

CONTENTS

April 2005 - Issue N° 33

2 A WORD FROM THE PRESIDENT

STUDENT AND ACADEMIC ACTIVITIES

WEERC Conferences

- 6 Power for the Cities, Urban Energy
- 7 WEERC and the CDM

LERC Conferences

- 10 Lebanese in Mexico
- 10 A Novel of Diaspora and Love
- 11 From Zero to Zenith – Arabs Down Under
- 12 Arabic Contributions Down Under
- 12 Bishmizzine – Creation of a Global Village
- 14 Lebanon in the Conscience of Lebanese in France

4th Millennial Lecture Series

- 16 Dr. Toufic Rizk on Teaching Sciences
- 17 Dr. Richard Khuri on Limits in the Sciences
- 19 Joint Seminar Computer Science Club, WEERC and IEEE
- 20 Cultural Pluralism – Student reactions
- 21 Trade Justice Week, April
- 22 Maths Seminar – Wissam Raji
- 23 Education Seminar, Dept. English, Translation and Education
- 25 Poetry Event, Faculty of Humanities
- 28 Environmental Law Seminar – FN&AS
- 28 AAA Advertising Seminar
- 29 Dr. Kamal Dib and the Knowledge Economy, FBA&E
- 30 Tarek Atrissi – Designing Your Way and Workshop
- 30 Ex-Addict's Testimony, Connection Society/Oum El-Nour
- 31 Book Signing with Poet Assaad Juan
- 31 Anwar Saber R.I.P. –Requiem Mass

North News

- 32 Lebanese Architectural Heritage Conference

Shouf Campus Shorts

- 33 Saeed Takieddine, In memoriam
- 33 Christmas Tree Celebration
- 34 Public Safety
- 34 Education Seminar
- 35 Al-Adha Celebration
- 35 General Michel Aoun and Shouf Students
- 36 Sports Office News
- 38 NDU Sit-in
- 39 George Nader, Olympic Committee member
- 39 *Communio* meeting
- 39 Social: Birth of Lynn Ghosh to Sylvana Youssef Ghosh

NDU Spirit

A periodical about campus life at Notre Dame University - Louaize.

Tel: (09) 218950 - Ext.: 2477

Fax: (09) 224803

Email: nduspirit@ndu.edu.lb

Website: www.ndu.edu.lb/newsandevents/nduspirit

We would have dedicated this issue to the soul of P.M. Rafiq Al Hariri, who was the wing that carried Lebanon above its tragedy to a realm wherein it was able to become its sublime self and its place among the nations of the world, But, the departure of the great pope, Pope John Paul II, compelled our heart to turn towards the nobility of the seed he sowed and the abundance of his harvest in the fields of the Creator and his creature; for he who embraced Lebanon's cause as existence, durability and historical message, was to Lebanon more than a pope.

The Editor

ACADEMIC AFFAIRS

- 3 NDU at Bkerki
- 3 Alumni Ad hoc Committee
- 4 NDU – Madonna Accord

OPINION AND CULTURE

- 40 Emigration from Bishmizzine – Dr. Patricia Mihaly Nabti
- 48 The Miraculous Medal – Simon Abu Jaoudeh
- 50 Biotechnology and Food Safety – Dr. Rachid Saber
- 52 Is the Babylon Era Back? – Dr. Doumit Salameh
- 55 The Faculty of Sciences – Dr. Jean Fares
- 57 Biosensors – Dr. Robert Dib
- 60 Obesity – Zeina Ghossoub El-Aswad
- 63 The Obesity Pandemic – Dr. Najat Yahia
- 67 Keeping Hunger at Bay – Dr. Tony Hage
- 70 Microbiology News – Nada El-Ghossein Maalouf
- 73 "It from bit" – Dr. Ramez N. Maalouf
- 76 An E-mail to Remember – Dr. Hoda Maalouf
- 77 Finishing is Winning – Dr. Hoda Maalouf
- 79 GIS in Municipalities – Abdallah Bsaibes
- 82 Learner-centered Programming Courses – Nazir Hawi
- 87 Ethics in Electronic Qualitative Research – Nouhad Rizk
- 91 Artificial Intelligence – Dr. Omar Rifi
- 93 New Vision in the School Science Curriculum – Dr. Tanos G. Hage
- 96 Classical Music Appreciation – Samer Charabati
From the Faculty of Humanities
- 102 Department of English, Translation & Education
- 114 Mass Communication – Dr. Joe Ajami
- 117 Reflections: I Believe – Dr. Khaled El-Fakih
- 119 Advertising Club
- 120 Legacy of Middle East Media – Kamal Darouni
- 124 Mass Communication Faculty members
- 128 Mass Communication Guests
- 129 Psychology at NDU – Simon A. Abou Jaoude
- 134 Courses in History of Thought – Norman Nikro
- 135 New Method of Teaching Philosophy – Dr. Clovis Karam
- 136 Where there is Fire, there is Light – Dr. Joseph Yaacoub
- 138 Teaching Religion – Dian Nseir
- 139 Humor – Maya El-Hawa
- 140 Something for your grey matter

Editor-in-Chief

Georges Mghames

English Editor

Kenneth Mortimer

Translation

Valérie Aoun

Reporting

Ghada Mouawad

Arabic Typing

Lydia Zgheib

Photographers

Abdo Bejjani

Rodney Eid

Layout executed by
Technopub

Print
Meouchy and Zakaria



A Word from the President

Reverend Boutros Tarabay

1 Cor. 15: 14 **And if Christ be not risen from the dead, then is our preaching vain; and your faith is also vain.**

1 Cor. 6: 11 **...so do you reckon, that you are dead to sin, but alive unto God, in Christ Jesus, Our Lord.**

Being a Christian is not a matter of belonging to a certain sect and using religious ceremonies as a sort of picturesque decoration for family events. It means believing that at that first Easter Christ rose from the dead and that through him we are to be raised from the dead (**1 Cor. 15: 12-21**). Our present life must be led in the light of that future life.

In the past it was possible to live in a more or less self-contained social milieu, that of one's village or of one's society in a town or city, with its conservative moral traditions. But now globalisation and the need to travel for study or work have ended such assured cover. The media, which should have spread culture, education and good taste in the arts, are exploited by those whose commerce panders to greed, conceit and sensuality. So now an easy and lukewarm religion is the broad and easy road to hell. *But because thou art lukewarm, and neither cold nor hot, I am about to vomit thee out of my mouth* (**Apoc. 3: 16**).

So a young person going out into the world needs to know the philosophical, scientific and historical foundations for faith and to have habits of prayer, participation in the Liturgy and intimacy with God. In this way he or she will have sound morals that ensure true, deep enjoyment of God's gifts instead of the lying illusions of pleasure.

It is our wish that our students, whatever their particular religious tradition, should leave our University of Our Lady strengthened in their faith and in their love and respect for all their fellow human beings. In Lebanon there is a great tradition of sharing one another's feasts and therefore we have no hesitation in wishing that all those who share our belief in the Creator and in the moral law implanted in the nature of his creatures should be blessed by him on the occasion of Easter.

NDU at Bkerki

On Sunday, 26th December, 2004, a delegation of Notre Dame University headed by its President **Fr. Boutros Tarabay** went to Bkerki to present compliments of Christmas and the New Year to **His Beatitude** Patriarch and Cardinal **Nasrallah Boutros Sfeir**. Mass was celebrated at 9 a.m. and an official visit paid at 10 o'clock.

Taking part were **Fr. Samir Ghsoub, Fr. Roger Chikri, Fr. Elias Keserwani**, Deans of Faculties, administrative and teaching staff, and students.

Alumni Ad hoc Committee

With the collaboration of the Alumni, the University wishes to promote the role of NDU graduates and to provide a suitable framework for their work and activities. With this in mind, graduates held a meeting on Tuesday, January 11th, 2005 at which NDU President **Father Boutros Tarabay** approved the formation of an *Ad hoc* Committee to handle the Alumni Office affairs in accordance with the suggestions of those present. The Committee is formed of the following members:

- Ms. Joyce Chidiac Ghossain, Head of the Committee
- Ms. Grace Baroud Khalil
- Ms. Lina Rahme
- Mr. Peter Taouk
- Mr. Elie Hanna
- Mr. Paul Kadissi
- Mr. Edmond Boueiz

The Committee was charged with making all the necessary contacts and preparing a practical plan for bringing together all NDU graduates and, with the blessing of God, activating their role and responsibilities.

Information kindly provided by the President's Office.

NDU – Madonna University

Memorandum of Understanding

On December 15th, 2004, **Father Boutros Tarabay**, President of Notre Dame University, Louaize, signed an agreement of academic cooperation with the President of Madonna University, USA, **Sister Rose Marie Kojawa**. The signing took place during a long meeting that included the American Ambassador in Beirut, **H.E. Geoffrey Feltman**, and the Cultural Attaché at the Embassy, **Mrs. Juliette Yur**.



In the name of the USA, His Excellency the Ambassador congratulated both universities for the new key initiative and laid stress on the efforts that had been made to produce the accord.

The purpose of the agreement is to establish a collaborative relationship with the following ends in view:

- Promoting the mission, purposes and values of the two institutions particularly as they relate to global citizenship.
- Establishing educational exchange programs for students and faculty members at both institutions.
- Laying the groundwork for identifying further areas of cooperation and collaborative projects.

NDU was represented in the meeting by the Vice-President for Academic Affairs, **Dr. George Eid**, the Vice-President for Sponsored Research and Development, **Dr. Ameen Rihani**, the Director of Public Relations **Mr. Suheil Matar**, and the deans of the faculties. Those present on behalf of Madonna University were **Dr. Ern  Nolan**, Vice President, **Dr. Jonathan Swift**, Director of International Programs, and **Mr. Tarek Daoud**, member of the Madonna University Board of Trustees.

During the meeting, Father Tarabay stressed NDU's relentless quest to promote Lebanese-American relations on the academic level and its focus on academic cooperation between American universities, especially vis-à-vis the exchange of scientific projects of common interest.

For her part, Sister Rose Marie thanked NDU for its warm welcome, while the American ambassador spoke of the importance of this agreement in the light of the support it provided for both parties.

1. Madonna and NDU representatives
2. Signing the accord



2

The following is taken from the front page of *Global Gleanings*, publication of Madonna University:

Visit to Notre Dame University, Beirut

By Jonathan Swift

Subsequent to receiving a grant from the U.S. State Department to further Madonna University's partnership with Notre Dame University in Beirut, Lebanon, Sister Rose Marie (Kujawa, Ph.D.), Dr. Ernest Nolan, Dr. Jonathan Swift and Madonna University Trustee Tarik Daoud paid a visit to Lebanon. The visit was made to bring both university presidents together for an official signing of the partnership document. During this visit we were fortunate to meet with the Deans of the various colleges to discuss how Madonna University might improve the American Studies Program at Notre Dame and how our Middle East colleagues could offer advice on mid-eastern studies at Madonna. Present for the signing was the American Ambassador to Lebanon Mr. Jeffrey Feltman, accompanied by his staff. The arrangements for our visit were made by several people at Notre Dame including Dr. Ameen Rihani, and Dr. Michel Nehme, who acted as host for meetings, and for a special dinner at his home with his family. He and his colleagues were especially hospitable to the whole group. We considered the visit to have been very successful. Notre Dame is a beautiful, impressive and modern school with many facilities for study. It is a growing university with several campuses.

Power for the Cities

Urban Energy Conference

The Ministry of Energy and Water Resources and the NDU Water, Energy and Environment Research Center (WEERC) together organised a conference under the title *Power in the Cities*, held on December 17th, 2004, in Friends Hall, Main Campus, in cooperation with the French World Environment Fund (FFEM) and the French Development Agency (AFD).

Participants included experts and specialists from both Lebanon and abroad and at the opening of the proceedings these were welcomed by NDU Director of Public Relations **Mr. Suheil Matar**. Insisting on the practical importance of the occasion in view of the present situation, he said that one had only to glance at the media to read about corruption, accusations, embezzlement and wire-pulling. We could only ask with sorrow if this was the Lebanon we wanted for ourselves and our children. Mr. Matar appealed to those present to work in a clear light so as to illuminate a beautiful new city.

The head of the Lebanese Committee for Power and Environmental Protection, **Mr. Saïd Shehab**, declared that the rise in the level of carbon dioxide and other pollutants in the atmosphere was increasing greenhouse warming, which had already become a matter of worldwide concern. With temperature rising at an annual rate of .03 ° Celsius, something completely absent 1,000 years ago, there was a risk of a rise of 3° by the end of the present century. The speaker warned of the dangers of the

situation in the coming years if people remained indifferent and there were in consequence unhealthy changes in the atmosphere and environment. Many islands could completely disappear and regions including many around the Mediterranean, such as the Bekaa of Lebanon, could become deserts.

Mr. Philippe Boss, representative of the French World Environment Fund, gave a general outline of the Agency's activities, pointing to the need for specialist associations to cooperate in order to protect the world environment and prevent climate change.

The Director of the French Development Agency in Lebanon, **Mr. Claude Raymond**, spoke of the need for coordination between the national and municipal authorities in their action and of the readiness of the Agency to make loans for infrastructure in the domains of water and power supply.

The Director General of the Ministry of Water and Energy Resources, and Director of WEERC, **Dr. Fadi Comair**, insisted on the importance for Lebanon of inexhaustible energy generated by

the sun, wind and water, which safeguarded the environment. The year 2004, he pointed out, had been exceptional for the crises resulting from natural disasters.

Dr. Comair pointed out that 178 countries had been represented at the Buenos Aires Conference held in order to urge the world into action about climate change and that Lebanon should be organised on the basis of world decisions for the protection of the environment. But the question remained of how municipal authorities could apply them, and Dr. Comair urged the formation of town committees to carry out the decisions of the 1992 Rio de Janeiro Conference and to exchange information with urban councils in advanced countries. He closed by saying that our town councils must register success in this undertaking and not wait until the last moment to seriously concern themselves with the poisonous fumes invading the air.

The President of the Beirut City Council, **Mr. Abdul Menhem Ariss**, described a project for using solar energy for public lighting and insisted on the need to ensure the application of the correct specifications for electrical

WEERC and the CDM

On February 1st and 2nd, 2005, there was a high-level international workshop in the Friends' Conference Hall at NDU. This was organised jointly by the Lebanese Ministry of Energy and Water and the Water, Energy and Environment Research Center (WEERC) of NDU.

installations in building in order to economise and reduce electricity bills. He said that factories making solar energy units should be excused from taxes in part or in whole so as to be able to lower their prices.

The Director General of Urban Planning, **Joseph Abdul Ahad**, spoke of the insertion of specifications for temperature control in building regulations and of work in this direction being done by his Directorate.

The representative of the Director General of the Ministry of the Environment, **Maya Abi Zaid**, spoke of the basic principles of environment protection, including one that "pollution should be paid for".

Mr. Bernard Cornut, Director of the *Agence de l'environnement et de la maîtrise de l'énergie* (ADEME), discussed the role of the state and of municipal councils in advising on demands for power in the country.

The conference closed with comments on the experiences of town councils in Europe and Lebanon and a general discussion.

The event came within the framework of the European Commission SYNERGY project **Business Opportunities for Clean Development Mechanism (CDM), Project Development in the Mediterranean**, and was conducted in cooperation with the European Union and the National Technical University of Athens – Energy Program Unit (NTUA – EPU). It aimed at presenting and discussing the promising CDM proposals concerning Lebanon and Jordan.

If one takes into consideration recent developments such as Russian approval of the Kyoto Protocol, the EU-ETS linking directive, etc., it will appear that great investment opportunities will emerge for the region and that new avenues for EU-Mediterranean cooperation will be opened. It was considered that the establishment of business contacts between potential investors of the EU and Mediterranean would be facilitated by this regional workshop, which brought together potential investigators strongly active in the EU and Mediterranean Region, key energy market decision-makers of the (public and private) energy sector of the EU and Mediterranean countries,

international companies acting in the Mediterranean energy sector, key energy advisors of the EC and internationally reputed experts, and key players of CDM in the Mediterranean region.

Participants arrived on January 31st. Proceedings opened at 9 a.m., February 1st, with welcoming speeches by **Mr. Suheil Matar**, Director of Public Relations, NDU, **Fr. Boutros Tarabay**, President NDU, **Mr. Saïd Chehab**, ALMEE, **Dr. Fady Comair**, Director General, Ministry of Energy and Water of Lebanon and Director of WEERC, and **Dr. John Psarras**, NTUA – EPU, who also gave an overview of the project.

After coffee break, *Session B* dealt with Climate Change and Global Efforts. **Dr. Fady Comair** took the chair. Speeches were as follows:

- > Review of COP 10, given by **Mr. Joris Laseur**, JIN.

WEERC and the CDM

- > GHG's National Inventory and the Mitigation Measures Proposed, by **Ms. Alia Kaskas**, Ministry of Environment of Lebanon.
- > The Lebanese Industry Case, by **Mr. Hisham Abou Jawde**, Association of Lebanese Industrialists.
- > Kyoto Protocol Implementation, Jordan, by **Mr. Mahmoud Al-Ees**, Ministry of Energy and Mineral Resources of Jordan.
- > Lebanon – Cross Sectoral Energy Efficiency and Removal of Barriers to ESCO Cooperation, by **Mr. Anouar Ali** and **Mr. Nizar Jezzini**, UNDP.
- > Experience in JI Field that Could Be Transferred to CDM Projects, by **Mr. Tiit Kallaste**, Stockholm Environment Institute, Tallinn Centre.

Session C, 2.40 p.m., chaired by Dr. Chahwan Khoury, NDU Dean of Engineering.

Theme: Financing of CDM Projects and the Projects' Life Cycle.

- > Funding of CDM Projects, by **Mrs. Marte Nordseth**, Pointcarbon.
- > Analysis of the Netherlands' Funding Programmes, by **Mr. Joris Laseur**, JIN.
- > Overview of C-ERUPT, by **Mr. Daniel Van Der Weered**, SenterNovem.

- > Analysis of Portugal's Programme for CDM Financing, by **Dr. Luis Alves**, IST.
- > Analysis of the Canadian Programme for CDM Financing, by **Mr. Georges Zaccour**, GERAD.

Session D, February 2nd, 9 a.m.-1 p.m., chaired by Dr. Mohamed Kordab.

Theme: Proposed CDM Projects.

- > Project Opportunities for CDM Development in MEDA, by **Mr. Konstantinos Patlitziannas** NTUA – EPU.
- > BOO Wind Power Project, by **Mr. Mohammed Faisal**, MEMR, Jordan.
- > Extension of Hofa and Ibrahemia Existing Wind Park, Jordan, by **Mr. Mahmoud Al-Ees**, MEMR, Jordan.
- > 10.30-11 a.m. Coffee break.
- > Electricity Wind Farm Project for the Jbeil Electrical Company, Lebanon, by **Mr. Tony Matar**, ALMEE.
- > Energy Efficiency in Public Lighting at Jounieh, Lebanon, by **Mr. Daniel Geha**, ALMEE.
- > Stimulation of the Solar Market: Upgrading of the Kypros Solar Domestic Hot Water Manufacturing Plant, Lebanon, by **Mr. Saïd Chehab**, ALMEE.
- > CDM Project Potential in Borj Hammoud, by **Dr. Wolfgang Hager**, IPP-Environment.
- > 1-2.30 p.m. Lunch break (Implementation of bilateral meetings).

Session E, 2.30-4.00 p.m., chaired by Dr. John Psarras.

- > PPC's Strategy for Climate Change and New Business Opportunities, by **Mr. Anastasios Varthalis**, Public Power Corporation (PPC).
- > Unilateral CDM: An Opportunity to Enhance Participation in the CDM, by **Mr. Joris Laseur**, JIN.
- > Key Parameters for the Effective Application of CDM in the Mediterranean Region, by **Mr. Alexandros Flamos**, EPU/NTUA.
- > Concluding Discussion with **Dr. John Psarras**, NTUA – EPU.
- > **End of WORKSHOP.**

WEERC CONFERENCES

Opening the proceedings



In his closing statement, Dr. John Psarras showed how the two-day workshop had been most fruitful, and he thanked all concerned for what he described as impeccable cooperation and excellent organisation. As the projects from Lebanon and Jordan were mostly focused on wind energy and energy efficiency, their implementation would signal the beginning of systematic utilisation of the substantial wind energy potential that both these countries possessed. With the support and contribution provided by very high-level government officials, Dr. Psarras strongly believed that the workshop would constitute the catalyst for the government actors to accelerate procedures for the ratification of the Kyoto Protocol and the actions for its implementation afterwards.

His belief was confirmed not only by the presence at ministerial level and the financial support provided by the Lebanese Ministry of Energy and Water but also by the

important announcements made during the Workshop. It had been a pleasure to hear the Ministry Director General, Dr. Fady Comair, announce two very important measures. The first was the creation of a committee of top experts to prepare appropriate actions and to advise the Parliamentary Committee. The second was the acceleration of measures to exploit the high potential of hydro energy in Lebanon, which would further increase the share of clean energies in the energy balance of Lebanon and contribute to the management of water resources in the country as well. A well-prepared workshop on this subject was strongly advised.

What appeared the most promising and significant result was the contribution to the GHG emissions reduction and sustainability of outputs, as the projects promoted social developments, offered employment opportunities and were generally

conducive to the raising of living standards. The European Commission put special emphasis on ensuring sustainability of the projects it financed and Dr. Psarras was happy to note that the project had indeed performed very well.

Dr. Psarras announced future workshops, in Turkey on February, 16, 17th and 18th, in Syria on March 1st and 2nd and finally in Morocco on March 29th and 30th. He said he was glad that close links had now been established and was convinced that these contacts would be expanded to create a forum of key energy and climatic change experts in the various countries to facilitate discussion and dialogue. He repeated that the European Commission was very pleased to see the progress of the proposed CDM projects and the growth of interest of interest in the future aspects of climatic change in the Mediterranean region and again thanked the participants for their presence and contributions.

Lebanese in Mexico

Celebrating the Mexican Cultural Month, on Monday, September 13th, 2004, the NDU Lebanese Emigration Research Center, the Friends of LERC and the Mexican Embassy organised in NDU a lecture entitled *The Lebanese Community of Mexico: Its Structure and Relations with Mexico*, delivered by **Mr. Tony Trabulse**, Co-Founder and General Director of the Mexican-Lebanese Cultural Institute in Mexico. Those attending included **H.E. Arturo Puente**, Ambassador of Mexico, his homologue **H.E. Dr. Nohad Hammoud**, Lebanese Ambassador in Mexico, and **Mr. and Mrs. Carlos Slim Helou**, of Lebanese descent and known as one of the world's richest couples, as well as other prominent personalities. Dr. Hammoud thanked Mr. Trabulse for his work strengthening Lebanese-Mexican ties, including the setting up of the Lebanese Folklore Group in Mexico in 1956, the Lebanese-Mexican Literary Association in 1966, the *Lebanon in Mexico Magazine* and the radio show *The Lebanese Hour*, as well as numerous other efforts of this nature.

A Novel of Diaspora and Love

On 17th November, 2004, The LERC and the Friends of LERC invited the poet and writer **Jad el-Hage** to Main Campus Auditorium, where he presented his new book, *The Last Migration: A Novel of Diaspora and Love*. His previous works have been translated into French, German, Dutch and English. He was introduced by **Dr. Norman Nikro**, Assistant Professor of the NDU Faculty of Humanities, who said that the new book aimed at clarifying that "in the Diaspora one must continually accept oneself as irremediably incomplete."

Mr. Jad el-Hage spoke on various issues, saying that with its emigration Lebanon, though a small country, had practised globalisation before the word was coined; at the same time, throughout the evening, he gave proof of his obsession with words of any language. **Ms. Valerie Aoun**, a master degree student in English Literature, read with the author some

Mr. Trabulse explained that the first generation of Lebanese emigrants to Mexico were peddlers and traders, the second included leaders in commerce and industry, and the third had produced professionals in every field. As the Lebanese organised themselves, Father Cha'ya published the first bulletin to inform the Diaspora about events in Lebanon, and in 1908 there was *Al-Matamirk* and *Sada Mexico*. Yousef Saleh el Helu established *Al-Khawater*. In the 1940s various political and social clubs appeared. Now the Lebanese Club in Mexico City is the largest in the world, with 90,000 sq.m. of floor space and hosting the Associations of Lebanese Artists, Lawyers and



Doctors among others. The presentation included an audio-visual showing of the beauty of Mexico and of Lebanon. Mr. Trabulse concluded with hopes for an increased exchange of visitors, students and academics and of intellectual property between Lebanon and Mexico.

Reporter: **Marie-Jose Tayah**.

excerpts from his book, one of them being about emigrants in Paris and in a fruit market in London, where out of habit they ignored the “Don’t touch” signs. Mr. Hage’s novel won him the presentation prize at the Writers’ Festival in Sydney and is to be followed by one bearing the title *The Myrtle Bush*.

Reporter: Marie-Jose Tayah.



2

1



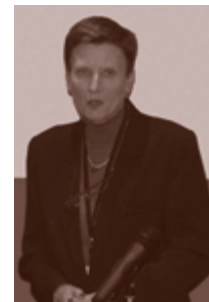
1. Dr. Norman Nikro, Valerie Aoun and Jad el-Hage.
2. The author signs his book.

From Zero to Zenith -Arabs Down Under

In preparation for International Migrants’ Day, on 8th December, 2004, LERC and the Friends of LERC joined with the Australian Embassy in projecting the documentary *Arabic Contributions Down Under: Zero to Zenith*, which was followed by discussion with Australian Ambassador **H.E. Stephanie Shwabsky**. For her part, **Ms. Guita Hourani**, Associate Director of the LERC, explained that this was the first official celebration of International Migrants’ Day in Lebanon; she expressed hope that Lebanon would ratify the Migrant s’ Rights Charter and called for efforts to ensure the rights of Lebanese abroad and of foreign immigrants in Lebanon.

Ambassador Shwabsky introduced the documentary film as one of many self-conscious moves by ethnic communities to assert their past while also contributing to modern Australia. She described the four distinct waves of migration from Lebanon to Australia, starting with those fleeing conscription in the Ottoman army. While migrants sent millions of dollars weekly in remittances to relatives in North Lebanon, their loyalty to Australia was exemplary and they considered it Paradise!

Important Arab figures highly reputed in Australia were interviewed in the film, including the above-mentioned Jad el-Hage,



Her Excellency
Stephanie Shwabsky,
Australian
Ambassador

sportsman Robert Kabbas, Designer Naji Imam, businessman Jack Nasser, inventor Bassam Shomali and medical researcher Dr. Hatem Salem. The Australian Arabic Council (AAC) received a grant to make the 40-minute documentary, which looks at the Arabs’ contribution to humanity and at the history of Arab emigration to Australia.

Reporter: Marie-Jose Tayah.

LERC CONFERENCES

Arabic Contributions Down Under: Zero to Zenith – The Lebanese Experience

On the occasion of International Migrants Day, December 18th, 2004, in the NDU Friends Hall a large audience answering an open invitation from the Lebanese Emigration Research Center (LERC) of NDU, the Australian Embassy in Lebanon and the Friends of LERC were shown a film entitled *Arabic Contributions Down Under, Zero to Zenith* (the Lebanese Experience). It was introduced by Her Excellency **Stephanie Shwabsky**, Ambassador of Australia in Lebanon.

Ambassador Shwabsky is a senior career officer in the Department of

Foreign Affairs and Trade, to which she transferred in 1982 from the Department of the Prime Minister and Cabinet, where she had been employed since 1974. She has served in Bonn, Hanoi, Colombo, Nairobi, Phnom Penh, Dili and elsewhere. She was a United Nations International Polling Station Officer for the Cambodian election in 1993, UN Observer for the South African 1994 elections, and a member of the Australian Observer Delegation, 1999 East Timor Popular Consultation.

The Australian Arabic Council received a *Living in Harmony* community grant to produce the above-named documentary film. About forty minutes long, the film outlines briefly the Arabs' contribution to humanity and then the history of Arab migration to Australia. It focuses on the Lebanese experience in Australia and provides portraits of Lebanese-Australians prominent in such fields as art, sport, medicine and industry. It was produced in 1993 in association with the Australian government.

Creation of a Global Village Over a Century of Emigration from Bishmizzine

On January 26th, 2005, NDU had the honor of hosting **Dr. Patricia Mihaly Nabti**, leading anthropologist and Founder-Director of The Association for Volunteer Service, when she gave a lecture entitled *The Creation of a Global Village: Over a Century of Emigration from Bishmizzine* as part of the Village Network Initiative of NDU's Lebanese Emigration Research Center. She is the first to have used the expression "global village" and to have done field research starting from a particular village, namely Bishmizzine, and later covering the entire globe.

The distinguished speaker was presented by LERC Director **Ms. Guita Hourani**, followed by **Dr. Najah Abdallah**, Assistant Professor and Advisor in NDU's Department of Mass Communication, acting as Moderator. The audience consisted mainly of NDU academics, Friends of LERC and "Bishmizzinis".

Dr. Nabti wished that the LERC should enjoy collaboration of the major Lebanese universities and the Ministry concerned, and so welcomed the idea of herself working with the LERC on its objectives. Her interest in

Bishmizzine emigration arose from its being her husband's village and his having relatives all over the world. Bishmizzine is in the Koura district of North Lebanon and its resident population is under 1500.

Emigration from Bishmizzine started over a hundred years ago. Much information about earlier emigrants was collected by Dr. Afif Tannous in 1939 and the rest was acquired during Dr. Nabti's fieldwork in Australia, the USA, Lebanon and Saudi Arabia and by correspondence with emigrants in Brazil and Argentina from 1985 to January 1989. Dr. Nabti found an

however often had the intention of working there. In the 1980s many entered the USA as visitors but worked as illegal aliens. There were two waves of professionals to Saudi Arabia, in the 1950s following the discovery of oil and in the 1970s with the oil boom, but there permanent settlement was not possible.

As for education, many went to continue their education in the USA and stayed there, largely because of educational ties with the American Protestant Mission. Education gained importance as a qualification for migration in 1917, when the USA imposed a literacy test and a quota system favoring professionals “ of exceptional ability in the sciences and arts and their spouses and children”.

Regarding marriage, emigrants came to realize that wives from their home village and religious sect could alleviate nostalgia and be a financial asset. Some young women went to help their fathers or brothers or to work as nannies, later marrying other Lebanese emigrants. Unlike those in Australia, some men married US citizens in order to acquire citizenship.

Dr. Nabti said that Bishmizzine was not so much a village in the sense of having geographical and social boundaries but rather one with a global dimension. But there was no organization for

maintaining formal contacts with the Diaspora and even efforts to institutionalize charitable contributions had not succeeded. The Bishmizzine Charitable Association of Australia was the only association existing abroad. However, there was a very active network of Bishmizzine residents and emigrants crisscrossing the continents by ‘phone, mail and visits, reinforced by memorial services and notices in church bulletins There were “land-hunters” who kept in touch with emigrants in order to buy land from them so as to increase their holdings in the village.

Finally, Dr. Nabti declared that while in many countries village roots were considered an embarrassment, reflecting a backward heritage, two examples from Australia showed the opposite. One house bore a sign “Bishmizzine 3” instead of a simple number, while the former mayor of a town included the name of the village on his business card and letterhead. During the discussion that followed her lecture, Dr. Nabti remarked that although Bishmizzine showed consideration to Lebanese from all countries, it still failed to adopt immigrants to Lebanon; the Easter Service was celebrated in all languages except Srilanki and Philippini, although people from these places were present.

important relationship between labor migration, migration for education, step migration, permanent settlement and return migration, influenced by questions of work, education and marriage.

Concerning work, early emigrants to Egypt had important skills, capital and knowledge of the language, unlike those going to Latin America, the USA and also Australia, where they long had working-class status. The flow to Latin America slowed down due to political and economic difficulties, while entry to the USA became largely limited to students, who

LERC CONFERENCES

Lebanon in the Conscience of the Lebanese in France

On Wednesday March 16, the Lebanese Emigration Research Center (LERC), and the Friends of LERC at NDU Main Campus, had invited University staff and friends to a lecture entitled *Lebanon in the Conscience of the Lebanese in France*. Among those present were the President of NDU, **Father Boutros Tarabay**, Vice-President for Sponsored Research and Development **Dr. Ameen A. Rihani**, and an envoy from the American Embassy.

The lecture was moderated by **Dr. Georges Labaki**, Associate Professor at the Faculty of Political Science, Public Administration, and Diplomacy at NDU, and presented by TV host **Ricardo Karam**.

Ricardo Karam gave an in-depth overview and analysis of his newly published book *Le Paris Libanais*, which discusses the issue of the Lebanese in France, their migration history, and the effects of their emigration on both French society and Lebanon, as well as relating their successes.

"It's like an osmosis and diffusion between the two cultures ... many of the Lebanese have invested and dedicated themselves, and by doing so have invested their identity too and Lebanon with them and through them," said Mr. Karam.

In that same context Mr. Karam gave two meanings to the word *Paris* figuring in the title of his book, the *Paris*, the French capital, and *le pari*, the challenge. As for what inspired the book, Mr. Karam brought us back to the year 2000, to an editorial in the *Al-Nahar*

newspaper written by journalist Nabil Khoury to mark the death of the Lebanese politician who died in exile in France, Raymond Edde.

According to Karam's book, based on four years' research with 3000 interviews and covering thirty years of Lebanese emigration to Paris, the Lebanese have settled in either the fifteenth, the sixteenth, or the seventeenth "arrondissement" (district) in Paris, each according to his budget. Lebanese were mainly distributed over Foch Avenue, Victor Hugo Avenue, and the Seine River vicinity.

Using Karam's words:

"The Lebanese numbered 5,860 in 1975 and 16,000 in 1976. In 1978, the Lebanese community numbered 49,000. In 1982, and due to the election of President Bashir Gemayel, a great number of Lebanese chose to come back, filled with the hope and aspiration of a bright and prosperous future. The illusion was short lived ...in 1989, and during the war of liberation launched by Gen. Michel Aoun, we could count 160,000 Lebanese expatriates. The era of Rafic Hariri giving rise to a dream, the number of Lebanese expatriates was reduced to 77,000 in 1999."

Ricardo Karam (right)
with Dr. Georges
Labaki.



Karam's book covers all the aspects of Lebanese life in Paris, politics, journalism, culture, arts, tourism, gastronomy, health, economy, and women. In terms of **politics**, the Lebanese were very active in Paris, so much so that the city has witnessed hundreds of demonstrations, sometimes also labeled as the "Gucci and the Prada demonstrations". Similarly, the Lebanese Embassy located at Rue Copernic acted like a second home to the Lebanese, and the *Foyer Libanais* as well as *Notre Dame du Liban* Church were the only places that would bring together the fiercest of political enemies.

As for **journalism**, "the Lebanese press followed the movement of the exile...journalists used to gather around the *Café du Trocadero*, drugstore of the Champs Elysées...The first Lebanese magazine was *Al-Watan Al-Arabi*, followed by *Al-*

Mustaqbal, then *Kul Al-Arab*, and *An-Nahar Al-Arabi wal Duwali*, as well as *Les Cahiers de l'Orient*."

Culturally, there is no need to mention Georges Shehadé or Nadia Tuéni, Maalouf, Shedid, or even the Institute of the Arab World, which was headed between 1984 and 1990 by the Lebanese Bassem el-Jisr.

Artists range from painters to musicians, to actors, to movie directors. Lebanese architects, Lebanese interior designers, antiquaries, fashion designers, jewelers, photographers and hairdressers, all made it in Paris – needless to mention the names.

With regards to **gastronomy**, from only three in 1975, Lebanese restaurants have multiplied to 130 at present.

Karam also discussed the Lebanese participation in the French **economy**, arguing that

many mergers between Lebanese banks and a multitude of French banks were concluded during the war in order to allow the existence of the Lebanese banks in that country; worth noting here is the BLC (*Banque Libanaise pour le Commerce*). Other banks with Arab capital were also managed by Lebanese bankers.

The lecture concluded with a lively and interesting debate rather than a casual discussion, maybe ignited by the presence of the lecturer, a TV host.

Refreshments followed the two-hour literary Parisian encounter.

Marie-Jose Tayah
International Affairs and Diplomacy student

4th Millennial Lecture Series 2004-2005

Dr. Toufiq Rizk on Teaching Sciences

Continuing the 4th Millennial Lecture series **Religion/Science Interface Explorations** sponsored by the Faculty of Humanities and the Department of Behavioral and Social Sciences, on Friday, January 14th, 2005, **Dr. Toufiq Rizk** gave a talk in Friends' Hall entitled Teaching Science at Universities: Present Status and Future Challenges. The delighted audience was composed largely of specialists from NDU and elsewhere.

Dr. Rizk is professor and head of the Center for Analysis and Research at St. Joseph's University in Beirut. He obtained his Master degree and Ph.D. in Organic Chemistry at the *Université Pierre et Marie Curie* in Paris. He taught in the René Descartes University of Paris and in the Lebanese University, English and French sections, and has held important public positions in the fields of safety for food and other organic products with much published research.

Dr. Rizk was presented to his audience by **Dr. Doumit Salameh**, Chairman of the Department of Behavioral and Social Sciences. He introduced his subject by mentioning the rapid development of science and technology in various sectors and their multi-disciplinary impact on the need of universities to adapt to the requirements of globalisation and the difficulties they face. Graduates have to survive in a competitive environment that fluctuates according to supply and demand in the market, which changes faster than current academic curricula and training standards. Students have to adapt at a faster pace than current levels of academic education allow.

Dr. Rizk declared that the quality of education in Lebanon's fifty-three scientific institutions and the absence of a national education policy in Lebanon impose a review of the options especially in view of the globalisation process and the rapid development of new

technologies. The University, he said, has become a main player in the advancement of society, so policy should focus on the employment of all available and necessary means to take part in economic and social development. This should be done over and above the universities' fundamental duty and mission to provide good education, generate new information and knowledge, and develop a scientific and technical risk management policy. These ethical considerations imply a serious undertaking by decision-makers, experts and civil society representatives to engage in a genuine exchange of ideas and experiences, allowing identification of real problems, establishment of a set of pointers and the offering of solutions with an outlook towards the future.

One fact that emerged from the open discussion that followed this concise but highly informative presentation was that, provided they showed individual enterprise,

Millennial Lecture Series



Dr. Richard Khuri on Limits in the Sciences – Math, Physics, Biology

there was no need for Lebanese to be pessimistic and to invoke the small size of their country to explain economic weakness and lack of opportunity for specialised graduates. Lebanese hold top management posts in large international companies based abroad and the example was given of countries like Singapore, only a fraction the size of Lebanon, which starting with a poor Third World population, has in a short time risen to the status of a fully developed nation.

Discussion was no less lively during the refreshments that followed, particularly as all were won over by the charm of the guest speaker.

In NDU Friends' Hall on Friday, March 4th, 2005, **Dr. Richard Khuri** gave a talk during which he impressed his academic audience by the profundity of his learning in philosophy and every field of science and in particular by the clarity and simplicity of his exposition – a sure sign of mastery of one's subject.

Dr. Khuri obtained his doctorate in Philosophy from the University of California at Berkely, renowned for its researches on the ultimate nature of matter. He used to live in the Washington DC area, lecturing in several universities including Georgetown University and the Catholic University of America. At present he lives in Lebanon, teaching at LAU Beirut. He is affiliated with

the Council for Research in Values and Philosophy. The subjects of his scholarly articles include modern cultural history of the Middle East, the philosophy of art, and the philosophical evaluation of contemporary scientific thought. This last area is the focus of his current research. He has also written several literary and critical essays for the international daily, *Al-Hayat*.

Millennial Lecture Series

He is a recipient of the Freedom Award, conferred on him by the IIAS in August 1997.

After an introduction by **Dr. Doumit Salameh**, Chair of the Department of Social and Behavioral Sciences, and a short presentation by **Dr. Boulos Sarru'**, Dean of Humanities, Dr. Khuri dealt with the point where one goes beyond the sciences as we know them. Together with his deep treatment, he gave simple and sometimes strange examples. He said that until recently the ancient science of cosmology had been neglected but there was now renewed interest in the ancient learning of the Greeks and Chinese.

In mathematics there was the strange fact that while the cardinal numbers, as abstractions, were infinite, the ordinals were limited as they dealt with concrete things. After referring to the four fundamental forces of nature, he pointed out that particles were not isolated but even when widely separated could act in perfect instantaneity. A difference of only one in the seventy particles making up the atoms of mercury and gold produced two widely differing substances, one liquid and one solid.

In biology there were yet stranger phenomena. The vast majority of the elements in the DNA molecule had no function, so-called "junk", so doubts were now cast on the theory of genetic determinism. Twenty-five separate loci in the DNA were all necessary for the functioning of blood clotting. It was strange how the companionship of animals had been shown to really improve the health of human beings. Dr. Khuri gave the amusing case of cats for whom their owners had taken appointments with the veterinary surgeon for their inoculation against distemper. Out of 300 cats, 299 completely disappeared on the day of their appointment and could not be found although their owners searched high and low. How, one wondered, could the cats possibly know about their appointment.

During the lively question-time that followed the talk, one matter that was raised was the persistence of crude survival-of-the-fittest Darwinism in Anglo-Saxon

scientific circles, the effort to explain the evolution of species by individual animals with very slightly stronger or larger organs than their fellows having better chances of survival. This did not seem to take into account survival of the luckiest or explain the evolution of the wing or of a bat's radar system for catching minute insects in flight. These demanded a coordinated development of anatomy, physiology, circulation, nervous system, reflexes, sensation, instinct and desire. Was the survival of crude Darwinism simply a result of Anglo-Saxon chauvinism? Dr. Khuri replied that during meetings in Europe he had found that there was a tendency there to suppose the entry into operation at certain moments of an inborn potentiality.

The liveliness of the conversation during the taking of refreshments was evidence of the keen interest of the audience in Dr. Khuri's exposition.

Joint Seminar



In Friends Hall on Friday, December 10th, 2004, the Computer Science Club, WEERC and the NDU IEEE Student Branch organised a one-day seminar under the title *Administrative Development through Integration of the New Technology*, with the presence of **Dr. Fady Comair**, Director General of the Ministry of Water and Energy Resources and Director of the NDU Water, Energy and Environment Research Center, and **Mr. Suheil Mater**, NDU Director of Public Relations. The seminar focused on Geographic Information Systems (GIS) and IEEE activities.

