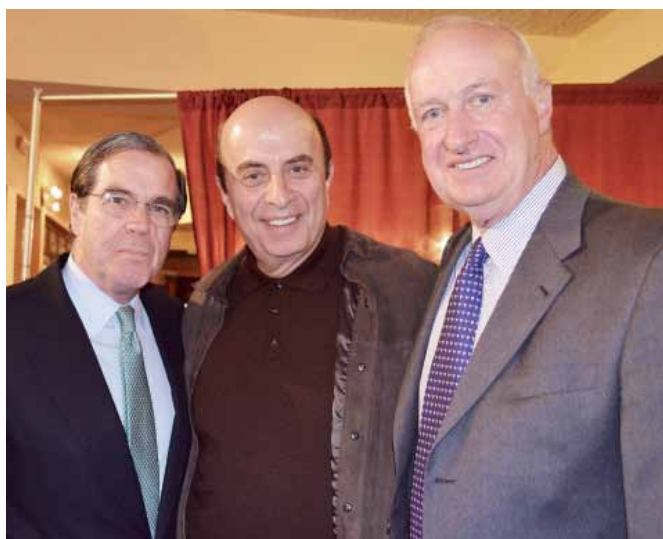


Los Angeles



Top: Los Angeles Dinner
Below left: Hania Ahmar '92, Joyce Abou Fadil

Below right: Peter Gerard, Dr. Salim Abou Fadil '62, John Johnson



IC mom: first and only female MEA pilot

Truth be told, it was never Rula (Hoteit) Khalil's dream to become a pilot. It wasn't even a wish. It was purely a challenge. And in Khalil's world, all challenges must be met, especially ones from university peers who jeer at the idea of women pilots. And yet, the 1995 newspaper ad clearly stated that both men and women are encouraged to apply to train as MEA pilots. "Female pilots!" a male student laughed sarcastically as they sat in class one day. "How could a woman become a pilot?" Khalil rose to the bait. "We will both apply and sit for the test and we will see who will pass," she said.

And that was it. The challenge was cast. The 18-year old Khalil had no intention of dropping her math major, especially as she had only one year to go. But men like that simply irked her.

Ten days later, she and her challenger sat for the test.

For Khalil, it was just another test. She has always been one of those students who seemed to effortlessly accumulate straight As and receive prizes. (In fact, she was awarded a gold medal by the Lebanese government in her sophomore year for obtaining the highest average in arts and sciences in the country).

Recognizing their daughter's high academic skills, her parents – who lived in the southern village of Duweir – sent her to board at AUB to pursue a mathematics degree. The eldest of four girls and one boy, she was the apple of her father's eye. And so it was with great shock a few weeks later that her father was told by a friend that his daughter had passed a stringent test to become an MEA pilot. "Oh no," he said. "That's not my daughter. That must be another girl. My Rula is studying math at AUB."

Khalil not only passed the test but was the only woman to do so. Out of 2000 applicants, only nine were selected. She was the only female. Incidentally, her challenger was rejected.

But, she assured her father, it was only a challenge.

Soon enough, however, the idea of becoming a pilot began to gnaw at her. Her father refused the very thought. In response, Khalil dropped out of univer-

sity. "I will either be a pilot," she told her stunned father, "or I will stay at home."

After three months of unsettled living at home, her father finally relented (though he suffered nightmares about his daughter flying for weeks afterwards). There was a condition, however: she had to earn her mathematics degree after she became certified as a pilot.

Overjoyed, Khalil set off to Scotland where a one and a half year program of intensive training awaited her. Her joy was quickly diminished when she found herself one of only two women out of 600 trainees. The unwanted attention piqued her and she finally marched into a men's salon and demanded a man's haircut. She traded in her tank tops and frills for collar neck T-shirts and jeans. "I wanted to be treated as a colleague," she said. "The training was already tough as it is."

It was smooth sailing from then on, except for one little thing: a continuous war of words with one of her Lebanese colleagues, **Fadi Khalil '92**. He was, as she describes him, "a bother".

Still, she brushed him aside and concen-

trated on her studies. The most exciting moment was still to come – a moment that she treasures to this very day: the first time she sat behind the wheel of a plane and flew.

"It was amazing," she recalled. "I couldn't stop grinning the entire half hour trip. I was so happy."

The training continued in Germany. To her dismay, she was partnered with her nemesis, Fadi Khalil. But by the time the training was over two months later, the two had become inseparable.