Dr. Fady Comair opened by saying that once again NDU was hosting specialised experts, to explain the importance of this new technology to the new generation, engineers, decision-makers and the general public in order to help them to visualise and analyse issues of varying complexity in fields such as water resources, energy and health among others.

The Chairperson of the Department of Computer Science **Dr. Hoda Maalouf** drew attention to the program of Geographic Information Science (GIS), comprising 92 credits. She remarked that NDU was the only university in Lebanon giving the degree of Bachelor of Science in this subject.

Dr. Fawzi Kabbara, Marketing Manager of Khatib and Alami Co., spoke of the importance of GIS and its great benefits. He pointed out that it had five elements, namely **1)** maps and globes, **2)** geodata sets, **3)** process models, **4)** data models, and **5)** meta data. He discussed the GIS software programs available from his company.

Engineer Manal el-Sayed, head of the above company's Program Development Department, talked about the application of GIS in four projects. These were **1)** the project of the Lebanese Electricity Company (EDL), **2)** the

Communications Network Project in Egypt, **3)** the Municipalities Project in Muscat and Oman, and **4)** the project of the Lebanese Ministry of Health.

The responsible official for Industrial Relations in the IEEE branch in Saudi Arabia **Rami el-Mushcab** presented a general picture of the IEEE (Institute of Electrical and Electronic Engineers). He explained that it was a technical professional Association which was a leading authority in areas ranging over computer engineering, biomedical technology, telecommunications, electrical power, aerospace and consumer electronics, to mention only a few. He stressed the importance of the IEEE branch in Lebanon and of its role in organising conferences and seminars in order to ensure engineers' technical vitality.

Cultural Pluralism – Student reactions.

Dr. Eugene Sensenig-Dabbous, of the Political Science Department of the NDU Faculty of Political Science, Public Administration and Diplomacy, has been giving a course on Cultural Pluralism in America. After a discussion on faith and political science instruction, he had the following feedback from three of his students. Several communities, including Muslim, are represented among those following his classes.

Olivia (Armenian Orthodox)

As a political science student, I think it is important that professors and students should express their religious perceptions on different issues. However, they should not force their views on each other. There are no “right” or “wrong” positions in political science, as there are no “right” or “wrong” ideologies or political parties. It is up to individuals to decide for themselves what is acceptable for them. I believe that professors’ religious backgrounds (including atheists) cause them to introduce a certain paradigm, consciously or unconsciously, influencing their way of seeing things.

Politics is not just about respective governments ruling their states, but rather about governments affecting people’s lives in all aspects (e.g., economic, social). Therefore, if a political science professor or student discusses and takes a stand about an issue, especially a moral one, it makes complete sense to reflect on his/her religious identity. So, if you are not aware of his/her background, you might not understand the reason of his/her perceptions; this is especially true in cases of conflict.

What is more, as a Christian, I personally tend to measure my acquired academic knowledge with my Christian values most of the time. So it would be interesting and helpful for me to see what types of “glasses” each professor looks through when viewing a certain issue. Sometimes this would challenge my own position, for example making the gap or differences even wider with respect to those professors with different backgrounds. Despite this danger, throughout my short but valid experience as a student, I have to admit that the opposite scenario was more common.

Sally (Maronite)

Concerning the issue of integrating religious preference in the educational curriculum – and here specifically in the realm of political science – in my personal opinion religion does indeed greatly influence our societies as a whole; however, it influences each of us as individuals quite differently. The principles of our many religious creeds are invaluable tools that we as students can benefit from; however, these principles should be presented from a neutral standpoint.

The religious ideas are based on our own freedom of choice to form our own individual opinion. We should decide what type of faith-based belief system we choose to adopt. However, if one is to reflect on this important decision, I think that we should educate ourselves about the fundamental issues upon which our options are based.

Trade Justice Week, April 2005

<http://.april2005.org/index.html>

Dr. Eugene Sensenig Dabbous of NDU and his students are now the Lebanese contact group for the **Trade Justice Week** to be held in April, 2005. The message is –

- > NO to the rich and powerful imposing unjust trade agreements, indiscriminate liberalisation and privatisation on the poor.
- > YES to everyone's right to food, a livelihood, water, health and education.

All individuals and organisations interested should contact Fair Trade Liban through Dr. Eugene Richard Sensenig-Dabbous, email sdabbous@ndu.edu.lb .

The respect for, and preservation of, our religious, social and cultural diversity is essential if we wish to flourish individually, socially and economically. We should be aware that a homogeneous people, made up of individuals who share uniform ideals, are likely to end up acting in a uniform fashion.

Nathalie (Greek Catholic)

Despite the fact that Notre Dame University is a Catholic university, I haven't noticed that political science is taught any differently than in other universities in Lebanon. Religious teaching is not used as a teaching perspective when studying law or political science. However, we students cannot ignore a professor's faith as many religious issues are being dealt with in courses related to important political and legal topics.

Indeed, I find it more enriching and interesting if students and professors discuss legal issues from a religious perspective, as this gives us a better understanding of the topic. Our identity does influence the way we see things and the way we study them. Thus, as religion plays a role whether we have faith in God or

not, we cannot ignore our religious faith when studying political science or law. However, when including religion in law and political science schools, we should be careful not to favor one religion over the other and should avoid being extremist.

Maths Seminar

Dr. Ramez Maalouf, Assistant Professor, Department of Mathematics & Statistics, has kindly sent us the following information:

Seminar in the Math Department by Mr Wissam Raji

On the 5th of January 2005, **Mr Wissam Raji**, a graduate of the Mathematics Department at NDU, who is currently doing a Ph.D. in mathematics at Temple University in Philadelphia, USA, presented a talk on a recent new proof he established for a known result. The talk

presented a new proof of the transformation law of the Jacobi $\theta_3(\tau)$ function defined in the upper half-plane using residue calculus. The proof is inspired by Siegel's proof of the transformation law of the Dedekind Eta function. We give an outline of the talk:

The Jacobi $\theta_3(\tau)$ function is defined by
$$\theta_3(\tau) = \prod_{n=1}^{\infty} (1 - q^{2n})(1 + q^{2n-1})^2$$

where $q = e^{i\pi\tau}$ and τ belongs to the upper (complex) half-plane, and its

known transformation law is given by
$$\theta_3\left(-\frac{1}{\tau}\right) = (-i\tau)^{1/2} \theta_3(\tau)$$

The idea of the proof (due in its original form to Siegel, as applied to the Dedekind Eta function) is to transform the infinite product in the above

definition of $\theta_3(\tau)$ to an infinite sum by considering $\log(\theta_3(\tau))$ and substituting this in the (logarithm of the) above mentioned transformation law. This creates a certain series defined in the upper half-plane, whose value (as claimed by the transformation law) is proved to be the case for points on the positive imaginary axis. And this would prove the transformation law for the entire upper half-plane, by analytic continuation. The crucial trick in the proof is to consider the partial sums in the above mentioned series as being the successive sums of the residues, within a certain fixed domain D in the complex plane, of a

specially constructed sequence $\{F_n\}$ of holomorphic functions. In this case one can evaluate these partial sums by considering the integrals

$$\int_{\partial D} F_n(z) dz$$
 and then taking the limit as $n \rightarrow \infty$.



Mathematician Wissam Raji addresses a specialist audience.

Education Seminar

First Session

At 4 p.m. on Wednesday, January 26th, 2005, the Department of English, Translation and Education in the Faculty of Humanities, Notre Dame University, held the first of a ten-seminar series addressing the subject *Establishing an Efficient Education Setting*.

The message of **Dr. Boulos Sarru'**, Dean of the Faculty of Humanities, to the audience of educators, coordinators, heads of departments, directors and principals of schools and universities in Lebanon covered the importance of education as a vehicle to meet the challenges of modernity. He stressed that education itself was not a matter of content and style but a question of methodology to deliver the knowledge. Without such awareness of culture, education know-how, content and style, the application of "Education Revised" will not enable the educators to succeed in their endeavors as they address the needs of their students.

In line with the Dean's message, **Dr. Christine Sabieh**, Chair of the Department, shared the information on the varied teaching diploma emphases and graduate specializations in the Department and outlined the topics of the

seminars that were scheduled to take place from January to June 2005 on NDU's different campuses, Zouk Mosbeh, Chouf and North, before introducing the speaker, **Dr. Sami Samra**, Assistant Professor of English and Education at the University. The issues to be addressed included issues related to the teaching-learning styles, to classroom management, to the use of tools, to methodologies and to performance evaluation in the classroom. Dr. Sabieh noted that the topic addressed in each of the sessions was developed in a way to cater to the language, sciences, social sciences, and arts classrooms, to the young learners as well as the adult learners, to the average and/or challenged learners, and to the educator and administrator in the education settings. The initiative of the series, the Chair went on to say, was to include presentations, hands-on work and discussion, resource material, website support, and follow-up opportunities.

Dr. Sami Samra's seminar was entitled "Teaching-Learning Styles in the Classroom". The two-hour seminar first introduced the teaching-learning cycle and worked with the basic assumptions present in the conventional classroom, the experiential classroom, and the cooperative

classroom. The audience gave their feedback on how they perceived the assumptions in relation to the classrooms identified, enabling Dr. Samra to outline the strategies that needed to be focused on in the teaching-learning process. He emphasized the importance of knowledge acquisition and knowledge retention when dealing with the cognitive strategy, to show the importance of having the learners develop metacognitive strategies through evaluation and judgment, monitoring, and observing and self-actualization activities. He then went on to emphasize that activities also needed to be planned to have learners work on guessing from context, predicting outcomes, expressing ideas through non-verbal communication, and choosing from alternatives. Moreover, the affective strategy was a strategy that could be developed to lower anxiety through music/humor, rewards, sympathy and empathy. The last strategy identified was the social strategy, and that had to do with developing activities that enabled the students to learn with others, to collaborate, and to apply democratic principles within the setting. Dr. Samra discussed the importance of styles in a classroom setting that enforced knowledge acquisition and

retention through lecturing, Q/A, and guided discussion, critical thinking through inquiry skills, observation, classification, measuring, prediction, inference, definition, and interpretation, decision-making and creative thinking through the students' ability to form new combinations, to explore and to be challenged into diversifying their thinking. He stressed the importance of incorporating the multiple intelligences as a new emergence of individuality that promoted cooperative learning through teamwork, interpersonal communication, and self-expression opportunities, making the learners responsible beings within their world of functioning.

For further information on seminar dates, topics and location setting, contact the NDU website at www.ndu.edu.lb, or send an email to Dr. Christine Sabieh at csabieh@ndu.edu.lb.

→ To help registration we give here the dates, topics and location settings for seminars foreseen for after the apparition of this issue of *NDU Spirit*. –Ed.

March 30, 2005, 4:00 – 6:00 p.m.:
Effective Use of Tools in the Classroom. Zouk Mosbeh (Main Campus, Friends' Hall).

April 13, 2005, 4.00 – 6:00 p.m.:
Effective Use of Tools in the Classroom. Chouf.

April 27, 2005, 4:00 – 6:00 p.m.:
Appropriate Methodologies in the Classroom. Zouk Mosbeh (Main Campus, Friends' Hall).

May 11, 2005, 4:00 – 6:00 p.m.:
Appropriate Methodologies in the Classroom. North (Barsa).

May 18, 2005, 4:00 – 6:00 p.m.:
Performance Evaluation in the Classroom. Zouk Mosbeh (Main Campus, Friends' Hall).

June 1, 2005, 4:00 – 6:00 p.m.:
Performance Evaluation in the Classroom. Chouf.
Teachers, Coordinators, Heads of Departments, Directors and Principals are invited to attend sessions gratis; however, all others will be charged L.L. 25,000 for each seminar session of interest. All interested colleagues are welcome to participate in the activity and receive a certificate of attendance.

Third Session

In Friends' Hall at NDU Main Campus, on Wednesday, February 23rd, at 4:00 p.m., two hundred and fifty educators, coordinators, heads of departments, directors and principals came together from different schools and universities in the region to attend the third session of the ten-seminar series which is being held by the NDU Department of English, Translation and Education, Faculty of Humanities, and addresses the subject of "Establishing an Efficient Education Setting". **Dr. Christine Sabieh**, Chair of the Department, started the session off with a brief instruction about the Department and the Programs and an overview of the seminar series, outlining the topics of the seminars scheduled to take place on NDU's different campuses, Zouk Mosbeh, Shouf and North, before introducing the speaker, **Dr. Carol Ann Goff-Kfouri**, and her outline for the session.

Dr. Kfouri gave a one-and-a-half-hour presentation entitled "Striving for an Orderly Classroom". In her presentation, Dr. Kfouri stressed that the instructor is not alone. The classroom is a part of a whole, which stretches from the student to the teacher, the school, the family and the community to which the school belongs. By keeping communication lines open between all the elements which make up the school, the teacher will find support in aiding students to become the most efficient learners they can be. In order to keep an orderly classroom, Dr. Kfouri emphasized the need for rules and procedures that should be taught to the students just as any other subject. It is also necessary to encourage students when they do follow the rules; it has been proven that encouragement cuts down the amount of negative behavior in a classroom. However, when disruption does occur, Dr. Kfouri suggested a series of graded natural consequences that have been cited in the literature. She suggested reminders to keep on-task, followed by the "I-message", the 4 w's, time out and class meetings. Dr. Kfouri ended her presentation with her own personal conclusions resulting from many years of teaching. The most effective method of obtaining and keeping order is to try and keep a sense of humor while dealing with the young people one is working with.

Poetry Event

On Tuesday, December 21st, 2005, a poetry event was held in the NDU Auditorium under the ægis of the Faculty of Humanities. In her welcoming address, **Dr. Christine Sabieh** explained that this was one of three public events organised by **Prof. Najj Oueijan** with the aid of the Department of English, Translation and Education. She presented Professor Oueijan, who greeted the audience, which included **Prof. Ameen Rihani**, Vice-President for Research and Development, **Prof. Boulos Sarru'**, Dean of the Faculty of Humanities, instructors, students and invited guests.

In his introduction to the proceedings, Prof. Oueijan remarked that he had written on the poster announcing the occasion that "Poetry which is not read is like a lost treasure." Before the audience listened to the ten poets who were to unravel their poetry, he wished to remind those who were never satisfied with their own poetry that according to Paul Valery a poem is never finished, only abandoned. For those who wondered about the purpose of poetry, Robert Frost had said that a poem begins in delight and ends in wisdom. For those who wondered about the difference between prose and poetry, Edward Young had said: "There is something about poetry beyond prose logic, there is mystery in it." And for those who wanted to know the worth of poets, Charles Baudelaire had said, "There exist only three beings worthy of respect – the priest, the soldier, and the poet."

Prof. Oueijan then introduced **Ms. Nathalie Farah**, a junior majoring in English Literature, who explained that her poem had been inspired by hearing the carol *White Christmas*:

Winter Blessings

*Soft silver crystals drift down,
Showering comfort from the clear
Ice blue sky above.*

*Whispering tidings
Of relief from the harsh autumn sun;
Crystal harbingers of peace and joy
Blanket the world
With their shining purity.*

*Watch as they gently cover
The suffering soil with their gentle
comfort;
With each tiny winter blessing
The earth becomes a witness
To a hidden miracle that awaits
For those who sense
The tidings yet to come.*

*Mother Earth now covered
In a coat of silver snow
That glitters, sparkles and shines
As though woven with diamonds.*

*Winter Spirit gently showers her
blessings
To the hibernating world below
Granting all the pleasures
Of witnessing
Its children's mismatched perfection.*

Dr. Joe Yacoub, assistant professor in the Department of Behavioral Science, explained that Alexander



Pushkin's poem, of which we give the first verse, carries the Russian spirit, which represents the spirit of Christianity.

*If I walk the noisy streets,
Or enter a many-thronged church,
Or sit among the wild young
generation,
I give way to my thoughts.*
(Translated by John Skinner)

Dr. Yacoub then read a selection from *The Confessions of St. Patrick*, St. Patrick being the patron saint of the Irish. He explained that whenever he read the selection, he could feel the passion of the Irish people and remembered a friend he had in the USA.

Ms. Fay Nasr, a senior in Clinical Psychology, then read two poems, one she wrote in a state of depression and which we give below and the other in a state of love, but with a broken heart.



The Last Day

*I remember the days I have loved,
It made me want to cry.
I remember the days I have cried,
I thought I wanted to die.
I remember that I have never been
loved
And my heart was a game for all.
I remember that this love had died
And I had to forget after all.
I look at you now standing there,
I can't even say goodbye;
All this grief which I can't bear
Makes me want to cry.
I look at you with your bag in your
hand
Heading toward the airplane;
I hold my breath, I can't understand,
I cry alone, I cry alone in vain.*

Dr. Amal Malek, assistant professor in the Department of English, Translation and Education, was introduced as author of two published anthologies of French poetry. She explained that her first poem, *Lebanon*, was a translation of a French poem she wrote (printed in *NDU Spirit*). The second that she was going to read was by Robert Frost, *Walking by Woods on a Snowy Evening*, a favourite of hers because of its poetic message and sounds.

Lebanon

*I dreamt you O Lebanon
With eyes of battle,
Sun shining in my eyes,
Sand under my teeth.
You were of rock and quick-sand,
Land of shattered dreams.
Had I not dreamt you,
I would have thought you damned.
It was paradise.
Too often was it said
A country of light,
Where the sun is white.
(Unpublished translation)*

Ms. Zeina Layoun, a senior in Clinical Psychology, then read a poem *Remember*, by Christina Rossetti, which had thrilled her ever since she was eleven years old. We give the first verse:

*Remember me when I'm gone away,
Gone far away into a silent land,
When you can no longer hold me by
the hand
Nor I half turn to go, yet turning stay.*

Dr. Edward Alam, from the Department of Behavioral Science, was introduced by Prof. Oueijan as a scholar and poet. Dr. Alam explained that his two poems, *Good Morning* and *The Princely Horse*, were inspired by Robert Louis Stevenson. We give the second, written in Utah, USA, 2002.

*The Princely horse so proud and tall,
So steady in his stance,
So rarely does he trip and fall;
His nature is to prance.*

*His steps are sure and full of
strength,
His coat so smooth and white;
His beauty's of unmeasured length,
His eyes as black as night.*

*The prairies bow before his grace,
The fields and farms acclaim
That here's one who's born to race,
His heart shall not be tame.*

Ms. Valerie Aoun had dedicated three letters in poetry to the late Mr. Anwar Saber, beloved by all. We give the first.

*I crave you ... the stillness that is
you,
The all-present being of
consciousness
That you bring to a room.*

*I crave your voice ... the rareness of
your speech,
The weight of your words resounding
in mine,
Your broken tone when you resonate
in laughter.*

*I crave your hair ... the mass of it
Like the cascades of Lebanese coffee
Drunk in the matutinal visits to my
grandma's.*

*Your nose ... warm and crooked,
I crave your eyes ... piercing,
Your skin ... the taste of almond
cake.*

*I crave you ... the 'word' that is
'you',
The absence of you and the
emergence
... But then I always did with
rejection.*

Prof. Najji Oueijan then read four of his poems. The first he dedicated to all pregnant ladies (given below), the second was written on a plane after remembering his three sons, the third was inspired by student who visited him after undergoing open-heart surgery and the fourth after he lived through an elevating experience while praying.

To a Pregnant Lady! (1997)

*How magnificent!
How limitless is your project!
I can see your love for the new life
fermenting in your womb.
The sparkling tenderness of your soft
face reflects the promised mother.*

I dive into your mind,
 The expectations are countless,
 the plans are fermenting,
 the potentials are great,
 and the talents are varied.
 the project is so huge,
 so limitless,
 yet, self-edifying it is.

Blessed is your design;
 It gives you divinity,
 because God's hand
 is working inside you.
 As He performs the miracle
 of life,
 You become his tool.

Ms. Valerie Aoun then read the following poem by **Ms. Julie Daaboul**, who could not be present as she had to be with her parents in Nigeria.

A Christmas Angel

A special angel in the shadow of a stranger
 Walked away on Christmas Day,
 Leaving me in this anger.
 I sing the words of love, my feeling
 to the heavens above
 When death places its roles, when
 pity becomes only for fools;
 One who lives in pity with no power
 to aspire
 Burn your heart with love and your
 body with fire.
 I decide to give my pride to the God
 inside my inside
 I live beside your soul to whom I
 cannot divide.
 I collapse in a black coma, I faint in
 a love trauma,
 Seeds going in my torque to bring
 out words only poets feel.
 Reality is wrong, therefore dreams
 are for real.
 I fling my body to the floor to bring
 your soul out of heaven's door.
 I cut myself with virtual knives to
 bleed the sea where love survives.
 My angel, another God in the body
 of man, like the only Jesus,
 "I may say, by God's name I can."



Prof. Boulos, Sarru' was then introduced by Prof. Oueijan as a born poet with the golden pen of poetry in his right hand and the lamp of wisdom in his left. He presented four poems inspired by his correspondence with a friend in Indiana, USA. Before reading the second poem, *Prometheus*, Prof. Sarru' explained the Greek myth behind it. The *Midnight Bordello* was inspired when he was attacked by unsavory sensations when he was praying. The last, *Ashes to Ashes*, was inspired by the burning of all the letters he had received from his girl friend in Indiana after she decided to get married.
 We give the first.

Dear Walt,
 You have half-guessed what the
 body is,
 Though your body of matter is half a
 body:
 Electric in one, radiant, full, luscious,
 aspiring;
 The other mystical, luring, body less.
 Mine is "Electronic" of here and
 there; now of
 Yesterday and tomorrow,
 Digitized!
 Particles, attracted to one democratic
 log on.
 I download load down all.

The existence of mind and spirit is a
 matter,

though of a different kind
 "And the unsaid explains the said"
 just the same.
 In this matter it is a matter of stamp
 and seal.
 Read me the way you want;
 I'll be the same and all.

What if you were to love me
 And I to reciprocate?
 What if our bodies did mate
 An entity of two, but one to indicate?
 What if nothing happens? None to
 blame.
 As long as we are us, it is all the
 same.

The Poetry Event ended with a marvellous reading by Dr. Carol Kfoury's students of EDU311 of Clement Clarke Moore's *'The Night before Christmas (or A Visit from St. Nicholas)*, of which we give the first two verses.

'Twas the night before Christmas,
 when all through the house
 not a creature was stirring, not even
 a mouse.
 The stockings were hung by the
 chimney with care,
 In hopes that St. Nicholas soon
 would be there.

The children were nestled all snug in
 their beds,
 while visions of sugar plums danced
 in their heads.
 And Mama in her 'kerchief and I in
 my cap,
 had just settled our brains for a long
 winter's nap.

A final word came from Dr. Christine Sabieh, who thanked all those present for their attendance and promised more of the same.

Introduction to Environmental Law

Dr. Tanos G. Hage

The Faculty of Natural and Applied Sciences-Department of Sciences hosted a seminar on "Introduction to Environmental Law" on Friday, March 4, 2005 at 12:00 noon in Friends' Hall-NDU. This activity is part of the project "Strengthening the Environmental Legislation Development and Application System in Lebanon" (SELADS), a project by the UNESCO-Costeau Ecotechnie Chair at the University of Balamand, primarily financed by the European Commission LIFE Third Countries Programme, in partnership with the Ministry of

Environment and with the technical assistance of Earth Link and Advanced Resources Development S.A.R.L. (ELARD).

The goal of this project is to enhance the state of the environment in Lebanon through institutional strengthening in the field of environmental legislation development (drafting and enactment) and application.

The speakers were introduced by **Dr. Tanos G. Hage**, Chairperson of the Sciences Department. The

first two presentations were "A Brief Introduction to the 'Strengthening the Environmental Legislation Development and Application System in Lebanon (SELADS)' Project", and "An Introduction to Environmental Law in Lebanon". These two presentations were given by the staff of SELDAS. The latter presentation, "An Introduction To Environmental Law", was presented by **Dr. Alejandro Iza**, head of IUCN Environmental Law Programme and Director of IUCN Environmental Law Centre.

AAA-NDU Seminar

Advertising Club

In Friends' Hall on February 25, 2005, the Mass Communications Department of the NDU Faculty of Humanities, in collaboration with the Advertising Club, held a seminar on Integrated Marketing Communications. This was presented by members of the Advertising Agencies Association and attended by AAA President **George Abdel-Malek**, as well as by a large crowd of NDU instructors and students.

After words of welcome from the Chair of the Department, **Dr. Joseph Ajami**, **Mr. Kamal**

Darouni, AAA General Secretary and NDU professor, gave a speech entitled *The Four Aces of Advertising*. He spoke about the marketing plan and the interrelated marketing mix to produce effective advertising, the basic levels of competition, the ways of solving advertising problems and the basic categories of promotional strategy: the ADU plan, the creative emphasis area, and the emphasis area for achieving media goals. The Association's Vice-President, **Mr. Ibrahim Tabet**, then treated "Advertising creativity and the whole-brain concept". He focused

on the importance of creativity and at the macro-economic and marketing levels; he insisted that creativity, the ultimate competitive advantage, should be a core value of corporate culture, a state of mind and not a function.

Finally, AAA Executive Member **Mr. Bruno El-Adem** dealt with the importance of the media and their role in advertising campaigns, speaking in particular of the media opportunities in the Arab countries and the United States.



Dr. Kamal Dib and the Knowledge Economy

On Monday, December 13th, 2004, **Dr. Kamal Dib** was the guest of the NDU Faculty of Business Administration and Economics to give a talk on Driving the Lebanese Economy towards the New Knowledge Economy. Dr. Adib is a Canadian of Lebanese origin and Chief of Policy in the Canadian Federal Department of Human Resources and Skills Development (HRSDC). The seminar was chaired by **Dr. Tanios Touma** and attended by the Dean of the Faculty **Dr. Elie Yashoui** and by NDU Director of Public Relations **Mr. Suheil Matar**.

Dr. Yashoui presented the speaker, stressing his activities in the Canadian Federal Government, among them the treatment of the public debt and help for major companies in their adaptation to the new economy. Dr. Yashoui insisted on the importance of cooperation between institution of learning, the private sector and specialists from abroad to meet the demands of modern economic activity.

The Dean then left the audience to Dr. Dib, who shed light on his concern with six needs concerning Lebanon's movement in the direction of the knowledge economy, which he enumerated as follows:

1. Participation in globalisation with greater transparency, trust and legality, and more updated infrastructure.
2. Evolution in the role of women in the labour market, with participation rising from 20% to 40%.
3. Confidence in a varied composition in management, seeing that religious and ethnic variety in Lebanon is a resource that should be exploited in the new economy.
4. Adaptation of the workplace to allow the disabled and handicapped to play a useful role in construction and production.
5. Insistence on the importance of the productive abilities of both the young and the elderly.
6. Taking advantage of developed countries in order to enter fully into the knowledge economy.

Dr. Dib gave interesting statistics for comparison between the situations in Canada and Lebanon. He pointed out how certain lower grades of office employment were either disappearing or being upgraded in their activities, while managers were becoming less reliant on such people as typists

and clerks for their correspondence and other forms of communication.

The talk was followed by lively discussion with the students, who were particularly concerned about the deleterious effect of political influence on the economy.

Ex-Addict's Testimony

"It's never late to be born again"

On Wednesday, January 12th, 2005, the NDU student **Connection Society** in coordination with the **Oum El-Nour** organisation held a meeting at which an ex-drug addict testified to the possibility of breaking the fatal habit.

Tarek Atrissi Designing Your Way

In Friends' Hall on Tuesday March 15, 2005, at the invitation of the NDU Faculty of Architecture, Art and Design **Mr. Tarek Atrissi** gave a lecture entitled *Designing Your Way*. Mr. Atrissi has worked and studied in Lebanon, the Netherlands and the United States, at the AUB, the Utrecht School of Arts and the New York School of Visual Arts. His work has been exhibited in the Guggenheim Museum and is in the permanent Design Collection of the *Bibliothèque Nationale de France*. His studio designed the official Arabic Typeface for the Asian Olympic Games 2006.

He started his lecture by thanking NDU for the invitation to speak and expressed appreciation of the campus and of the level of the Graphic Design students as well as of the overall model created for the Design Department. He presented Iranian and Arabic posters and Arabic typography websites. His visit also covered a one-day workshop for students.

His trouble began at the early age of thirteen, when friends offered him "hash". He soon became more and more dependent on drugs, moving on to cocaine and heroin. He never realised that he no longer had any control over himself, really believing that he could stop whenever he wanted. His whole life revolved around obtaining his needed dose by any means possible, so he started stealing and lying. His friends left him and his family was furious, until he realised that he was all alone in the world, living in the street and eating from garbage.. At this point he made up his mind to turn to Oum El-Nour. There he spent two years and four months undergoing rehabilitation and as a result finally came out a new and stronger person. All his audience were deeply moved.

One mark of the success of his testimony was that the Connections Society was able to establish contact with some students who were in need of professional help.

Although drug addiction has become a pressing issue of daily life, many students are not aware of its dangers or simply ignore them. This is why the main aim of

the NDU Connection Society members is to play an active role in the fight against this moral peril. The members feel that they are the motor element in society and that if they take no action nothing can be done. They therefore urge their fellow students not to sit around and wait for others to act. "You must stand up for your values!" they say. "You must take action and help your friends!"

They call on their colleagues and friends, their brothers and sisters, to join them and to become active participants in the fight, for all who have a spirit of commitment are needed. **So the members appeal to any who are willing to commit themselves to this crusade to join them in the Connection Society.**

Contact **Dr. Ziad Fahed**, ext. 2059, or **Miss Roula Majdalani**, ext. 2050.

The event described above was only one of the Society's activities. There is soon to be a weekend training session, as usual in cooperation with Oum El-Nour.

Information kindly supplied by
Ms. Rouba el-Hashem, Club member.



1. All honouring Assaad Juan
2. Assaad Juan signing



Book-signing by Poet Assaad Juan

The poet **Assaad Juan** signed copies of his new book entitled *Ruba'iyat* at a function held in Friends' Hall, NDU Main Campus, with the attendance of **Deputy Boutros Harb**, literary figures, media representatives and friends. The ceremony was presided by the poet **Kozhaia Sassine** and opened with a short speech by **Mr. Suheil Matar**, NDU Director of Public Relations.

Mr. Matar welcomed the audience and then stressed the need to escape at times to the world of "poetry, love and women" during this tragic period when Palestine suffers, Iraq bleeds and Asia is overwhelmed by natural catastrophe. Then it was the turn of poets **Rudy Rahme**, **Ziad Akiki**, **Fady Nasreddine** and **Hasham Chidiac**, who for the most part

insisted on the audacity of the work of the writer being honoured, while excerpts from his book were read by the journalist **Eldico Eliya**. Souvenirs of the occasion were distributed to the guests.

Anwar Saber R.I.P.



To mark the 40th day after the departure from this world of the late **Anwar Saber**, on Sunday, January 23rd, 2005 a Requiem Mass was celebrated by His Lordship **Bishop Bechara El-Rai** in the Church of Our Lady of the Rosary (*Saydet Al-Wardieh*) in Zouk Mosbeh. Those present included members of the deceased's family and the University as well as many friends.

Mr. Anwar Saber was held in great affection and esteem by his colleagues at Notre Dame University-Louaize, where he laboured on the production of volumes of the sumptuous Arabic-English collection *The Virgin Mary in Lebanon*, a monument to his personal devotion to Our Lady. *Requiescet in pace.*

North Campus News

Lebanese Architectural Heritage a two-day conference

In the framework of the University's cultural workshops, North Lebanon Campus (NDU-NLC) hosted a two-day conference on The Lebanese Cultural Heritage, the preservation of which is a national issue of great importance to Lebanese society as a whole, the economy and academia.

The theme attracted a cluster of engineers prominent in the field as well as civic institutions concerned with safeguarding this national treasure. Among such institutions represented were the Association for the Architectural Conservation of Douma, represented by **Engineer Antoine Fichfich**, workshop coordinator, APSAD headed by **Engineer Assem Salam**, current head of the Beirut Engineering Syndicate, and the Association for the Heritage of Obeyh, represented by **Mr. Bassam al-Kantar**. **Mr. Najj Karam** represented the Committee for Catholic Church Cultural Properties and **Dr. Rawaya Majzoub** represented the Fine Arts academic program, Centre for Restoration, of the Lebanese University.

Other presentations came from outstanding foreign architects who had come all the way from France to share knowledge and views, such as **Dr. and Mrs. Michael Davie**, who were guest speakers

for the two days of the conference. The former is Senior Researcher and Architect at the Sorbonne of Paris and the latter is Researcher and Lecturer at ALBA and *Laboratoire Sehvi*, Tours, France, and Researcher at the Centre for Contemporary Urban History, also in France. She had conducted a field study in collaboration with NDU professors **Mr. Habib Melki** and Antoine Fichfich, a study surveyed by NDU students themselves.

H.E. Minister Sami Minkara, who honoured us with his presence, found time despite his new duties to take part in discussing the essential aspects of the issue, having been promoter of the restoration of the Old Souks of Tripoli and formerly Municipality Executive Deputy of Tripoli.

The workshop commenced with the national anthem, followed by an introduction from **Mr. Edgar Harb**, PR officer at NLC. The welcoming speech of NDU President **Fr. Boutros Tarabay** was delivered by **Dr. Ameen A. Rihani**, NDU Vice-President for Sponsored Research and Development. The Director of NDU-NLC **Mr. Salim Karam** attended together with professors and persons interested in the field.

The conference lasted two days, during which it was a pleasure for NDU-NLC to host such a significant symposium on its premises.

Important recommendations included the following:

- Promoting the role of the National Directorate of Archæology.
- Establishing new offices for supporting such activities in all major districts.
- Forming and supporting new core professionals in the field.
- Allocating a substantial budget for research and for the renovation of traditional buildings and sites.
- Establishing new academic curricula in schools and universities for teaching this cultural subject.
- Involving the media directly and indirectly to broaden awareness and to stress the importance of the subject.
- Reconsidering the municipalities' jurisdiction and authority over building licences.
- Urging a law that condemns compromise over illegal buildings and imposes their demolition.

Information kindly supplied by **Mr. Edgar Harb** and **Mrs. Susan Dandan**.

Shouf Campus Shorts

Saeed Takieddine, In Memoriam

On November 3rd, 2004, in the Shouf Campus Conference Hall, the literary figure Saeed Takieddine was the subject of a presentation to an intellectual audience who were welcomed by the Campus Director, **Dr. Roy Khoueri**; he drew their attention to the speeches and items of information destined to throw light on the deceased author's political and literary thinking.



1

The next to speak was **Mr. Suheil Matar**, NDU Director General of Public Relations, who treated the subject in detail. **Dr. Susan Hajjar** spoke of the high literary and linguistic qualities of the work of the deceased, and finally a member of his distinguished family, **Mr. Suleiman Takieddine**, author of a book presenting his late relative's views on various matters, spoke of Saeed's philosophy and writing.

2



1. The commemoration of the distinguished author draws a large audience.
2. Commemorating Saeed Takieddine: from left to right, Mr. Suleiman Takieddine, Mr. Suheil Matar, Dr. Roy Khoueri and Dr. Susan Hajjar.

Christmas Tree Celebration

On December 1st, 2004, students of all confessions joined in the decoration of a Christmas tree, around which all gathered to sing carols in celebration of the birth of the Infant Jesus. As on all festive occasions, students came together to proclaim a Glorious Christmas and Happy New Year.

Public Safety



1. These keen listeners cannot be accused of a negligent attitude.
2. The speakers on Public Safety.

At midday on January 14th, 2005, NDU Shouf Campus and YAZA cooperated in discussing the problem of public safety to an audience of friends of the University, administrative and teaching staff, and students. They were welcomed by **Mr. Emile Khoury**, Public Relations, on behalf of the University, and by

Mr. Youssef Azzam on behalf of YAZA, speaking about the motives and orientation of the association. The event was organised by the First Aid Club, advised by **Mr. Farid Haikal**. Speaking on the Club's behalf, student **Rasha Shamseddine** thanked both the University and YAZA for their effective presence.

Education Seminar

In the framework of the series of seminars of the NDU Department of English, Translation and Education (DETE) dealing with the general topic of Education, the Shouf Campus hosted the second of the series on February 2nd, 2005, in the Conference Hall.

Dr. Roy Khoueri, Campus Director, briefly welcomed the speaker, to be followed by **Dr. Christine Sabieh**, Chair of the DETE, who gave an introduction to the series of seminars and the NDU/DETE programmes. **Dr. Sami Samra** then presented his talk entitled

Teaching-Learning Styles in the Classroom. The audience was finally invited for refreshments.

Al-Adha Celebration



Dr. Roy Khoueri welcomes Sheikh Abi Muna, Fr. Shawki Raffoul and Fr. Camille Mubarak.

On the occasion of the Feast of Al-Adha, on January 19th, 2005, NDU Shouf Campus organised a meeting on the subject of sacrifice and the mystery of self-giving. Speaking in the Campus Conference Hall, Shouf Director **Dr. Roy Khoueri** wished everyone a joyous Feast in the name of the University and its President, **Father Boutros Tarabay**. He was followed by **Father Shawki Raffoul**, Principal of the Mar Abda Secondary School, who presented the speakers and wished a Blessed Adha for the Druze and for all Lebanese.

Sheikh Abi Muna, Director of the *Arfan Tawhidiyat* schools, spoke of the meaning of the feast, explaining its connection with the various revealed religions. The final speech was delivered by the **Reverend Doctor Camille Mubarak**, Dean of Political Science in *La Sagesse* University, who spoke of sacrifice in the Christian religion, the meaning of which reflected that of Al-Adha. The event closed with an exchange of good wishes, Al-Adha being, like the other feasts, celebrated by all in the Shouf.

be one of a timetable for these developments, all the Opposition having the same intention without any diminution of their resolution.

The hour-long event was attended by a crowd of students and party officials, in particular **Gaith Bustany**, official of the Free Patriotic Movement, and **Nasser Zeidan**, Shouf agent of the Progressive Socialist Party, as well as by members of the University administrative and teaching staff.

After an introductory speech made in the name of the Student Cabinet and another by Gaith Bustany, General Aoun spoke for several minutes about the Lebanese "constants": sovereignty, independence, freedom, communal harmony, the Lebanese Constitution, and unity of the land and people. He said there must be common understanding about them and considered that differences between himself and Walid Junblatt could be settled by discussion. Every party, including his own movement, should be represented according to its weight.

General Michel Aoun and Shouf Students

Speaking from Paris January 24th, 2005, **General Michel Aoun** engaged in a discussion with students in the NDU Shouf Conference Hall, during which there clearly emerged indications of future relations between the Junblatti and Aounist currents touching the coming parliamentary

elections. The General insisted on the strength of the opposition and its elevated level; he spoke of the need for moderate discussion between the different opposition circles to remove differences concerning Syrian withdrawal and disarmament of the Resistance. He considered the basic question to

Sports Office News

NDU Tournament

Between the 9th and 11th of December, 2004, the NDU Sports Office organised its Winter Tournament in the specialities of Chess, Judo and Taekwando with the following universities represented: the American University of Beirut, the Arab University of Beirut, the Beirut and Jbeil campuses of the Lebanese American University, the Holy Spirit University-Kaslik, the Lebanese University, Haigazian University, St. Joseph's University, Sagesse (Holy Wisdom) University, Balamand University and the Middle East University, in addition to Notre Dame University-Louaize.

The programme was as follows:

Chess: 4 p.m. Thursday, December 9th in the NDU Registration Hall.

Taekwando: Saturday, December 11th at the indoor stadium of Louaize School, weigh-in at midday and competition 1 p.m.

Judo: Saturday, December 11th in the Dojo of Louaize School, weigh-in at 3 p.m. and competition at 4 p.m.

Results were as follows:

Chess

Teams: 1st Louaize **11.5 points**
 2nd St. Joseph **10.5 points**
 3rd Arab **7.5 points**
 4th Lebanese **7 points**



1



2



3



4

Best players on the chessboards:

- ✓ Elie Abou Jaoudeh (NDU) 4 out of 4 on the first board
- ✓ Charbel Abboud (NDU) 2.5 out of 3 on the second board
- ✓ Elias Nassar (NDU) 3 out of 4 on the third board
- ✓ Jamal Amer (Arab) and Ahmed Amhaz (Lebanese) 3 out of 4 on the fourth board

The play was directed by **Hassan al-Jundi**, International Referee.

Return from Dubai

February 7th, 2005. The NDU delegation returned from the Gulf after taking part in the yearly International University Festival organised by the American University of Dubai. Those participating included teams from Egypt, Morocco, Germany, and Turkey as well as delegations from the American University of Beirut and from various universities in the Emirates. Results were as follows.

1. The NDU Women's Basketball Team at the award ceremony (2nd place).
2. The NDU Delegation at the opening ceremony of AUD/DSF 2005.
3. The NDU Men's Volleyball Team
4. The NDU Football Team.
5. At the conclusion of the tournament, cups and medals were distributed to the winners.



5

Judo

- Under 60 kilograms:** 1st Mario Abou Chibl (NDU)
2nd Michel Khadij (NDU)
- Under 66 kilograms:** 1st Mario Abou Chebl (NDU)
2nd Samer Efrem (NDU)
- Under 73 kilograms:** 1st Joe Nasr (Sagesse)
2nd Wassam Abi Nader (NDU)
- Under 81 kilograms:** 1st George Merhab (LU)
2nd Elias Azar (NDU)
- Under 90 kilograms:** 1st Jean Fadel (Holy Spirit-Kaslik)
2nd Abdou Ayoub (NDU)
3rd Pierre Abou Abboud (Sagesse)
- Over 100 kilograms:** 1st Alan Abou Abboud (Sagesse)
2nd Abdou Ayoub (NDU)
- Teams:** 1st NDU-Louaize **36 points**
2nd Sagesse **27 points**
3rd Holy Spirit-Kaslik **10 points**
4th St. Joseph's **7 points**

The contests were directed by **Anwar Mortimer**, International Referee, assisted by **Joe Karam** and **Edward Mortimer**.

Taekwando

- Under 58 kilograms:** 1st Edward Lahoud (NDU)
2nd Carl Atiyeh (NDU)
- Under 62 kilograms:** 1st Noël Moukheiber (Holy Spirit-Kaslik)
2nd Richard Rizk (LU)
- Under 67 kilograms:** 1st Ralph Harb (NDU)
2nd Richard Zeinoun (NDU)
- Under 78 kilograms:** 1st Alan Daoud (NDU)
2nd Joe Karam (Sagesse)
- Under 84 kilograms:** 1st Marc Roujeilly (Sagesse)
2nd Elie Bachaalani (NDU)
- Teams:** 1st NDU-Louaize **43 points**
2nd Sagesse **14 points**
3rd Holy Spirit-Kaslik **9 points**
4th Lebanese **9 points**

The contests were directed by **Joe Khoury**, International Referee, assisted by the Lebanese Federation referees **Luigi Abou Samra** and **Carla Beaini**.