Back in Lebanon, at the age of 19, she flew her first passenger flight to Geneva and Brussels with former minister Tamam Salam as a guest in the cockpit.

"I forgot I had passengers," she said. "All I could think of was the plane, the runway and myself. I only felt the excitement once it was over."

Three years later, she married Fadi and spent the next four years flying all over the world for MEA and living in Cuba, Venezuela, Greece, and Spain.

They moved to Lebanon permanently in 2001 when they were expecting their first child. Their second son was born three years later.

By 2011, Khalil had flown about 7000 hours, earning her the highest promotion in the airline industry. She was now a Captain. With two captains and two children, the family is certainly unlike others. But the boys seem to be used to the whirlwind lifestyles of their parents – though one parent is always present when the other is away.

"It's difficult being all together at one time on a daily basis," said Khalil. "But we do schedule lots of holidays together."

Until this day, Khalil remains the only female pilot in Lebanon and, until quite recently, the entire Middle East region.

As for her father, he has not only accepted his daughter's career but has since encouraged his son to follow suit.

In 2002, Khalil honored her promise to her father: by returning to university and finishing her degree in mathematics.

As for being a woman pilot, the challenges never stop. "I always have to be on top of things" she said. "Any mistakes I make are automatically attributed to my being a woman. But I'm used to it. I have no regrets."



Captains Fadi and Rula Khalil with sons Mohamed and Adam.

IC alumna spearheads efforts to “Green the Grey” of Beirut

It was in the wee hours on a hot June morning that two figures emerged from the shadows and silently made their way to various spots around the city. They deftly laid down a patch of green grass and inserted a rod with a sign on top. They moved quickly from one site to another. In total, nine spots were conquered. Early risers on their balconies may have heard a few giggles wafting through the streets and looked out curiously onto the streets below. Their curiosity only abated when the sun rose to reveal nine new green spots in the city. The sign above them read: “Enjoy your green space.” The unusual spots certainly attracted passerbys wondering who had planted these green patches and why. Among them were two young women who hovered from spot to spot listening intently to comments. They looked peculiarly like the two shadows that had crept through the city streets only a few hours earlier.

By the end of the day, **Dima Boulad '03**, and Nadine Feghaly, declared their experiment a successful triumph. “People got it,” said Boulad. “They saw the irony of it. Even the press showed up and wrote about it.” Beirut’s 0.8 m2

per capita of greenery is 50 times less than what the World Health Organization recommends and is one of the lowest in the world. Somehow or another, the two women were determined to raise awareness about the need to have public green



Dima Boulad laying out the grass in Sassine Square.

spaces in Beirut. Both bloggers, they spread the message online. “We got a lot of great attention there too,” she said.

It was only after Boulad, a graphic designer, returned from her studies in Paris that she realized how severely overbuilt Beirut had become. As her daily routine in Paris included sitting on a bench, surrounded by grass, and sipping her coffee while immersed in thought, she yearned for the opportunity to replicate this experience in Beirut.

After complaining to her friend about it, the idea suddenly dawned upon both of them. Why not make the people in Beirut aware that they too need green patches here and there? They too need a place to sit and relax. In turn, they would start lobbying for greenery around them.

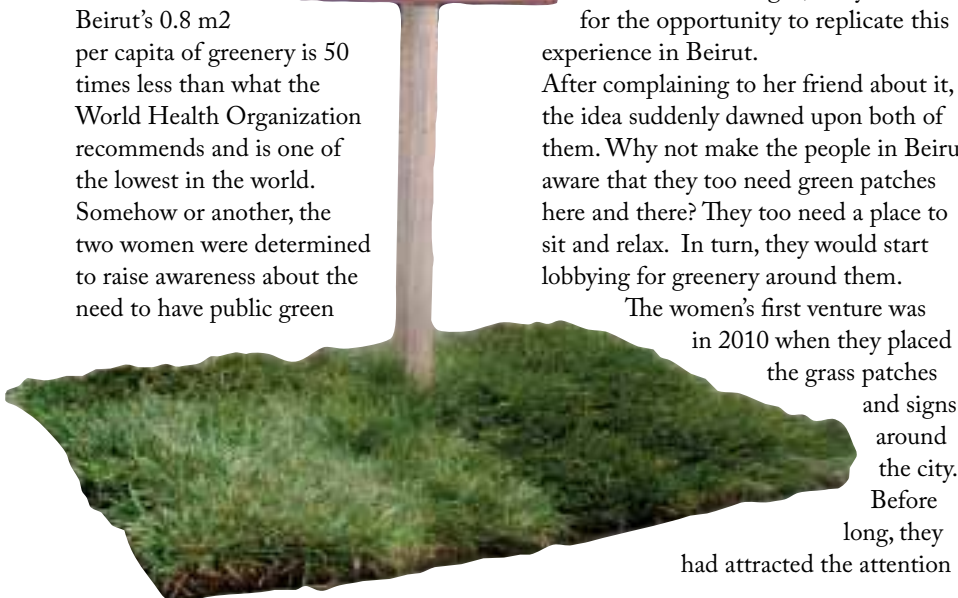
The women’s first venture was in 2010 when they placed the grass patches and signs around the city. Before long, they had attracted the attention

of several others who wanted to join their efforts. “Beirut Green Project” was born in 2011 with Joseph Khoros and Rana BouKarim. Their first project was to green a cement patch on Sassine Square in Ashrafieh (Greenline, an environmental NGO provided the grass), and simply invited people to enjoy a “pop-up day in the park”.

The heavy turnout – more than 300 people – took the group by surprise. “People showed up with their kids, dogs, and had picnics,” said Boulad. “It was truly a day in the park. It was amazing.”

The word began to spread. Blogs and messages were lighting up the screens. It was a good start. Yet, the group – not yet an official NGO – is not under any illusions of grandeur. Unless landowners decide to turn philanthropic and transform their lands into public gardens to increase Beirut’s few measly parks, the group has to focus on greening small unusable patches of land leftover from building projects. “We want to also raise awareness to use them and make use of the already existing parks,” she said.

Their efforts did not go unnoticed. Boulad’s blog was apparently monitored





Pop-up day in Sassine Square.

by Hamburg University in Germany who contacted her. The two decided to hold a workshop in Beirut comprised of twenty visual art students from Hamburg University and various Lebanese universities. After much organization, the one-day workshop was held in January. The aim of the participants was to find long-term solutions to establishing green spaces in Beirut, rehabilitating existing parks, rais-

ing awareness campaigns, and creating art in public spaces.

Still in its infancy, Beirut Green Project has many initiatives in mind, such as designing maps that highlighting Beirut's green spaces.

"Everyone deserves to have a green space," said Boulad. "We had our IC

campus in Beirut and that was great. But others don't have anything. We still need to find funding and support but we can do it."

For more information about Beirut Green Project, go to: <http://beirutgreenproject.wordpress.com/page/3/>

Dima Boulad and Nadine Feghaly.





Memories

Issam Jabara '57 walks in into the Alumni Office. "I would like to take a picture of my dorm room in Sage Hall," he says. It's not his first time to the campus since he graduated 54 years ago. But this time, he had his camera. "I want to write down my memories," he explains.

But three flights of stairs in Sage Hall proved too much for Jabara so he settled for taking pictures from outside the building. "You see this window?" he said chuckling. "This is where we used binoculars to spy on the girls at ACS." Looking around at the chattering student

body around him, he sighed. "Girls back then were different. They were romantic," he said. "Now, they all look alike!" Jabara leads the way downstairs at Sage Hall into the middle school laboratories. "And these," he declared to the two surprised teachers conferring with each other, "were our showers. You are standing in our showers!"

The amused teachers greet him warmly. Jabara looks pleased.

"This was my home for years," he says. "I was sent here because my grandfather wanted the very best education for me." Jabara was barely six and living in the southern Lebanese town of Merjeyoun when his father passed away at which point his upbringing was delegated to his affluent grandfather.

At the age of 16, Jabara was sent to the far-off city of Beirut to live as boarder at IC. He looked around with interest. The school was situated amongst much greenery and a few homes with orchards surrounded it. Most of the roads around Bliss Street were unpaved. At IC, the



boy was assigned a private room at Sage Hall but, to his surprise, he had to share a communal shower with all the other students. "I was very embarrassed at the beginning," he recalls laughing. "Then I got used to it."

During his first day at IC, he recalled how he felt lost and "very hungry," he recalled. "I didn't know where I was supposed to eat or if there was food on campus. Final-

football field. Someone started shouting that fire was coming out of the sea. "I looked and looked at the sea but didn't see any fire," recalled Jabara.

The earthquake destroyed a big part of the old city of Sidon, killing over a hundred people, and destroyed thousands of buildings. "IC's buildings were well built," said Jabara. "No one here got hurt."