Women's Basketball

- Louaize/American University of Cairo **63/47**
Louaize/American University of Sharja **59/37**
American University of Beirut/Louaize **62/54**

Final Results

- 1st American University of Beirut
2nd Louaize
3rd American University of Cairo

Men's Volleyball

- Louaize/Sharja **3/0**
Louaize/Cairo **3/0**
Dubai College/Louaize **3/1**

Semi-finals

- American University of Dubai/Louaize **3/2**
For third place: Louaize/AUB **3/0**

Final Results

- 1st Dubai College
2nd American University of Dubai
3rd Louaize

Football

- Louaize/Akhawain University of Morocco **1/1**
Dubai College/Louaize **4/0**
American University of Beirut/Louaize **3/0**

At the conclusion of the tournament, the leader of the delegation of Notre Dame University-Louaize, Mr. George Nader, presented souvenir gifts to the President of the American University and to the principal authorities from the Emirates.

Student Sit-in



To support the “ Intifada of Independence” the political parties at NDU (Ahrar Party, Lebanese Forces, Progressive Socialists, Lebanese Phalange Party, Free Patriotic Movement, and Independents) held a sit-in near the University cafeteria on March 4, 2005. Many students participated holding the Lebanese flag only.

The speakers were the representatives of the organised parties, and all focused on the importance of national union and coexistence.

They requested the speedy and total withdrawal of the Syrian forces from Lebanon and the implementation of the UN Resolution 1559.

They also urged all the Lebanese people, in particularly the students, to participate in the demonstrations due to take place in the Martyr’s

Square to demand the truth about the assassination of former Prime Minister Rafic El Hariri.

Later in the afternoon, the students gathered at the University and went to Martyr’s Square to occupy the NDU tent and to pray for the soul of the martyr Rafiq Hariri.

George Nader – Member of the Lebanese Olympic Committee.



It was with great pleasure that we of *NDU Spirit* received the following communication from **Father Boulos Wehbe**, Director, SAO:

This is to announce that **Mr. George Nader**, the Head of our Athletics Department, was elected a member of the Lebanese Olympic Committee for the term 2004-2008, which is a cause of pride for our University and which promises to solicit more support and offer more exposure for it on the national and international levels.

Communio meetings

Communio meetings were resumed on Tuesday, 29th March, 2005, with a study on the role of Mary, with her profile of Love, in the ecumenical movement. The next meeting will be in Dr. Alam's office in the corner facing the bridge in the Faculty of Humanities, at 5 p.m., Tuesday, May 3rd, 2005, *Deus volens*. Those interested in the applications of religious belief, *whatever their religious allegiance*, whether from within the University or without, should contact **Father Ross Frey**, mornings, extension 2301.

Social



The NDU Division of Computing Services is proud to announce the birth of **Lynn Ghosh**, daughter of **Sylvana Youssef Ghosh**, Analyst Programmer in the Department of Administrative Computer Services. Congratulations to the parents of the newborn!

The Creation of a Global Village: Over a Century of Emigration from Bishmizzine

Dr. Patricia Mihaly Nabti

Notre Dame University - Wednesday, January 26, 2005

I chose to study Bishmizzine because it was the village that my own husband, Michel Georges Nabti, emigrated from in 1957, originally to study, and then to settle in the United States. I have always been fascinated that he had relatives in many different countries of the world – and that he had at one time spent six months in Latin America, largely going from one Bishmizzine family to the next, as he toured many countries of the region. A substantial base of written material already existed on the village, including a brief history and an ethnography written in 1939, for which I was able to obtain not only the unpublished thesis, but also all the field notes. As it was the village of my husband, I already had extensive contact with the place, having visited it six times before beginning the study. I also benefited from the convenience of having an in-house primary subject and information source, an enthusiastic research assistant, and a translator to help me overcome

the limits of my time and linguistic ability in Arabic.

Bishmizzine is located in the Koura District of North Lebanon. It is at the lowest point of the Koura valley – and from a distance you can see only a few pine groves, the steeples of the churches, the minaret of the mosque, and more recently a few villas appearing above the tops of the olive trees that blanket the valley. Its population of less than 1500 residents is predominantly Greek Orthodox Christian with less than five percent Sunni Muslim. Sectarian conflict in Lebanon between 1975 and 1990 did not significantly alter the religious configuration of Bishmizzine. Bishmizzinis did not engage in the conflict, and when Christians from outside the village threatened to destroy the mosque, the Christians of the village protected it, affirming village solidarity in the face of the threat.

The diversity inherent in Lebanese

villages precludes presenting any one Lebanese village as typical of all the others. Each village has its own confessional balance, educational orientation, and relationship to the country's urban centers – all factors which affect its migration experience.

Nevertheless, Bishmizzine shares much in common with those Lebanese villages whose people have dispersed to other countries and continents of the world over the past century.

The emigration experience of Bishmizzine extends over a period of more than a hundred years. Much of the information on the earlier emigrants was collected by Dr. Afif Tannous in 1939 – and the rest was collected as I conducted fieldwork primarily in Australia, the US, Lebanon and Saudi Arabia, and corresponded with emigrants in Argentina and Brazil in the three and a half years between June 1985 and January 1989.

My original study traced over a thousand Bishmizzinis who had emigrated as adults to more than 40 countries of the world up to the year 1987. Over 80% of that emigration was directed to five countries: the United States, Argentina, Brazil, Australia, and Saudi Arabia. A complex interplay

of factors contributes to the broad dispersion of emigrants from Bishmizzine. It includes such personal factors as gender, education, kinship, financial considerations, and stage in the life cycle, as well as the social, political and economic environments of both Lebanon and the host countries of the Lebanese diaspora as they have developed over the century I studied. While most emigrants settled abroad permanently, there is an important interrelationship between labor migration, migration for education, step migration, permanent settlement, and return migration.

My original study was concerned with the decision-making process about migration, and for that I identified five important components of the decision that any prospective emigrant needed to consider – whether to emigrate at all, when, where, why, and with whom.

These are all complex considerations – “When” for example, is concerned with when in the individual’s lifecycle one migrates – as a child, youth, married adult, or elderly. “When” is concerned with the relationship of the individual’s migration to momentous national and international events – before,

during or after a world war, regional war, or domestic conflict, the depression, or the oil boom. “When” is also concerned with how long a period passes between having the idea of emigrating and putting it into action – one Bishmizzine family who had left for dinner was not allowed to return due to fighting, went to Syria and from there to Australia. At the other extreme is the long-range planning of the Bishmizzine family that has gone to the US for the birth of each of their children so that when the children grow up they will have the option to emigrate, and possibly sponsor their parents.

The other components of decision-making – whether, where, why, and with whom – are as complex as the “when” component, but there is no time here to discuss them.

What I do want to spent some time discussing is the relationship between these components of





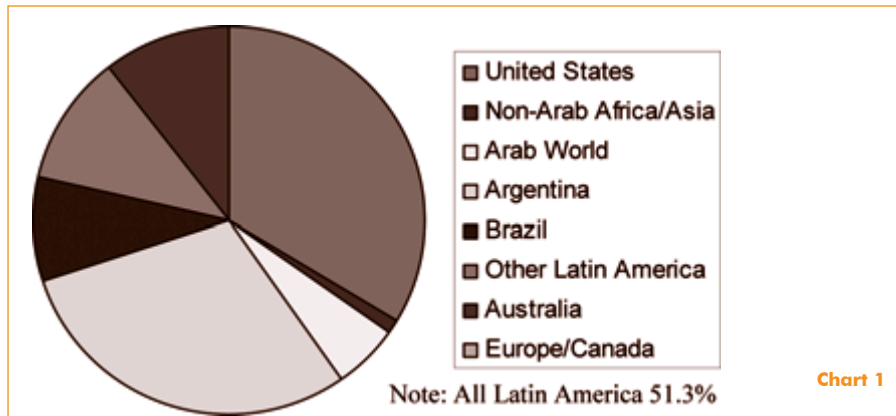
decision-making and three other decision-making processes of concern to the individual: work, education, and marriage.

The Issue of Work

Regarding the issue of work, in the 1939 profiles of Bishmizzine emigrants, the overwhelming majority of males, as well as most unmarried females, were declared to have emigrated for work, regardless of destination. The general view was that opportunities for profitable work in the village or elsewhere in Lebanon were limited. Those who could not find work or were dissatisfied with the work they were doing would be able to find work abroad. The early emigrants to Egypt had important skills in

commerce or medicine, the requisite capital, and knowledge of the language necessary to succeed (whether Arabic or English). Most of the early Bishmizzine emigrants to Latin America, the United States or Australia, in contrast, had few skills, little or no capital, and a minimal knowledge, if any, of the host language. Most went as temporary labor migrants (planning to make their fortune and return to Lebanon). They generally started as peddlers, as many studies have shown. Those who stayed evolved from labor migrants into permanent settlers by imperceptible stages. The patterns of work diverged significantly in the different destinations only after restrictive immigration policies were imposed, beginning in the

1920s. The situation did not change greatly for Australia. There has continued to be a broad range of opportunities for those who wished to work in Australia, including highly educated professionals. But the general Bishmizzine attitude is that Australia has working-class status, which has meant that it has only been favored by those with a high school education and below. The flow of emigrants to Latin America slowed to a trickle largely due to political and economic difficulties there and is generally not considered an option. As for the US, after the 1920s few could enter the US and begin working – exceptions being those with immediate family members to sponsor them. Most Bishmizzinis who applied for emigrant status after entry had first entered the US to study or further develop their professional skills. From the mid-1970s many went to the US ostensibly to study, but with the intention of working. And by the 1980s some began to enter with visitor or transit visas and then worked as illegal aliens, though in recent years various restrictions may have curbed this trend. In regard to the Arab world, a small number of skilled workers and professionals have worked in certain parts of the region since the late 1800s. With the discovery of oil in the 1950s, a small number of professionals went to the Arabian Peninsula. With the oil



boom in the 1970s this movement expanded dramatically, with the addition of many unskilled and minimally educated men from Bishmizzine. All Bishmizzinis who have gone to the Arabian Peninsula have done so as labor migrants or their dependents. In that respect, they were not unlike the early Bishmizzine emigrants to the US, Latin America and Australia. This is why I included them in my study despite protests from those who felt that this is not migration. The main difference is that those earlier labor migrants to the US, Latin America and Australia could consciously choose to remain or could gradually evolve into permanent settlers by not choosing to leave. But legal restrictions prevent the labor migrants to the Arabian Peninsula from having these same options. The less skilled have already left the area. A core of Bishmizzini professionals remain, but without any long-term sense of job security.

The Issue of Education

The second issue, education, is important to migration in at least three important ways. First, many people initially leave their home country to further their education abroad. Second, education is an attribute which is in many cases an important qualification for immigration. And third, education affects the mental map of the

emigrant, making him more interested, as well as more qualified, to emigrate to certain destinations.

Education Abroad

Largely because of initial educational ties between Bishmizzine and the American Protestant Mission, Bishmizzinis who sought to further their education in Lebanon did so almost exclusively at American institutions prior to the post-1990 proliferation of schools and universities in Lebanon. Because of their prior education under the American system in Lebanon, Bishmizzinis almost invariably went to the US for graduate work and medical specialization. While many returned to the Middle East, many others remained permanently, obtaining permanent residency in the US, primarily through work or marriage. The student visa, which originally was viewed as a means to study, has become largely viewed as a means to emigrate. The US is not the only country where Bishmizzinis have studied. Bishmizzinis have also studied in Syria, Egypt, Tsarist and Soviet Russia, Rumania, West Germany, Spain and France, but with a few exceptions, they did not settle in these countries. There is no evidence that anyone from Bishmizzine went to Latin America to study. And the three who went to Australia for college were

already Australian citizens who could attend Australian universities tuition-free. Thus, while Bishmizzinis have immigrated to many countries, the educational path to emigration has almost invariably taken Bishmizzinis to only one country – the United States.

Education as a qualification for migration was not relevant to early Lebanese migrants except in the case of Egypt, where educated Lebanese were highly sought after by the British officials. Education gained importance as a qualification for migration in 1917, when the US required a literacy test. A comparable test had been imposed in Australia beginning in 1901, but it was arbitrarily administered to prevent the entry of racial rather than educational undesirables. Education became even more important in the US with the imposition of a quota system in the 1920s, revised in 1965. One preference, in particular, extends eligibility “to members of the professions of exceptional ability in the sciences and arts and their spouses and children.” This has qualified many Bishmizzinis with professional skills. Education has also been important for qualification for labor migration to the Arabian Peninsula, especially both before and after the oil boom of the 1970s.

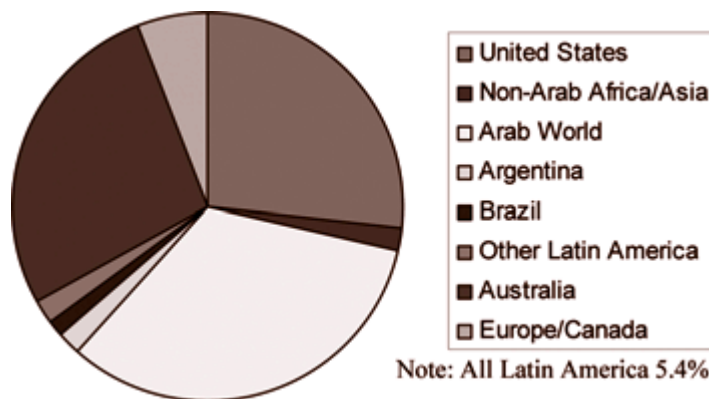


Chart 2

Education and Mental Maps

The role of education in mental images of different countries is also important. Educated Lebanese tended to avoid emigration to countries to which less-educated Lebanese had emigrated in great numbers. The first Bishmizzini to graduate from medical school in the US thus went to Egypt rather than remain in the US. But while Latin America and Australia have been viewed as countries where only the uneducated went, identification of the US with education from its earliest contacts with Lebanon made it more acceptable to educated Bishmizzinis, even though many uneducated Lebanese had emigrated there.

The Issue of Marriage

In regard to the third issue, marriage, prior to the imposition of migration restrictions, the relationship between marriage and migration followed a similar pattern in the US, Latin America and Australia. The earliest emigrants were primarily young, single males who went overseas as labor migrants to accumulate wealth to be spent in Lebanon. The emigrants, who generally began as peddlers, came to realize that women could be a financial asset, could provide support services, and could alleviate some of the loneliness of separation from the village social network. The

preference for marrying within the religious sect and the village meant that most men returned to Lebanon to marry women from their own or nearby villages, often after courtships of only a few months or weeks. Only a few of the male emigrants were already married when they decided to work abroad – in that case sending for their wives and children when they could afford it. Women who emigrated during the early period generally did so as newly married wives of established emigrants or as prospective brides. Some also came as single girls to help brothers or fathers, and a few as nannies to others from the village, and they usually married men in the Lebanese community soon after their arrival. Very few women really emigrated on their own the way men did. It is noteworthy that in Australia the balance of females to males in the Syrian/Lebanese community, as compared with other ethnic groups that had far more males, contributed to a willingness of Australian officials to exempt them from immigration restrictions (both due to their concern about avoiding intermarriage of racial/ethnic communities, and their view that those with families in Australia would send less of their income out of Australia). In the US, it is notable that wives were exempt from the literacy test of 1917. Of more importance, the restrictions on immigration imposed in 1920

meant that the strongest case for qualifying for permanent residence in the US was being the parent, spouse or child of an adult citizen or permanent resident. Marriage to an American or permanent resident has thus provided the only acquired relationship by which the individual can be sure to qualify. This has led to Bishmizzinis in the US preferring to marry Americans rather than return to Lebanon to marry. And it has encouraged marital deception – the most striking one for Bishmizzine being a couple who went to the US married, but felt the only way they could remain there was to officially get divorced and each formally marry an American, though the original couple remained living together, even having a child during that time. Eventually, both of them got their citizenship, divorced their American spouses, and then remarried each other.

What is notable here is that no such relationship between migration and marital deception exists in Australia. While many women immigrated to Australia as wives of Lebanese-Australians, I did not find a single case of a Bishmizzini in Australia entering the country without an immigrant visa and marrying in order to obtain immigrant status. This is largely because those from the village generally entered Australia with immigrant visas in hand. Very few go there on temporary visas for

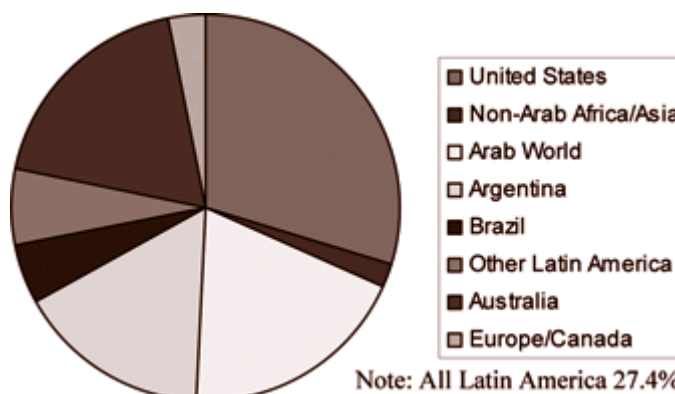


Chart 3

which they have the opportunity or need to meet and marry Australians to obtain immigrant status.

Bishmizzine and its Diaspora

I would now like to turn to the issue of Bishmizzine and its Diaspora. The term “diaspora” derives from a Greek term meaning “to scatter seed”. Bishmizzine has clearly scattered its seed broadly. Although it is a small village in a small country, its people, by 1987, had ventured to at least 50 countries throughout the world where they have worked, and studied, and have settled in at least 30 of them. The contact between the village and its emigrants has, in turn, stimulated further emigration and has contributed to an increased awareness of the world beyond Lebanon’s borders.

My original study sought to trace the dispersion from one village over time to understand the various factors contributing to that dispersion. It did not focus on the relationships among members of the Bishmizzine diaspora or their relationship to the village itself. In an effort to understand emigration, however, it uncovered a vast international network of people who share a common heritage – so that it is appropriate to ask the question – What is Bishmizzine? It is no longer a village in the

traditional sense, a community like those studied by early anthropologists which either had geographical boundaries – or had social boundaries that corresponded to some geographical proximity. Bishmizzine combines the intensity of social networks found in a village with the global dimensions which have developed as a result of emigration. It is at one and the same time a highly bounded village, as reflected in the official land survey map, and a completely unbounded village whose dimensions encompass the whole globe – hence the term, a global village.

This is an informal status. There is no village organization which maintains formal contacts between Bishmizzine and its diaspora, no central record office which keeps track of the emigrants, their addresses, births, deaths, and marriages, and no newspaper or newsletter which reinforces community solidarity. Emigrants have sporadically sent money back to the village for community projects, particularly the church and the school, but efforts to institutionalize such charitable contributions have not been successful. A Bishmizzine High School alumni association has been formed. But while the school is, in a real sense, owned by the community, there was no time when all Bishmizzine youth

attended the village school, and it has always had a large percentage of students from outside the village. The Orthodox Church, which has four actual churches but only one congregation, can be seen as more of a Bishmizzine institution in terms of the population it serves, since the congregation includes essentially all of the Orthodox Christians from or living in Bishmizzine – which is at least 90% of the village. But it does not include the evangelical Christian converts or the Sunni Muslims of the village. A recent campaign to expand the church buildings has reached out to the Bishmizzini diaspora – but this effort has been hampered by the lack of a complete list of the names and addresses of Bishmizzinis and their descendants living abroad. In terms of the Bishmizzinis abroad, the Bishmizzine Charitable Association of Australia, which was created in Sydney in 1986, and was in many ways an unanticipated consequence of this study, provides some minimal formalized structure for the interaction of Bishmizzinis in that country.

But no similar association exists in any of the other countries where Bishmizzinis have settled.

Despite this unimpressive record of formal interaction, I observed a very active informal network of Bishmizzine residents and

emigrants which crisscrossed the continents by phone, mail and visits. The technological advances in transoceanic telephone communications enhanced this network, while the sporadic reliability of the Lebanese mail service from 1975-1990 served to strengthen its importance.

To give one example, while we were in Sydney my husband sent a letter to a relative in Brazil through someone who was returning there after visiting his brother and sister in Australia. Soon after the man reached Brazil he called his brother in Sydney to say he had arrived safely. He mentioned that my husband's relative had enjoyed the letter and was, by the way, going to visit Bishmizzine on a certain date. My husband was at the time writing a letter to his sister in the village to send with someone leaving for Lebanon the next day. He added this information about his relative from Brazil, and as a result she was met at the airport in Beirut, much to her surprise as she had no way to inform the family in Bishmizzine of her intended visit.

Rites of passage (birth, marriage, death, etc.) have been of particular importance in reinforcing a sense of village solidarity among emigrants. Rituals concerned with death have been of particular importance in Sydney, Australia, where the largest concentration of Bishmizzine emigrants exists. The Orthodox Church provides its congregation with the opportunity to have memorial services at the end of regular Sunday services for relatives who have died anywhere in the world. Unlike weddings and baptisms, such memorial services are not by invitation only. Emigrants who regularly attend church are aware of these services

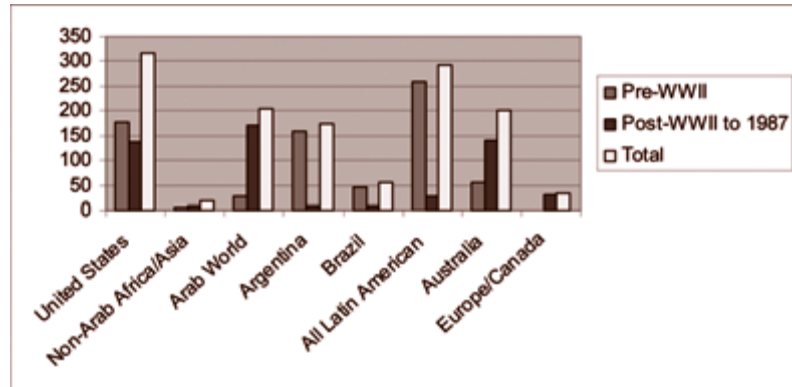


Chart 4

through notices in the church bulletin, while others find out through the informal village network. Upon hearing of the death of someone who has close relatives in Australia, emigrants wait in anticipation to hear word of a memorial service. Attendance at these services is considered an important expression of village solidarity.

Baptisms, weddings and birthday parties are also important opportunities to bring Bishmizzine emigrants together, although the need for invitations to these events eliminates the critical role of the informal network and restricts attendance. While rites of passage are especially important opportunities for village solidarity in Sydney, they provide occasions for Bishmizzinis to meet wherever there are clusters of emigrants.

The connection between Bishmizzine and its diaspora has, indeed, been strengthened by Bishmizzinis residing in the village making visits to their relatives abroad and by emigrants returning to the village to see family and friends. It has been further strengthened by the large number of emigrants who have crisscrossed the globe to visit their counterparts in other countries and continents, despite the considerable expense. While their primary motivation has usually been to meet with immediate relatives, they have

generally made contact with other Bishmizzine emigrants as well, sharing news about Bishmizzinis in their own host country and gathering news about Bishmizzinis in the country they are visiting which they share with others when they return. My own son, born and raised in America, is now in Brazil. Last week he spent a few days in Sao Paulo with two distant cousins he met at the home of relatives in Bishmizzine last summer. And he plans to visit other Bishmizzinis while he is there. As with other Bishmizzini travelers, however, his efforts are hampered by the lack of a global directory of Bishmizzine emigrants. The rites of passage mentioned above provide Bishmizzinis who travel from Lebanon and various other countries to attend them, or who are, by chance, visiting relatives in the area, with important opportunities to meet with the larger Bishmizzine community. In one letter we received from Australia, an emigrant noted the death of a ninety-year-old woman, and mentioned by name the many Bishmizzinis from the US and Lebanon that he saw at the memorial service.

It is noteworthy in this discussion that at least two Bishmizzinis have made personal contact with emigrants throughout the world as what I term "land-hunters". They have sought to increase their own landholdings in the village by

Chart 1: Pre-World War II Bishmizzine Emigration

Note: All Latin America 51.3%

Chart 2: Post-World War II (to 1987) Bishmizzine Emigration

Note: All Latin America 5.4%

Chart 3: Total Bishmizzine Emigration up to 1987

Note: All Latin America 27.4%

Chart 4: Bishmizzine Emigration Worldwide - Comparison by Country/Region

buying land from emigrants or their heirs. The successive subdivisions of land ownership through inheritance has led to many small parcels of land in the village being owned by large numbers of second- and third-generation emigrants in different countries who have little contact and often little interest in the village. The land-hunters have painstakingly traced such heirs throughout the world to buy their shares in particular parcels of land. The cost of the travel alone is, in some cases, probably far more than the land is worth, but for those who have the money and enjoy the challenge, it is an effective means to increase their holdings in the limited land available for purchase in the village. Some villagers and emigrants resent the land-hunters, but do not have the money, time, access to information, or in many cases the interest to challenge this consolidation of village property in the hands of a few. The land-hunters, on the other hand, have played a special role in tracing emigrants and their heirs who might otherwise have lost any contact with the village. They have also put back into use some of the land that has been long neglected.

“Bishmizzine”

Bishmizzinis have long had a sense of the global expanse of their village. Villagers now in their

sixties and seventies talk about how geography lessons in school had personal relevance to them. As children, they were already familiar with the names of states in the US and Australia and countries in South America when these were introduced in class. Geography lessons brought to mind letters, packages, and financial gifts as well as visits from emigrants – their own relatives and relatives of classmates and friends. Many of those visiting emigrants brought wives and children back with them, exposing villages to a variety of different languages and accents, and further reinforcing their sense of the broad diversity and geographical boundlessness of Bishmizzine.

Unlike many other countries where village roots are considered an embarrassment, reflecting an uncultured, unsophisticated and backward heritage, most Lebanese villagers consider their rural heritage a source of pride and an integral component of their identity. This often extends to the emigrants and their children. Two examples from Australia are particularly illustrative of the significance of the word “Bishmizzine” to its emigrants.

My family and I stopped in one rural town in New South Wales to contact the daughter of one of the earliest emigrants from Bishmizzine in Australia. I called ahead and introduced myself as the wife of a Bishmizzini. The woman had never been in Bishmizzine, but had always sensed its importance to her father. She immediately welcomed us to her home, and on the house, in place of a simple house number, was a sign “Bishmizzine3”. In another rural town, a sign in the middle of an emigrant’s front garden had the

one word “Bishmizzine” on it, and the owner, the former mayor of the town, had the word Bishmizzine included on his business card and letterhead.

It is important not to overestimate the significance of Bishmizzine to its emigrants abroad. The focus of my study was, after all, Bishmizzine, and my *entrée* into the homes of its emigrants was to a large extent my marriage to one of its native sons. It was thus, necessarily, the focus of conversation. Nevertheless, discussion of Bishmizzine by its emigrants at the very time that Lebanon was embroiled in a protracted period of war, expressed a certain reverence – a poetic quality that seemed to combine nostalgia for the intimacy of its social system with pride in its reputation of education, its lack of sectarian bigotry and political militancy, and its geographical boundlessness due to emigration.

Through migration, the people of Bishmizzine have had access to many educational, social, cultural, and financial opportunities. Emigration has allowed the people of Bishmizzine to view the whole world as their community, with friends and relatives in many different countries and continents. Distance, however, has necessarily diluted the social intimacy of its people while it has expanded the geographical dimensions of its social network. One is reminded of a verse of folk poetry in Lebanon which curses Christopher Columbus for discovering the New World, thereby causing so many Lebanese to leave their families and villages. As one Bishmizzini lamented, “We have been afflicted with too many advantages, but the worst of them is migration.”



The Miraculous Medal

Simon Abu Jaoudeh,

Senior Lecturer, Clinical Psychology, NDU

She poked her head in my office inquiring if I was busy. "Come on in, Mona," I said, "It's great to see you." I met Mona a few years back. Her sincerity and simplicity captured my attention from the moment we first met. With time, a friendship developed.

That particular afternoon Mona came over with a precious gift. Guess what? The Miraculous Medal and its Novena. I always wanted something to put in my pocket, to have it always beside the Rosary, but I didn't really know what. "You're mighty thankful you came with this today," I told Mona while gazing at this small medal. "You need this," she said, "for lately I was wondering how I can ease your scar. Words matter, but do they heal?" I think she got it exactly right.

"So small gestures make a difference and grow."

Mona told me how a few years previously she had been

introduced to the Novena of the Miraculous Medal by a nun at her neighbor's house. Since then she had felt much peace. It was a prayer answered. Mona had been promoting the devotion to Our Lady and the Miraculous Medal. Of late she had been remembering in her prayers the uncertain health of a small boy.

Mention the name *rue de Bac* to anyone in Paris and immediately the Miraculous Medal will come to his mind. That is one thing you hear coming from every Catholic tourist in this cosmopolitan city. Here in the middle of the city, at 140, rue de Bac, one finds silence and memories, zeal, faith and appreciation. Above the doorway is an inscription of a hymn, "The Blessed Virgin and Child are waiting for you."

The story of the Miraculous Medal started on the eve of the feast of St. Vincent de Paul, July 19, 1830, when Catherine Labouré, a novice of the Daughters of Charity, was

awakened by a brilliant light and the voice of a child saying, "Come to the chapel, the Blessed Virgin awaits you." Amazed, she found the chapel ablaze with lights as if prepared for Midnight Mass. Mary told Catherine, "My child, I am going to give you a mission."

Mary appeared twice again to Catherine Labouré. During the second vision, Mary gave her this mission in a vision: "Sorrows will befall France. The throne will be overturned. The whole world will be plunged in misery. But graces will be bestowed on all who ask for them."

It was with the third apparition that the nature of the vision changed, showing Mary standing on a globe with her arms stretched out and with dazzling rays streaming from her fingers. This time the Virgin gave a straight order when she spoke: "Have a medal struck according to the model I am showing you. All who wear it will receive great graces."

The meaning of the obverse side of the Miraculous Medal:-

Mary is standing on a globe, crushing the head of the serpent and so proclaiming that Satan and his followers are helpless before



1.



2.

3.



1. The Apparition of Our Lady.
2. The Chapel at rue de Bac in Paris.
3. The Miraculous Medal, obverse and reverse.

her. Mary's arms are open, with rays of light streaming from them. The rays of light signify the graces she obtains for those who ask for them. Around the oval frame of this side we read: "O Mary, conceived without sin, pray for us who have recourse to you."

The meaning of the reverse side of the Miraculous Medal:-

The twelve stars refer to the apostles. The Cross symbolizes Christ and our redemption, with the bar under the Cross a sign of the earth. The "M" stands for Mary and the intertwining of her initial and the Cross shows Mary's involvement with Jesus and with our world. The two hearts represent the Sacred Heart of Jesus encircled by a crown of thorns and the Immaculate Heart of Mary pierced by a sword.

We can see therefore in the Miraculous Medal a symbol of the whole history of salvation. So this

was the mission entrusted to Catherine, one of seeing the medal made according to Our Lady's design and spread throughout the world and then keeping herself hidden.

With the approval of the Church, the first medals were struck in 1832 and then distributed in Paris. The devotion spread swiftly. Today the medals that have been struck are to be counted in hundreds of millions.

What happened to Sister Catherine Labouré? Catherine followed St. Vincent de Paul, her spiritual guide. He had said: "One must strive to maintain a strong spiritual life. If one lacks this, one lacks everything." Catherine spoke to no one about her visions except to Father Aladel, her spiritual director. For forty-six years after the apparitions she moved about silently in the convent, performing modest duties. She did not reveal to those around her that she had been the recipient of Our Lady's

medal until a few months before her death, and then only at the demand of the Immaculate Heart.

Sister Catherine died on December 31, 1876. When her body was unearthed in 1933, it was found to be incorrupt. She was canonized on July 27, 1947. Today her body is enclosed in a glass casket beneath the side altar at *rue de Bac*, where Our Lady appeared to her.

My sister questioned me about the meaning of "Immaculate Conception". Does it refer to when Mary conceived Jesus? The answer is NO!!! These words refer to Mary's own conception in the womb of her mother St. Ann. They mean that Mary did not inherit original sin from Adam and Eve. In this way Mary could be the proper bearer of Jesus to the world. Pope Pius officially announced this teaching in 1954.

Prayer: Our Father, Hail Mary, Glory be.

Biotechnology and Food Safety

Dr. Rachid V. Saber

Assis. Professor of Management, FBA&E,
former Regional Director of Crisis Management Division,
American International Underwriters, Chicago.

Since its inception food biotechnology has raised political, ethical and cultural issues. What are the benefits and the risks associated with genetically modified food? And is it ethical to create genetically modified foods?

The world population is growing rapidly, land availability for planting food is dwindling and global weather patterns are changing, all of which factors necessitate finding ways to increase agricultural output; otherwise, the human race will encounter a major shortage in food supply if not a starvation crisis of global proportions.

Biotechnology, or genetic engineering, covers processes by which scientists move genes (DNA) from one organism to another in order to transfer desired traits, and the food containing the new genes is called transgenic, bio-engineered or genetically modified. Researchers in the food biotechnology industry are aiming

at the development of agricultural products so as to create more abundant or more nutritious and less expensive food supply sources. However, this objective has yet to be realized due to the fact that this industry remains in its infancy.

Food biotechnology is potentially a large business and, to put it simply, the industry leaders need to introduce products that farmers will find acceptable for planting and that the general public will be willing to buy. Scientists want to work on this challenging venture, with the prospect of producing healthy food for society and at the same time generating economic profits; on the other hand, governments want to ensure that food supplies are safe for their citizens.



The debates about food biotechnology are complicated by the nature of this science. When scientists first discovered how to transplant genes from one organism to another, they questioned whether such manipulation could result in products unfriendly to the ecosystem or unsafe for human consumption. Virtually all plants that form parts of today's food supply were once genetically manipulated in one way or another, but traditional genetic manipulation permits the transfer of genes only between members of the same species or at least closely related ones.

Food biotechnology is a business and business must generate returns on investment, which means that financial considerations inevitably influence decisions related to product development. Research in the field of biotechnology is a slow process yielding limited results, and costs associated with it are high. The business imperatives require food biotechnology companies to work on projects that repay the cost of investment and yield profits as well. Thus researchers focus on making crops easier and less expensive to grow, ripening fast, resistant to insect pests, and yielding food with a longer lifetime on the grocery shelves.

In 1992, business practitioners predicted a worldwide sale for genetically modified food reaching \$50 billion by the year 2000. However, these forecasts were over-optimistic, if measured against the actual sales of the year 2000 of \$2.2 billion only.

By 2001, genetically modified crops were being grown worldwide on at least 110 million acres, 80% of which were in North America. At the same time, Argentina and China and ten other countries had substantial planting projects, while more than forty other countries were committed to field trials of at least one crop. In the United States by 2001 genetically modified food accounted for 26% of the yellow maize crops, 68% of the soybean crops, and 69% of the cotton crops (the oil from cotton seed being used as animal feed.)

Critics of food biotechnology insist that without prior experience transgenic foods raise major safety issues that are difficult to define, predict or even quantify, so it is imperative to evaluate food safety issues in all their aspects before the foods are grown extensively and penetrate into the food supply, for it is one thing to develop a food in the laboratory but a totally different matter to grow it on a large scale in open field conditions and to distribute it to the general public for generations to come.

IS THE BABYLON ERA BACK?

Doumit Salameh, Chair -SBS Department.

The more we live, one would think, the more we get to know; and therefore the fewer surprises. Is this actually the case?

The latest I can think of, and they may not be all:

- Natural catastrophes: the Tsunamis (of Thailand, Sumatra, Sri Lanka, and the Indian Ocean) with their high human casualty rate, not to mention the property damage in billions of dollars.
- The blind pursuit of pleasure which has reduced sexual relationship to a bestial domain and ignored the Divine natural design toward promoting life.
- The fact that humans have reached the cutting edge of knowledge and technology and yet most of the earth's human population are striving to find their daily bread, while education for many is still an unaffordable fantasy, and with all this no feeling of shame or guilt.

We talk about the wonderful systems of democracy whose leaders claim that they bring freedom and prosperity; not only to their own people but also to those suffering under dictatorships, and yet it is those same systems that are breeding misery and slavery. They are sucking out what suits them from those poor countries while the big industries – especially weapon industries – use them as their dumping ground, and, even worse, as their testing ground.

- There are countries in which even pets are given passports while there are many in the world who not only don't have a passport but are still fighting and dying to have one, not to mention those who are deprived of both – passport and country.
- Medical technology is so advanced that it has lost its major objective: instead of addressing our health problems, in many cases it is now being used as a fantasy.
- We allow ourselves to have gobbling (not to use the dignifying word **eating**) competitions and even air them on TV, confirming beyond all doubt our sense of disrespect toward the two-thirds of the earth's population that suffer from different degrees of hunger. What has been devoured in 10 or 15 minutes by one competing candidate, would be sufficient for at least two days provision for one of the poor people of the world.



- There is a vehement – steadfast – objection by European Nations to mentioning the commonly established religious roots of their own countries in their new constitution– while if those same countries were stripped of their religious background – in this case Christianity – not only would they lose their flags, their currencies, many if not all of their historic monuments and major national shrines, but they would no longer be fit to be a part of civilized humanity.
- We live in a region where money is spent like water – irresponsibly. I mean this literally. While water in our beloved country goes back to the ocean and no effort is made to hold it back, the same goes for our money. The only thing we know for sure is that it slips out of our own hands if and when it ever reaches them, and, what is worse, we don't really know where it goes.
- We live in a world where, for many, keeping the vows of marriage, and the raising of children within the bounds of marriage, are considered old-fashioned; and bringing up offspring in line with this culture is considered an encroachment on their personal freedom. Persistent attempts are being undertaken to give a new and liberal, that is distorted, definition to marriage and to the family, at a time when the claims of discrimination by those who do not adhere to the classic and natural one are increasing.
- We live in a world where most wealth is in the hands of a few, and most public funds are spent on fancy projects and on arms industries.
- We live in a world where poor countries are lured to spend most of the little capital they have on purchasing arms, to the neglect of their countries' dire need for essential projects and goals.
- We live in a world where the environment-friendly technologies are being compromised by major polluting industries.
- We live in a world that brags about its major advances in education, while millions of its children – if they were lucky enough to get some education – are still using primitive means.
- We live in a world where the number of active wars is the highest in history, yet this same world claims to be religious and peace loving.
- We live in a world where the excess of food in restaurants is thrown in the garbage while charitable institutions suffer from overwhelming shortage and always face an increasing demand.
- We live in a world where one must learn the law, not necessarily to live by it, but to circumvent it when to do so becomes convenient.
- We live in a world where private and national interests are cosmetically hidden under the pretext of defending the Rights of others, especially when the expected personal or national gains are high.
- We live in a world where the UN Charter of Human Rights has been used as a cosmetic cover by powerful countries for interfering in the affairs of the weak ones.
- We live in a world where the objective truth has been diluted to subjective ones setting originally coordinated interests in open-ended cycles of conflict.
- We live in a world where advance in technology is set on a humanly unfriendly track so that clean air and clean water are becoming rare commodities.
- We live in a world where humanity has set itself in an apparently irreversible motion that in many ways appears rosy and promising but is fundamentally destructive and deadly.
- We live in a sinful world which has lost its sense of sin and by claiming religiosity is worshipping no other than its own idols.

- We live in a world where values are chaotically transmuted so that marriage of a man and a woman is replaced by living together by anyone with anyone.
- ✓ where fornication has become making love,
- ✓ where might is often right,
- ✓ where deception has often replaced commitment,
- ✓ where money is made to be the real savior,
- ✓ where spiritual values are becoming ultimately man-centered after being originally God-centered, and
- ✓ where catastrophes are being used by many helping nations to serve their own national interests.
- We live in a world where sincere and genuine individuals are forced to leave administrative or executive or even political posts because of deep-rooted, stubborn but also cunning corruption.

Our life is very fragile, yet we are the most proud and the most powerful creatures. We fight each other to death and yet we feel very sorry for the loss of life.

- We are each other's enemies, but we are all one before nature's wrath.
- We are too proud to consciously invoke God's help in the time of need.
- We are too proud to concede to God's might and yet in times of distress He is the first one we call insistently upon.
- We love life but we often blindly bring it to a premature end. We love companionship and cannot humanly live without it and yet it is there that our deviance hibernates.
- We love immortality and yet we are strongly attached to an ephemeral world.
- We lay claim to being religious and in the name of God we hate, kill, and cause destruction to the world of "others" around us.
- We are creatures called to knowledge and independence yet we undertook a doomed pursuit for knowledge and independence. We lost the Garden of Eden in the name of pleasure; we abused God's procreative gift to us, and we prostituted ourselves, willfully replacing God's image in us by the image of the beast.

We have received the best gift from God – the most divine-like in us – the mind – and we have used it not to continue His work in creation but to demolish all that He has carefully created for us. We invented pollution and weapons of mass destruction (the most vicious of which is the hydrogen bomb); we are eagerly depleting earth's vital resources. We are precipitating the end of human life and thus changing God's plan. What a difference between the applauded change brought about by the Virgin at the Cana wedding and the cataclysmic change with which humans are clobbering the only life-sustaining planet.

We are a loved creature that is made by a passionate divine love; the only creature that was molded by God's own hands; the only creature that lives by God's own breath; the only creature that is in God's own image, the only creature that is redeemed by God's own blood; and yet we still lead a blind and futile search for our own identity!

Faculty of Sciences, Its Mission, and the Education of the University Graduate

Dr. Jean Fares, Dean FN&AS



As Dean of the Faculty of Natural and Applied Sciences at Notre Dame University (NDU), I was asked to write in *NDU Spirit* about the Faculty, its mission, and the basic scientific knowledge expected of a University graduate. By my doing so, the objective of this magazine will be met when interested readers find in this report answers to certain questions they might have.

The ground zero questions raised by most high school graduates wishing to acquire University education are the following: What shall I major in? Which university shall I go to? Is that particular university of good ranking? These come with the thought, "I am good in Math, but I do not know what to do." Of course, these questions are only some among many, and their answers should be found in a book about higher education in Lebanon. However, by describing the infrastructure of our Faculty, we may be able to satisfy the curiosity of prospective students.