One day, his grandfather showed up to IC

allowance. He astutely wrote a sweet letter to his uncle residing in the US "just to check on him," and in return received \$300.

"I was rich indeed now!" said Jabara, who kept his treasure a secret and handed the money to IC's cashier for safekeeping. The boy spent much of his free time going to the movies at the Cinema Rivoli (downtown) and even attended a Dalida concert in 1953.

A favorite pastime was the strictly chaperoned parties held at the president's house, the cafeteria, and other various buildings. Girls were brought over from ACS and ASG (the American School for Girls – now demolished).

Jabara stares silently at the Sage Hall window for a little while longer. He finally turns away. "It's time to go," he says. "Thank you for your time."

He makes his way through the bustling students and slowly walks out of the IC gate.

"This was my home for years," he says. "I was sent here because my grandfather wanted the very best education for me."

ly, someone told me to go to the football field to the fence (where today's Penrose building is) and shout out for food."

A "Walid" sold sandwiches there. "It was a while before I figured out there was a cafeteria on campus," he laughed.

In 1956, the buildings suddenly began to shake. Students ran out in fright to the

in his Cadillac. He stood by the gate and began to yell out "Issam, ya Issam". The gatemen, Ali and Sharif, finally figured out that the call was for Jabara. The boy had complained that the mattress was not comfortable. His indulgent grandfather had brought him another one.

Still, Jabara wanted more than the usual

IC Alumnus publishes unique research study

Dr. **Ziad A Zennie '69** co-authored a recent research study on the perennial topic of leadership. His book, *Developing Multicultural Leaders* (2010), is based on a unique research as it represents the first fully fledged empirical study of its kind based on interviewing 310 successful leaders from 129 organizations in 12 countries in the Middle East. The practical implications of the study are substantial: CEOs, senior executives, and human resource professionals will find important recommendations on how best to recruit, select, assess, develop, and motivate future managers and leaders. The authors (Zennie and Dr. Farid A. Muna) tackle five questions: What influence do early childhood years have on leadership development and success?

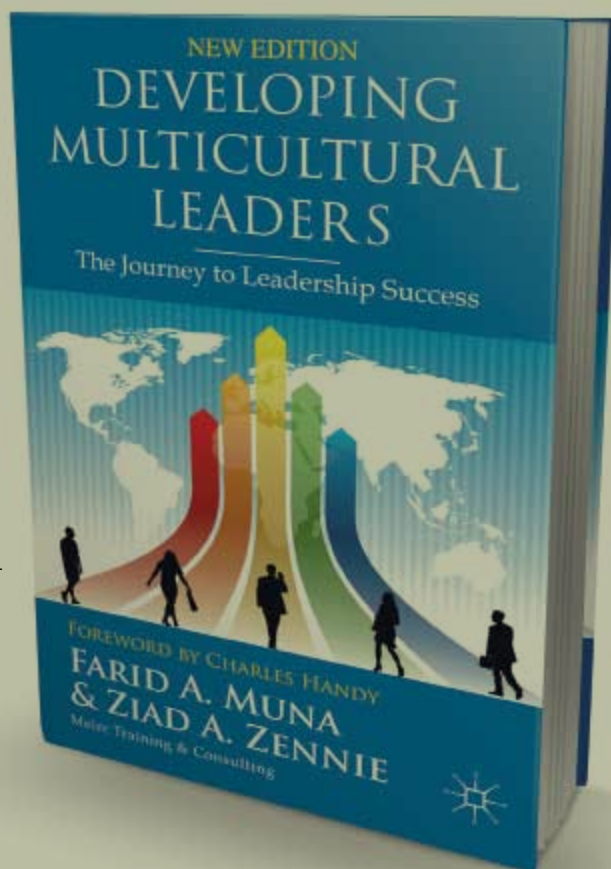
What are the specific life experiences that contribute to leadership success?

How do leaders with potential become outstanding?

What critical paths must leaders follow on their journey to success?

What must great leaders do exceptionally well to become and remain outstanding?

A team of eight Meirc consultants assisted the authors in data collection for this field-based research. The book was published by Palgrave Macmillan in the UK.



Letters to the editor

We have often been encouraged to write articles for the IC Alumni Newsletter, and after some reflection, I am forwarding you, a text in "English" that documents a few impressions and memories I have of my IC years in the early fifties, when I was a student in the Section Secondaire (French Section). In particular, I mention a number of teachers who left indelible impressions and instilled fond memories of my early education. It might also be interesting if the text also appeared in French for the interest of French scholars!