The essential elements of our Faculty are the following:

Faculty Members

More than 46 full-time Faculty members are running the programs of the Faculty. Most of them are graduates from American universities and holders of Ph.D. degrees in various scientific disciplines. The main theme of their teaching methodology is to closely follow the American system of education.

Programs

The Faculty offers undergraduate programs leading to Bachelor of Science degrees in-

- 1] **Computer Science** (a- Computer Science, b- Computer Information Systems, and c- Computer Graphics & Animation).
- 2] **Geographic Information Science** (A Computer Science degree with concentration on the use of Geographic Information Systems software and computer-based mapping).
- 3] **Business Computing** (A degree designed to manage business problems through the use of computer software).
- 4] **Mathematics**.
- 5] **Actuarial Sciences** (A degree based on Mathematics for handling problems related to insurance, risk analysis and investment).
- 6] **Biology** (Concentrations: a- Biology, b- Biotechnology, c- Environmental Biology).

7] Environmental Sciences.

8] Physics.

9] Medical Laboratory Technologies.

10] Nutrition & Dietetics.

Also, the Faculty offers graduate programs leading to Master of Science degrees in-

1] **Computer Science** (Concentrations: a- Computer Science, b- Computer Information Systems).

2] **Mathematics.**

All of these programs are licensed by the Lebanese Government and are designed to meet both the academic standards and the market demand for professional work.

Laboratories of Sciences and the Computer Center

The Laboratories of Sciences and the Computer Center are the main locals for students to acquire the practical training for the theory they have learned. Students regularly use the latest equipments of the Laboratories of Sciences to conduct their experiments. Moreover, they utilize the most up-to-date software for solving computer-based problems.

Mission of the Faculty

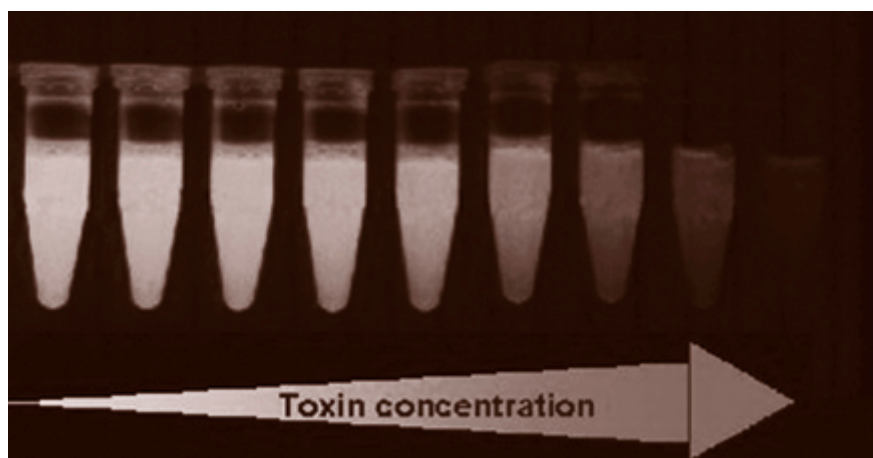
The mission of the Faculty can be drawn from the main components of its constitution; that is to say, the qualifications of the Faculty members, the updated programs offered, and the academic support available lead to two main objectives. The first is to make sure that graduates of the Faculty have a sound and up-to-date education which will smooth their way into the job market. The second is to invest in student basic and intermediate skills so that they are well prepared to enter the world of higher education. Graduates as such will contribute to society through the professional work they accomplish and the research work they may come up with.

Finally, everyone is aware that, in our world today, information is easily accessible through Internet, TV channels, mobile 'phones, etc.. But, depending on the educational level of the recipients, information may or may not be properly used. This leads us to the question of what basic scientific knowledge should be expected of a university graduate for assessing information properly. I expect an individual holding a university degree to be expert in a scientific degree and to have knowledge in the fields of computer literacy, statistical terminologies, and human welfare subjects such as health, nutrition, etc.. To sum up, a university graduate should know something about most things and most things about something.

Biosensors: Technology for Environmental Monitoring

Dr. Robert Dib, FN&AS

The scientific community continues to search for analytical devices that are portable, reliable, sensitive, and accurate. Biosensors fulfill these requirements and hence are beginning to find wide medical, industrial, and environmental applications. Biosensors are analytical devices incorporating a biological material integrated within a signal transducer. They constitute a class of analytical tools that are widely used to detect and measure chemical or biological substances in different types of samples. Since biosensors are probes that detect chemical or biological substances, any device incorporating biotic elements or used to measure living organisms was commonly called a biosensor. Therefore, systems such as a daphnia in water bodies or a thermometer were incorrectly described as biosensors. Recently, the International Union of Pure and Applied Chemistry (IUPAC) has eliminated the ambiguity on biosensor meaning by defining it as an analytical device incorporating a biological or biologically-derived material (e.g., microorganisms, enzymes, proteins, cell receptors, nucleic acids) integrated within or intimately associated with a physicochemical transducer. The physical transducer can be amperometric that detects changes



Increasing levels of toxicity are seen as decreasing output of bioluminescence

in current, potentiometric that detects changes in potential, acoustic or piezoelectric that detects changes in mass, or optical that detects changes in light characteristics (absorbance, luminescence, fluorescence) associated with biochemical reactions. Thus, biosensors yield a digital electronic signal, which is proportional to a specific analyte, or group of analytes, concentration.

The great advantage of biosensors resides in their (1) small size, which makes them suitable for field testing and *in situ* applications (e.g., groundwater surveillance); (2) applicability to a wide range of samples such as water, organic media, blood, food, or soil; (3) short response time allowing for continuous monitoring; (4) high

selectivity and sensitivity by virtue of the exquisite biological affinity and molecular recognition of its biomolecule, such as antibodies or enzymes, to the target substance.

Biosensor technology

The first biosensors were reported in the early 1960s. These biosensors, based on oxidase enzymes (e.g., glucose oxidase) immobilized on oxygen electrodes, have been widely used especially to measure glucose concentration in blood. Since then, a great deal of research has been invested in biosensor technology, which has resulted in greater sensitivity, accuracy, selectivity, and applications. The 1980s was a landmark decade in the history of biosensor technology; the 1990s constituted the milestone period of



Biosensors are portable, reliable and accurate analytical tools

biosensor commercialization. Based on their biochemical recognition element, biosensors can be divided into three categories: biocatalyst- or enzyme-based biosensors, bioaffinity-based biosensors, and microorganism-based biosensors.

Enzyme-based biosensors generally have the enzyme immobilized in a thin layer on the surface of the probe. Enzyme biosensors rely on two operational mechanisms: (1) the transformation of pollutants and (2) the detection of pollutants that inhibit enzyme activity.

Environmental applications of enzyme electrodes include the use of tyrosinase for the detection of phenols and the use of organophosphate hydrolase for the detection of organophosphorous pesticides.

Bioaffinity-based biosensors depend on the use of antibodies (special class of proteins that recognize and bind to foreign molecules) directed toward a wide range of environmental pollutants. Immunosensors are becoming the most commonly used biosensors for environmental applications. They have been reported for detection of a large number of pesticides and some explosive residues in ground water. Recently nucleic acid-based affinity

biosensors have been reported for environmental applications.

Microorganism-based biosensors are also widely used in environmental monitoring. In this class of biosensors, the pollutant can either induce the microbial growth or inhibit it. Some microbial biosensors rely on the use of genetically engineered microorganisms (GEMs) that recognize and report the presence of specific environmental pollutants. Typically, in these biosensors, a plasmid (a small nucleic acid molecule) containing the gene that codes for luciferase or β -galactosidase enzymes is introduced in the microorganisms. The plasmid is expressed if the analyte (pollutant) of interest is present in the medium.

Environmental applications of biosensors

The growing availability of enzymes, antibodies, and genetically engineered microorganisms that interact with environmental pollutants has led to a drastic increase in the application of biosensor technology to environmental monitoring. Applications for environmental biosensors include drinking-water analysis, wastewater and groundwater monitoring, and analysis of soils and sediments at hazardous waste sites. Environmental biosensors detect and measure a broad range of pollutants such as insecticides, herbicides, fungicides, heavy

metals, and different kinds of organic pollutants. Although somewhat behind biosensors for clinical and food applications, environmental biosensors range in their development stages from proof of concept to commercial availability.

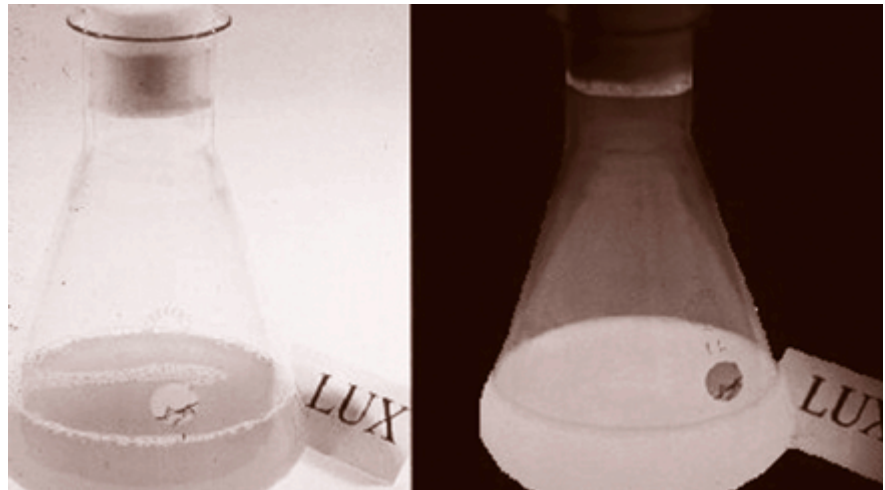
Phenolics are semivolatile aromatic hydrocarbons frequently seen in waste streams and wastewater from coal and petroleum industries. Thus, phenols and phenoxy acids are priority pollutants based on the frequency of their occurrence. Currently, enzyme-based biosensors that detect and measure phenolic compounds in water samples are widely available.

Pesticides account for the greatest number of reports for environmental biosensors. Since pesticides function by means of interacting with a specific biochemical target, a wide variety of antibodies (proteins that recognize and bind to foreign molecules) have been developed against them. An online pesticide analyzer based on competitive immunoassay techniques has been successfully developed. The most promising enzyme-based biosensors are those for organophosphates and carbamates and involve the inhibition of cholinesterases. Such biosensors can be used to screen water samples from different water bodies (rivers, lakes, groundwater, etc.).

The BOD (biochemical oxygen demand) is a common general test used to assess the contamination of water with biodegradable organic wastes. Traditional BOD test takes 5 days. Nowadays, biosensors composed of immobilized microorganisms in combination with a dissolved oxygen electrode that can measure BOD in 15 minutes are available.

Genetically-modified yeasts have been used as microbial biosensors for the continuous monitoring of heavy metals (cadmium, copper, and zinc) in wastewater. Early detection of high concentration of heavy metals in industrial wastewater can save later expenses for purification. For this purpose, special bacteria have been engineered to express a measurable product if the water sample is polluted with heavy metals.

The phenomenon of bioluminescence has been successfully exploited in order to create whole cell biosensors. Genetically modified bacteria have been engineered to express the bioluminescent gene constantly. Bioluminescence in such bacteria is an indicator of their metabolic activity, and hence as long as these bacteria are thriving they emit light! These bioluminescent bacteria can be exploited to monitor environmental contamination in samples such as water, soil, sludge, and sediments. They can be also used to determine the bioremediation



Bioluminescence is a simple and sensitive indicator of bioactive pollutants

potential of contaminated water and land. The toxicity test based on these bacterial biosensors is very simple: when added to a contaminated sample, these bacteria will not multiply nor emit light.

Another glowing example of bioluminescence exploitation in environmental bioremediation is the use of the gene for luciferase. Genetic engineering has allowed the insertion of the gene for luciferase (an enzyme) in the genome of some bacteria capable of degrading certain industrial organic pollutants such as toluene. The synthesis of the enzyme luciferase –which produces light in the presence of oxygen– is turned on as long as the bacteria are metabolizing toluene. Stated otherwise, the bacteria will be glowing as long as there are pollutants in water samples. Other bacteria have been engineered to emit light in the absence of oxygen. In this case, a “green fluorescent protein” emits light without the need for oxygen. Highly sensitive light sensors pick up and transmit information from bacteria that glow in the presence of trace levels of poisons, explosives, or pollutants. Such biosensors have proven successful using various petroleum products,

and they are useful to monitor the bioremediation progress of oil or industrial spills.

Despite their increasing applications, environmental biosensors must overcome a number of obstacles to become commercially viable in the highly competitive area of analytical methods. These obstacles are inherent to the diversity of compounds and the complexity of matrices in environmental samples, the variability in data quality requirements among environmental programs, and limited shelf and operational lifetimes for biochemical components such as enzymes and antibodies. Moreover, biosensors must compete with other well-established field analytical methods such as immunoassays, chemical test kits and chemical sensors. Nevertheless, advances in areas such as toxicity and multi-pollutants screening could widen the potential market of biosensors. Due to unique characteristics and flexibility in operational design, biosensors continue to show significant promise for use in environmental monitoring applications.

Obesity: What is the fuss all about?

Mrs. Zeina Ghossoub El Aswad

Department of Sciences

Abou Nawwas said it best: Daa Aanka Lawmee...

Last month, one of the well known fast-food franchises introduced a hamburger that packs a 1400 calorie punch, and when eaten with fries and a soda, is worth a measly 2000 calories! The best part of this story is that people left and right are rushing to taste this behemoth. You would think in this day and age, with all the knowledge of fats, obesity and heart disease, people would be running away from this meal. Time and time again, the health industry has failed to convince people to change their ways of life. AIDS is on the rise, despite the phrase "use a condom" that dominated every billboard in the world in the nineties. Obesity is increasing, with more and more people becoming infected with this disease. So, what is the deal here? How and why are we failing? Should we continue trying and for what?

Consider the following: The leading cause of death in the world is heart disease. Some of the risk factors for heart disease include diabetes, high blood pressure, high cholesterol, and obesity. The leading acquired risk factor for diabetes, high blood pressure and high cholesterol is obesity. Any way you look at it or factor it, if you are over-weight, you have problems, which are potentially life-threatening. Before I discuss our

failures, I will talk about the different links between the above mentioned disease states.

What is heart disease, and how is it related to obesity and nutrition? Heart disease is a condition that is in no way restricted to heart attacks and cholesterol. For the lay person, heart disease means clogged-up arteries. For the sake of this article, this is what we shall be talking about. The heart is an organ in the body, and like any organ, needs blood to survive. If, for any reason, the blood is cut off, we get a heart attack, which can be fatal or may pass unnoticed. The blood supply goes through arteries and veins that surround the heart and feed its different areas. Cardiologists map the heart and define heart attacks in reference to the area supplied by each vessel. If one vessel is blocked, blood supply is stopped and you know the rest. So, what blocks the blood vessel? Multiple factors play a role. Here is how we go from a blocked artery to the giant burger.

Imagine you are a red blood cell (RBC) with the responsibility of delivering oxygen to the muscles of the heart so they keep on beating and keep the body alive. Your only mode of transportation is to float through the blood vessels. The heart needs a certain amount of

red blood cells delivered every second for it to survive. It is a simple **demand-supply** relationship. Luckily for us, the heart can tolerate a decrease in blood supply, but up to a certain amount. At one point, the heart will just give out. So, as an RBC, you need to worry about the potency of that vessel that goes to the heart. There are a few things that can clog that vessel, among them, cholesterol. The "plaque" or "blockage" that is formed is built up slowly and over years. Literature suggests that plaques start building up from year 1 of life! Cholesterol is not the only culprit involved in the blockage. You factor in things like platelets and inflammation and we are just barely touching the tip of the iceberg.

As the plaque continues to grow, courtesy of that burger among other things, the demand-supply ratio changes. At one point, the supply does not meet the demand, and a heart attack is the consequence.

Heart attacks do not always result in death. They may leave you alive with a wounded heart that will struggle to provide you with a meaningful life. Symptoms can range from mild shortness of breathe and fatigue to severe

different energy yields, or calories. Foods rich in fat are high in caloric content, foods rich in fiber usually are of low content. Excess weight predisposes to the “plaque” and eventual blockage. That plaque depends on what we eat and how much we eat of it. Here is where I come into play.

Let us talk first about what we eat. To health care providers, it is very evident by now that it is cheaper to gain weight, rather than lose it. By cheaper, I mean less time, less money and less effort. So, the most common foods that we have turned to are fast foods and high caloric, high fat foods. And, we are doing it much sooner. Our children are becoming more and more obese, and our youth is following suit. This is the danger of obesity. It is infecting all ages, and to get rid of it we need to tackle it in all age groups, and, the sooner we start, the better our fighting chances. Make no mistake, this is one of the toughest wars to win, and so far, we are losing almost every battle.

limitations on life and the inability to walk, even breathe, because of heart failure. Where you fall in that spectrum because of the heart attack is anybody’s guess. The cause behind it is no guess at all!

Ever wonder about chest pain? Of course not, most of you reading this article are in your twenties. So why should you care? There is a saying: Hind sight is 20/20 vision; and as Rod Stewart said: I wish I knew what I know now, when I was younger... He was talking about women, but the analogy applies.

I mention heart disease and the majority will think “I am too young for this to even worry about it.” WRONG! Research has shown that a significant number in the population may already have more than 50 % of blockage by the age of 21! Scary, right? Yes, the same blockage that prevented you as an RBC to reach your destination. And that is the crux of the matter. We do not want you to wait until your first heart attack to do something. We want you to do something about it NOW.

Obesity as a disease is complex, yet some of the simplest principles apply. Excess weight comes from excess energy. Energy comes from food and different foods have

Food is divided into different categories. I think most of you have heard of the food-guide pyramid, which is a pyramid that recommends eating foods from different categories, focusing on carbohydrates and complex starches, and minimizing the intakes of the fats. In theory, it is a simple and easy approach, in practice; it is met with almost constant failure.

The following is the caloric expenditure for an average male student. (Table reprinted from the web site <http://www.mhhe.com/>)

Table 8-6 Daily Caloric Expenditure Form

Starting Time	Finishing Time	Type of Activity or Task	Nbr of Minutes
12:00 Midnight	6:30 am	Sleeping	390
6:30 am	7:00 am	Showering, shaving, dressing	30
7:00 am	7:30 am	Sitting eating breakfast	30
7:30 am	8:00 am	Walking slowly to class	30
8:00 am	12:00 noon	Sitting in class	240
12:00 noon	12:15 pm	Walking to cafeteria (slowly)	15
12:15 pm	12:45 pm	Sitting eating lunch	30
12:45 pm	1:00 pm	Walking to computer lab	15
1:00 pm	3:00 pm	Computer work (sitting)	240
3:00 pm	4:00 pm	Sitting in class	60
4:00 pm	4:15 pm	Walking to gym	15
4:15 pm	4:30 pm	Warming up before activity	15
4:30 pm	5:30 pm	Running (6 miles)	60
5:30 pm	6:00 pm	Showering	30
6:00 pm	6:30 pm	Eating dinner	30
6:30 pm	8:00 pm	Studying	90
8:00 pm	11:00 pm	Watching television	180
11:00 pm	12:00 Midnight	Sleeping	60

I am not writing this article to tell you how and what to eat, I am merely pointing out the facts. As the pendulum of food intake sways more towards the fat column, and as the exercise levels decline, expect your bellies to grow, your cholesterol to rise, your plaques to thicken and your RBC's to back up. In other words, expect the worst.

Am I overreacting and too pessimistic for your taste? Maybe, but let me put things into perspective. A simple example may best explain why obesity is on the rise.

If you add all the calories in that table, you get a total of 1560 calories. Now, let us go back to that burger. Remember, with fries and a soda, it is just 2000 calories, and you have just had it for lunch. Can you figure the rest? Enough said.

Health-care providers preach about doing the right thing, yet many of them are obese, or smoke or worse. You think they should know better. Human nature dictates carelessness, especially with dangers that we do not see. However, until we know of a better approach, we shall continue to preach.

One of the major reasons why we are losing the battle against obesity is the effort it demands. It is so easy to gain weight for most of us, but losing it requires a life time of dedication and consciousness. Further, it is much easier to lose weight than to maintain it. It seems we are always going up-hill, and the best way is to avoid that hill altogether.

For the students amongst us, take note of your bad eating habits (sodas, sweets, laziness, fast foods...) and make the change now. It may take a while, but you will ultimately benefit. For the parents amongst us, implement the change on yourself and on your children, and do it now. For the rest of us, it is never too late to start.

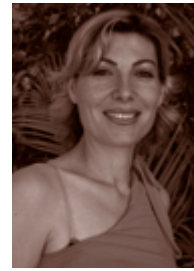
We cannot always be obsessed with losing weight. It would drive us crazy, and we go back to Abou Nawwas. Instead, I urge you to live in moderation and live smart. If you do nothing, do this. Think, not about all what you have just read, but about yourself. Think about where you want to be in a few years' time, think about how you want to live, and think about your life. There is a difference between quantity and quality of life, and we all want both. Why would you compromise on either?

There are many resources for you to consult which answer many questions. Some questions are universal; others are pertinent to you alone. When in doubt, ask, and you will learn, and knowledge may be your savior. If you go on the internet, do not trust web sites that end with ".com". Instead, go to websites that end with ".gov" or ".edu". Ask your doctor, ask your dietitian, or ask us in the Department, and we shall be more than happy to help.

Before I leave you, consider this. For every excess calorie you consume, you increase the risk of obesity. With every increase in obesity risk comes an increase in cholesterol and other diseases. Considering that you may already have significant plaques in your body, you are living with a ticking time-bomb. This bomb however is silent, but once it explodes, you may not be around to hear it. Heart disease is a killer; it thrives on all our imperfections. If you were that RBC, what would you be saying now?

The obesity pandemic: where are we going? Insight into the Biology of Body Weight Regulation

Dr. Najat Yahia



We are all familiar with the term 'obesity', but few of us see it as a real disease. Obesity has captured headlines and spurred research as its incidence and prevalence has exploded. The increasing prevalence of obesity worldwide has prompted the World Health Organization (WHO) to classify it as a global epidemic. Around the globe, more than a half billion people are overweight, and the chronic disease of obesity represents a major threat to health-care systems in developed and developing countries. This rising trend is particularly disturbing because obesity is central to the development of many chronic diseases such as type 2 diabetes, heart disease, hypertension and cancer. Clearly, the increase in rates of obesity is a matter of major public health concern.

The diet industry characterizes obesity as arising from a lack of self-control, and this is a widely held belief. In fact, obesity is a complex disorder of appetite regulation and energy metabolism controlled by specific biological factors. Genes that predispose to obesity in humans have already been identified and indicate the importance of genetic factors in the development of disease. Obesity results from chronic disruption of the energy balance.

The long-term balance between



energy intake and energy expenditure primarily determines the amount of energy stored in the body. When energy intake chronically exceeds energy expenditure, the resulting imbalance causes expansion of fat cells and, in some cases, increased numbers of fat cells. Hypertrophy and hyperplasia of fat cells represent the one and unique pathology of obesity. The enlarged fat cells are then likely to induce other metabolic disturbances leading eventually to other diseases (Figure 1).

Whether the culprit is increased food intake or decreased energy expenditure is generally unknown and probably it varies from case to case. It is likely that obesity results usually from both impaired energy expenditure and an inability to control food intake in an environment not conducive to physical activity and in which highly palatable food is widely and easily available. Regardless, the consequence of this long lasting imbalance is the obvious accumulation of fat. One of the

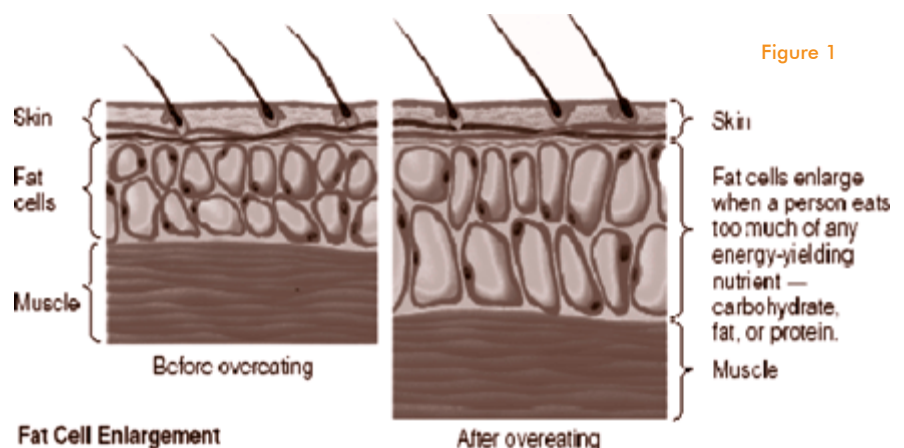
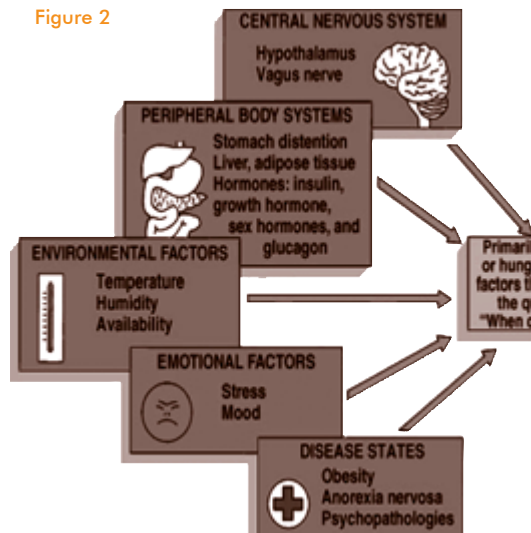


Figure 2



Physiological control mechanisms.

The physiological control mechanisms can be broadly divided into short or long-term regulation. There are two theories that are reported to be important in the *short-term regulation*:

- > glucostatic theory of hunger
- > plasma amino acid levels

In the first, the **glucostatic hypothesis** suggests that the availability of glucose appears to play a crucial role in eliciting hunger. There is ample evidence for glucoreceptors in the central nervous system. In addition the hypothalamus is known to receive afferent information from the liver, stomach & small intestine via the vagus nerve. It has also been shown that depletion of glucoreceptors causes severe disturbances of feeding but there is some question as to whether glucose is the only regulator.

In contrast there is only one theory that is reported to be important in long term regulation, the lipostatic hypothesis.

Lipostatic hypothesis states that fat (adipose tissue) of mammals represents an organ, which is widely distributed throughout the

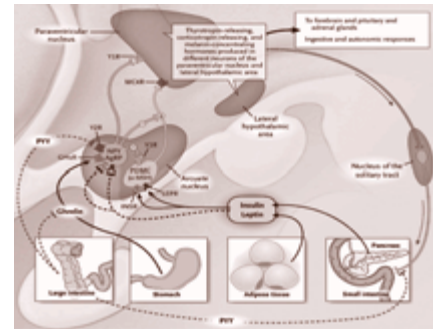
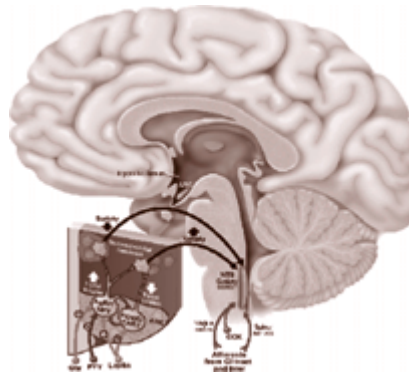
most important questions is why the increasing fat stores do not provide a signal to the brain to reduce food intake in some people, but do so in others. A few years ago, leptin was identified as a protein responsible for suppressing appetite and its discovery was hailed as a potential wonder drug and catapulted obesity research to the forefront of biomedical science and public imagination. Yet today, with rising incidence of worldwide obesity, a detailed understanding of the molecular mechanisms that regulate body weight is important in order to identify new treatments.

The control of energy balance requires an understanding of the terms *hunger*, *appetite* and *satiety*. Hunger is the craving for food that is associated with objective sensations and is a general sensation localized to the stomach region; it appears when the stomach is empty and coincides with contractions detected by mechanoreceptors in the stomach

wall. Appetite by contrast is the desire for specific types and quantity of food and satiety is the opposite of hunger resulting from a filling meal. For the body to be in energy balance the energy content of food must correspond to energy expenditure of muscular work, growth, reconstruction and loss of heat from the body.

What are the factors influencing food intake?

- > increased plasma glucose concentration (-)
- > increased production of hormones such as insulin and glucagon and the gastrointestinal tract (GIT) hormones (-)
- > increased body temperature (-)
- > increased palatability of food (+)
- > stress (+/-)
- > conditioned responses (+/-)
- > activation of stomach/ duodenal receptors, stretch receptors and chemo receptors (-)



body and fluctuates according to metabolic energy demands. Mature adipocyte tissue communicates with the central nervous system via a hormone circuit that controls satiety. Excessive food intake leads to the deposition of fat, insufficient food intake decreases fat deposits. One can therefore assume that the body can monitor the products of fat metabolism. Genetic and hormonal defects play a significant role in the etiology of obesity. A person's genetic make-up almost certainly influences the body tendency to consume or store too much energy or to burn too little. One of the molecules that regulates energy balance is the product of the obese (*ob*) gene, leptin. Leptin functions as part of the signalling pathway from adipose tissue that acts to regulate body fat deposits due to its action on satiety. Leptin, via its action on metabolism and appetite, is able to;

- > lower body weight
- > lower percentage body fat
- > reduce food intake
- > reduce serum concentrations of glucose
- > reduce serum concentrations of insulin
- > increase metabolic rate
- > increase body temperature
- > increase activity
- > inhibit neuropeptide Y (NPY) synthesis and release.

Sensory mechanisms involved in the control of food intake

The sensory mechanisms involved in control of food intake include those from olfactory, taste and mechanoreceptors in the mouth, throat and esophagus. Much of the sensory information from the thorax and abdomen travels via vagus nerve which is able to detect gastrointestinal filling by use of mechanoreceptors in the stomach wall and chemoreceptors in stomach, upper small intestine and hepatic portal bed. We all know that the effect of a "full" stomach gives us the feeling of satiety; therefore we can assume that gastric mechanoreceptors are involved. The arrival of nutrients in the GIT suppresses food intake.

HYPOTHALAMIC CENTRES.

The hypothalamus is thought to be the most important integrator center for both the senses of hunger and satiety (Figure 2). The involvement of the hypothalamus results from studies where regions have been either electrically stimulated or destroyed and the effect on eating observed. Evidence has also been provided from experiments where the activity of neurons has been recorded whilst sensory systems associated with food consumption have been activated. Two main areas have been proposed:

SATIETY CENTRE (ventromedial hypothalamus)

- > Bilaterally destroy the ventromedial hypothalamus, rise in plasma insulin concentration, inhibition of lipolysis, overeating
- > Electrical stimulation increases sympathetic outflow, inhibits pancreatic insulin secretion, and stimulates lipolysis in adipose tissue and stops eating.

HUNGER CENTRE (lateral hypothalamus)

- > receives olfactory, gustatory & visual inputs
- > senses changes in glucose concentration
- > bilaterally destroy the lateral hypothalamus, refusal to eat. If you stimulate it you overeat.
- > inhibited by glucose, insulin, CCK and vagal afferents

Neuropeptides as satiety factors;

Many peptides have been shown to modulate nutrient intake. Broadly speaking, these can be divided into hormones from the pancreas, gastrointestinal tract or pituitary.

Gastrointestinal hormones

< all decrease food intake.

Cholecystinin (CCK) is a prototypic satiety agent, which decreases feeding. Although CCK is a GIT hormone it is extensively distributed within the central nervous system (CNS). The role of CCK is complex since there is evidence that it interacts with dopamine and opiate systems to also modulate psychoses and anxiety.

- > GIT hormone CCK, which is released mainly in response to fat entering the duodenum, plays an important role in satiety
- > released by duodenal mucosa when food is present in it
- > Peptide analogues of CCK have been developed, but none has reached the clinic

PeptideYY₃₋₃₆ (PYY₃₋₃₆)

- > PYY₃₋₃₆ is released from the gastrointestinal tract following food intake (postprandially).
- > It is produced in the gut in proportion to the calorie content of a meal.

- > PYY₃₋₃₆ regulates satiety through signalling hypothalamic neurons to inhibit food intake.
- > PYY₃₋₃₆ may provide a therapeutic target for the treatment of obesity.

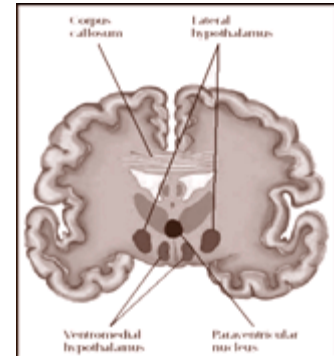
Pancreatic hormones

< all decrease food intake

- > insulin (unless accompanied by hypoglycemia) appears to play a role in the physiological control of feeding.
- > glucagon and glucagon-like peptide amide (GLP-1), the latter, when injected intracerebroventricularly (ICV) inhibits feeding and GLP-1 receptors are present in the hypothalamus, particularly PVN and parts of the amygdala
- > amylin (also known as Islet amyloid polypeptide - IAPP) is a hormone co-stored and co-released with insulin. It interferes with glucose metabolism and may act as a "satiety" factor.
- > pancreatic polypeptide
- > enterostatin.

Pituitary hormones

The evidence for the normal involvement of pituitary hormones in the control of food intake is based on observations of eating habits when there is excessive hormonal production. Vasopressin and thyrotropin-releasing hormone (TRH) decrease food intake. Melanocyte stimulating hormone (α -MSH), growth hormone and



prolactin have all been shown to increase food intake.

With the understanding of the biology of the human obesity, it is very likely that new drug targets will be identified. A new generation of drugs with different mechanisms of action are going to be developed and used in combination therapy to treat the complex disease of obesity. Moreover, in the future, it is likely that the treatment of obesity will be characterized by growing individuality and sophistication. Regardless, it is certain that the coming years will see an increase in research on target identification and target validation for the pharmacological treatment of obesity. However, given the epidemic nature of obesity at this time, only public health measures and drastic public policy changes can modify the "obesogenic" environment. Without major societal changes, it is almost certain that the obesity epidemic will continue to spread around the world in the present century.

Keeping Hunger at Bay: Gut Peptides

Dr. Tony Hage



Obesity represents a global epidemic and is the leading cause of illness and death worldwide. Recent reports indicate that the majority of the American population (65%) is classified as overweight, with 31% of adults considered obese. Obesity is associated with increased risk of chronic disease and reduced life expectancy. Weight reduction achieved by dieting, exercise, or medical therapy often elicits compensatory changes in appetite and energy expenditure that make weight loss of more than 5 to 10 percent unlikely to be sustained.

Clearly, effective strategies for body weight management are urgently needed.

Despite the recent popularity of high-fat, low-carbohydrate diets (e.g., Atkins diet), traditional approaches generally advocate a low-fat, high-carbohydrate (LFHC) dietary pattern for the treatment of obesity. Critics of the LFHC approach argue that adverse changes in blood lipids/lipoproteins can occur with a high-carbohydrate intake, and that this approach has failed to be effective in abating the current obesity epidemic.

The adverse effects of the LFHC approach, however, are avoided with the consumption of adequate amounts of dietary fiber (e.g. 20 g per 1,000 kcal). In addition, there are well-documented advantages of the high-fiber, LFHC approach.



Starch- and fiber-rich foods are the foods to emphasize.

Fiber Type	Major Food Sources	Possible Health Effects
Soluble Gums, mucilages, pectins, psyllium, ^a some hemicellulose	Barley, fruits, legumes, oats, oat bran, rye, seeds, vegetables	These fibers lower blood cholesterol; slow glucose absorption; slow transit of food through upper digestive tract; hold moisture in stools, softening them; are partly fermentable into fragments the body can use.
Insoluble Cellulose, lignin, some hemicellulose	Brown rice, fruits, legumes, seeds, vegetables, wheat bran, whole grains	These fibers soften stools, regulate bowel movements; speed transit of material through small intestine; increase fecal weight and speed fecal passage through colon; reduce risks of diverticulosis, hemorrhoids, and appendicitis; may reduce risk of colon cancer.

^aPsyllium, a fiber laxative and a cereal additive, has both soluble and insoluble properties.

Table 1. Health Effects of Dietary Fibers

Such diets are rich in nutrients (e.g. vitamins, minerals, phytochemicals) despite having a low energy density (kcal/g food weight), which is advantageous for weight control. Other health benefits experienced by those who consume a fiber-rich LEHC diet include lower blood pressure and reduced cardiovascular disease risk (table 1).

Possible Health Effects of Dietary Fiber:

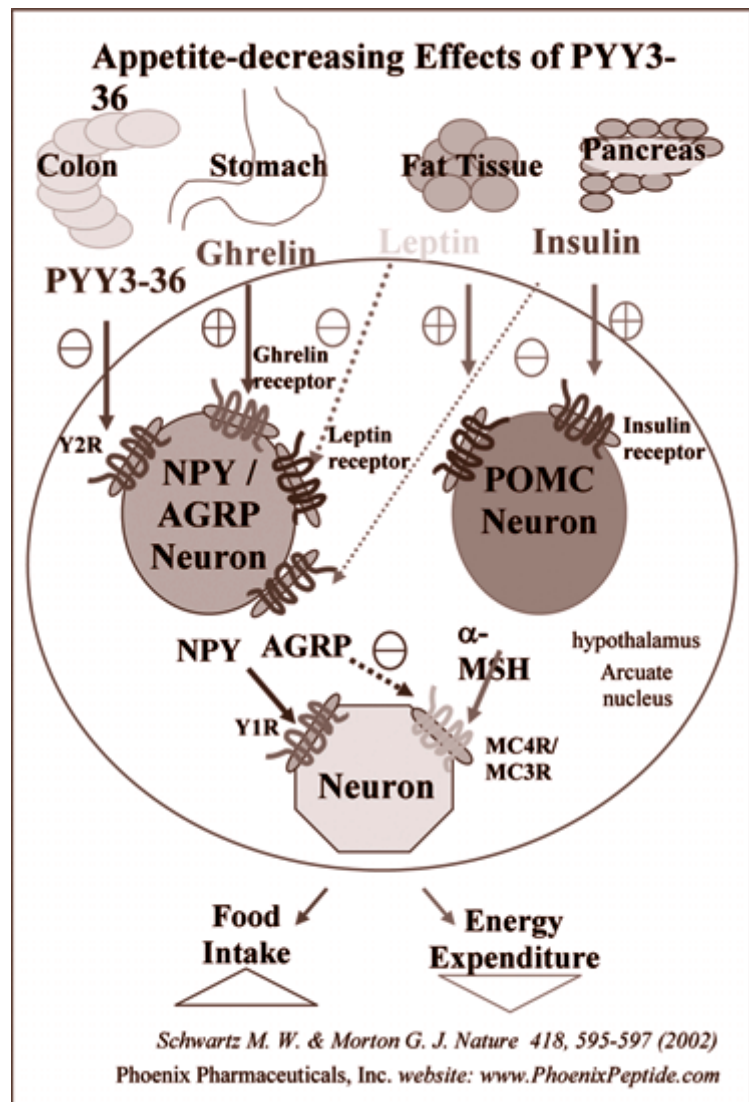
There are several intestinal, hormonal, and metabolic mechanisms by which dietary fiber could affect health and indirectly promote weight reduction. Because fiber-rich meals are low in energy density, their consumption may prolong feelings of satiety and may reduce hunger and subsequent food intake. One novel aspect of the beneficial role of dietary fiber for weight control may be its ability to alter levels of endogenous gut peptides involved in energy intake regulation.

Novel Gut Peptides: Ghrelin and Peptide YY₃₋₃₆

Ghrelin is a recently discovered orexigenic hormone that is secreted primarily by the stomach and duodenum and has been implicated in both mealtime

hunger and the long-term regulation of body weight. In humans, plasma ghrelin levels rise shortly before and fall shortly after every meal, a pattern that is constant with a role in the urge to begin eating. Ghrelin acts on the hypothalamic neurons that are known to regulate energy balance. This hormone acts on the hypothalamus to stimulate feeding and to slow metabolism. Weight reduction brought about by caloric restriction causes the ghrelin level

to increase, suggesting that ghrelin might contribute to the drive to eat that makes long-term success with dieting so rare. The latest discovery is the hormone peptide YY₃₋₃₆ (P YY₃₋₃₆) which is secreted by endocrine cells lining the small bowel and colon in response to food. PYY₃₋₃₆ appears to work in the hypothalamus to inhibit food intake by the production of appetite-decreasing peptides. The anorectic effects of PYY₃₋₃₆ are mediated through negative



feedback of neuropeptide Y (NPY) NPY; while, the appetite-stimulating effects of ghrelin are mediated through its ability to increase production of NPY and agouti growth-related peptide (AgRP).

In experimental studies, exogenous ghrelin administration acutely increases appetite and food intake in both animals and humans, while PYY administration reduces food intake. Other hormones affecting this hypothalamic feeding pathway include leptin, cholecystikinin (CCK), and insulin. Drugs targeting the PYY₃₋₃₆ system may hold promise for the future treatment of obesity.

Influence of Body Weight Status on Gut Peptides

Body weight status may influence fasting and postprandial gut peptide synthesis. In general, ghrelin secretion is up-regulated in conditions of negative energy balance (e.g., anorexia nervosa) and down-regulated in conditions of positive energy balance (e.g., obesity). Polymorphisms of the ghrelin gene have also been linked to earlier onset of obesity in children. Interestingly, individuals who have had significant weight loss after gastric bypass surgery have significantly lower ghrelin

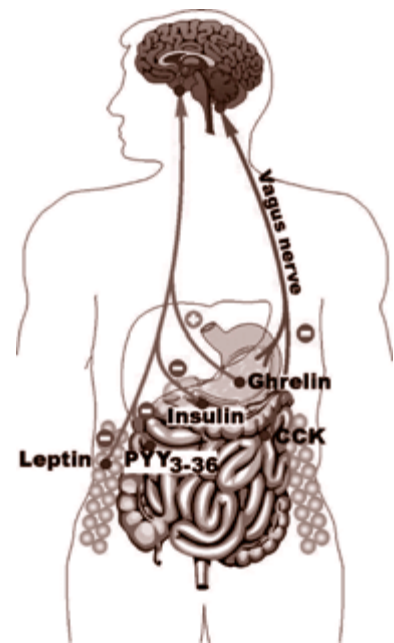
levels compared with persons undergoing diet-induced weight loss as well as weight-matched and normal-weight control subjects. This may be one factor contributing to the long-term efficacy of gastric bypass surgery for the treatment of obesity.

Less is known about PYY₃₋₃₆. Alterations in PYY₃₋₃₆ secretion have been reported in gastrointestinal disorders, including ulcerative colitis and celiac disease.

With regard to the influence of body weight status on meal-induced gut peptide secretion, lower fasting ghrelin levels and a lack of postprandial ghrelin suppression have been observed in obese individuals relative to lean individuals. This lack of a meal response could lead to reduced satiation and result in increased food consumption and weight gain.

Can Macronutrient Intake Modify Gut Peptide Secretion?

It has been reported that postprandial ghrelin concentrations vary in response to the macronutrient composition of a meal. Specifically, consumption of a high fiber meal reduces plasma ghrelin concentrations and feelings



of hunger to a greater extent than does consumption of an isocaloric high-fat meal. PYY₃₋₃₆ concentrations inhibit food intake for up to 12 hours and therefore may be involved in longer-term intake regulation. At this time, it is not known if the habitual consumption (e.g., > 12 weeks) of a LFHC diet will alter ghrelin or PYY₃₋₃₆ concentrations, or if the ingestion of dietary fiber as part of a high-carbohydrate meal could prolong the reduction in postprandial ghrelin concentration.

Research related to the gut peptides such as ghrelin and PYY₃₋₃₆ and the gut/hypothalamic feeding system is rapidly evolving, and more applicable human findings are certain to emerge in the near future.

Microbiology News

Nada El-Ghossein Maalouf

Do you Know...?

Bacteria can replace sulfites in wine preservation

For thousands of years, the pleasure associated with consuming wine has been tempered by microbially induced spoilage, specifically a species of *Lactobacillus*. Sulfite preservatives are used to control the growth of these bacteria. But adding too much sulfite will on one hand stop fermentation, ruining the batch of wine, and on the other hand may be responsible for many hypersensitivity or allergic reactions. Recently two new *Lactobacillus* strains, capable of competing with the harmful ones without affecting the fermentation process, were identified. These strains may be the potential candidates to replace sulfite preservatives

Microbes can also help clean flood damage

Many post-flood problems arise when ruptured oil lines contaminate building walls and floors. Even repeated washings with detergents and bleach fail to remove volatile toxic hydrocarbons that become trapped inside the structural materials. Various strains of the common soil bacterium *Pseudomonas* were found to be able to remove n-hexanedecane and naphthalene, two common hydrocarbons found in fuel oils, from structural materials. By feeding on hydrocarbons on the surface, bacteria create a gradient that allows hydrocarbons deeper inside the pores to migrate to the surface. As the bacteria eat more and more, the gradient is maintained and eventually all the hydrocarbons are cleaned.



Animal antibiotics use may cause resistance in humans

Feeding antibiotics to animals to make them grow faster has been a common practice in agricultural production systems since the late 1950's. Later on, some resistant bacterial strains (vancomycin resistant *enterococci*-VRE) were isolated from poultry. Moreover the same VRE were detected in foods and in the gastrointestinal tracts of healthy humans.

After many studies done in USA and Europe, scientists have found a link between the use of animal antibiotics and the emergence of resistance in humans and animals. To limit the widespread of this resistance, several protective measures were taken worldwide: The FDA (Food and Drug Administration) in the USA has restricted the use of animal antibiotics and the EU is planning to ban it by 2006.



Electricity can be generated from bacteria

Research has shown that the bacterium *Geobacter sulfurreducens* can generate electricity. All relies on its ability to form stable biofilms on surfaces such as electrodes. *G. sulfurreducens* generators are simple to set up, with the bacterial cells oxidizing organic matter, while electrons from that reaction are being transferred to a graphite electrode to create an electrical current.. Since the *Geobacter* are ubiquitous, a graphite slab can be stuck in the mud anywhere and they will naturally grow on the surface; this mudborne graphite slab is connected by waterproof wire to another graphite slab in the overlying water, which serves as the anode. The bacteria could generate enough energy to drive some monitoring devices but still significant engineering is required to produce energy on a large scale.

Stone monuments can be protected by cement-laying bacteria

Pollution damages stone monuments and the rate of surface decay has increased tremendously following the Industrial Revolution. Prior to the 1990's, conservation of these monuments was performed either by using inorganically precipitated salts such as lime wash to protect the surface or by organic resins, but both methods were found to be inefficient for conservation. So microbe-based schemes were developed. In fact, the bacterium *Myxococcus xanthus* was found to be able to deposit carbonate onto stone surfaces, covering them with a tough layer and thereby protecting them from further ravaging by nature or by industrial pollution. The carbonate cement composition was found to be identical to that of ornamental limestone or marble and to be less soluble than the natural cement and more resistant to acid rain.

Drug Discovery and Bacterial Resistance

The emergence of antibiotic resistance has been, is and will always be, a major concern in the medical and public sectors; it is a fact of life that we must accept. Pharmaceutical companies have made many efforts to combat pathogenic organisms responsible for worldwide morbidity and mortality, but they have also faced many crises when new forms of antibiotic resistance appear in previously susceptible pathogens.

Penicillin was the first drug to be discovered. During World War Two, it was called the "wonder drug", but resistance to this antibiotic was detected even before it was approved by the FDA. So many efforts were made to develop new antibiotics, including

streptomycin, tetracyclines, aminoglycosides, cephalosporins, carbapenems, β -lactams and monobactams. Synthetic analogs to the natural antibiotics were also produced such as second-, third- and fourth-generation cephalosporins, improved macrolides, tetracyclines, glycopeptides and aminoglycosides. These new antibiotics with a wide range of action were assumed to counteract innate resistance mechanisms in pathogenic bacteria.

Despite the use of wide-range antibiotics, bacteria continue to evolve in response to the new antimicrobial agents that they encounter, a way of adaptation to the new conditions. Drug resistance can result either from selected chromosomal mutations, which is called innate resistance, or with acquired extra-chromosomal determinants that allow otherwise susceptible bacteria to survive exposure to antibiotic agents. In the latter type of resistance, determinants are found on mobile elements, plasmids, easily transferred from one bacterium to another, leading to the widespread of resistance among bacterial strains in hospitals and communities.

From a clinical perspective,

clinicians are facing problems when dealing with multiple drug resistant (MDR) organisms such as *Pseudomonas aeruginosa*, *Stenotrophomonas maltophilia* and *Acinetobacter* species. These organisms were shown to be increasingly resistant to at least three classes of antibiotics. Because of the decreased susceptibility to single agents in these pathogens, combination antibiotic therapy is required frequently.

Another serious issue raised nowadays is the rogue resistance, which is defined as those antibiotic resistance determinants that are mobile, compromise therapeutic regimes, are difficult to detect in clinical laboratories and have a significant public health effect. One example involves Methicillin-resistant *Staphylococcus aureus* (MRSA), which originates and circulates in communities rather than hospitals or other health care settings, causing uncontrolled infections such as necrotizing pneumonia in children and young adults. Another rogue resistance is the transfer of vancomycin resistance from enterococci to *Staphylococcus aureus*, resulting in the appearance of new forms of vancomycin-resistant *Staphylococcus aureus* (VISA) strains not encountered previously in communities. And finally there is

the recent global spread of extended spectrum β -lactamase gene conferring resistance to cephalosporins. Although these strains are relatively uncommon in the USA and Canada, they are widespread in Spain, in South America and to some degree in Southeast Asia.

With the presence of this multi-drug resistance in our communities, can our world expect to have effective drugs available for every disease? Is this expectation fully met with the anti-infective agents now available in the market? Or are we, with the appearance of MDR organisms, entering a period similar to the earlier "pre-antibiotic" era during which bacterial infections could lead to death because effective antibiotics were not available?

Passing on Information: “It from bit”

By: Dr Ramez N Maalouf

The following is intended to “pass on a bit of information” (or an “information bit”), and thus should be considered as quite interesting if not quite important!

The main theme is “It from bit”!

I don’t recall who first said this, but in a moment the meaning will become clear.

“Form”, (any kind of it, ranging all the way from mathematical to sexual form!) as some sort of abstract language that establishes specific structures within any axiomatic or pseudo-axiomatic system, and through which the channelling (or the passing on) of information can take place, is ever more proving to be the ultra important element for shaping knowledge and even (more surprisingly) for existence itself.

The past century of human activity, and more specifically of scientific activity, seems to have accumulated enough evidence

converging to the very recent idea that the basic elements or the building blocks of existence (literally physical existence, and also in a broader meaning of existence) could very well be sets of information bits, and nothing else. It could very well be that bits of abstract information are the *real* building blocks of existence, while other more “concrete” aspects of existence that we do experience around us, and that we take for granted, are just very *secondary* aspects. (Quite a “bit” difficult to imagine or believe for the non-expert!) It would now seem that the basic processes in nature, whether involving physical processes or human activity, etc, could very well boil down to mere processes for acquiring or giving up bits of information:

At the foundations of all that we can possibly conceive would be a grand Theory of Information. This would give total justification to whoever said: “It from bit”.

Maybe if we just look around us, with a bit of effort, we could possibly make everything boil down to processes for acquiring any sort of information: a pure game of information. The rest would just be artefacts and shapes of secondary importance, while information would be the essence.

Of course, when one speaks of information and processes for acquiring or giving up information, i.e. processes for channelling information, one would have to consider the means through which the channelling of information would take place. This is where “form” would be the ultra-important element. “Form”, as a structure defined within the framework of an abstract system and thus depending on the specific system itself under consideration, is indeed the abstract structure that would establish the flow of information within a system, i.e. “form” would be the very highway for information, and a sort of “language” for the channelling of

information. Thus it would be that at the bottom of any viable system are two fundamental elements: Information bits, and "form" to channel this information. In fact one might even consider whether, in some systems, "information" and "form" are very tightly related concepts that cannot be easily separated as two "different" entities. In such systems form is what gives some shape to information, and information is what enforces some sort of a structure on form. At this point one might try to entertain oneself with analogies with classical "soul and body" questions where soul would take the role of information, while body would take the role of "form".

So our world and our lives, even in the very tangible or the very mental aspects, would all be part of a Theory of Information that would offer the ultimate unifying theme.

It is quite a common experience with any one of us that establishing the right formulation for any problem or any situation could immediately elevate the amount and the very shape and type of information available for the given case. The "right formulation" part of the previous sentence would refer to the right "form" of the problem in the sense where the *exchange of information* with regard to this problem is at a

very efficient level. Of course the all-important question of how a right formulation would be achieved, if one is dealing with a specific situation, is as difficult as anything can be. This is where quantum leaps of ingenious intuition would enter, establishing almost simultaneously an efficient "type" and "form" for information and the handling of information. This is just like the "process" of establishing theorems in mathematics. In fact there is *no* process for establishing theorems in mathematics (unlike *proving* theorems which follows a certain process of deduction); it is just about some quantum leaps of awareness with regard to the proper type and formulation of information.

"It from bit", but what could "bit" be, and would there be a basic "bit"?

It would seem quite reasonable that "information" (i.e. the "bit" thing) is a *hierarchy* of concepts and characteristics associated with a system. This hierarchy *itself* would establish a definition for the word "information" with regard to a system, as one often does in mathematics by (abstractly) defining a property by the class of objects having this property as a common factor. Thus if one

accepts as definition for "information" a certain hierarchy class of concepts and characteristics, whatever the word concept or characteristic would mean within the given system, then one should accept that "information", whose instances or "bits" are the concepts or characteristics just mentioned, is composed of subclasses "existing" (in this hierarchy) at different levels of order. Now assuming, as in Bertrand Russell's Theory of Types, where (for example) a set is considered as having a different "logical type" from its constituent elements and as such may not be eligible for the same questions that apply to its elements, assuming that the subclasses of the "information" hierarchy in a system are of different "logical type", then one might try to look for the more basic (or fundamental) "logical types" within a hierarchy of "information" in a system.

That could be a reasonable attempt (at least in principle) in certain systems that could be thought of as being axiomatic by their very nature, but not in other systems that (at least in practice) don't seem to have a strictly axiomatic nature, but only a pseudo- (or almost non-) axiomatic nature. In fact, as Karl Popper, one of the major twentieth century philosophers of science, says in his major work "The Logic of Scientific Discovery", acquiring scientific (or even non-scientific) truth, i.e. information, is a process of successive approximations by methods of *trial and error* that could just take us from one "logical type" to the next, in what could very well be an endless process (of approximations). This reality, of endless approximations, itself can be sufficient, for some systems, to eliminate the possibility of the existence of a basic "bit" of information on which to construct, by some means, an

(unquestionable) hierarchy of "information". Of course all would not be lost in this case, and one would only keep the approximations and probably call them "partial information".

At the other end of this situation, one can consider the following example and learn a lesson.

If one considers an axiomatic system such as (for instance) "mathematics", whatever conceptions one has about this system, then mathematics itself is a certain "form", for channelling certain bits of information that have their origins and their basic "logical type" in the human state of consciousness. This "form" for channelling certain information that we call mathematics is in a way shaped by the bits of information we perceive in our conscious minds and, at the same time, itself shapes a certain output of information in a very efficient way and places them in a clear hierarchy (as mentioned above). The real efficiency and far-reaching consequences of such a "form" (and possibly of any other axiomatic form) is the ultimate example of the very triumph of the "right form" *when it is possible to find it*. Of course, in many other aspects of human mental activity it may not be possible, by the very

nature of what one would be dealing with, to establish a "right" form for efficiently channelling information. One would then be excused, as the blame would all be on the system!

One real life conclusion: Whatever you do, just keep in mind the ultra-important element of the right formulation, or form, or means to channel your information. It is all about passing on information, as nature itself seems to be doing "naturally".

Finally, one can just look at one's everyday life (forgetting all about scientific activity and the like) and make the following reasonable observation: We live in a world where any kind of "form" to channel any kind of information is increasingly taking on a more irreversible command over our lives, and exactly going in the direction of proving the power and the ultra-fundamental aspect of channelling information.

This is a fact, the mother of all facts. The essence of nature itself, and another instance of the theory that:

"it from bit".

An E-mail to Remember

Dr. Hoda Maalouf

My reasons for wanting to share this e-mail with you will be very clear once you read the following lines:

"Greetings from Dubai! For a long time now I haven't had the opportunity to contact my beloved University and my dear professors. Things are excellent here in Dubai, where as you know I'm working at MAPS Geosystems. I'm very proud to say that my work is being shown in international symposiums like the ISPRS (International Society for Photogrammetry and Remote Sensing). I never imagined also that some guys from NASA would one day admire my work. It sounds like a dream, but thanks go to the reputable University I earned my degree at, and also to the working environment I am in.

Anyway, Dr. Maalouf, I verily say it is an exciting field to work in, and I strongly recommend it to all new high school graduates. The current prospect is that the Geo-Industry will have a share of around 35 billion US dollars in 2006 in the market..."

This heartwarming e-mail was sent to me a couple of months ago by Harout J., a graduate from NDU in Geographic Information Systems (GIS), a major that studies the science of capturing, manipulating, analyzing and displaying data that is tied to a geographic location.

As instructors, we see hundreds of students coming in and out of our academic lives. We sometimes even complain of lack of gratitude from the youth of today. This e-mail shows the contrary: gratitude still exists in our graduates, and at the end of the day we harvest what we sow. Students who get the right education become grateful and generous alumni.

Harout wanted to show his appreciation for his promising career and to share his experiences with others, especially that he is among the first students to graduate in GIS not only at NDU but also in Lebanon. It is important to mention that NDU is the only university in Lebanon that offers a Bachelor degree in GIS.

Finishing is Winning

Dr. Hoda Maalouf

In what follows, I give a summary of the compelling memoirs of a friend of mine who happens to be a marathon runner. His story emphasizes the importance of finishing any project one starts with or one launches. We tend to brag about doing things, and too often we quit with half the job done. This story is a real proof of strength of will and determination. I would like to emphasize here that I myself am not a marathoner and could hardly run 26.2 meters, let alone a marathon of 26.2 miles!

Here is some of what my friend wrote:

I had been running since 1979, doing 5Ks, 10Ks and some longer races, even winning a few. I was occasionally asked if I had ever run a marathon. My answer then was that I did not like running really long distances and that the training needed to do even one marathon was too much, so no, I was not interested. But I suppose I heard the question so many times that I grew tired of it and wanted to say yes. I registered in a marathon in my hometown without telling a soul. Even my family was not informed because I did not know whether I would be able to complete the distance or what might happen. Still, I was hopeful, if not confident, of finishing it in a



decent time. The race went surprisingly well, even though I got tired and slowed down quite a bit in the last six miles or so. We finished the race in front of the city hall, and believe me, it was a big thrill. My time was 2 hours, 48 minutes and 2 seconds (2:48:02), and my friends were all surprised that I had run and come in at such a time. That was the first of what turned out to be 33 marathons I ran.

One of the things of which I am most proud is that I have competed in between 550 and 600 races, and never have I dropped out. Even when I was feeling bad and in the process of earning an unimpressive time, I always slogged my way to the finish line. Once, while running a marathon, I was having some genuine soreness in my legs as early as the fifth mile. It was much worse by 10, by which time I had decided I would give it up at the halfway mark, where my family would be waiting. But when I got

there, they were all smiling and cheering, and I simply could not do it. I waved back and soldiered on painfully. How bad was my suffering? I can still remember it, even now, more than 10 years later. I stopped so often, I knew my time would be terrible, but I was determined to get to that finish line. It had taken me 3 hours and 9 minutes, by far the worst time of my entire "marathoning" career. Still, despite it all, I was proud that I managed to get from start to finish. This was a huge character test, and I had passed.

After going from bad to worse, I had to wonder if I would ever get back to my previous level of marathon running. There was no reason to think I would do anything special a couple of months later, but it happened: I put together one of my all-time best races, a 2:43, and as the second masters male (and tenth overall). I have to say my running buddies could hardly believe that I had done such a time, and neither could I.

I had always feared running a marathon under really bad conditions and it finally happened in 1997. In the minutes before the start, the sky was dark, the wind was howling, and it was very cold, as freezing rain fell. It was truly terrible and some of my fellow runners were intimidated, choosing not to submit themselves to 3 or 4 or 5 hours of that. Was there ever a chance that I would *not* run? No, there was not. I wore tights, a quarter-sleeve T-shirt and cotton gloves, while some people were bundled up like proverbial Eskimos. I knew it would not be pleasant, but to chicken out would be the worst thing of all. Given these horrific conditions, I was happy with my time of 2:57.

I had been dealing with injuries for a few years and wondering how much longer I could run marathons. I feared and suspected that the answer was “not much longer”, but I entered another race. It helped that the conditions were almost perfect, so I was running very well deep into the race. I was doing the math, of course, and assessing my body with every mile, and unless I had some kind of disaster near the end, I would have a splendid time. I did suffer a lot in those last few miles, losing precious seconds and minutes. Then, with the finish line in sight, at mile 26, I had to stop and throw up. Oh, I was so wasted! A couple of spectators saw me and asked if I were OK, but I was a hardened marathon veteran who had been through worse than

that. I ran those last few hundred yards and was glad to get under 2:50 again. I won my age group by 3 ½ minutes over the next guy.

I had signed up to run in other marathons later that year, but injuries prevented me from even making the out-of-town trips. I suspected I was getting near the end. I woke up early on this Sunday morning to run yet another marathon. First, some background: I had defied my doctor by competing. I had an appointment for knee surgery in two weeks, and he strongly urged me not to run, but I had paid my fee and wanted to go. I knew in the early miles that I was in for a tough time. Yes, my knee hurt a bit, and I was not in very good shape. I was stopping more and more often as the miles went by, and they were not going by very quickly. It was hot, and I was miserable and yet determined. I had been in hundreds of races at that point, and never had I dropped out, no matter how I might have wanted to. That simply would not happen, regardless of how long it took to reach the finish line. In the final five miles, I would say that I stopped to rest and stretch every quarter-mile, which is hardly racing. But I had long since been in the “survival” mode. I muddled through and got to the finish line in just under 3:01. It was one of my worst times and one of my most difficult races, and yet it was one of which I was most proud.

My doctor was aghast when I told him what I had done, running a marathon on a damaged knee. Hopefully, I had not made it worse. He emphasized that I had less cartilage in my left knee and there was some arthritis, too. I finally had to admit the obvious: My marathon career had come to an end. I could no longer do the training necessary or run 26.2 miles under any circumstances. I still ran in 5Ks and 10Ks and such, but time had offered the perspective to realize what those 33 marathons meant to me.

I have had some pretty wonderful moments with the shorter races, but the marathons I ran were the peak of my rather modest athletic life. Indeed, they were builders of character with moments and sometimes hours in the crucible when failure and success were both possible. And if, as has been said, finishing is winning, then I had won 33 times.

Finishing-is-winning is common wisdom shared among marathon runners. Running a marathon can simulate many aspects of our lives because it includes the key ingredients: the will to start, the perseverance to continue and the joy of finishing. And finally, on Judgment Day we shall be judged on what we have finished—and thus won.

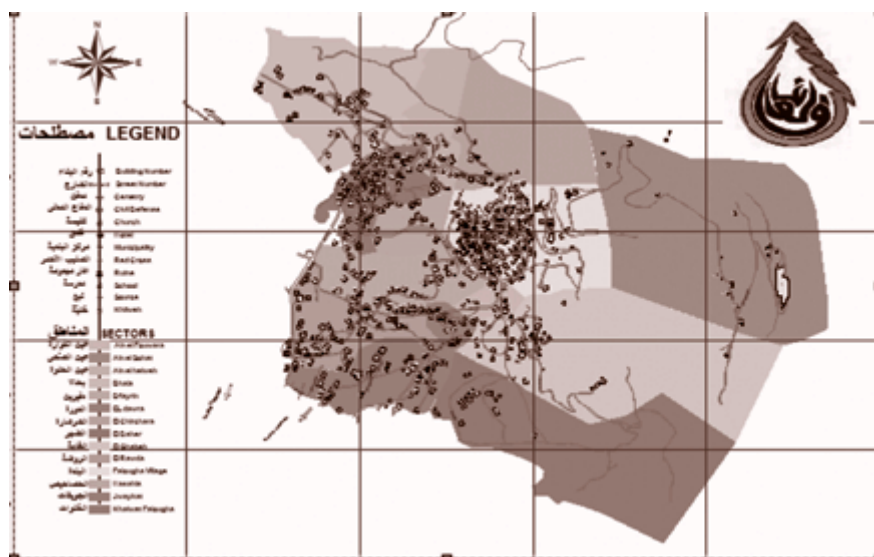
GIS in Municipalities

Abdallah Bsaibes

GIS technologies are becoming core applications in several daily tasks at all levels of the community. Municipal GIS integrates all the spatial functions carried out by the municipality, at the level of taxation, utilities and infrastructure maintenance, development, planning and tourism.

- > At the taxation level, GIS better manages the collection of fees and taxes and the monitoring and control of infringements in zoning or tax evasions.
- > At the maintenance level, GIS layers of all utilities infrastructure must be developed and used to better manage the daily maintenance tasks, or to better plan the development of the utilities networks.
- > At the development and planning level, GIS enhances the decision-maker's ability to select new development sites and create a better zoning of the municipal lands and structures.
- > At the touristic and informative level, GIS can help visitors during their stay to better use the facilities offered by the town.

For all these reasons, it is becoming imperative that municipalities develop a coherent spatial database to be used in a



GIS system efficiently. One main problem facing all municipalities is dealing with the management of vast amounts of data. Therefore, the data development task must be carefully planned and implemented in an orderly manner, to better manage the data collected.

In this project [1], a postal map and a tourist guide for the municipality of Falougha were created. Also, a Virtual Municipality Manager (VMM) software was designed to be used by the Municipality of Falougha, which will link all data by an updated map. It will be the Data Bank of the Municipality.

In what follows a summary of the project will be given.

A) The Postal Map and Tourist Guide:

One of the main purposes was to create a postal map and a tourist guide for Falougha Village. This map was the first of its kind to be published on Internet. In addition it will be distributed to all of Falougha's residents. That is why the project had to be flawless and accurate with an easy-to-use layout.

The main functions found on this map are zoning, road numbering, building numbering and some special features.

1- Zoning:

Falougha is historically divided into different zones named after the characteristics of the area e.g. Ain el Sohat, El Daher, and Ain el



Fouwar, etc.. These historical divisions were used as the guidelines for the zoning of Falouha. Each zone was assigned a color and a single number. This single number will be a part of the postal code of each building/house.

2- Building numbering (Polygons)

After digitizing a special layer for buildings, an attribute table containing some of the buildings' criteria such as the building numbers was created. The building' number will be unique for each zone. However, we could use the same number for buildings belonging to different zones.



3- Road Numbering (Lines)

The number of each road is unique throughout Falouha, starting from the main road as number 1 and continuing randomly through the rest of the roads.



4- Special Features (Points)

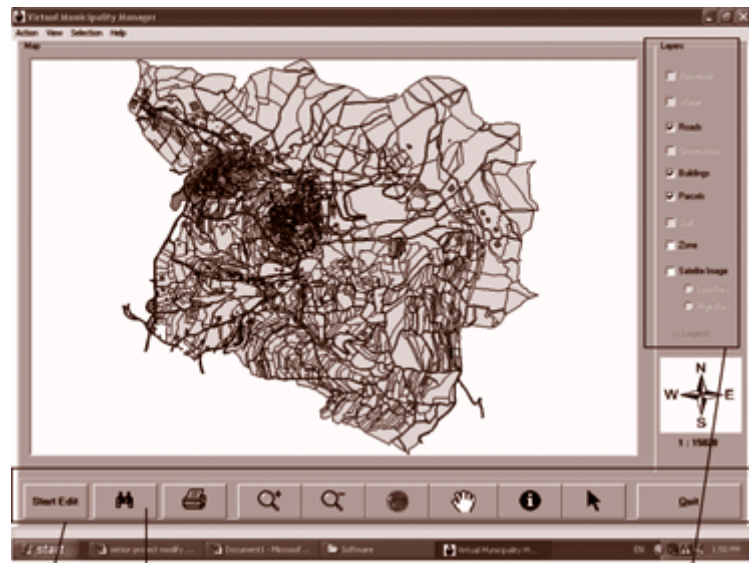
The special features are the Landmarks for the key-point locations in the village. They are the main components of the map legend.

Finally, the back page of the map contains the postal code of all the buildings in Falouha composed of the following items:

- > Zone number
- > Road number
- > Building number

If for example we have:

Zone number = 10,
 Road number = 13,
 Building number = 44
 Then the postal code will be equal to 1013.44



The
Toolbar

Search Tool icon:
One of the most important applications of this software is the ability to search for any parcel in Falougha village and to locate it on the cadastral map, then print, delete or modify any information needed.

Display maps with multiple layers:
The layer will be shown/hidden by a check box on the main page. There you can choose the layer that you want to work on.

B) Virtual Municipality Manager software (VMM)

The design of the VMM software can be divided into 3 major steps:

First, the collection of the GIS Data. This includes where to get Falougha cadastral maps, and how to register all these maps, and how to be errorless to some extent.

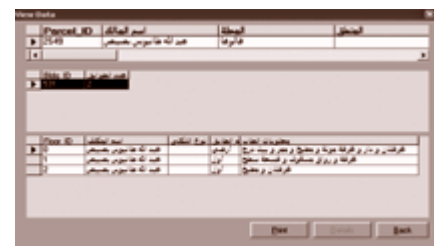
Second, coding using "MapObject2.3" and "Visual Basic 6". The combination of these two software programs allowed the build-up of applications that use maps and perform the following:

- > Display maps with multiple layers
- > Control panning and zooming
- > Display map layers based on scale
- > Create a toolbar control
- > Perform spatial and logical queries
- > Display features with thematic

renders
> Programmatically add data to a map
> Secure the data
Third, building an easy-to-use interface. One of the main objectives was to design a software that was user-friendly so that could be found in [1].

anyone could use it.

Next, one important software application "Search Tool" is described. Additional detailed information concerning this project



The search result will be:

LEARNER-CENTERED APPROACHES IN UNDERGRADUATE PROGRAMMING LANGUAGE COURSES

Nazir Hawi

TRADITIONAL APPROACHES AND COMPUTER PROGRAMMING

Traditional teacher-centered approaches emphasize the role of the teacher as a source of knowledge and the students as the recipients [1], but 'the days of passive learning and transmission teaching are (or at least should be) gone' [2]. Programming languages cannot be learned with a traditional approach [3], because they encompass more than stacking information. They require learning basic skills in keyboarding, and word-processing. They demand learning new syntax, control structures, procedures, modules, object-oriented programming, debugging, and problem-solving. Most of them require high level cognitive abilities that are frustrating to many novice programmers [4].

The role of the learner as a receiver conflicts even with teaching. Davis believes that 'teaching is the interaction of a student and a teacher over a subject' [5]. His definition emphasizes classroom interaction. Seen from the other angle, effective learning cannot happen without any interaction between the teacher and the learner [2].

HOW CONSTRUCTIVISM INTERPRETS LEARNING

It appears that constructivist ideas are building a new major paradigm [6] to the extent of some authors believing that today constructivism is the prevailing theory of learning [7]. How does constructivism conceive learning? Candy (1991) writes:

'Constructivism in education is concerned with two things: how learners construe (or interpret) events and ideas, and how they construct (build or assemble) structures of meaning. The constant dialectical interplay between construing and constructing is at the heart of a constructivist approach to education' [8].

Constructivist learning aims at engaging the students actively and deeply with content in order to understand it [7]. It places the student at the center of the learning environment [9] where knowledge can be built through activities such as 'participatory learning, open-ended questioning, and discussion and discovery learning' [10]. As a result different people may construct different interpretations about a meaning [11]. The major principles of the constructivist epistemology as identified by Winn are:

Students construct their own knowledge

Knowledge construction is situated in an environment

The learning environment contains other people

Technology's job is to scaffold knowledge [12].

The fourth principle affirms that technology continues to play a role according to the constructivist conception of learning. It should support and guide cognitive processes leading to the development of an executable solution for a given programming problem [7]. The new instructional strategies will be based on the technology and the principles of constructivism. Developing and using them remains a real challenge [4].

THE NEED FOR LEARNING SKILLS

The websites of major programming development tools constantly have new releases. Computer programming is growing and ever-changing, and learning the latest release boosts the students' moral, raising their interest in studying [13]. They believe that the possibility of an

immediate or future use of the programming language gives their degree an added value. On the one hand, this is justified by the high demand for Visual Basic .Net in Lebanon. On the other hand, people have always been fascinated with new hardware, software, and technology in general [15].

The latest release may not be the last [10]. Preparing the students to learn current programming languages is fair, but not enough. In fact, they must be prepared to learn on their own any future releases [15]. Many graduates reported back to me that their managers asked them to learn an additional programming language. They were in need of transferring their knowledge to other programming languages [10]. A solid repertoire of learning skills could have assisted them [15].

Many students enroll in my courses without having basic learning skills. Many educators around the world feel the same [16]. This issue is a real challenge to teachers worldwide. The best words about this challenge are put in the form of a question by Cooper (2004):

‘What do educators and educational systems need to do in

order to foster the development of active, autonomous, and self-directing learners, who are capable of taking responsibility for their own learning and who will be able, throughout their lives, to constantly update their skills and knowledge in response to a fast-changing and complex global social and economic environment?’ [2]

My quest for an answer led to two main ideas. The first one is to help the students learn how to learn. The second is to use some aspects of constructivism.

READING

To help the students develop this important skill, we started doing in-class reading, using the course’s textbook. Each reading was followed by open-ended questions encouraging the students to interpret and analyze the content. For constructivists this process promotes learning [17] by helping students construct their own knowledge [11]. The technology proved to be valuable each time the class resorted to the classroom computer to test the ideas being advanced, using the programming language Visual Basic .NET. It helped them discriminate between the relevant and the irrelevant, coming to clear understanding of the content. This activity is an example of socially mediated cognitive constructivism. However,

when the students follow this model individually at their convenience, the activity becomes ‘individually mediated cognitive constructivism’ [7].

Day after day, students started to appreciate reading as an important source of learning. They started suggesting syntax errors corrections and control structure corrections by referring everyone to specific sections they read in the book. More textbooks appeared on the desks. Charbel bought his the week before the last. He entered the class holding up the book and saying that it was an excellent resource for the development of Visual Basic .NET applications.

SITUATED LEARNING

Situated learning is about locating learning in a real world context [4]. Formal education removes learners from that context [18], but our environment tries to simulate a real one. The solution is constructed by the whole class engaging in what Mercer and Wegerif (1999) call ‘exploratory talk’. In this type of talk the students make suggestions for public consideration. The suggestions are critiqued constructively through offering alternatives [19]. In this context the students are building knowledge by merging what they know with what other participants know [18].

The teacher's role is to control disagreements and repetitions.

Would it be better if we ran the problem-solving sessions in a computer lab where each student or each small group of students worked on one computer? Light and Littleton (1999) report that research shows that teachers increasingly believe that collaborative interaction around the computer in small groups is a productive way of learning [20]. I would recommend a setting where the whole class can work on one problem for a certain time and where each group can work alone later.

The problem-solving session simulated real world problems. Regular feedback from graduate students recruited by computer programming firms shows that working in groups is essential to building business solutions. A possible explanation is that greater cognitive resources are made available in groups compared to the case of one person trying to solve the problem alone [20]. In fact, this is one aspect of social learning [6].

BENEFITS

Learning with technology fostered collaboration among students. They learned how to discuss,

argue, and come to a consensus [3]. Some companies are hiring people who can cooperate well with others, since one person cannot do all the work. Learning collaboration before joining the rows of professional programmers in future jobs is a great experience [13]. The time that used to be spent by the teacher facing the students collectively is replaced by students' interactions with others. This strategy is believed to generate creative thinking [1].

THE TEACHER'S ROLE

What is the teacher's role in the new setting? The teacher should stop dominating the class and functioning as an exclusive content expert [16]. The teacher steps back, automatically, giving the chance for the students to become the source of information. The teacher is a cognitive mentor who intervenes to direct discussions especially when they agree on a wrong understanding of syntax, logic, or concept [7]. The teacher passes clues to keep the learning process on fire. These concrete changes in the teacher's attitudes can only be a result of a cognitive shift which requires tremendous efforts.

One of the indications of a cognitive shift is the language used

by the teacher. Now, I am better at noticing the word "teach" forming in my brain. Immediately, I rephrase the sentence to use "learn" instead. For instance, the sentence 'on Monday, I will teach you how to create an object' is replaced by 'on Monday, you will learn how to create an object'. It takes a lot of work to trap and change the words *teach*, *teaching*, and *teacher* [17].

It takes a great deal of work to establish a constructivist learning environment. Not all teachers who are used to standing and delivering most of the content material are ready for the challenge. Helping the students to learn with technology necessitates that the teachers should learn to use the technology themselves. This is problematic for some teachers [3].

DEMOCRACY

In learner-centered approaches, the teacher shares power with students in amounts that can be handled [16]. For instance, the students cannot decide to get rid of the exams or the assignments. The teacher delegates power to the students as long as the learning process is leading to productive academic ends [17]. For example, the students cannot invite a

speaker on issues irrelevant to the course content. The students raised the issue of staying in class until the next session. For the safety of the technological devices I refused. The students waited for the next teacher outside the classroom because the management wanted the door locked.

PERFORMANCE FEEDBACK

As the class observes the various reactions to suggestions in its attempt to solve a problem, engaged students obtain a great deal of feedback [10]. When students listen to different interpretations of a reading, perceptions get reinforced or rejected. The principle of multiplicity of interpretations, representations, and truths is at the heart of constructivism [9]. It is essential to give students continuous feedback about what they are doing [21]. The new learning environment offers continuous and immediate feedback [14].

THE ROLE OF TECHNOLOGY

There is no doubt that technology can assist in implementing constructivist principles in this setting. It can support learning as long as it is not used as a substitute for the teacher in

delivering information [3]. The class is using the programming language live in the classroom, while projecting it on the big screen in a problem-solving setting. This is a constructivist activity because the students are using the technology by engaging themselves in real programming. For example, the interpreter program detects all syntax errors in each line of code and underlines them. This feature is similar to the spelling check of word processors. Maya, a student, found it very helpful to have a program that points out the errors. Otherwise, she has to figure out the mistakes by herself, which takes time. Second, the compiler can find out whether the students' explorations work or not. Karim, a student, remarked that there was no need to bother oneself with an infinite number of trips to the teacher's office since the compiler would not run a program unless it was error free. In fact, there is a special window that displays the type of error and its location in the program. Third, the output window displays the results for each execution. If the output is not desirable, the students can change the code. In fact, they are in control of the whole activity. This is a very powerful form of learning [4].

PAIRING STUDENTS

Research shows that pairing students is a powerful strategy [10]. Some students have already taken another course in an entry-level computer-programming course using other programming languages. Their majors are Computer Science or Computer Information Systems. My Business Computing students consider them a threat. In the new environment, a novice student in programming is paired with a more experienced student for tutoring purposes. Peer tutoring and peer collaboration promote learning [22]. The combined effect of the group gives rise to insights that might not come about if the students are working individually [23]. This pairing places the subject matter at the heart of the communication among classmates [5]. It defuses rising tensions by making students feel valued and cared for. This atmosphere nurtures emotional safety which is a dimension that constructivists strive for. In addition, it is an excellent source for peer feedback [14].

EXAMS

The best way for the students to demonstrate their understanding of programming is by programming [17]. It is also important to have exams that simulate problem-

solving in the real world [23]. In a constructivist approach, teachers should assess the meaning that students have acquired [3]. So, the challenge is to develop exams that can reveal if a student is capable of applying what was learned to solving new problems [7].

CONCLUSION

This attempt was only a beginning and subject to revision and reframing. It brought with it problems that needed to be addressed. For instance, problem-solving sessions and in-class reading required a lot of time. In the future, the focus will be on making the new instructional practices more sophisticated.

This had been a learning period for everyone, the teacher and the students. We were able to discover and implement new instructional strategies that helped enhance learning better than before. However, the period of the application was short. I am looking forward to the next semester in order to continue the development of the new instructional approaches and to implement them not only in the entry-level course, but in all my other courses.

REFERENCES

- [1] J. Bean, *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, San Francisco: Jossey-Bass, 1996.
- [2] P. Cooper, *Learning and Teaching: Challenges for the Future*, The Newsletter of the Leicester Doctorate of Education, 1(11), 2004, pp. 1-2.
- [3] D. H. Jonassen, K. L. Peck, and B. G. Wilson, *Learning With Technology*, Upper Saddle River, New Jersey: Merrill, 1999.
- [4] D. Tiene, and A. Ingram, *Exploring Current Issues in Educational Technology*. Boston: McGraw-Hill, 2001.
- [5] J. R. Davis, *Better Teaching, more Learning: Strategies for Success in Postsecondary Settings*, Arizona: The Oryx Press, 1993.
- [6] K. Taylor, C. Marienau, and M. Fiddler, *Developing Adult Learners: Strategies for Teachers and Trainers*. San Francisco: Jossey-Bass, 2000.
- [7] R. E. Mayer, 'Theories of Learning and Their Application to Technology', in H. F. O'Neil and R. S. Perez (eds.), *Technology Applications in Education*, pp.127-157, Mahwah, New Jersey: Lawrence Erlbaum Associates, 2003.
- [8] P. C. Candy, 'Self-Direction for Lifelong Learning: A Comprehensive Guide to Theory and Practice', San Francisco: Jossey-Bass, 1991.
- [9] E. Murphy, (1997b), 'Constructivist Learning Theory' [On line], pp. 1-5. Available at <http://www.stemnet.nf.ca/~elmurphy/emurphy/cle2b.html> - 3/4/2004
- [10] S. Askew and C. Lodge, 'Gifts, Ping-Pong and Loops – Linking Feedback and Learning', in S. Askew (ed.), *Feedback for Learning*, pp.1-18, London: Routledge/Falmer, 2000.
- [11] J. A. Donaldson and N. N. Knupfer, 'Education, Learning, and Technology', in P. L. Rogers (ed.), *Designing Instruction for Technology-Enhanced Learning*, pp.19-54, London: Idea Group Publishing, 2002.
- [12] W. Winn, Beyond Constructivism: A Return to Science-Based Research and Practice in Educational Technology. *Educational Technology*, 43(6), 2003, pp. 5-13.
- [13] L. Erlauer, *The Brain-Compatible Classroom: Using What We Know About Learning To Improve Teaching*, Alexandria, Virginia: Association For Supervision And Curriculum Development, 2003.
- [14] M. Kaufeldt, *Begin with the Brain: Orchestrating the Learner-Centered Classroom*, Tucson AZ: Zephyr Press, 1999.
- [15] H. A. Simon, 'Cooperation between Educational Technology and Learning Theory to Advance Higher Education', in P. S. Goodman (ed.), *Technology Enhanced Learning: Opportunities for Change*, pp.61-74, Mahwah, New Jersey: Lawrence Erlbaum Associates, 2002.
- [16] M. Weimer, *Learner-Centered Teaching: Five Key Changes to Practice* (1st ed.). San Francisco: Jossey-Bass, 2002.
- [17] B. Marlowe and M. Page, *Creating and Sustaining the Constructivist Classroom*, Thousand Oaks, California: Corwin Press, 1998.
- [18] C.J.H. Fowler and J.T. Mayes, 'Learning Relationships from Theory to Design', in G. Conole, G. Jacobs, and D. Squires (eds.), *The Changing Face of Learning Technology*, pp.39-50, Cardiff: University of Wales Press, 2000.
- [19] N. Mercer and R. Wegerif, 'Is "Exploratory Talk" Productive Talk?', in P. Light, and K. Littleton (eds.), *Learning with Computers: Analysing Productive Interaction*, pp.79-101, London: Routledge, 1999.
- [20] P. Light and K. Littleton, *Learning with Computers: Analysing Productive Interaction*, London: Routledge, 1999.
- [21] M. E. Huba and J. E. Freed, *Learner-Centered Assessment on College Campuses/Shifting the Focus from Teaching to Learning*, London: Allyn and Bacon, 2000.
- [22] G. Underwood and J. Underwood, 'Task effects on Co-Operative and Collaborative Learning with Computer', in P. Light, and K. Littleton (eds.), *Learning with Computers: Analysing Productive Interaction*, pp.10-23, London: Routledge, 1999.
- [23] J. C. Dunlap and R. S. Grabinger, 'Rich Environment for Active Learning: A Definition', in G. Conole, G. Jacobs, and D. Squires (eds.), *The Changing Face of Learning Technology*, pp.8-38, Cardiff: University of Wales Press, 2000.