I am referring principally to Mr. Roger Valla, Director of the French Secondary School, as well as Messrs. Seylaz and Genestlé, who taught French Literature and were, in turn, French Department Heads. Additionally, there was Mr. Doubine, Dr. Habachi and, of course, Maurice Dumont, Head of Mathematics and Physics for umpteen years.

Although a headmaster, Roger Valla also taught History and Geography, and he had a very special approach to teaching, which did not involve cramming our memories with facts but had us actively participate in class discussions so that we could achieve a better understanding of historical as well as economic events and developments through the ages! I recall an answer I gave at a 'Bac Blanc' (which is an interim test) with a visiting professor, when asked about the economy of Poland. I said that the USSR was profiting from the exploitation of oil production in Poland. I was given zero as a grade. When I reported it two days later to Mr. Valla, reminding him that that was what he had taught us, he replied with a smile: "You should not repeat everything you are taught in class. In fact, you were unlucky to have fallen on a communist leftist teacher!"

One other recollection was a school outing (excursion) when we walked along a somewhat long path to the top of a cliff-like hill. At the time, I decided to climb it rather than take a long walk along the footpath. We arrived at the top almost simultaneously and Roger Valla told me with a sneer: "Sehnaoui, c'est dire que la ligne droite n'est pas toujours le plus court chemin!"

Seylaz and Genestlé were monuments in French literature. We were lucky to have, such great French teachers in our day. Seylaz was an old man who analyzed texts in moods rather than in depth, with his 18th century-like romantic dreamy eyes, while Bernard Genestlé was a far more dynamic analyst who concentrated on practically every word. Both developed in us a love for poetry and poetic prose!

Two other History and Philosophy teachers also had a very rich impact on us in the upper secondary, namely Mr. Doubine, who taught the Philosophy of History, and Dr. René Habachi, who taught us the History of Civilizations. Both thrilled us with interesting facts and explanations as to the links between various countries and their leaders. In the process, they often drifted



Courtesy of Nadim Hammam

Class of 1979

off subject, giving us their thoughts and beliefs on a number of issues.

However, the teacher who had the greatest impact on me was Maurice Dumont. He taught Mathematics and Physics, and brought us to appreciate the theories of numbers and sciences. In *Mathématiques Élémentaires*, during our 'année terminale', we had seven separate books on Maths:

Arithmétique, Algèbre, Géométrie Pure, Trigonométrie, Géométrie Descriptive, Cosmographie, Mécaniques

Although we were only eighteen years of age, Dumont, with his cigarette, almost drooping from his lower lip non-stop, developed in us a love for maths and physics, and made us feel as proud as though we were master mathematicians and physicists. He stayed at IC for several years of civil strife, as Assistant Headmaster of the French Program, and spent many years in Mechref, keeping IC's campus under safe control, together with our beloved Tom Weaver.

Alas, all these old teachers are no longer with us, but they have left deep and lovely memories for those of us who were lucky enough to have studied under their helm!

I could go on and on with recollections of classes, incidents, and general memories of my full high school years at IC between 1949 and 1956, but that might be rather tedious reading for most of our readers.

Elie Antoine Sehnaoui '56
IC Trustee Since 1971
Trustee Emeritus Since 1994

We regret to inform you that **Adnan Bissat '49** passed away in January 2012. IC staff and faculty send their deepest condolences to the Bissat family.

We regret to inform you that **Jacques Sawaya '56** passed away in February 2012. IC staff and faculty send their deepest

condolences to the Sawaya family.

We regret to inform you that **Nizar Nuwayhid '59** passed away in December 2011. IC staff and faculty send their deepest condolences to the Nuwayhid family.



We regret to inform you that Raja Rebeiz passed away in March 2012. Mr Rebeiz was one of IC's most loyal employees and worked as a cashier in the business office from 1958 until 2000. IC staff and faculty send their deepest condolences to the Rebeiz family.



ANNOUNCEMENTS



We will be celebrating the:

50th Graduation Anniversary for the graduates of **1962** on July 11, 2012.

25th Graduation Anniversary for the graduates of **1987** on July 12, 2012.

10th Graduation Anniversary for the graduates of **2002** on July 6, 2012.

All reunions will take place at **8pm** at IC Martin House Garden.

For tickets/information contact the office of Alumni & Development at:

alumni@ic.edu.lb

Tel/fax: 961 1 367433

In Memoriam

Lebanon needs IC and IC needs YOU



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