Ethics in Electronic Qualitative Research

Nouhad Rizk

In the Information Age, computer ethics are growing and changing rapidly as computer technology also grows and develops. However, truthfulness is one of the values necessary for the success of the information revolution. Information and communication technology ethics (ICT) are not excepted from the traditional view of ethics as applicable to all human development in today's society where information and communication technology have come to define how people live and work, and have critically affected culture and values. Therefore, analyzing and evaluating the impact of a new technology such as ICT can be very difficult. ICT addresses not only the issues of technological aspects but also the aspects of epistemology, since the main component of ICT is information which represents data, information, knowledge and wisdom. ICT assists and extends the ability of mankind to capture, store, process, understand, use, create, and disseminate information at a speed and scale which had never been thought possible before.

In whatever way the potential of internet-mediated communication is used to facilitate the social inquiry (as a tool, a place, or a

way of being), ethically sensitive approaches are complicated, even impeded, by methods. Online research is a research-friendly data-collection method. It allows invading the virtual environment via computer, and the interviewees themselves send the researcher all data in written form, facilitating the weak forms of member validation. Thus, the interest in this new virtual environment will increase, as will the need for developing ethics for online research also. First, it has been argued that doing ethical cyberspace research resembles traditional ethical research on human beings. Secondly, certain researchers refer to philosophical ethics and the differentiation between utilitarianism, with its concern with consequences based on cost/benefit analyses, and deontological theories emphasizing motives. Thirdly the dominance of the English and German literature in the field itself leads to a cultural bias in Internet research and ethics.

Three different types of internet-based research can be distinguished. One is passive analysis such as interactions through internet communities such as discussions groups, mailing lists, chat rooms, or newsgroups without the researchers actually being involved in them. The

second type of online research is through active analysis, in which researchers participate in communications. In the third type researchers identify themselves as such and gather information in the form of online semi-structured interviews, online focus groups, or internet-based surveys.

All types of internet-based research make people's interactions through the use of a computer as a tool uniquely accessible for researchers and erase boundaries of time and distance. Such research raises new issues in research ethics, particularly concerning informed consent and privacy of research subjects, as the border between public and private spaces is sometimes blurred. Thus, the following ethical dilemmas emerge while doing Internet-based research:

a- Dilemma 1: Security

The technology is capable of not only constructing the world but of destroying it as well. The challenges lie mainly in the general lack of awareness of information security issues, the rapidly evolving complexity, capacity and reach of information and communication technology, the anonymity afforded by these technologies, and the transnational nature of communication networks. Few countries have appropriate legal and regulatory frameworks to

meet these challenges. Even where awareness is growing and where legislation may be adequate, capacity to use information security technologies and related procedures, as well as to protect against, detect and respond effectively to cyber crime and to assist other countries, is low. Thus, Internet research may be biased due to minimal security measures. For example e-mail communication may sometimes be re-routed to unanticipated locations due to technical malfunctions within the computer network, which affects the validity and reliability of data collected. However, in some cases the minimum security provides greater convenience for someone with online access to participate in the study yet unwilling to do it in the physical world.

b- Dilemma 2: Property

While performing a long-lasting online interview, one has to reflect on how to make the interviewee keep up his/her interest in the communication, as the interviewee may not be as enthusiastic as the researcher. The main dilemma one may face in the online environment is that of obtaining the interviewee's permission to publish the data. The data property should be made clear while obtaining informed consent. Another dilemma of asymmetry and imbalance is also noticed

when the interviewee replies with long narratives after a long silence.

c- Dilemma 3: Biased interpretation

Through the internet identities, relationships, and social structures can be constituted solely through the exchange of texts. This can be accomplished by giving careful reflection to the outcome of interpretation and critical examination of the extent to which the interpretation reflects one's own biases versus the experiences of the participants. Moreover, the conversational style with a written form suffers from problems of misinterpretation.

d- Dilemma 4: Destruction of local culture

Online communication has brought about a renaissance of oral culture, although the Internet in its early years has been a written medium. E-mail, forums, and chats have clearly oral dimensions, independently of their (until now) written form. The examples of Internet-TV, Internet-Radio, Internet-Telephone, Mobile-Internet, etc., make the orality of Internet culture unmistakable. The resulting globalization has often appeared destructive of local cultures.

e- Dilemma 5: Education

A lack of understanding among researchers and potential subjects regarding the technical

components and limits of the Internet may complicate the issue of privacy and confidentiality. Therefore, the internet researchers should be knowledgeable about the power and the limits of their research medium. In order to grasp the complexity of online research, professional societies should develop ethical guidelines and educate researchers on technology and on Internet ethics.

Online Ethics

In electronic qualitative research, trustworthiness and reliability depend upon how the data are being collected and analyzed. The principles previously mentioned regarding traditional research ethics are guidelines and values that Internet researchers must take as normative or at least as an initial ethical starting point. The new dimensions of these principles can be the following:

a- Informed consent

When research participants are to be exposed to pain, physical or emotional injury, invasions of privacy, or physical or psychological stress, or when they are asked to surrender their autonomy temporarily, informed consent must be fully guaranteed but under the Internet all of these are protected by nature, as identities can be easily hidden. However, the difficulty to have informed consent of subjects makes internet-based research (cyber-research) particularly vulnerable to ethical breaches by ever more unscrupulous scholars.

Thus, the need to rethink routes and modes of access, both at the outset and once electronic qualitative research is underway, is clearly necessary. The question of who is actually giving consent and of what must be considered is raised. Moreover, the differences between gaining access and gaining consent are not always clear.

b- Access, Acceptance and Security

The production of new knowledge requires access to relevant data. Data-mining is the process of discovering useful information within a database that can then be used to improve actions. Collecting data in educational research is problematic. Thus, the mining of the data collected from advanced technological tools to track participants offers infinite possibility for research abuses. The primary ethical data-mining issues in cyberspace are privacy and consent. There is no comprehensive act or rules or regulations about privacy. Participants in an electronic qualitative research should be aware that there is no secure access to any electronic information. Any professional hacker can access the information without the consent of the person concerned, whether he/she is a participant or a researcher. Moreover, the participants' privacy

can be violated by spamming, which means receiving unsolicited emails. When information security is violated, a great deal of damage can be done, for example to individuals' rights. One of the solutions to security issues is data encryption, which is difficult to implement in electronic qualitative research. As for confidentiality, most of the information collected is used for what is intended.

c- Confidentiality and anonymity

Confidentiality and anonymity become a real issue when data are recorded on computer. Once the guarantee of confidentiality is given, protecting that confidentiality is essential. But privacy is more than confidentiality. General privacy laws may not be sufficient to protect the unsuspecting in the cyberspace realm of data collection. However, participants' right to privacy leads them to refuse to be interviewed by neglecting the researcher's virtual request to be a participant at the first place or to refuse to answer any question later on. Thus, researchers are obliged to protect human subjects and do right in electronic venue, as in more conventional ones, during the whole process.

Anonymity in text-based environments gives one more choices and control in the presentation of self, whether or not the presentation is perceived as intended. Thus, anonymous internet-based interactions

facilitate knowledge of self and of the other that is interwoven with naming and perception, and yet is fundamentally grounded in the exchange of texts. Authenticity, in this case, is found as much attached in the perception of participants as in the body title attached to the name. Face-to-face communication does not have a higher degree of moral authenticity. We may lie face-to-face and tell the truth in a chat-room or vice-versa.

d- Protection from harm

Protecting participants from harm, while doing research, is a main concern. It holds up while doing Internet research. Thus, when facing issues of identity, a main challenge for the ethics of online communication research concerns the awareness of these differences between digital identities and their bodily source and the possible individual and social harm the researcher may cause when categorizing and reporting data that may influence directly or indirectly the digital and/or bodily life of people with their different life projects. There is a need for the researcher to be trusted and thus to be trustworthy as well as for his/her keeping his/her own moral virtues such as dispositions like courage, kindness, generosity of spirit, honesty and concern for justice. Moreover, the researcher has to set out the kind of knowledge required which will affect the nature of harm with regard to the types of questions asked.

One can usefully conceptualize the Internet as a tool for retrieving or transmitting information and connecting with others. There is an elegant simplicity in the idea of studying Internet context as a social scientist, collecting, analyzing, and interpreting data to build theory and knowledge of this network of social potential. Seeking authenticity in these contexts is negotiated and situated. Complicating the issue of authenticity, the online person may be much more fluid and changeable.

e- Educational researcher virtues

While using IT, education is a needed virtue. The education of both users and researchers needs to consistently emphasize the various ethical issues and ethically-relevant facts of using IT and researching those uses. For example posting labels such as ethical warning labels warns users that their postings are not necessarily private. Moreover, the researcher should be aware of the language used in the online communication. Thus, the possibility of misunderstanding due to different pre-understandings and cultural background becomes all the more likely since there is no spatio-temporal gap hinting to a possible distance.

f- Relevancy to context: community

Here are a set of ethical issues that are typical of online research: the morally relevant differences between observation, recording and reporting in electronic contexts, the need to get the subject's consent, the relevancy of the private / public distinction in such a field, and the nature of the expectations of the participants in online field concerning how information will be used.

g- Research strategy, ethics and law

Users may be less informed about the issues involved in textual production via the Internet than in print media or traditional broadcast media such as radio or television. There is a need that addresses the risks of Internet use, for example, the minimum code of conduct while focusing on the usage of email within an existing environment and the personal responsibilities as the sender of messages. Electronic Mail is a vital asset, both as a communication tool and as an information resource, and as such requires protection from unauthorized access and misuse. Therefore, a clear and well-followed research strategy has to be adopted in electronic qualitative research.

Research involving human subjects is premised on a fundamental moral commitment to advancing human welfare, knowledge and understanding, and to examining cultural dynamics. There is an urgent need therefore, to mitigate the misuse of Internet at early

stages and to promote the ethical use of Internet through the awareness and educational programs and enacting suitable cyber laws. Cyber law has to tackle any misuse of the Internet, such as unauthorized access and breaching participants' and researcher's privacy.

Ethics in qualitative research examines the theoretical and practical aspects of ethical dilemmas in qualitative research. For many researchers, ethics has been associated with following ethical guidelines and gaining ethics approval from academic bodies. However, the complexities of researching private lives and placing accounts in the public arena increasingly raise ethical issues, which are not easily solved by rules and guidelines. Thus, we come out with a conclusion that being ethical in online research practice involves varied degrees of four ethical factors, namely responsibility, accountability, caring and relationship. Electronic qualitative research is effective if it encompasses simultaneously the four factors just mentioned as a norm for ethics online. In the light of the online ethical norm, ethical principles are important for conducting an electronic qualitative research.

Yet the Internet poses several challenges in attempting to identify and measure benefits and risks. There is a need to balance the interest and to specify priorities while doing online research.

Artificial Intelligence and its Applications

Dr. Omar Rifi



Artificial Intelligence is a scientific study encompassing philosophy, mathematics, psychology, neurology, linguistics, computer science, and many other fields. Perhaps the most far-reaching goal in AI is to build an artificial human being. Unfortunately (or maybe fortunately) we have not nearly reached this level. Perhaps the most important purpose of AI is to increase human understanding of learning, reasoning, and other cognitive processes. One day we may be able to answer the important philosophical question that was once unanswerable. What is intelligence?

Many aspects and techniques of AI have emerged. The application of AI relates to almost any field, in gaming, in military, in combinatorial optimization, etc. We can divide AI techniques into many categories; the most important are those simulating biological behavior such as Genetic Algorithms and Neural

Networks, while others are phenomenal such as the Ant Colonization System and the simulated Annealing, and yet others are related to mathematics such as Expert System, Fuzzy Logic and Heuristic Search Algorithms.

We describe some of these techniques and some related applications.

Genetic Algorithm

They are basically algorithms based on natural biological evolution. The architecture of systems that implement genetic algorithms is more able to adapt to a wide range of problems. A GA functions by generating a large set of possible solutions to a given problem. It then evaluates each of those solutions and decides on a "fitness level" ("survival of the fittest") for each solution set. These solutions then breed new solutions. The parent solutions that were more "fit" are more likely to reproduce, while those that were

less "fit" are less likely to do so. In essence, solutions are evolved over time. This way you evolve your search space scope to a point where you can find the solution. Genetic algorithms can be incredibly efficient if programmed correctly.

Genetic Algorithms can be applied to virtually any problem that has a large search space. The military use GAs to evolve equations to differentiate between different radar returns, stock companies use GA-powered programs to predict the stock market. Universities, schools use GAs for time-tabling.

Neural Networks

Artificial Neural Networks (ANN) are computational-cognitive models based on the structure of the nervous system. They are trained rather than programmed. They learn and evolve to their environment, beyond the care and attention of their creator. For example, consider the knowledge that human beings possess. It would be quite impossible to straight-forwardly program a system that would store and manipulate information to that capacity (you would have to specify everything a human being knew – manually). The problem would be made much more feasible if we

created a “learning machine”. Learning is an important prerequisite for artificial minds.

ANNs are most widely used for pattern recognition or classification problems, as in Gaming; however, in theory, anything any computer can do can be accomplished by an ANN.

Simulated Annealing

In metallurgy, annealing is the process used to temper or harden metals or glass by heating them to a high temperature and then gradually cooling them, thus allowing the material to coalesce into a low-energy crystalline state. The simulation consists of a search algorithm that moves from one solution to another in a huge search space in order to find a near-optimal solution. Moves are controlled by temperature which is set to a high value at the beginning and which decreases gradually during the search. At a high temperature the algorithm allows a move to a less good solution in order to explore the search space. At a low temperature the algorithm moves only to better solution in order to finally converge.

Simulated annealing was first used extensively to solve VLSI layout

problems. It has been applied widely to factory scheduling and other large-scale optimization tasks.

Expert Systems

Expert AI systems are designed and programmed, rather than trained or evolved. By nature they are algorithmic, yet powerful. They work or function under rules. Expert AI systems are typically confined to a narrow task such as chess-playing, or theorem-proving. Thus, they tend to be very fragile, and are rarely effective outside of their assigned domain.

One of the most important Expert Systems is MYCIN, which serves as a medicine diagnosis agent in areas where doctors are not available.

Fuzzy Logic

The major difference between fuzzy logic and boolean (standard) logic is that possible values range from 0.0 to 1.0 (inclusive), not just 0 and 1. For example, you could say that the fuzzy truth value of the statement “Adam is tall” is 0.75 if

Adam is 2 meters tall. Logical operators are redefined to handle the uncertain.

Fuzzy logic can be most readily applied to expert systems whose information is inherently fuzzy. Doctors, lawyers and engineers can diagnose problems a lot quicker if the expert system they use to diagnose the problem lists a few fuzzy solutions that they can use to augment their own findings. Another area where fuzzy logic is used is hand-writing recognition.

Heuristic Search Algorithms or A*

A* is a search algorithm which allows the finding of an optimal solution requiring less resources than any mathematical algorithm by using some heuristic information about the problem. This heuristic is to be defined for each problem respecting some rules. Here we have to be intelligent to create intelligent algorithm!

A* is widely used in Gaming to allow path-finding for Units.

Towards a new vision in the school science curriculum

Dr. Tanos G. Hage

Chairperson, Sciences Department

Teaching science in our schools is concentrated on topics related to the specific discipline and indifferent to the topics related to other disciplines. The problem of teaching science in our schools stems from the way we have defined science as a “set of concepts unifying a specific area of science (like chemistry)”. Thus science is not seen as a rich source of ideas and skills that can be applied in other subject areas. This concept-bound thinking about science is producing poor results among students. In a study done in the US, it was noticed that 80% of physics majors in major universities cannot relate what they have studied to real-life situations and experiences.

Revolutionary changes are now taking place in science and technology. We are now living in a knowledge-intensive era. The Internet now makes it possible for students to gain access to nearly all that is known in the sciences. We are living now in an age of

information entropy. The problem now is not our ability to access information, but it is in our ability to make sense of this information, synthesize it and come up with meaningful answers or solutions to the problems we are facing.

Studies have shown that students learn more and retain what they have learned longer when ideas from different areas are connected and integrated. By adopting this approach, science benefits since it allows students to learn about scientific principles within real-world contexts. In addition, science education becomes more interesting as it goes into more practical applications.

The distinguished biologist and great scientist George Gaylord Simpson was ahead of his time, when in 1969 he presented a useful definition for science by including certain cross-curricular attributes in his article “Biology and the Nature of Science” which was published in the journal

Science. According to Simpson, “Science is an exploration of the material universe in order to seek orderly explanations of the objects and events encountered – but these explanations must be testable.” The elements of curiosity in exploring the world around us, providing explanations by providing a hypothesis and testing it, provides a way to include science across the curriculum in schools. This opens the doors for creating among students the sense of exploration and the curiosity for understanding the world around us. This will render science education more attractive as compared to the dull discipline-bound science curriculum. This cross-curricular, interdisciplinary approach to science involves students in real-world problems and the issues that they encounter.

The isolationist approach to education may soon be replaced by an interdisciplinary approach to education. For example, the chemical basis (chemistry) of

cellular activity (biology) include the structural fact that living cells are composed of electrons (physics) and that cells require certain minerals (geology) for their metabolic functioning (biochemistry).

A student may wonder, How can a tree lift water 40 meters to a treetop? From this point of curiosity, doors open to other lines of inquiry: Why do trees need water? What are the pathways for water uptake by the trees? How do trees absorb minerals from the soil? What role do trees play in our environment? Why are trees dying in our forests? How can we conserve forests?

Exploring such issues accomplishes two important objectives. First, science provides a real-world context for tasks in basic skill areas. More reading and writing occurs as students seek out and report information, mathematics is needed to quantify data, and social studies take on greater



Children are interested in Dinosaurs.

relevance. Second, science within a framework of social dynamics generates curiosity and interest. It also makes learning very lifelike.

Once problems and issues combine with curiosity and interest, the learning and retention of

information is greatly enhanced. As soon as this dynamic is working well, science cannot and need not be contained in a class called science.

Our science curriculum seems to be disorganized, incoherent and

not connected to significant disciplinary themes. The science curriculum covers a large number of topics which are not intended for in-depth consideration, with little coverage of the fundamental concepts. As an example, biology teaching concentrates on classification and structure rather than on the biochemical processes. Instead of concentrating on the parts of the eye, the emphasis would be on the biochemical processes by which the information carried by the photons is interpreted by the brain.

There are ample learning opportunities for students in the current curriculum material, but what is lacking is an integration of these learning opportunities into a clear vision of what all children need to know about science. This can be accomplished by determining priorities, and developing sequence and conceptual links among topics within the same discipline and more importantly among various

science disciplines. The ultimate goal is to present a focused and coherent sequence of grade-specific standards that would guarantee that all children learn science in a meaningful and comprehensive way so that they become science-literate citizens with the necessary skills for life-long learning in a changing world.

Our educational system lacks an organizing principle that functions to reduce the number of essential topics and prioritizes topics that play larger roles according to that organizing principle. This reduced set of topics must be tied together in a logical sequence that deals with a key story or stories in science that are engaging to students and through which they gain an understanding of scientific principles.

This organizing principle or story line provides a basis for selecting a limited number of science topics that are fundamental for all children to learn. Further, such a principle would structure and sequence those topics so as to reflect their interdisciplinary connections leading to grade-specific science knowledge with hands-on activities that would lead to sound scientific literacy. This has the advantage of graduating science-literate students, not students who have just memorized isolated facts that are forgotten when school ends.

One example of a possible organizing principle concentrates on the theories about the nature of the universe and how it and life within it are interrelated. This could be accomplished in a manner that is consistent in each of the four disciplines that make up the science curriculum (physics, chemistry, geology and biology), but with the additional advantage of integrating them in such a way to tell a complete story, with all the extra learning opportunities resulting from this integration as discussed above.

The organizing principle discussed above provides a global view in which the universe and life operates. With this big picture, the specifics not only make sense but also are connected with the world we are living in. Elementary and middle school children enjoy learning about the universe and the early beginnings of life. The interest of children in dinosaurs serves as an example. This will motivate children to learn about science and capture their imaginations in ways that further stimulate their inquisitiveness.

Classical Music Appreciation As never tackled before

By Samer Charabati

Computer and Communication Engineering, NDU

If you began reading this article, you have already made a big step towards understanding a subject that is usually accompanied with clichés and stereotypes. People reject the idea of listening to classical music; however they are not aware that it surrounds them everywhere, from commercials to movies and even ring tones. This article does not follow the format of a term paper. It originates from my personal experience and therefore it's subject to argumentation, even though every detail has been thoroughly revised. At the end, the glossary should assist newcomers with some technical words marked by an asterisk.

The stereotypes

To begin with, it's important to remember that classical music is not only sad music played at funerals, neither is it related to periods of mourning. I think that local radio/TV broadcasting companies have contributed negatively in this regard. Upon the death of some political figure, they are accustomed to playing their classical recordings all day long. But the funniest thing is that they play the most inappropriate works, such as *operas, ballets or waltzes! How can the same music be played at both funerals and weddings?

Composers wrote music for all kind of occasions and many of them were concerned with funerary music. *The Saint Matthew Passion* by J.S. Bach and Mozart's *Requiem Mass* are examples. Try the *aria *Pie Jesu* from Fauré's *Requiem*.

Second, classical music is not a music made for relaxation. People often confuse it with "chill out" music but the difference is enormous. Classical music is an expression of deep feelings, thus limiting its purpose to relaxation is a major misinterpretation. Relaxation comes naturally from the pleasure music brings, but is not basically the objective of the composer.

Nevertheless, "chill out" albums usually include classical hits like Pachelbel's famous *Canon*, the second *movement from Mozart's *Piano Concerto No.21*, Grieg's *Morning*, *Pavane* by Fauré, Elgar's *Morning Song*, the intermezzo from *Cavaleria Rusticana* by Mascagni and the *Variation No.18*

from **Rhapsody on a Theme of Paganini* by Rachmaninov. Relaxation guaranteed!

A continuation for the second stereotype is that classical music is not a lullaby you listen to before you sleep. There's no specific time for listening to music. Moreover, classical music is arranged in a complex way that is more likely to keep you awake rather than to help you to sleep! Try *Saber Dance* by Khatchaturian for instance. Even Chopin's *Nocturnes* that evoke evening time are equally beautiful at any time of day and are quite complicated to be considered lullabies. Chopin composed a lullaby but it is Brahms' *Lullaby* that has been "unanimously" chosen to be inserted in almost all babies' toys.

Finally, classical music is not only dedicated to an elite of elderly and refined people. Although one of the definitions of classical music is "art or "serious" music as opposed to "popular" music" (*The New*



Harvard Dictionary of Music, 1986) new dictionaries are delicately criticizing that definition: "For better or worse, classical music is also called 'serious' music, highbrow music, cultivated music, or art music" (*Baker's Dictionary of Music*, 1997). Today's trend is to democratize arts and culture in general (without compromising its quality of course). In this respect, you probably heard in the news that a symphony orchestra gave a concert inside a prison in France. This is to prove that music is no more a privilege and everybody from any educational background may be given the opportunity to enjoy it.

Appreciation versus History

As you may know, classical music is a huge world that evolved (and continues to evolve) through centuries. Composers were prolific and thankfully they weren't all stuck in one style. Music historians talk about periods or eras, typically the Baroque, the Classical, and the

Romantic periods. (The article is not about history but to avoid ambiguity a little definition is worth citing. The Classical Period refers to "the music of the period c.1750-1830, in particular that of Haydn, Mozart, and Beethoven", *The Hamlyn Illustrated Encyclopedia of Music*, 1990, whereas the classical music we're talking about includes all the periods and styles, Baroque, Classical, and Romantic, etc..) Let's keep history aside and focus on appreciation. All you have to know is that classical music cannot be "summarized" in "Mozart and Beethoven" neither in "Mozart and Bach" (this is a minor cliché actually) because you will be omitting at least one style and a lot of composers.

In fact, at the amateur level, appreciation can be independent from history; you may like J.S. Bach and Chopin although they belonged to two completely different eras (the Baroque and the Romantic eras respectively). For example, knowing that Dvorák's Ninth *Symphony From the New World was composed while he was in the United States does not help you to enjoy it. History develops personal knowledge and satisfies your curiosity, but it requires a lot of reading and references. On the other hand, appreciation is the practical issue that makes you enjoy music simply with a recording and a player.

Music that you will recognize

Classical music appreciation can be compared to any subject at school. The more you practice, the more you will be able to understand, and hence enjoy, new material. Let's take mathematics for example. Did you learn first multiplication or addition? Addition of course, because it's more fundamental. So by analogy, don't force yourself to listen to a whole *symphony if you're a beginner. You will barely reach the end of the first *movement (about 5 to 10 minutes), which is a good beginning. It's normal for you to feel quickly bored, which is why you should begin with short pieces. Try *A Little Night Music* by Mozart, or a symphony where the *theme is easily identifiable, Beethoven's Fifth Symphony or Mozart's No.40. The latter was sung by Feyrouz as *Ya ana ya ana*. And if you like to explore some less classical symphonies, try Dvorák's Ninth Symphony, mentioned earlier. Feyrouz's sister Hoda sang *Lina w ya lina*, which is the theme of the Violin *Concerto of Mendelssohn. You may be wondering who Mendelssohn was. Well, he was the composer of the famous *Wedding March* that you all know. Contrast it with the *Bridal Chorus*, another popular wedding piece, by Wagner. In fact, wedding music makes a good introduction to classical music (especially to Baroque music). Usually wedding albums contain Boccherini's

Minuet, Clarke's *Trumpet Voluntary* and Pachelbel's *Canon* (actually, the latter is found everywhere, in collections of wedding, religious and relaxation music.) At ceremonies, people enjoy waltzes such as *On the Beautiful Blue Danube* by Strauss II. Try *Waltz No.2* by Shostakovich.

Usually works that appeal to you from the first time are those that contain a reachable melody, *Rondo a la Turca* by Mozart and, from another style, the famous scene from the ballet *Swan Lake* by Tchaikovsky. Thanks to commercials and ring tones, some works will be familiar to you. Nokia cellular phone for example includes the *Badinerie* and the *Toccatina and Fugue* by J.S. Bach, Mozart's No.40 and the *Toreador's Song* from *Carmen* by Bizet. *Carmen* is one of the most popular operas, and was performed during the Baalbeck Festival in summer 2003. The wonderful aria *L'Amour est un oiseau rebelle* was used in the Ajax detergent commercial. By the same composer, the theme of *L'Arlesienne Suite* was the jingle of the news bulletins of the station Radio Free Lebanon (*Sawt Loubnan Al Horr*). Another wonderful piece, *Gavotte* by Purcell, which is known as a Christmas carol *Let us Wander*, was used in the commercial of Exotica for the Christmas season. A coffee brand, Beirut Blend, used

the *Bolero* of Ravel. Among the famous works that are constantly found in commercials are Mozart's *Overture to The Wedding of Figaro*, "any season" from Vivaldi's *Four Seasons*, the *Overture to the ballet Romeo and Juliet* by Prokofiev and many others. Advertising designers are not the only persons who get inspired by classical music. In fact, cinema music arrangers search for music that match with a scene. The piece that flashes into my mind is *Can Can* (or *French Can Can*) in *Moulin Rouge* by Offenbach. It's almost impossible to cite all the works that appear in films but among the most recurrent that you will definitely recognize are *Finale* from the *Overture to William Tell* by Rossini, *Radetzky March* by Strauss I, the *Overture to The Barber of Seville* by Rossini, *Air on the G string* by J.S. Bach, the first *Movement* from the *Moonlight Sonata* of Beethoven, the *Adagio* of Albinoni (theme of the local T.V. series *Nisa' fi al Assifat*) and a lot of Chopin's waltzes, without forgetting Brahms' *Hungarian Dance No. 5*. I discovered lately the *largo* (slow) *Movement* from the *New World Symphony* and the *Song to the Moon* by Dvořák.

Music: "A universal language"

I mentioned the commercial of the Ajax detergent, and surprisingly I discovered that the advertisement

of its competitor *Der General* also includes a famous piece of music (though not classical). It's an American patriotic march called *The Stars and Stripes Forever* by John Philip Sousa. First I was confused; why did advertisers choose an American march for the commercial of a German product that is *Der General*? There are plenty of German works that could fulfill the need! Then I felt that this makes no sense in music. I remembered that German composer Schumann inserted the first notes of the *Marseillaise*, the French national anthem, in the middle of the first *Movement* of the *Carnaval Prank in Vienna*, at a time when the performance of the French anthem was forbidden. Schumann wanted to say that music is beyond all political restrictions. Today, countries of the European Union might have different opinions on some political issues, but apparently they all agreed on the *Ode to Joy* from Beethoven's Ninth Symphony to be their European Anthem.

Let's link up the universality of music with the appreciation we are talking about. I cited Brahms' *Hungarian Dance No. 5* as a popular masterpiece. In fact, many composers were inspired by ethnic and folk music that they turned into universal classical standards. In addition to Brahms' *Hungarian Dances* major examples include *Slavonic Dances* by Dvořák,

*Hungarian *Rhapsodies* by Liszt and Dvořák, *Polonaises* by Chopin. Do you need to learn about these cultures to enjoy the music? Not to my experience. Listen to the *Hungarian Dance No.1* by Brahms, *Slavonic Dance No.2* by Dvořák or the *Grande Polonaise* of Chopin, and you will perceive many romantic emotions that are common to all mankind. (The *Hungarian Dances* and *Slavonic Dances* were originally written for four-hand piano, and then orchestrated by their composers. Although I love the piano, I would rather recommend the orchestral version for beginners.)

Tips and Good Practices

All the masterpieces that have been mentioned are very popular but this is only a small choice from among thousands of works. I said previously that classical music cannot be “summarized” in two or three composers. Let’s take Mozart and Chopin for example. Even with only a little experience, you will detect the huge difference between Mozart and Chopin, and between all composers from major eras. And bit by bit you will discover your own tendency: some people are fond of the romantic lyrical expression of Schubert while others prefer the subtle touch of Mozart. I heard the opinion of three professional pianists who can’t give up J.S. Bach’s scores.

Whatever you like, you cannot but acknowledge the ingeniousness of all of them. No one is “better” than the other. It is just a matter of your sensitivity and your mood. After all, you are not asked to choose one composer or to be specialized in one style, because there is much more music to enjoy that can’t fit into any one category.

To discover good music you should be patient. A work that doesn’t appeal to you right away may become one of your favorites. The key for that is to listen to it repeatedly. Every time you listen to the same piece, you will discover new elements that were “hidden” from you and melody lines will begin to emerge. This is because classical music is arranged in a complex way. It’s like an English exam text that you have to read more than once to begin understanding it, except that we’re not in an exam, we’re trying to have fun listening to good music! It is difficult to cite a few examples here because this is valid for all music from classical to pop, passing by oriental *tarab*. I think this is the reason why Oum Kulthoum and even contemporary *tarab* singers such as “The Wassouf” and Melhem Barakat, repeat the same verse again and again when they perform live.

As I said previously, classical music is arranged in a complicated way in a sense that there are many

instruments playing at the same time, yet not playing the same melody. With practice, you will be able to recognize the timbre of your favorite instrument and catch the little solo part it’s playing among the full orchestra. Sometimes, you may want to “lower” the volume of the orchestra and focus on an accompaniment tune or a background (think of the basses or the trombones at the back.) Composers took as much care arranging their music as they did working up the melody itself. A nice masterpiece is *Boléro* by Ravel (mentioned earlier). The *Boléro* consists of one melody played consecutively in different arrangements. I can’t stay unbiased towards the *Boléro* because it contains a solo part for trombone (a challenging solo that every trombonist is required to master before joining any classical orchestra). As a children’s guide to the orchestra, Prokofiev wrote *Peter and the Wolf*. The composer tells the story by representing the characters by musical instruments. Another work of the same category is *The Carnival of the Animals* by Saint-Saëns. This is a real must. It was chosen in the animated motion pictures of Walt Disney *Fantasia 2000*, where you can enjoy it along with other famous works (such as the *Rhapsody in Blue* by Gershwin if you like to discover a jazzy American style).

Where to find music?

After citing all those works, we find certain questions arise: Where do we find all that classical music? Do we have to buy hundreds of recordings to be able to listen? The answer is definitely no. I have seen people buying entire collections all at once, for example the complete symphonies of Haydn (more than 100 symphonies) but I am pretty certain that this is not the right way to begin. For a newcomer, all symphonies will sound alike and soon the collection will end up as a useless decoration in the bookcase. For a beginning, try some "highlights". Highlights are compilations that gather famous works from different composers. They make a perfect introduction. However, the main drawback of highlights is that they offer music in a messy way: a *movement from a *symphony, then an *overture to some *opera followed by a dance. This mixture will initiate you to a wide variety of styles but as you go deeper, you will feel curious to listen to the whole work. And later on, you will feel that the work makes a unity and it cannot be cut out the way it is in highlights. It's like reading one chapter of a book. It would be a real frustration to have only the first *movement of the *Sonate Pathétique* of Beethoven!

Another way is to attend concerts. At concerts, you will discover new material and enjoy what you

already have on CDs. The concerts of the National Symphony Orchestra are free (held in St. Joseph's Church, Monot street, but you just have to be 30 minutes early in order to find a seat) and there are regularly *chamber music concerts everywhere (USJ auditorium Pierre Abou Khater, AUB Assembly Hall, Kulturzentrum, etc.). Concerning festivals and paying concerts, keep in mind that it is not the "prestige" that counts. I am sure that some people attend Pavarotti and Domingo concerts without any musical interest. Whatever concert you attend, please remember the golden rule: wait for the whole work to end and then applaud. Applauding in the middle of the *movements not only annoys the conductor and the players, but also shows a lack of musical culture.

Unfortunately, broadcasting classical music on Radio/TV stations is limited to non-profit institutions. *Télé Lumière* transmits the concerts of the National Symphony Orchestra on Sunday nights and The Voice of Charity used to have a program of classical music. I discovered lately a program on The Voice of the People (*Sawt el Shaab*) 103.7 MHz F.M. on Sunday nights also. I personally prefer Joe Lteif's program on *Radio Liban* 96.2 MHz F.M. everyday at 5:00 p.m. This program offers the widest variety and is dedicated to music lovers of

all levels. Compositions of Mahler, Bartók and Stravinsky are often played and Mondays are dedicated to listener's choice.

Conclusion

To conclude, this article did not talk about the benefits of music. As far as appreciation is concerned, the answer to "why listen?" is trivial in comparison with the satisfaction that music gives. As you go deeper into appreciation, answers will arise spontaneously. You will figure out why the music of J.S. Bach composed three centuries ago is still popular, why Beethoven lived through a depression when his hearing decreased, why Schumann went back to music after studying law, why musicians practice six hours a day. The more sensitivity you have, the more your aesthetic sense will be boosted. You will find music in every little beauty and there is a lot of beauty to explore.



Glossary

Aria: A self-contained composition for solo voice, usually with instrumental accompaniment or occurring within the context of a larger form such as *opera, oratorio or cantata. (The last two terms will not be defined as they didn't appear in the article).

Ref.: **The New Harvard Dictionary of Music**, 1986, edited by Don Michael Randel.

Chamber music: In present usage, music written for and performed by a small ensemble, usually instrumental, with one performer for each part. (Duet, trio, quartet, quintet, sextet, septet, octet, nonet)

Ref.: **The New Harvard Dictionary of Music**, 1986, edited by Don Michael Randel.

Concerto: The term *concerto*, as generally used in our own day, implies the solo display of an instrument (occasionally two or more) in combination with the orchestra.

Ref.: **The Oxford Companion to Music** by Percy A. Scholes, tenth edition, 1970, Oxford University Press.

Movement: A principle division or section of a composition

Ref.: Nicolas Slonimsky, **Baker's Dictionary of Music**, 1997, edited by Richard Kassel.

Opera: A drama that is primarily sung accompanied by instruments and presented theatrically.

Ref.: **The New Harvard Dictionary of Music**, 1986, edited by Don Michael Randel.

Overture: A composition for orchestra intended as an introduction to an *opera or other dramatic or vocal work.

Ref.: **The New Harvard Dictionary of Music**, 1986, edited by Don Michael Randel.

Rhapsody: A piece that is generally free in form and based on a folk melody.

Ref.: **The Hamlyn Illustrated Encyclopedia of Music**, 1982

Sonata: An instrumental composition usually for solo instrument or *chamber ensemble, in three or four *movements contrasted in *theme, tempo, meter and mood.

Ref.: Nicolas Slonimsky, **The Great Composers And Their Works**, 2000, Electra Yourke.

Symphony: An orchestral composition in from three to five distinct *movements or divisions, each with its own *theme(s) and development.

Ref.: Nicolas Slonimsky, **The Great Composers And Their Works**, 2000, Electra Yourke.

Theme: A musical idea, usually a melody, that forms the basis or starting point for a composition or a major section of one.

Ref.: **The New Harvard Dictionary of Music**, 1986, edited by Don Michael Randel.

Your comments are highly appreciated and your questions are most welcome at samercharabati@hotmail.com

(We knew a Syrian building labourer from a poor village near Deir ez-Zor who always lugged about with him a large hi-fi. He spent his meagre wages on tapes of classical music and while mixing cement or heaving iron bars he would listen to Bach, Vivaldi, Handel and Mozart! – KJM. –Ed.)

Department of English, Translation and Education



Dr. Christine Sabieh

I came to NDU in 1991. Having chaired, directed and coordinated departments and programs at the

American University of Beirut, Lebanese American University, University of Balamand and Hagazian University College in Lebanon, I accepted the offer since I wanted to put more focus on teaching and research. My educational background gives me opportunity to teach within the fields of psychology, education, communication and English language. However, little did I know that my intended focus would be short-term, for it was not too long after that that I became the Freshman Arts advisor. The BA in Psychology curriculum, with its concentrations, was another one of my early contributions to NDU. To date, I have served on many of the committees in the departments and Faculty.

At present, I chair the Department of English, Translation & Education. I remain a psychologist, educator and English language professional, teaching as much as I am possibly allowed at both the graduate and undergraduate levels.

I also devote as much free time as I have to publishing and

participating in conferences and workshops on both a national and international level. I believe in being committed to various educational associations and am a member of TESOL, WACRA, NCA, CALICO, ASIACALL, ATEL and LPA. I am Vice President of ASIACALL. I am a Founding member of the Lebanese Psychological Association. I am the educational consultant to the Association of Teachers of English in Lebanon. Throughout my professional work, whenever there is possibility, I advocate for the implementation of computer-assisted learning. I believe in the use of the computer to provide a practical solution to promote learning.

I believe that in the educational set-up there is need for the educator to play the key role in promoting an effective teaching/learning environment to enhance the outcome goal of student learning. There must be a controlling hand in the making of the learning equation partnership. My research work, my conference keynotes and my conference presentations and my classroom teaching all echo the message and the findings.

Classroom teaching needs to be learner centered to help and support students as they responsibly take on active roles to initiate and develop internalized

mastery of the subject matter they have undertaken to work with. I believe the Department is to function in a similar manner. The spirit of working and the team work itself develops as each member in the department focuses on the responsibility of giving, planning, producing, sharing, cooperating, evaluating and committing. It is with this philosophy that I hope to maintain my professionalism in all the roles that I play.



Dr. Carol Ann Goff-Kfour

How do you perceive your role in the department?

I am presently

Assistant Professor in the Department of English, Translation and Education. I was educated in the USA at Gonzaga University where I received my BA, and the University of Montpellier, France, where I obtained my License, Maîtrise and DEA. I received my *Doctorat* in Education with Distinction from the University of the Holy Spirit in Kaslik, Lebanon. I served as the Chair of the English Department from 1994-2000. I participate actively in teaching-training seminars and workshops and have published articles with an emphasis on teaching effectively and using classroom

management techniques both nationally and internationally. I also translated Charles Corm's *La Montagne Inspirée* into English in 2004.

Among my many interests: classroom management, and teaching methodology for translation students and education students, Child Literature is one of the most challenging. I am presently teaching a class whose objective is to encourage student teachers to offer their students the opportunity to learn to love reading. In doing so, teachers must make reading more than reading over a story; students must learn to imagine, to live through the characters they meet, and to identify with those that offer them another view of life. Teaching this class is a wonderful learning experience for me.



Dr. Paul Jahshan
As literature professor, tell us about your role in the department:

Hi, my name is Paul Jahshan, 39, Assistant Professor of American Studies. I was born in Lebanon but spent the first fourteen years of my life in Paris. After returning to

Lebanon I got my Licence in English Language and Literature and then my M.A. from the Lebanese University. I then did my Ph.D at the School of American and Canadian Studies at Nottingham University, U.K. After teaching literature at various universities in Lebanon, I am now teaching English and American literature along with critical theory at NDU. My current research interests are in modern and contemporary American fiction, post-structuralist theory, mainly of the French flavour (my all-time favourite thinkers are Roland Barthes, Michel Foucault, and Jacques Derrida) and, very recently, cyber-theory.

Teaching literature in an age when "literature" as a term is undergoing a lot of questioning is both challenging and fun. With multi-disciplinarity an accepted fact and with cyberspace - in all its forms - an unavoidable reality, teaching texts takes the shape of a common interpretative adventure where students and instructors share in "teasing out" spaces of signification. Far from remaining a monolithic, power-driven activity, teaching in general and the teaching of "literature" and critical theory in particular have become exciting and enriching experiences for all.



Dr. Najji B. Oueijan
As literature professor, tell us about your role in the department:

A professor of English Literature; Chairman of the Department of English, Translation, and Education - NDU, 2000-2002; member of the Directors of International Council of the Byron Societies; member in: the Academic Council of The Ameen Rihani Institute, the German Society of Romantic Studies, the MLA Association, and the Advisory Committee of the International Conference on Romanticism. Main research interests: Orientalism, Romanticism, Byronism, Ameen Rihani, and East-West cross-cultural relations. Published widely in national and international journals; edited, translated, and authored six books, the most recent are: *The Progress of an Image: The East in English Literature* (1996); *Khalil Gibran and Ameen Rihani: Prophets of Lebanese-American Literature* (1999); *A Compendium of Eastern Elements in Byron's Oriental Tales* (1999); and *Hutaf ul-Awdiya* (Trans., 2002).

The Department of English,

Translation, and Education believes that quality teaching depends on qualified teachers who are deeply involved in their fields of study. This is done through in-depth research and investigation. The Department is proud to have among its faculty well-known researchers in the fields of Literature, Linguistics, Education, and Translation. Besides the fact that the Department has so far organized several national and international conferences, its faculty members have the highest number of published research works in the form of books and articles in the university.



Mrs. Mary Khoury
You are one of the “founders” at NDU. What can you tell

us about the changes that took place over the years? I, Mary Khoury, a Lecturer in the Department, have been teaching at this institution since 1978. Therefore, I consider myself to be one of the founders of NDU, or LCHE as it was known to be at that time. NDU started with 78 students only. As we can see, NDU has developed a lot and I have also grown up with it. I hold a B.A. in English Literature and a teaching

diploma in TEFL from the American University of Beirut. Later on, I acquired an M.A. in Teaching of English as a Foreign Language from the Lebanese University. I have always been in the academic field, so teaching has become my major career in life.

When I started teaching at NDU, I taught intensive English and I gave a few lab sessions. Afterwards, I became in charge of the language laboratory since that was an essential part of each English course whether it were a remedial or required course. I was advisor for the Freshmen Arts for two consecutive years. I have also been a coordinator for every remedial English course. Recently, I have been involved in teaching the remedial courses for all levels. I believe that it is a great challenge in educating these students especially that a majority come from French schools.



Dr. Mary-Angela Willis
As a new comer, how do you perceive your role in the department?

After a 21-year absence, I am back in Lebanon as Assistant Professor in the Department of English, Translation and Education at NDU. During my absence, I

lived in the United Arab Emirates, the U.K. and in the U.S, where I received a Ph.D. in Francophone Literature, then taught at the University of Rhode Island.

In my dissertation, I explored gender and national discourses in the fictional writings about the Lebanese War by Lebanese women writers. My research interests continue in this vein, within the scope of postmodern feminist literary and cultural theories of embodiment, subjectivity and sexuality, postcolonial literature and film and theory, and Diaspora studies. Since my research, teaching and personal interests meld together, I tend to focus on literature in the Middle East and North Africa. So far, my experience in Lebanon is a daily adventure but what stays with me at the end of the day is the warmth and friendship expressed by my colleagues and students.

Mrs. Julie P. Akkari
Julie, you are presently in charge of the intensive program at NDU. Tell us about your experience with your students:

I was born in Iraq, the land of civilization and culture. I came to Lebanon to AUB for my education



where I got my Mrs before my MA in Teaching English as a Foreign Language.

I started my career as a lecturer at King Abdul Aziz University, Jeddah, Saudi Arabia, where I taught, constructed and coordinated different courses in English language and linguistics. I also managed and directed a language center for teaching English and Arabic for Saudi women and other nationalities.

Since 1993, I have been teaching English and linguistics course at Notre Dame University, Lebanon. I am also advisor and coordinator for the Intensive English Program. In this program, we train students whose English proficiency is not up to the university level. The students take 18 hours of intensive English, eight of which are geared to writing and grammar, seven hours are used to train students in different reading styles and vocabulary building and the other three hours are employed to train students in their oral and listening proficiency. By the end of this program, the students, hopefully, become proficient in their English language and are admitted as regular university studies.

Now, in terms of my interests, apart from playing "big momma" to my beloved students, I am involved in research in the area of phonology and morphology of

modern Eastern Syriac, a subject very closet to my heart, given my ethnic background.

If you want to know me better, contact me at my NDU e-mail address.



Mr. George Jude Hajjar
How do you perceive your role in the faculty as a whole and

how does the Exchange Program benefit NDU?

I have always had a keen interest in supporting a strong relationship between the USA, Lebanon and the Middle East. I am glad to be working here at NDU in the Faculty of Humanities. Since I first began teaching at NDU in 1998, I have been happy to see the big interest and improvement of our students in mastering the English language. As mentioned, I have had a long interest in making connections between NDU and Connecticut, in the USA. I was pleased to be able to make this happen last year when I hosted NDU administrators in Ct. and arranged for them to give a talk at Yale University. The NDU delegation also visited the local Lebanese community and their churches. One of the outcomes

was the formation of the "Friends of NDU" chapter in Ct, which consists of twenty talented individuals who volunteer to help NDU with its mission in the USA.



Dr. Norman Nikro
As a literature and English Professor, tells us how you

serve the NDU community:

My name is Norman Nikro, and I was born in Sydney, Australia; I am also known as Saadi. Both my parents are Lebanese, from Tripoli. In Australia I left school quite early and worked as a toolmaker for a number of years, before going to university when I was 30. I eventually completed a PhD in the area of cultural studies, after which I left Sydney as an Australian Volunteer Abroad, working in a developing country. After that I came to Lebanon, and have been at NDU for the past three years, teaching literature and the history of thought. I love reading, and some of my favourite writers are Clarice Lispector, Helen Cixous, Theodore Adorno, Maurice Blanchot, Brian Castro, and Proust.

Reading is an important activity we all do in our lives - whether we read a newspaper, a pictorial advertisement, a shopping list, or else a book. At university our

developing ability to read becomes essential, as it structures and informs the way in which we organize and undertake our study. In other words, we learn a sort of applied reading, an active reading that leads us to engage with the subject matter of our course. In an academic context, reading involves the development of writing – the ability to transform reading into a display of thoughts and interests, in the context of discussion, debate, and intellectual interchange.



Dr. Amal Saleeby Malek
You have just come back from participating in conferences

abroad. First tell us a little bit about yourself, then share with us how your conferences contribute to the welfare of the Department:

I moved back to Lebanon after having lived in the USA during the Lebanese War. After having held a position of Assistant to the Lebanese Ambassador at the United Nations in New York, upon my return, I earned a Doctorate degree in Educational Sciences (with Honors) from the Holy Spirit University (Kaslik). I was appointed

Director of Admissions at NDU from 1997-2000. Presently, Assistant Professor, I have been teaching English Communication Skills for 4 years and have worked as Coordinator to all remedial English courses. In addition, I have published a book on return migration, *Returning Home: a Post-War Lebanese Phenomenon* (2001) and two anthologies of French poetry: *l'Heure Bleue* (1981) and *Pour tous les chevaux du monde* (2001).

In November 2004, I attended the annual NTCE convention in Indianapolis. Presentations focused on various subjects: writing, time management, motivation, cross-culturalism, etc. Workshops were particularly beneficial: on writing assessment and how to use assessment to help students write, on publication and on leadership strategies.

I came back energized, re-motivated and happy to be in this profession!



Mrs. Diane Samrani
Diane Samarani shared her life

story at NDU. She says: My life truly began at NDU. From Lebanon to England in 1984, a fresh holder of an MA in Education

with a BA in English Literature, to Taiwan in 1989, to Lebanon in 1990, to Egypt in 1992 and then back to the homeland in 1993, this is where I fixed my anchor... in all senses of the word. What better place to do that than at NDU?

Here at NDU I switched surnames, switched rings from right to left and then to none.

My cycle of life began at NDU and will probably end at NDU. From a free-spirited single woman, to a single mother, from a part-timer summer 1994 to a full-time Lecturer, from intensive courses to the last of the "Englishes", from the main campus to the North campus, I trudged on all sorts of grounds until reaching the "here & now". The journey has not ended yet. They say life begins at 40!!!



Mrs. Janet Bassil
Janet Bassil knows the history of NDU. Would

you tell us about the changes you have seen since you've joined NDU?

On November 1, 1986 I joined BUC/LCHE, which was NDU in its preexistence stage. On August 15, 1990 I was there to witness the great event of NDU's birth. Back

then, I was involved in the School of Humanities as I was the direct assistant of the Dean, Mrs. Fay Niewiadomski. At that time, the Faculty of Humanities' scope encompassed various areas of specialization, namely: English, Mass Communication and Radio/TV, Advertising, and Arts. The English Department offered two levels of Intensive English (ENL 001 & 002), the program of which was innovated and concentrated in the actual ENL 002. As to the upper levels of 101, 102, 103 & 104, they were reformulated into ENL 105 and ENL 107. To illustrate, ENL 101 and ENL 102 (totaling 6 credits) were merged in order to form ENL 105 (5 credits). Hence, saving the student 1 credit. The same for ENL 107. In addition, ENL 109 and ENL 110 were later on created to tailor to the English requirements of the Engineering and Science students.

I was later on in charge of the ELRC - English Learning Resource Center - the purpose of which was to assist and improve the students' English writing skills. During 10 consecutive years, my task was to help students of all English levels in "level-tailored programs" in order to strengthen their grammatical and writing skills. This service was terminated in 1998.

In the past, the English entrance exams were conducted externally. Later on, we took charge of the

EET (English Entrance Test) which was prepared, written, corrected, and placed by the English Department. This service was recently transferred to the Admission Department.

Lastly, in the year 2000, I was assigned as an instructor in the English Department. My past experiences and exposure have enabled me to relate closely with the academic challenges of my students and thus motivate and provide each one with the necessary guidance.

Ms. Lina Rahme



As one of our most recent additions, what do you do in the English Department?

Student? Instructor? Either one... both. Some instructors at NDU know me as a student and as a colleague. The experience has been a very enriching one. There is a strong sense of teamwork in the Intensive English Program, where the instructors cooperate among each other at the professional level and build friendships at the personal level. In the end, what counts is working in a happy and professional environment.



Dr. Amal Yazigi
An elder member of the NDU family talks about the Applied

Linguistics program as part of her activities:

I am Amal Yazigi and I am an elder member of the NDU Family. As an assistant professor in the Department of English, Translation, and Education, I have been teaching both 'service' courses and 'major' courses. Each category has its special flavor: the English Communication Skills course series keeps me in touch with the general student population of NDU. There I meet student-representatives from the various Faculties and departments; this helps keep pace with the young generation!!! The 'major' courses, both in English Language and in Education, keep me alert on new ideas and research in my field of specialization. These courses require a lot of attentive preparation and keep you on the ball... Students enrolled in these courses, at both BA and MA levels, are highly curious with a lot of thought-triggering enquiries and challenging doubt!

Thus, my primary aim in the educational field is to be with the students guiding and aiding them in their learning process. However, I could never do that without my

research interests. Any work in the field of Applied Linguistics attracts my curiosity to read and investigate, especially in the field of Psycholinguistics. I find this area a perfect combination of my love to two fields: Psychology and Education, where I had a BA in the former and a Masters and a PhD in TEFL and in Applied Linguistics respectively.

To top my profession, and to make it more practical, reaching to the community of school language teachers, I engage in teacher-training programs; this is the joy of amalgamating all professional interest in one act: psychology, language, and teaching – the basis of a healthy society!!!

The MA in Applied Linguistics and TEFL program engages the learners who are mostly school and college teachers in a variety of course and topics targeted towards their educational and professional development. The student-teachers engage in research investigating the theoretical and historical development of the field but above all apply all the conceptual background into new practical settings and situations. They employ their analytic skills to investigate various areas in language teaching in real classroom venues and social-educational locales.

Some of the topics include the

teaching of the four skills, psycholinguistics, sociolinguistics, data processing, material development, and syllabus design.

Besides the practical course work itself, the program prepares the student-teachers to become future teacher-trainers as well as PhD (post doctorate) candidates. Above all, the program implants in the students the incentive, curiosity, and need for every-day research, investigation, and analysis of their daily teachings and dealings with their students.



Dr. Jocelyne Bahous
Joyce, another old-timer in the NDU family, has participated in numerous workshops, & local & international conferences. How have these contributed to the advancement of our Department?

I am Dr. Jocelyne Bahous, Assistant Professor in the Department of English, Translation, and Education. I joined NDU in 1988 as a part-timer and have been a full-timer since 1991. I taught in and coordinated the Intensive English Program for 12 years. I have taught all communication skills

courses offered by the Department on the Freshman and Sophomore levels. I have also taught undergraduate courses in Education, such as the methodology, testing, curriculum, practicum, and internship courses in addition to teaching graduate courses in English and Education. I have also been active in terms of giving workshops and conferences locally at NDU, LAU and Amideast, as well as regionally in Jordan and internationally in Germany and Edinburgh. The fields of study that I undertook for my conferences were teaching English as a foreign language, teaching English for specific purposes, the curriculum, testing, cheating and plagiarism, as well as the effect of culture on translation. I am a co-author for the book series *On Your Own*, published by CERD and taught in Grades 7-12 to students studying English as a foreign language. On the other hand, the numerous workshops I have participated in contributed to making me more creative in class and motivated me to generate more receptive students to the methods of instruction, thus fostering a positive climate conducive to academic achievement.



Dr. Pamela Azoury

At NDU, we also teach foreign languages such as French, Italian

and Spanish. Dr. Pamela Azoury, an instructor of Italian, tells us about her experience:

This is the first semester I teach the Italian language at NDU, and I'm really enjoying it. The Italian language course is organized for all those students interested not just in learning the language, but also in getting in touch with the culture and daily life of this wonderful country. The essential rules of the language are explained in terms that are accessible to all students. The lessons have a conversation-based approach to the language, to allow the beginners to communicate in Italian. The course is held in a friendly atmosphere, and I am always available for organizing extra-curricular and outdoor activities (Italian nights, cooking, music, cinema etc. .)



Ms. Nayla Younes Chebli

Zeina and Nayla have recently joined us to teach translation at NDU. Here are

some of their reflections:

I am a UN accredited Conference Interpreter, Sworn Translator and University Instructor at the Lebanese University (Department of Languages, Translation and Interpretation) and NDU.

Aware of the need to link the theoretical aspects of translation and interpretation with the effective needs of the local and international markets, the Department represents a pool of translation and interpretation professionals. It trains students to become translators or interpreters, and introduces them to the ethics of the profession, highlighting the fact that translators and interpreters are communication agents, translating ideas, cultures and values, and not mere words and sentences. To keep pace with the recent developments in the field, the department continuously adapts the form and content of the courses, introducing the latest concepts and technologies.



Ms. Zeina Chalhoub Aoun

I am Zeina, and I graduated from Saint Joseph University, Beirut, with a DEA in Translation in

1994 and I am currently a PhD candidate at Saint Joseph University. I became a sworn translator before the Lebanese Courts in 1998. I began working in 1992 while I was still a university student. I translate all kinds of documents. I work with all kinds of companies, law firms, ministries, TV stations and publishing houses. I began teaching translation at NDU in 1996. I am teaching as well at the Lebanese University (since 1999).

The Translation Department at NDU was established in 1994. Since then, many students have graduated as translators and interpreters and are currently working as such. The translation major at NDU prepares the students to work in all kinds of translation fields: legal, business, technical, literary, subtitling, consecutive and simultaneous interpreting. As teachers we always face some problems with students, concerning their language and their general knowledge. We continuously meet with the chairperson and make some suggestions about the degree requirements. We are working

hard with our students to create in them the spirit needed to face the challenges of translation and interpretership.



Dr. Sami Samra
Sami, our
“special” and
“gifted”
educator
shares his
views with us:

First, my role in the department is basically academic, although I sometimes assume a few administrative and PR responsibilities.

How do you serve the Department Sami?

I do that by encouraging enrollment, serving on various committees, organizing/participating in conferences and workshops, doing research work on relevant/practical subject areas, and doing research work on similar/new academic programs around the world.

How do you serve the University community and the Faculty?

By promoting University programs, participating in conferences and workshops and developing curricula and making suggestions.

How do you serve the community at large?

By holding workshops at schools and/or the University, and using the media whenever possible to promote awareness.

What is your philosophy towards students?

Our students' linguistic deficiency is not indicative of their thinking capacities. Our students lack knowledge of Anglo-Saxon ways because the society is more geared towards Middle Eastern and French oriented ways. Our students' sense of morality reflects that of the society at large. The way they behave is the result of the moral corruption afflicting their parents and leaders in most ways of life. Our students may pay lip service to certain instructors for immediate personal gains, but in the final analysis, they do come out and voice their real opinions regarding the evaluation of courses, materials, instructor performance, and the like. Our students are grade-oriented as the result of the Lebanese high school system, not as an inherent flaw in their character. Our students will respect their elders (teachers, administrators, and even parents) only when these elders afford them the same respect. The students in the department are not different from the rest of the student body, except perhaps in the fact that their major (education) is more

related to an observable humanistic service to the community and to specific individuals within it.

Dr. Christine Sabieh, tell us about your recent conferences:

I believe in the importance of conferences as great mediums for intellectual brain storming and exchange of ideas; however, I do not attend conferences for the sake of attending; I attend only if I too am a speaker, contributing overall to the making of the conferences. This I believe holds greater value to my teaching and to my learners. For example, this academic year, so far, apart from being invited to do two workshops on addressing Multiple Intelligences and building an environment that promotes critical thinking for ATEL in Saida and Beirut, Lebanon, I delivered keynotes in Egypt and Malaysia. In Egypt, I was there to address important issues on self-esteem, confidence, competence, and connectedness, on promoting critical thinking, and on tying learning to cognitive and moral development, and to ensure that the educators were able to go away not only with an understanding of what it takes to create a good citizen and social responsible being, but to go away with the know-how to start building these citizen in their classrooms. Lesson planning was a key focus in a workshop I also conducted calling upon the trainees to produce lesson plans to promote

the teaching of good citizenship. In Malaysia, I was there to address the domination of CALL in the teaching/learning environment, identifying the dilemma, discussing the main reasons that have occurred, to show that CALL and collaboration may partner to promote an effective teaching/learning environment. The keynote focus was on the call for the educators to become aware of this domination to create an environment where collaboration with CALL could happen to promote appropriate learner and teacher-centered productivity. In short, taking on an active role, I believe, enables me to bring to my classes the research finding, the feedback and the discussion points and new ways of addressing key issues in the fields.

Staff members:

Mrs. Wassil Khoury Chemaly (Soula) joined NDU in October 2000 as a secretary to the Mass Communication Department.

Miss Alice Eid joined NDU in 1998. She is in charge of printing and reproducing services.

Mrs. Rose Mady joined NDU in October 1985 as assistant to the Dean of Students. She joined the Faculty of Humanities in October 2000 as assistant to the Dean.

Miss Christine Noufaily joined NDU in February 2004. She is the secretary to the Social and Behavioral Sciences Department.

In addition to our academic activities, the Faculty organizes numerous social activities. Sami Samra, the Department Chair of the Social Committee, and Carol Kfoury, Chair of the Faculty Social Committee, tell us:

Last year we had coffee breaks, desserts, lunch on different themes (Mexican), Saint Patrick's Day coffee and refreshments, and our yearly dinner. Birthdays were acknowledged with personalized cards. This year we have added a Faculty Member of the Month, a bulletin board, and a newsletter. We also conduct social visits on different occasions, and have participated in donating money for the *Paradis d'Enfants* school in Jounieh.

Recently, on December 21, the Department organized a wonderful Poetry Reading evening in which both instructors and students participated. Favorite poems were read and a beautiful choir set the mood for Christmas! On a less intellectual note, about one month ago, we all had dinner at Café Gemmayzeh, where narguiles and Arabic music prevailed. Moreover, an Italian dinner was held at el-Parlamento, down-town for the Italian students and instructors as a fun activity. And on December 22, we had our yearly "Angeling" Christmas luncheon in which everyone shared a favorite dish and happily exchanged gifts.

Those are but a few of the numerous extra-curricular activities

the Department performs year-round.

Recent Events at the Department of English, Translation and Education:

The Department organizes many events with the participation of both faculty and students. Two of the most recent are:

A poetry evening organized by Prof. Naji Oueijan, December 21, 2004 at the NDU Auditorium. Introduced by the Department Chairperson Dr. Christine Sabieh, participants included the Dean of the Humanities Faculty Prof. Boulos Sarru', Dr. Edward Alam, Dr. Joe Yacoub, Dr. Amal Malek, Prof. Naji Oueijan himself, as well as Ms. Nathalie Farah, Ms. Fay Nasr, Ms. Zeina Layoun, Ms. Valérie Aoun, and Ms. Julie Daaboul.

A graduate conference for Literature and Linguistics students undertaking their Masters, organized by Dr. Norman Nikro, on Saturday, May 29, 2004. The conference was introduced by the Dean of the Humanities Faculty Prof. Boulos Sarru', and attended by the members of the Department. Postgraduates presented papers on their current work. Participants included Ms. Leila Rahme, Ms. Lina Rahme, Ms. Therese Chbat, Ms. Valérie Aoun, Mr. Harvey Oueijan, and Ms. Sandra Douaiher.

Department of English, Translation, and Education (DETE) at the Christmas Fiesta



Students share their reflections with us:

ENL 213

Most students agree that the English department has good teachers who work together to give the same material and exams.

- > As a first semester at NDU, I find the English Department to be well-organized, and caring.
- > For organization and coordination, the department is perfect.
- > The English Department at NDU is a good department, because they tackle all the issues that concern English, whether it is literature or pure grammar.
- > They offer help and guidance for students who are struggling to pass their English courses.
- > The English Department at NDU is a good department, because they tackle all the issues that concern English, whether it is literature or pure grammar.
- > The English department is a main department of our University. It helps students improve their communication skills.
- > The English courses are good and the teachers are fair and give good explanations.
- > This class is a pleasure. It is a class where I know I can do better and talk better.

- > I would take another English course because I enjoyed the material and the way they've explained it.

Students feel that the English department is essential in helping students because most of them come from the French education system. Most agreed that we are strict in implementing rules such as absences, cell phones, and bringing textbooks to class.

ENL 350

- > It's a good department, very organized and consists of polite and helpful administration. Not to mention the good expertise and education of the teachers.
- > The Department in general is very good in my opinion. Most of the teachers are always well-organized and available for consultation during their office hours.
- > In the Humanities Faculty, the teachers are attentive and caring. They follow the authoritative type of teaching. In their courses, the student focuses more on understanding than on memorizing. Self-opinion is respected.
- > I think the Humanities Faculty

has very competent English and Education teachers. The Dean and the Chairperson are cooperative, but I think the courtyard should be more cheerful.

- > My physical education teachers are the best. They are very interested in teaching us and they allow us to express very well. In addition, the education and psychology teachers are wonderful too, they are very friendly. In my opinion, my PES courses are very related to my interests. Finally, the Humanity Faculty contains the best teachers because in my own experience the Science Department teachers are very strict.
- > The Faculty of Humanities in all its staff, administration, teachers and secretaries is a well established department.
- > It is a good department, it has a high level of education, contains great English teachers but I have one objection, the passing grade return 'D'.
- > The English Department in NDU is very organized. This is because all students enrolled at the University, no matter what



their major is, should sit for an English Test. But there are a few things I hope that the Department would change.

- Not to make a big deal if the student is late 1 minute to class. Such as considering him absent even though he attended.
 - Passing grade become D for all English courses especially 107.
 - Change some teachers
- > The English Dept. did not seem as demanding as it is. I thought it was easier, not that strict, and didn't include daily homework assignments. We never went home with nothing to do, daily essays, summaries, and analysis. It is very well organized and strict, late students are penalized, so are lazy and sleepy students. It is a nice and interesting dept. but demands work as if it is our major course. It is tough and tiring as well as challenging.
- > I've been hearing lately from my friends that the English Department is the most strict department in the University. So first I thought that yes, they are right, the minimum passing

grade is 'C', absence is not acceptable, the term paper is always the issue at hand that we discuss daily... But I think that they somehow are right. If we don't learn correctly the language we will face in the following years many difficulties.

- > In my opinion, I'm glad that I'm not majoring in English Literature, so I think that I can go by these three courses (107, 213 and 230) and everything will be o.k.

INTENSIVES

- > To begin, English courses are very interesting but not to all students. Me for example, I feel that it's unfair to waste a whole semester in Intensive because I'm better than some students in 105 and even 107.
- > In my opinion I think that the English Department is quite good. There are positive and negative issues but the positive ones are dominant. The only negative one is that the Intensive is a bit boring.
- > In my opinion, taking intensive English courses is very important in order to improve our knowledge and our

communication skills in English. After attending intensive English courses, we will be able to speak good English by gaining lots of words and new vocabulary skills.

Conclusion

The Department's commitment to teaching and research revolves around its work with students, and the best way for prospective students to become acquainted is by visiting us personally or electronically at our website: www.ndu.edu.lb

You will find that the faculty and staff are only too happy to listen to your ideas and discuss your academic interests, as well as helping you choose your areas of learning and approach your studies in a way that university life will be rewarding and fulfilling for us all.

NDU Mass Communication

**Dr. Joe Ajami, Associate Professor,
Department Chair**

Taken together, the undergraduate and graduate programs of the NDU Mass Communication Department constitute one of the most dynamic and sought-after programs in the country. In a nation where some forty-five colleges and universities exist, some of which are not even licensed, NDU's Department of Mass Communication takes great pride in the fact that our current students as well as our alumni have been performing at high levels in their chosen areas of study.

The three sequences which make up DMC's undergraduate program are the following: Advertising and Marketing, Radio and Television, and Journalism/Public Relations. The first offers a unique combination of two inter-related and inter-dependent disciplines that students find attractive, interesting and promising in terms of future job opportunities in this field. The combination of Advertising and Marketing renders

our program a truly strong and popular one.

Our students have won several awards at both the local and international levels through contests organized by the International Advertising Association, of which NDU has been a member since the year 2000. Our students who graduate with a degree in Advertising and Marketing also obtain an IAA diploma issued by the IAA Headquarters in New York City. Dozens of our graduates live and work in various Arab states, from Bahrain to Oman, and in a couple of Arab countries have established their own alumni chapters. Contacts between the Department and its alumni are frequent and strong.

Among our most noteworthy alumni are Bruno Adem (Grey), Nathalie Saikaly (Info Mkt), Rima Saad (Grey), Jean-Pierre Keyrouz, Hilda Khalifé (LBC1), Charbel Abi Ghanem (TBWAA-Rizk), Vanessa

Abrini (Fidelity), Dana Saadé (Virgin Megastore) and Laro Akkari (Leo Burnett), to mention only some.

Those who choose to major in Advertising and Marketing garner a solid education in various aspects of the field, specially in the areas of Media Planning, Creativity, Global Advertising, Consumer Behavior, Media Research, Promotional Strategies, Computer Graphics and Animation. A Senior Study Course is the culmination of a student's academic career at NDU, in which students incorporate all that they have learned over the previous three or four years in this wonderful institution.

As during other sequences offered by the Department of Mass Communication, ADV/MKT students are also required to take non-major courses in Art, Science, Religion, Arabic and certain other areas, to make them well-rounded students with extensive knowledge in areas they are sure to encounter in their future careers and work. In brief, the program helps prepare our future alumni to take on the marketplace and the world at large.

As for the Journalism/Public Relations program in our

Department, it is designed to prepare students for careers in these two areas. Journalism is deeply rooted in the fabric of our society, while Public Relations is making great strides in Lebanon, penetrating our educational programs and the cultural framework of Lebanese society. NDU has responded to the global trend of the growing PR phenomenon by introducing five PR courses at both the undergraduate and graduate levels. Public Relations is a diverse area of study and our students will expand their pool of job opportunities by acquiring theoretical knowledge and practical experience in this area. They are expected to develop critical-thinking and decision-making abilities so as to enhance their chances of landing good positions once they graduate from Notre Dame University.

Our Journalism/PR alumni are to be found in various media and other industries in Lebanon and in the Arab world. Among our most noteworthy alumni we may note Pascale Chemaly (TeleLiban), Lamita Eid (*Al Balad*) and Samar Chidiac (NTV).

Last but not least, the Department of Mass Communication offers a program in Radio and Television

which over the years has attracted hundreds of students who have found this area to be truly fascinating. Our R/TV students embark on a broad range of areas within the major. From Scriptwriting to TV Production, to Documentary-making, to Talk Shows and Broadcast News operations, to a senior project film or in Television, NDU students majoring in the electronic media will be ready for the workforce, be it in local radio and TV stations, production houses and regional "Fadaaiyat", or other media organizations. They obtain both the theoretical basis for their future careers and the appropriate technical knowledge in a state-of-the-art studio which is well equipped with the latest technological gadgetry and machinery.

The NDU Administration has been more than generous in providing the studio with equipment which is not only necessary but also practical and modern. Our



students also gain first-hand experience while doing their internship in one of the local media outlets or media-related industries.

To name only a few of the many noteworthy alumni of our program, we may mention Chady Hanna (TV Director), Walid Naseef (MBC), Samer Dadanian (Future TV), Jad Haber (Australia) and Michel Sannan (TV personality).

All in all, the Mass Communication Department continues to grow and it is little wonder that it is now NDU's second largest department in terms of enrollment. We can also be very proud of the fact that the Department has been able to recruit some of the best-qualified teachers, ones who studied both locally and overseas and earned the highest degrees in their areas of specialization.

NDU's Department of Mass Communication is one of NDU's "front-liners", with a gleam that

continues to attract those who are seeking exciting and fascinating careers for their future. More information, news and notes concerning the three sequences mentioned above may be found elsewhere in this special issue of *NDU Spirit*. Potential students are further encouraged to visit our campus and its facilities in person so that they may observe at first hand what we have to offer them if they select NDU as their *alma mater*.

Graduate Program:

Although our program in Media Studies is only a few years old, it is now home for more than fifty students who have chosen one of the concentrations that make up the Master of Arts program. The three areas are Advertising, Journalism/PR and Electronic Media. The program provides students with conceptual and analytic tools in order to prepare them for careers in the Communication industry, to further their academic goals at the doctoral level, and to help those already working in these fields to upgrade and enhance their knowledge in their chosen area of study.

MA students in Media Studies may take two extra courses in lieu of

the 6-credit Thesis on their road to graduation. The Department has already seen eight of its graduate students take their higher degree. The program attracts newcomers from various fields of study as well as NDU students who did their undergraduate work in one of the sequences discussed in the first section of this article or in any other area of study. The program is also designed to accommodate prospective students who are already in the workplace. Hence the courses are given in the evenings and each course is allotted a 3-hour time slot per week.

The undergraduate and graduate programs offered by the Department of Mass Communication both adhere to the general mission of NDU, clearly stated in the NDU Catalog as one of promoting universally accepted humanistic ethical and spiritual values, of enhancing intellectual inquiry and of intensifying awareness of human solidarity and integrity.

Final word:

In its outlook turned to the future, the Department of Mass Communication at NDU aims to be in a position where its curriculum may mirror the new

realities of the ever-changing field of mass communication, particularly those at the educational, practical, technological and cultural levels. We should be able to narrow the gap that exists between our students' education and aspirations and the opportunities provided in the labor market. We live in an age where there is huge emphasis on new means and methods through which we can communicate and we shall undoubtedly do our utmost to be part of this new age. In addition to the changes of curriculum that are being worked on now through the appropriate academic committees, we also aim at updating and enhancing the technical capabilities of our Radio/Television studio, attracting more highly qualified and skilled Faculty members, drawing and retaining top-notch high-school students, expanding our contacts with the Department's alumni, and finally creating an environment where both our students and our Faculty members can take great pride in being part of this fine institution.

Reflections: I believe...

Dr. Khaled El-Fakih,

Mass Communication Department



I joined NDU in October, 1995. In a few months from now, it will be ten years since I came to NDU from the USA, where I had been teaching for almost seven years. How fast time goes!!!

In November of 1995, just after my teaching debut at NDU, I encountered my first challenge. My nephew, who happened to be an AUB student at the time, surprised me with the following question. He said, "Do you know, uncle, what NDU stands for?"

"What a silly question!" I replied. He then got serious and repeated the question. I answered with the utmost sincerity, "NDU stands for Notre Dame University, of course."

"No, uncle, it does not," said my nephew.

"What do you mean, 'It does not.'?"

"NDU," he said with a smile on his face, "stands for 'No Dars (Arabic for study) University.'"

I was shocked and hurt at the same time. What sort of image was that? What sort of perception? And almost immediately, without reflecting much on what my

nephew considered as a joke, I replied, "Not in my class!!!"

Almost ten years have elapsed since the event of this little anecdote took place. The challenge, I believe, has been met. The negative perception about NDU was first neutralized and then turned into a positive one.

This change in and about NDU's image from negative to positive has not been my own doing. I have just been one individual, one player, together with dedicated teams of hard-working faculty and students in our Faculty of Humanities, in our Department of Mass Communication, in our other Schools, and, most of all, in our Administrations that have believed in setting futuristic goals and objectives to be achieved. And achieved they have been.

I had the honor of serving NDU for six years as Chairperson of the Mass Communication Department. During that period I worked, cooperated and coordinated with two Deans who guided the Faculty of Humanities and two Presidents – Administrators – who set missions and visions for us all.

Closer to home, I have had the great good fortune to work with highly dedicated full-time and part-time faculty members, distinguished by their acumen. They had all started meeting the challenge before I joined hands with them to continue the forward movement.

Our students in the Mass Communication Department, who are our ambassadors in Lebanon and the Middle East region, also have not disappointed us. They accepted the challenge as we did

and they have become shining lights of the success stories of our Department.

And so, my NDU friends, I believe...

I believe that actions speak louder than words.

I believe that hard work does always pay off.

I believe that young students need special care in order to achieve.

I believe that the perseverance of the high-caliber of NDU faculty *will* do the job.

I believe that a caring, and, yes, *strict* Administration shows the right paths towards success.

I believe that students always shine when exposed to light.

I believe in the ability of our young and strong Institution to continue striving for excellence and, more

importantly, to achieve it.

I believe that faith creates opportunities and overcomes barriers.

I believe in the spirits and minds of people who never give up.

I believe that love, compassion, endurance and coordination between NDU's various teams create new challenges and visions for the future.

I believe in those among us who are willing to break down barriers in order to build bridges.

I believe in those graduates of our Mass Communication Department who have excelled as our ambassadors in the workplace, and in the same way I believe now in our students who will follow similar successful paths of leadership. I am certain they will bring us more success stories to ponder over.

I believe that success itself represents a new challenge. That is why we in the Faculty of Humanities and we in the Mass Communication Department continue to believe in meeting new challenges-successes.

Finally, I believe in my students' evaluation of me when they write: "Dr. Fakhri is strict, but fair." God bless them all. We believe in *them*.

Advertising Club

Statement of purpose: To promote advertising and marketing in Lebanon by inviting official institutions such as the IAA and AAA for conferences to educate students about the ethics of advertising.

Objectives of the Club: To create a relationship among all the students majoring in Advertising and Marketing, linking them with other university clubs, especially those under the umbrella of IAA academic activities.

Proposal for activities: To invite graduates and those working in the field of Advertising and Marketing to keep in touch with our Club and sponsor our students.

Fall Semester activities:

Student Advising Day: New Advertising/Marketing students were helped by the Advertising Club in choosing their courses during their registration.

The Night of the Ad Eaters: This event was set up to exhibit some of the best ads from all around the world. More than one hundred students from NDU took part in this event, which was held in the UNESCO Palace on November 13th and 14th, 2004.

Admania: This successful event was a tribute for the creative students of Advertising, whose TV commercials were projected for the benefit of other NDU students in a cinematic atmosphere on December 2nd and 3rd, 2004.

Christmas Fiesta: The Advertising Club shared the Christmas spirit

with many other NDU clubs on December 17th and 18th.

Anti-Drugs Conference: The Advertising Club participated in this conference, which was organised by the Connection Society on January 12th, 2005, by exhibiting some anti-drugs TV warnings produced by NDU students.

Spring Semester activities:

The AAA Workshop on Integrated Marketing Communications: This workshop was presented by the Advertising Agencies' Association, with which **Mr. Kamal Darouni**, AAA General Secretary, has provided our club a direct contact.

Advertising Club Website: The Advertising Club will launch its new website soon in order to promote its activities.

Advertising Club Link: The concept behind this project is to set up a direct link for current Advertising and Marketing students with NDU graduates who are already working in the Marketing Communications field.

Founder's Day: The Advertising Club is to take part in this yearly event together with other NDU Clubs.

Advertising Club CD: The Advertising Club is to produce a CD including addresses of the advertising agencies in Lebanon and several key topics such as "handling a job interview", "tasks of each position in an advertising agency", etc., in order to prepare students to make the most of job opportunities.

IAA Advertising Day: Being the only IAA-accredited club in Lebanon, the NDU Advertising Club is also to participate in organising this workshop at NDU, as was done on May 22nd, 2004.

Social activities: Our club is to continue its endeavours to distinguish itself in NDU student life by creating its own highly entertaining events.

The Legacy of Middle East Media and Its Outcome

By: Kamal Darouni

-Assistant professor (NDU), School of Humanities

-General Secretary of (LAAA)

1. INTRODUCTION

2. THE EFFECT OF THE LANGUAGE AND CULTURE ON MASS MEDIA

3. FREEDOM OF PRESS AND ITS CONSEQUENCES OVER THE MASS MEDIA IN LEBANON

Mr. Kamal Darouny, member of the IAA and IABD, has been an assistant professor of the Advertising major at Notre Dame University, Louaize, Lebanon, since 1991. He formed the NDU Advertising Club in 1992. During his 30 years of global professional career in advertising, he was acting as Executive Vice President of Kazan Advertising Agency in Europe, Far East and the Middle East from 1972. In 1980, he moved to Al Ousbou Al Arabi Pan-Arab publication, then Al Qabas International, then Dar Al Sayad in London, where he held all through the position of International Advertising and Marketing Manager. He is the author of the book Advertising and Marketing Communications in the Middle East, published in 2002 by NDU. Today he holds the position of General Secretary of the Lebanese Advertising Agencies Association (LAAA)

1-Introduction:

When we refer to mass communication, we are concerned with sophisticated techniques of telecommunications. In the past, man used to search for news but today the news follows man. The English saying " No news, good news" does not apply any more as no one can hide from the high exposure to media which forcefully intrudes into our homes and imposes on us its planned information by motivating various ethnic groups in Lebanon with different beliefs and inherited attitudes. Some control over this issue of *laissez-faire, laissez-passer* information and some misleading advertising is becoming an absolute necessity. On the whole, where do the Lebanese mass media stand *vis-à-vis* the ever-growing strength of the Middle East media that have already reached our doorsteps?

In order to understand better its future trend, we have to rewind our watches back to the past.

The first Arabic newspaper appeared in Cairo in 1820, followed by Algeria in 1847, then Beirut in 1858, Tunis in 1861 and Damascus in 1865.

While radio communication started in 1920, television was first viewed in the late 1950s in both Iraq and Lebanon. The 1950s witnessed the emergence of the Arab states and the political concepts started to be formed in parallel with the following three systems of press in the Middle East.

Mobilized Press

The printing press controlled by a political faction is supposed to mobilize public support for the regime. Publications printed in countries such as Iraq, Libya and Syria are good examples.

Loyal Press

This group has hardly any freedom of speech and tends not to attack the basic elements of national



policy, which are enumerated by the regime. Their tendencies are traditionalist in countries such as Egypt, Bahrain, Jordan, Qatar, Saudi Arabia and U.A.E.

Press Enjoying Freedom

This comprises publications which are privately owned and reflect a variety of viewpoints. Lebanon provides an example and Kuwait a pure copy of this freedom of speech.

Nowadays, the Middle East is witnessing a change in media technology. The mass market is under continuous development, thus continuously changing the lifestyle of the consumers. In the Arab world the barriers between different ideologies are starting to slowly phase out. The increased number of satellite TV stations covering the Middle East area is pushing the foreign advertisers to globalize their advertising messages, resulting ultimately in decreasing their advertising

expenditures in the indigenous T.V. stations.

Not to lose ground, media barons backed by certain influential Arab business men are motivated to gain, far outside their conventional territories, the widest Arab audiences. Their motive is to spread their political ideologies, religious tendencies or personal egos, mainly Saudi Arabian, Iranian, Syrian and formerly Iraqi.

Still, politically, ideologically, economically, and socially, some of the Arab countries continue to be heterogeneous despite the new world order, and the differences that exist in the structures of their governmental attitudes and policies will ultimately affect the role of the mass media in the Middle East. A certain fraction of the indigenous inhabitants is still acting in matters of social justice according to certain tenets and still has pride in the common bonds of language and religion despite the powerful effect of the

brainstorming information which is flashed around.

2. The effect of the language and culture on Mass Media.

Taking a bird's eye view, we may say that the Middle East population consists of nearly 200 millions spread out over twenty-two countries. The Near Eastern and North African nations are still considered to be underdeveloped countries, whereas the Gulf States, accounting for nearly 15% of the total population of the Middle East, have the highest GNP in the world, with sophisticated methods of telecommunication.

Although the Arabic language is spoken in over 30 dialects and written in eight different styles of Arabic calligraphy, yet the classical Arabic writing of the Press has evolved and become acceptable to all Arabs. The Lebanese press media became the pioneer of the Pan-Arab concept in 1970, followed by the Pan-Arab audio

coverage by means of Radio Monte Carlo in 1975, which created the Near East concept of audio communication, thus displacing the Egyptian language in audio visual communication, which had been strongly implanted for nearly half a century.

To fill the gap that existed in Pan Arab audiovisual communication, local televisions started telecasting their programs to all the Arab countries via satellite. Arab people are linked with strong cultural and psychological ties due to the teaching of Islam even if they have been under different colonial rules. Syria and Lebanon for instance were under French mandate while the Gulf countries were under British control.

The Americans and their allies looked upon Lebanon as a secure base for their operations because Lebanon enjoys a pattern of various beliefs and holds a strategic position in the Mediterranean with proximity to all

Arab states, making it again the center of Middle East information and advertising communications. One has only to consider that there are around five hundred advertising agencies whose main offices and branches are implanted in the Middle East

Most of these agencies are Lebanese and employ Lebanese manpower. Not only that but many media, be they audio visual or print media, employ Lebanese. To mention only a few, we may cite TV stations *Al Hora*, *Al Arabia*, *Al Hayat LBC*, *Rotana* etc., radio stations *Monte Carlo*, *Al Shark*, etc., and the publications *Al Majalla*, *Sayidati*, *Hiya*, *Al Hawadess*, etc.

3. Freedom of Press and its consequences over mass media in Lebanon.

Before the 1975 war fought on its soil, Lebanon was the center of Middle East information and the base for major advertising and

marketing activities in all the Middle East area. Its current economic system found its root in that of free enterprise, with banking *ouverture* as the main source of economic stimulation. A political settlement known as the Taëf Agreement had stopped the loud music of bombing and shelling and introduced a softer music known as the "reconstruction of the city". This did not finally resolve the problem and a new chapter has now opened with the UN resolution 1559. This agreement has introduced new fighters in the media scene known as the media barons, who wield better weapons stronger than the guns .

Just imagine! Lebanon today has more than 350 valid licenses for printed media and 35 for TV/channels, while there are several dozen licensed radio stations. This explosive expansion in telecommunication may impose a real burden on local advertisers, especially in terms of analyzing individual reach and coverage, which has come to light in the case of certain media organizations suing one of the major players in statistical media research, namely *Stat Ipsos*.

New advertising media systems in Lebanon are either heading

towards a monopolistic stage or alternatively to a fierce fight between the media barons, which has recently forced the government to start establishing law and order. Meanwhile, the Gulf States have been defined as personal re-export markets, due to the increasing number of expatriates, mainly Arab Levantines, Asians, Iranians and Europeans. Most of these individuals read their national media; for this reason we notice the availability of many foreign press media in the territories mentioned.

To overcome this great demand for imported media, especially Lebanese, which were dominant until 1980, each Arab Government then searched for a solution and increased the number of its dailies and weeklies. The Lebanese war helped to attain this specific objective because of the Lebanese Press people who moved mainly to the Gulf area to earn their daily bread as soon as the Lebanese war had started. Consequently the Gulf Media have emerged. For political reasons, each Arab government tends to control its press media, with the exception of Lebanon, where press freedom prevails to a certain extent, with many ideologies addressed to many different readers.

The pioneer of the Pan-Arab concept (umbrella) was the late Salim El Lawzi, owner of the *Hawadess* publication, who moved to London during the Lebanese War. Other top reporters fled to Europe as well and published their magazines with the financial support of certain Arab governments. These publications include *Kol Al Arab*, *Al Watan Al Arabi* and *Al Mostakbal*. Because of their strong infrastructure, *Al Ousbou' Al Arabi* and *Al Sayad* decided to keep their base in Lebanon at the time when Saudi Arabia was seeking to control the main political Pan-Arab and international press media. It did so by means of *Al Majalla*, *Al Dawliya*, *Al Shark al Awsat*, *Al Hayat* newspaper, etc.

Finally, today there are major technological developments prevailing in the field of television and telecommunications that will have important implications for the mass media scene. Such changes will oblige Arab governments to

reduce their role in communication due to the disappearance of Communism and the arrival of the American system of globalization, the latter being destined to introduce international values in terms of life style, permissiveness and self-determination among the people of the nations around the globe.

Until a new emperor comes I shall keep my fingers crossed!

Mass Communications

Faculty Members

New Faculty Member

Brigid Maher, Fulbright Scholar from the United States, is joining the NDU Mass Communications Department for the Spring 2005 semester. The highly competitive and prestigious Fulbright Scholar Program is accorded in the United States to scholars distinguished in their chosen field and our new Faculty member is one of the youngest recipients. She will be teaching Documentary Production, Editing, Comparative Broadcasting and Cross-Cultural Communications.

Brigid Maher, Assistant Professor, tenure-track, joined the School of Communication at the American University in Washington DC in Fall 2004. She had come from Columbia College, Chicago, where she was Artist-in-Residence for three years and coordinated the Motion Graphics Program in the Film and Video Department. She received a Master's of Fine Arts in Radio, Television and Film from Northwestern University and her Bachelor of Arts in Philosophy and International Affairs with a concentration in Islamic Philosophy and Middle Eastern Studies from Colorado College.

Brigid Maher has directed film and theatre productions in the USA, the West Bank and Oman, and has

recently completed a documentary about the underground artist King Vel Veeda and his legal fight against Kraft Food Holdings. In addition, she wrote, directed and produced the feature film *Adrift in the Heartland*, shot in Palestine and Chicago. Her films have won recognition from the Anti-Defamation League, City of Chicago, Marshall Center for the Arts, and the Washington Commission for the Humanities.

Brigid Maher's films have been shown around the world and most recently in film festivals in Hawaii, Oregon and Washington DC. In December of 2004, her documentary *The King, the Lawyers and the Cheese* was the opening-night documentary selection at the Portland Underground Film Festival. She will be more than happy to be a guest speaker or show her work in classes at Notre Dame University. She may be contacted via email at bmaher@ndu.edu.lb.



Dr. Joe Ajami, chair

Born: Saghbine, West Bekaa, Nineteen something

Family: Youngest in a family of six, father of 3 boys: Marc-Joe, Andrew and Anthony. Married to Amal Chedid.

Education:

- < B.A.: Lebanese University, 1978. Earned a scholarship to the United States, departure in 1979.
- < M.A. in Journalism and Ph.D. in Mass Communication, both at Ohio University in Athens, Ohio, in 1982 and 1987 respectively.

Jobs in U.S.

- < Walsh University, Canton, Ohio: 1st teaching assignment in 1988.
- < Christian Brothers University, Memphis, Tennessee, Assistant Professor and Chairman of Department of Communication and Performing Arts 1988-1993.
- < Florida Southern College, Lakeland, Florida, Assistant Professor 1993-1994.

At NDU:

< Since September 1994. Chairperson of NDU Department of Mass Communication, 1994-1997. Currently Chairman of the Department since October 2003. Associate Professor since October 2004.

1st course taught: Speech Communication

Areas of concentration: Print Media; Public Relations; Advertising Creativity.

Favorite Subjects: The ones that I teach!

Likes: Ethnic food (especially Thai & Chinese); music and poetry; kindness and generosity in people; mixed drinks; traveling; sunsets and sunrises; college life; summer nights; ladies in pink; freedom of speech.

Dislikes: Back-stabbing; nagging; ungratefulness; driving at night; elevators; sugar-less Turkish coffee; very, very formal dinners; trash television; traveling (yes, it's also listed under my likes); politics in Lebanon; winter; phosphorous colors; humorless people.

Hobbies: Surfing (the web that is...); watching American football and basketball; fast walking; writing poetry; cooking on week-ends; spending time with my children; and teaching of course.

Biggest Blessing: My family
Biggest Disappointment: Not having a daughter

Favorite actors: Dustin Hoffman, Robert De Niro

Favorite Actresses: Sandra Bullock; Julia Roberts

Favorite Movie: The Graduate

Favorite Singers: Oum Kalthoum, Abdel Halim Hafiz, and the Irish

Band: U2

Favorite moment: Getting up every morning

Least favorite moment: Getting up every morning (yes, no printing error)

Last word: I don't want any word to be my last word.



Dr. Khaled Fakhri, Associate Professor, Mass Communication Department.

Dr. Khaled Fakhri joined the Faculty of Humanities as Assistant Professor of Mass Communication in 1995 and chaired the Department between 1997-2003. He received a Ph.D. in Journalism from the University of Missouri at Columbia in 1993. He is a holder of an MA in Communication from Michigan State University-East Lansing, a Secondary Teaching Diploma, the Lebanese University-Faculty of Education, a BA in Journalism, the Lebanese University, and finally a BA in Arabic Language and Literature from the Lebanese University.

Dr. Fakhri has received many awards such as the Bush Foundation Excellence in Teaching Award; 1994 (Teacher of the Year at Rust College, Mississippi), Graduate Student Teaching Award for Excellence in Teaching, School of Journalism-University of Missouri-Columbia, and the McIntyre Graduate Student Fellowship.

Dr. Fakh's research interests include, but are not limited to, effects of mass media, controls of information, political communication, media and opinion, and media law and regulations.



**Dr. Mahmoud Hammoud,
Assistant Professor of Mass
Communication.**

He has taught a variety of courses, from introductory to senior classes, and in the undergraduate and graduate programs at Notre Dame University.

Dr. Hammoud received his doctorate from Ohio University's College of Communication in 1992. The Communications Program at Ohio University is considered among the best programs in the United States of America.

Dr. Hammoud's educational background also includes an MA in Economics from Ohio University (1985), and graduate and undergraduate degrees in Political Sciences and Administrative Studies from the Lebanese University in Beirut, College of Law and Political and Administrative Studies (1982, 1979).

His doctorate dissertation and research interests are focused on diaspora communications.

Dr. Hammoud received recognition for a research paper from the International Communication Association (ICA) in 1992. He also published a chapter about the Lebanese media in *Mass Media in the Middle East: A Comprehensive Handbook*, by Hamid Mowlana & Yahya Kamalipour in 1995. He also published an article about the role of communication in preserving Palestinian national identity in exile in *Howard Journal of Communications*.

Dr Hammoud has been at Notre Dame University, Department of Mass Communication, since 1993.

Mr. Kamal Darouny

Mr. Kamal Darouny, member of the IAA and IABD, has been an assistant professor of the Advertising major at Notre Dame University, Louaize, Lebanon, since 1991. He formed the NDU Advertising Club in 1992. During his 30 years of global professional career in advertising, he was acting as Executive Vice President of Kazan Advertising Agency in Europe, Far East and the Middle East from 1972. In 1980, he moved to *Al Ousbou Al Arabi* Pan-Arab publication, then *Al Qabas International*, then *Dar Al Sayad* in London, where he held all through the position of International Advertising and Marketing Manager. He is the author of the book *Advertising and Marketing Communications in the Middle East*, published in 2002 by NDU. Today he holds the position of General Secretary of the Lebanese Advertising Agencies Association (LAAA).



Mr. Vatche Dorelian

Mr. Vatche Dorelian is an assistant professor in the Faculty of Humanities, Department of Mass Communication. He attended the Hovagimian Manoogian Secondary School for Boys and graduated in 1980. In the same year he was accepted to study Theatre Arts in the Yerevan State Institute of Fine and Theatre Arts in Armenia. He also received theatrical training in the Armenian State Opera and Ballet, and Taganka and Vakhtangov Theatres in Moscow. While working on his diploma he directed a dramatic tele-film in the Armenian State Television under the title "Parasites of the Revolution".

This was in 1987. In 1988 he was a post-graduate student and worked in the Armenian State Television.

In October 1988 he had the opportunity to join NDU as a part-time instructor and in 1990 as a full-timer. He has been an assistant professor since 1992 in the Department of Mass

Communication and was the Chairman of the Department, 1991-1994. In 2001, he was elected faculty representative and for almost four years he has been holding this position, serving the University faculty and their needs. He has been the studio manager of the Radio/Television Studio at NDU. He has participated in the community activities and has produced and directed several productions.

Dr. Najah Abdallah. Assistant Professor of Mass Communication,

Dr. Najah Abdallah joined the Faculty of Humanities as Assistant Professor of Mass Communication in 2003. She received her Ph.D. in Science of Information and Communication from the *Université Michel De Montaigne, Bordeaux III, France*, in 1992. She holds a Master of Arts degree in Science of Information and Communication from the *Université Michel De Montaigne, Bordeaux III, France*, and a Bachelor of Arts degree in

Journalism from the Lebanese University.

Dr. Abdallah has had teaching appointments at the Lebanese University, the University of Qatar and Georgetown University.

She has also done professional work at the UNESCO, the World Bank and the Center for Educational Research and Development, Ministry of Education.

In 2002, she was awarded a Fulbright Fellowship.

Mass Communication Guests

The Sprouting of Reality TV

Marwan Najjar, the well-known script writer, was invited to NDU on the 26th of January to talk about Reality-TV and TV Dramas.

At first, Mr. Najjar trailed the sprouting of Reality TV to an economic and competitive idea that has brought huge amounts of money to TV stations. Star Academy was a good example of this kind.

When asked if Reality TV endangers TV Drama, Mr. Najjar said that he attended a meeting at one time at LBCI and was told that the role of drama was over and that it was to be replaced by Reality TV. That was how the program *صارت معي* saw the light, mixing drama with Reality TV.

Finally, Mr. Najjar enlightened the Radio-TV students about the future of the industry in Lebanon and explained to the Advertising and Marketing students about his early experience in the field with Leo Burnett.

We want to say THANK YOU to Mr. Marwan Najjar for coming to give us an idea about Dramas and Reality TV in Lebanon.

By Cynthia Farhan, Carol Hannoun, Maria Mahrouk, Eliane Harfouche, Rita Dahdah, and Paola Ibrahim.



Hadi Charara at NDU



In the framework of its activities for autumn 2004, the P.R. class at NDU, supervised by **Dr. Khaled Fakh**, hosted the composer **Mr. Hadi Charara** on Dec 14, 2005.

After the Lebanese National Anthem, Dr. Fakh welcomed the guest, who was presented by the student **Tania Naser**. Then

Mr. Charara spoke about the unsettled situation of the arts, in particular in Lebanon and in the Arab World in general, and the responsibility of the public. Mr. Charara added that in order to change this situation it was necessary to ignore the bad art.



AT NDU

INTRODUCTION

Perhaps the simplest reason for studying psychology is that we are in the midst of a psychological revolution. Aldous Huxley, the 20th century philosopher, once said, "We have had religious revolutions; we have had political, industrial, economical, nationalistic revolutions. All of them are trivial in comparison with the psychological revolution which we are in."

Look around you. Newspapers, magazines, TV talk shows, radio programs are full of psychological information. Psychology is discussed at home, at school, in business, and in bars. You can hardly consider yourself educated without knowing something about psychology.

We are all fortunate to be here at NDU. These have been four productive years. We have just started our fifth year since the launching of the psychology program. We have currently around forty students majoring in psychology in its three concentrations: Clinical, Educational, and Industrial. In these years, we have had such a wonderful opportunity to shape and to prepare what these students will do. I believe it is a great responsibility because the shapers of the future are these people who will come forth to lead it.

The Program of Psychology, in the inception of which I shared, is an extraordinary unit in a prominent university. We value the colossal contribution of **Dr. Christine Sabieh** in the development of the psychology curriculum. Last but not least, we are indebted to the psychology advisor, **Dr. Joe Ya'acoub**, who serves as an inspirational mentor to our students.

As faculty members we find that students have many fine questions about psychology. Among the examples are "What courses should I take?" "Is research really obligatory?" "How do I get involved?" "What kinds of career in psychology are there?"

We hope that that the answers to these questions will help you catch the fever of psychology.



- > "Would you tell me, please, which way I ought to go from here?"
- > "That depends a good deal on where you want to get to," said the Cat.

- > "I don't much care where-," said Alice.
- > "Then it doesn't matter which way you go," said the Cat .
- > "So long as I get somewhere," Alice added as an explanation.
- > "Oh, you're sure to do that," said the Cat.

I confess that from the onset I did want to get "Somewhere" with my career in psychology but I had no idea that I would some day be a faculty member and a therapist. Like Alice's before me, mine has been far from a straightforward journey.

I remember very well, as if it were yesterday, the day just about seventeen years ago today, when I bid my own parents farewell going to University. I remember the look in my parents' eyes that day, the pride in where I had reached; the apprehension about their son's future and the sadness that I would not be at the family dinner-table the next day.

PROGRAM OF STUDY

The Psychology Program is a strong curriculum with a secure position within the Department of Social and Behavioral Sciences, which is chaired by **Dr. Doumit Salameh** in the Faculty of Humanities.

The Psychology Program provides students with three essential fields of concentration: Clinical Psychology, Educational Psychology and Industrial Psychology.

The program is grounded in a scientist-practitioner model as reflected in its commitment to a synthesis between theory and practice throughout all academic and professional preparation opportunities.

The required courses in psychology are arranged in a hierarchical sequence in order to avoid redundancy and to achieve a high level of learning during the undergraduate years.

Psychology majors at NDU enjoy small class sizes, close-knit ties with each other, and individual attention from faculty.

Before the student terminates his program of study, he should consider a practicum in his field of concentration. The practicum experience is a time for practical skills to be integrated with conceptual/theoretical knowledge.

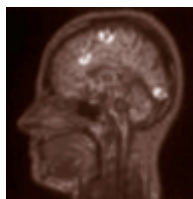
To graduate, a student must complete a total of 106 credits.

PROGRAM UPDATES – Get a further leap

We are announcing at the psychology major a new initiative to encourage top psychology students to pursue higher studies. Upon the demand of **Dr. Boulos Sarru'**, Dean of the Faculty of Humanities, we have completed the first phase of a Masters Curriculum in psychology. Since summer 2004, **Nicole Beyrouthy**, coached by **Mr. Simon Abou Jaoude**, has made endless effort in this project as part of her practicum in Educational Psychology. She will discuss the outcome of her research with the faculty in a formal presentation next semester.



One of the major additions to the Psychology major in the past year was the initiation of a Minor Program in Psychology for academically interested students from other majors at NDU. We know that many graduates find jobs in fields that are directly related to their major. However, others decide to use their degree in other fields of work such as human resources, loan counselor, executive recruiter, social assistant, marketing coordinator, public relations, health coordinator, vocational rehabilitator, to name a few. These and many others are encouraged to pursue a minor degree in psychology.



We have signed a protocol with "*Hopital Psychiatrique de la Croix*" so that students are able to engage with the world of practice, which teams NDU clinical psychology students in a program with the top psychiatric system in Lebanon and the Middle East. We have also attracted top industrial management to accept our NDU industrial psychology students in their internships.

FACULTY MEMBERS PROFILES

A wise man once remarked, "Governments fall because of ideas developed in the quiet of their study." Most faculty members teaching psychology courses hold doctoral degrees in psychology or are actively pursuing it. In addition to their teaching assignments, they bring excellent records of research and publications.

Joe S. Ya'acoub, PhD

He graduated from the American University of Beirut with a B.A. in Political Studies with a teaching Diploma in History. From Loyola University of Chicago, he earned his PhD in Philosophy of Education and a minor in Counseling Psychology. From the same university he also earned a Master's in Spirituality. He assumed the position of counselor at Loyola University of Chicago and at Calumet College of St. Joseph.

Additionally he taught courses in psychology education and philosophy. Presently Dr. J. Ya'acoub is a full-time faculty in the Department of Social and Behavioral Sciences and the advisor of the Psychology program.

Christine Sabieh, PhD

A holder of a Doctorate *Première Catégorie* with Distinction in Education from USEK, and a B.A. and M.A. in Psychology from American University of Beirut, she works as a psychologist, educator, and English language professor. She has chaired, directed, and coordinated departments and programs in several universities in Lebanon. At present, she is the Chairperson of the English, Translation and Education Department at Notre Dame University. She teaches courses in psychology, education, mass communication, and English on both undergraduate and graduate levels. She publishes and participates in conferences on both national and international levels.

Georges Hajjar, PhD candidate

He has a B.A. in Psychology and four master's degrees in: 1- Social Work, 2- Islamic Studies/Christian-Muslim Relations, 3- Education/TESOL and 4- Educational Leadership. George Hajjar is licensed by the U.S. State Dept. of Public Health as Licensed Clinical Social Worker and is certified by the U.S. State Dept. of Education as an Administrator. He has received several awards such as the Governor's Service Award in 1998. He has worked for several years for the State Depts. of Education, Children and Families, and UCONN. He has been a full-time faculty member at NDU for the past five years and he is a Ph.D. candidate in Middle Eastern Studies.

Simon A. Abou Jaoude, PhD candidate

He is a senior lecturer in Clinical Psychology in the Department of Social and Behavioral Sciences in the Faculty of Humanities. He holds a diploma of psychotherapy on Psycho-Organic Analysis and has earned the distinguished "European Certificate of Psychotherapy". Mr. S. Abou Jaoude's on-going interest is training psychotherapists. At present, he is a Ph.D candidate at the Lebanese University. He has participated in several national and international conferences on Student Affairs and has a particular expertise in addiction rehabilitation and male depression.

In addition, four affiliated part-time faculty members to the Psychology program whose success stories are by the pagefull are: **Micheline Husseini**, Regional Human Resources, Phoenicia Intercontinental; **Rita Mouawad**, Regional Human Resources, C&A; **Dr. G. Kazour**, Head Clinical Psychologist at *Hôpital Psychiatrique de la Croix* and **Ms. Linda Akl**, Educational Psychologist.

STUDENTS' PROFILE – Reflections from the Other Side

One of the great pleasures of working at a university is that at the beginning of every semester there is a wonderful mix of both familiar and new faces among our students. New undergraduate students arrive eager to learn and freshly graduated students prepare themselves for the next step in their career. I think I can make one determination with absolute confidence; the forty students are a truly remarkable group, as Dr. Ya'acoub observes, each one of them standing out for his potential.

Nathalie, who was the first student to graduate from the Psychology program, stares enthusiastically, "Being one of the first to enroll, you would think that my experience would have been hectic, disorganized, and purely experimental. In fact it was just the opposite. My professors took utmost care in preparing the course program and were keen on providing us with up-to-date information and trends in the field of psychology. I am currently working in a leading Human Resources consultant company as a Recruitment and Counseling Officer. When I look back at my university education, I have a new-found appreciation not only of the knowledge I gained, but also of the care and support that I had from great professors."

Nicole comes to psychology from an extensive teaching background in early childhood,

"I chose educational psychology with the hope that it would offer me more power and opportunities to ameliorate the lives of many children. This experience has given me confidence that I can handle the pressures of the work environment." After she earns her psychology degree, she plans to attend graduate school and eventually work as a school psychologist and psychotherapist.

As Jad pursued his psychology studies, he realized that his main area of interest was Industrial psychology. Jad also thinks very highly of the psychology program at NDU: "I like that our psychology major is experimentally driven. It gives the students a great deal of hands-on experience with research that is relevant to real life."

Joanna, who had no doubts about her chosen field of study, Clinical Psychology, comments, "So what's next? I have no insightful words of wisdom and I am just as scared as the next unemployed soon-to-be-graduate. They say that college years are the best of your life. God, I hope not. They were incredible, but there's more to come. I am grateful for this education. I am grateful for this experience. I am leaving here with so much more than what I came with. Thank you for a wonderful four years."

Sasha, who came to NDU in Fall 2000 from Nigeria, would like to offer advice to new students, "If you have an opportunity to do a clinical practicum, don't miss it! It is a valuable experience for you as an individual, as a student, and as a member of the future psychology work force."

Fay, who is a Spring 2005 tentative graduate, says, "I need to get something off my chest. I've been going to university for about four years now. I want to say that I really had a wonderful time. Meeting you all and having you as friends was one of the best things that's ever happened to me and has been the most influential and experiential thing I've ever had. So, to quote Thoreau, 'Go confidently in the direction of your dreams,' and thank you."

Marie is an industrial psychology major who was born and raised in Australia. She has decided what she wants to do with her psychology degree: "I want to find a job that I am passionate about and enjoy getting up in the morning for." She is considering graduate school in psychology.

Nadine, who shifted to Industrial Psychology, notes, "The program in industrial psychology is one of the best experiences I have had in my educational history. It gave me a lot of confidence in my ability to formulate my ideas about things I'm interested in."

And the list goes on with student experiences of Zeina, Khalil, Talar, Nada, Salim, Rania, and Maya...

To end, Welcome new students, welcome back to old students, and to those who have graduated we say, "Stop by and say Hi, we'd love to hear how your professional happenings are progressing."

CAREER OPPORTUNITIES – Launching Your Career

"You're a Psychology major? What can you do with a degree in psychology?" Heard this before? If not, someone will bring it up... and if others don't, the student should.

I begin with one of the things currently most on our minds, or if it is not, soon will be– the job market. Careers paths within the field of psychology are shaped in part by a person's level of education and in part by a person's career interests.

The bachelor degree in psychology is not job training and does not pretend to be. Hopefully, our graduates have learned how to learn, a valuable skill to carry into the future.

Undergraduates with a degree in psychology find work as, or more, readily than degree holders in other disciplines in the sciences and social sciences, and they are more likely than other social science degree holders to find employment that is related to their undergraduate major.

So, what does a "psychologist" do?

There are many subfields within

psychology, and consequently there are numerous career paths for a person with a psychology background. Some people work in applied settings: for example, clinical people working with behavioral problems or working in crisis centers, educational people assessing children in school, or industrial people trying to improve the workplace. Others work in academic settings: teaching psychology in high school or university, and/or conducting research on theoretical and practical issues in any of the many subfields of psychology.

The skills and knowledge acquired through a psychology degree may be accounted for almost any career path!

PSYCHOLOGY SOCIETY – Student Happenings

But nothing will be more important to our success than our sense of community that is to be a “person for others”. And here NDU has a great deal to rely upon. The formation of the Psychology Society in the fall semester 2004 has been a very pleasant addition to student life. It is a great way to provide opportunities for psychology students to enhance understanding and appreciation of psychology through a variety of social and educational activities:

Peak interests with contacting and hosting prospective psychology students will be established. Speakers from fields specific to psychology will be invited. Field trips to points of interest such as

mental health institutions, rehabilitation centers and prisons will also be scheduled. Social, community and service activities will be coordinated.

“These events are open to the entire student body so as to encourage all students to learn more about the field of psychology,” says **Pia Zeinoun** who is considered the initiator of this psychology gathering.

The overall guidance for the Psychology Society comes from the society advisor, Dr. Joe Ya’acoub, who will work closely with the members in the planning, development, and implementation of its activities and events.

We are looking forward to several events on the horizon for the coming year.

CONCLUSION

The general rule for success in any endeavor is to find something you like to do, and then pursue it with vigor and persistence. Lynne Cheney, chairman of the National Endowment for the Humanities, wrote in *Newsweek* that many of USA’s most successful people had a liberal arts background, including President Reagan, Colin Powell, 38 percent of the CEO’s and nine of the top thirteen executives at IBM. Her study showed that social science and humanities graduates, particularly psychology majors, moved faster into middle management and were doing as well as their business and engineering counterparts in reaching top management levels. She concludes, “Students who follow their hearts in choosing majors will most likely end up laboring at what they love. They’re the ones who will put in the long hours and intense effort that achievement requires. They’re the ones who will find the sense of purpose that underlies most human happiness.”

And then after...

- < “But I don’t want to go among mad people,” Alice remarked.
- < “Oh, you can’t help that,” said the Cat.
- < “We’re all mad here. I’m mad. You’re mad.”
- < “How do you know I’m mad?” said Alice.
- < “You must be,” said the Cat, “or you would not be here”

Written and Prepared by
Simon A. Abou Jaoude

Courses in History of Thought

Norman Nikro



The Department of Social and Behavioral Sciences offers two courses in the history of thought. One of these covers the period until the sixteenth century, the other from the sixteenth century to the present. Both courses address major texts in philosophy, religion, and political theory, and are designed around the reading and discussion of primary texts.

In the first course, HUT 305, I begin with *The Epic of Gilgamesh*, and then go on to Plato's *The Last Days of Socrates*. This semester I have introduced to the course Sophocles' play *Oedipus the King*, and have also included for the first time Aristotle's *Nicomachean Ethics*. With these texts I cover themes concerning life and death, the way in which nature is conceptualized and domesticated, gender relations, happiness and spirituality.

In HUT 306 I begin with Descartes' *Meditations*, a central text in the rise of humanism and the development of modern science. I then cover writers such as Rousseau, Voltaire, Freud and Marx, as well as Beckett and Tayeb Salih, ending the course with a reading on postmodernism.

Generally speaking, the HUT courses are meant to encourage

students to reflect upon not only philosophical issues and themes, but more importantly how ideas develop through and in history – how ideas and thoughts are both embedded in certain historical circumstances, and how they influence and shape historical developments.

Moreover, students are encouraged to think about issues concerning citizenship and belonging, in respect not merely to rights but also to responsibilities and obligations. Unfortunately, the type of classical political theory that outlines civil responsibilities – such as that we find in the work of Rousseau and Voltaire, more radically in Marx – has been somehow lost in this hyper-modern period where individual rights and interests have tended to define civil life in strictly economic terms.

In my courses I encourage students to develop the art of thinking, and of expressing their thoughts through both discussion and written forms. Hence I have students give a class presentation, and write essays on topics or themes of their choice, within the range of options I frame my exams.

The feedback I have from students, for HUT 305, is that religious texts

could play a smaller role, particularly as they cover such readings and related themes in other courses. For HUT 306 students have suggested that some poetry be included, and perhaps some Australian literature, as well as more texts by women authors.

The HUT classes, I am convinced, play an important role in developing the capacities of students to reflect upon themselves, on their relationships to others, on their relationship to history and society. This involves an ethical dimension of having some progressive commitment to the understanding of others who are different, who have different cultural values and ways of life.

Other than this the courses benefit students in their capacities to read and write, and to approach contemporary themes in an interesting and progressive manner. It seems to me that a healthy, democratic society committed to social justice requires constant questioning and debate if problems are to be solved in an equitable manner, and if all members of society are to have equal access to basic needs such as health, education, and work.

For a New Method of teaching Philosophy — Al Khaddada

Dr. Clovis Karam

Assistant professor of Philosophy and Religion, NDU



Teaching philosophy at Notre Dame University is becoming a daring endeavor. The “virus of pretentiousness” has not only affected our Lebanese-born students but unfortunately also our foreign students of Lebanese descent. As a crowning misfortune, most Lebanese people know by heart that philosophy started on our shores with some famous Phoenician-Greeks. They know that the West adopted and adapted our philosophy and unjustly attributed it to the Greeks, naming it the “Greek Miracle”. We know that our ancestors produced one of the greatest inventions ever — the alphabet, the universal tool of communication (except for the Chinese and Japanese).

At first glimpse, the recognition of these facts appears to be healthy. But, not continuing this path of creativity that our ancestors initiated, yet living off their legend, is what I would term the “virus of pretentiousness”, which infects the Lebanese mind.

Socrates excelled in imitating his mid-wife mother by giving birth to new ideas. He considered himself a gadfly that keeps the minds of his

interlocutors awakened. This method worked for Socrates, yet he died for it.

Is there any other way to re-ignite the sleeping Phoenix in our collective minds? I believe I could provide a new method of producing critical thinking in philosophy called “Al Khaddada”. In order to produce new ideas, we need to shake our sleeping minds, like our grandmothers used to shake the Khaddada to yield creamy butter. New medical research successfully introduced “electric shock” to resuscitate the dead. This is the task of the new philosopher — stirring the mind through a new kind of dialogue that I will term “dialectic of Al Khaddada”. Here are some examples: We pretend that we are the smartest people on earth just to wake up being governed by mediocre foreigners and no electricity. To that ailment, Al Khaddada philosophy enlightens us that we are still the bird that flies in the darkness, the owl, the Minerva. Only in our country is it possible for some to bake an “electoral law” on the eve of a major national election to later realize that it was cooked in the worse bakery of our country - our parliament.

Shaking ideas may at times be shocking ideas. Against the common belief that philosophy does not bake any bread, the Al Khaddada philosophy can and should be the source of new shocking ideas, a new way of life, a new Lebanon. We always expect to hear news about our future from “Al Masader” and even from the fortune-tellers. Allowing foreigners and fortune-tellers to think for the offspring of the creators of philosophy is the worse form of “istikalit al akel”, the surrender of the mind. Without pretension, the salvation of the Lebanese mind should come from the Phoenix, the archetype of continuous thinking and rebirth, and from El-Chronos, the God that never sleeps.

Wherever there is Fire there will be Light

Joseph Yaacoub, Ph.D.

Schiller says, "Disconnected, chance meetings are transformed to incontrovertible proofs in the eyes of a man with imagination, provided there is a little fire in his heart." It is a wonderful quotation from someone who by profession was not a psychologist, yet he spoke more psychology than psychologists themselves. In this quotation we are presented with three crucial words: disconnectedness, chance and imagination. Disconnected implies disturbance in thought, feeling and action; chance implies something we have no control over; and imagination implies the ability to synthesize, i.e., the ability to put things together. These three words are supplemented by the sentence "...there is a little fire in his heart." This little fire in someone's heart points to imagination. It is the tool by which the disconnected builds a link between its elements. Analogously, when chance is considered within the web of life, it brings out the spirit of the divine. In Stendhal's novel "Scarlet and

Black" Father Pirard tells Julien that he must not speak of chance but always of Providence.

Schiller the German and Stendhal the Frenchman give an insight about what we do in the **psychology major** at the SBS Department of the School of Humanities at NDU.

In this major we try to give the opportunity to every student to light a little bit of fire in his or her heart. This is because we believe that wherever there is fire there will be light and wherever there is light there will be a spark of the divine, i.e., faith. Faith itself is the virtue of seeing the unknown with confidence, because through it one sees a unity underlying all apparent disunities. On the human level we train our students to adopt a "commonsense" attitude which points to the difference between the character of their person and what is transient. Psychological problems, once solved, lead the person who suffers from them to

fall back on his or her character, which rejuvenates the energy whose power was oppressed by a myriad of controllable as well as uncontrollable disconnected factors. Accordingly the mission of psychology is understandable: psychology rubs the wound that it may use the bandage, and the truth being spoken in psychology is always tempered by gentleness and care. This tells us that psychological illnesses are not that different from physical illnesses. As we suffer a congested flu, we also suffer psychological ups and downs caused by internal or external factors. That is why we do not need to feel embarrassed by our psychological problems, just as we don't feel embarrassed when we suffer the chilling, shivering cold of an influenza fever. Our psyche is very much like our bodies: she falls sick now and then.

So, if gentleness and care is what temper the healing process, then we should not shun and turn away from them. Laboriously we know ourselves and gently we put the bandage on our wounds. The Greek Narcissus drowned himself and died. The Ovidian Narcissus became reflective, and the Freudian Narcissus, moderately felt, is a protector against the chaos of the inner self. So, as we

love ourselves we need to take care of our psychological self. More precisely, should we spark the fire within – we are capable of seeing light within ourselves despite the inner darkness. This is why faith and psychology are neither in state of contradiction nor in a state of inconsistency. Meister Eckhart tells us that we need to search for God deep in our souls. At least psychology as a tool helps us to wipe out the psychological dust which blurs our inner psychological vision. In faith we connect the psychological with the spiritual, and in science we connect the inner turmoil with the concreteness of the continuing surfacing of new probabilities and facts. It is this concreteness which brings the birth of self-correctiveness, i.e., the soul of the scientific enterprise. So, when we are capable of improvement, why should we ignore it, or in some cases deny it?

Self-improvement implies an ideal. As we need to improve ourselves

that we may follow the trail to the ideal, this also implies that we are capable of loving ourselves in the ideal. Psychology may not be the trail to the spiritual, but it can be a window through which we gaze at the spiritual. How could this happen? In a clinical situation the psychologist has an attitude akin to the priest in his confessional. He or she does not pass judgment on the client. The *isness* of things is considered. However, although the solution for the priest is repentance, for the psychologist it is experienced in organizing the inner space, organizing the cognitive manifestations, and finally, making a drastic change in the behavior of the client. Can we say that the client forgives himself and also forgives the other? Although they seem close, yet, we need a theological-psychological explanation for it.

This is the way we instruct our students, this is the way we try to build their attitudes, and this is the way we try to help them in building

their character. Using the pragmatism of William James, the American psychologist-philosopher, we adopt the attitude that as long as it works, then why not? For those who have doubts about what I have said, I urge them to talk to the students in our program and they will have a clue about their remarkable attitude towards their major and towards others. How rewarding it is for me to see the students majoring in psychology coming to my office to borrow books of literature, philosophy and psychology for their reading enjoyment. Some are building their own library.

Teaching religion

Dina Nseir

The youthful search for a meaningful world order and finding a place for the religious dimension in one's understanding reminds us of questions that youth are asking society and the adult world today.

Perhaps a course on religion can provide a 'space' where some of these questions may be asked. My own experience in teaching religion has been that, for many students, religious questions are alive but traditional answers are dead. For many others the traditions still live, but in corners cut off from the rest of their experience.

An introductory course on the three monotheistic religions aims to offer a basic understanding of what each religion considers to be its 'core truths', what fundamentally shapes its identity.

A course on three religions cannot possibly produce the depth and sensitivity required to do justice to

the richness and complexity of these traditions of 'living faith' that have driven human societies and imaginations for centuries. It cannot even do justice to one. However, it can sketch broad contours, highlight important common themes, pose helpful questions, offer a step towards a new approach to understanding. Education in this area inevitably involves the task of identifying and assessing earlier approaches to these religious traditions. This gives students critical leverage when interacting with course material. It can also defuse some of the cynicism many have acquired from previous exposure to inadequate narrations of these traditions, and may create new receptivity to faithful, bold and sensitive thinking.

Another aspect that is stressed in this course is the question of how to approach and learn about a religious tradition differing from one's own. This context demands the presentation of each tradition

as it understands itself. In order to avoid sweeping generalizations, stress is placed on honest, thorough specificity that can foster depth of understanding and respect.

Last but not least, a course on three religions implicitly poses the issue of religious tolerance. How to know, understand and accept the human 'wholly other' poses a continuing and crucial challenge in teaching. The lesson to learn is that being authentic to one truth does not mean being exclusive of others. Perhaps the best tutor in religious tolerance is a situation in which those involved cannot survive without it – a situation where all can perceive a common good.

The teaching and learning that take place in this course, becomes an attempt to take a step towards the distant goal of 'an education for peace', a hope of renewal for our society and the human community.

——St Paul said that our knowledge, speech and prophetic insights would all pass away, but what remains and lasts are Faith, Hope and Love -

Humor

Psychology Program

Maya El Hawa

In his *Collected Papers*, volume 5, Freud discusses the process of humor by explaining that, far from just being a source of pleasure, humor has an important role and effects on the individual. To begin with, Freud defines two ways involving the process at work in humor. The first situation is when a person adopts a humorous attitude by creating the humor while a listener feels its effect, though that spectator has not taken part in the functioning of the humorous process. The second situation appears when one person, without attempting to produce a humorous effect, is regarded by another person in a humorous light, becoming the object of humor. Considering the origin of the pleasure derived from humor, he explains that "it is from the saving of expenditure in feeling that the hearer derives the humorous satisfaction" (p.216), thus, the dynamic process underlying the humorous attitude is found only in the humorist's mind; in the listener's mind, there is only a copy of it.

Moreover, on a more psychoanalytic level, Freud describes the characteristics and functions of humor. As wit and the comic, humor has a liberating element but it also has a fine element which relates to "the triumph of narcissism, the ego's victorious assertion of its own invulnerability", (p.217). In other words, the ego refuses to be hurt by reality and to suffer, and therefore, decides that what could potentially hurt it can be used as occasions for deriving pleasure. This triumph is also the assertion of the pleasure principle because it rejects the possibility of suffering.

Furthermore, considering the situation in which a person adopts a humorous attitude towards *others*, Freud supports that the humorist is actually acquiring his superiority by adopting the attitude of an adult, of a father, towards the other, reduced to the position of the child, as he recognizes "the triviality of the interests and sufferings which seem to the

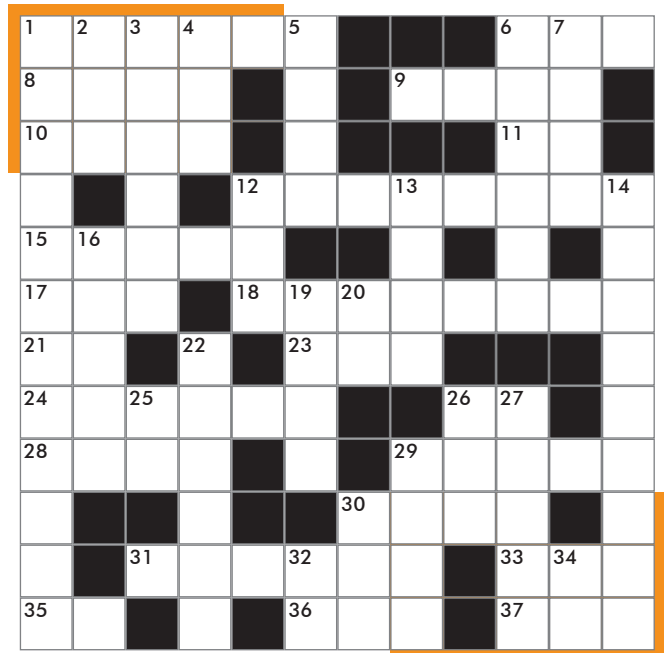
child so big"(p.218). From this assumption, he concludes that the humorist, when adopting a humorous attitude towards *himself*, is revealing the difference between the ego and the super-ego. That kind of humorous attitude makes us distinguish the ego from the super-ego in the sense that the super-ego, which inherits the parental function, treats the ego as a child by letting it know that its interests and sufferings are insignificant. Thus, the super-ego is comforting and protecting the ego by bringing about the humorous attitude. According to Freud, this latter point is the essential role of humor, proving the great value of humor in any human being's life and well-being.

Something for your Grey Matter

Crossword

Across: 1. Look over again 6. Support 8. Ruler of princedom 9. Regard with half-closed eyes 10. certain 11. US trooper 12. Heavy-weight mammal 15. Motor race 17. regret 18. Boss 21. For example (Latin initials) 23. Viscous liquid 24. Certainly not blessings! 26. Skywards 28. Snare 29. Firm evidence 30. Charged particles 31. Entry 33. Equal score 35. Refusal 36. Fish eggs 37. Call for help

Down: Celebrated at Easter 2. Big bird from Down-under 3. Manly 4. Anger 5. Moan aloud 6. Received from the deceased 7. Poetic name for Ireland 12. Look at 13. Coffin cover 14. Frightens badly 16. Sign for the future 19. Primitive vegetation 20. Number with no end 22. Appearance 25. Egyptian god 26. Vase 27. Positions 29. Attitude 30. Equal (prefix) 32. Elizabeth Queen (Latin initials) 34. Hera's heifer



Solutions to Issue 32

Crossword

Across: 1. mundane 8. oil 9. repent 11. savagery 12. ale 13. enter 14. cis- (Cisjordan, Cisalpine) 15. CD 16. cur 17. TNT 19. Leo (the Lion, constellation in the Zodiac) 21. tragic 24. oats 26. peel 27. No! 28. grip 29. decode 31. alps 34. lured 36. iota 37. mar 38. gritty

Down: musicology 2. Nova Scotia 3. dial 4. algebra 5. err 6. seating 7. stare 10. regarded 15. cited 17. talcum 18. tinder 20. ear 22. reel 23. co-ed (co-educational) 25. split 30. oral 32. pot 33. (pig-)sty 35. or

Plurals

Grouse (birds). Grouses (complaints). Deer. Mice. Houses. Swine (pigs). Advice is not normally plural - pay attention if you are translating French *conseils*. Lice (skin parasites). Sands (beaches, sand banks, quicksands). Craft (boats, aircraft). Crafts (skills, e.g. weaving, pottery). Damage meaning destruction has no plural, so pay attention if you are translating French *dégâts*. Damages means compensation paid for harm done; e.g. The newspaper had to pay a fine and also damages to the company for publishing misinformation damaging to its

reputation. Head (of cattle) is used in the singular form as the plural, but in other contexts has of course the plural *heads*. Persons for two or three individuals, people for a larger number (also: The persons of judges must be respected. People can be a singular noun meaning race or nation, plural *peoples*). Tobaccos, meaning different kinds of tobacco. Equipment has no plural except in certain contexts, mainly military.

Missing word, BA&E: service