

GAZETTE BAC

Editorial

Born to Be You...

When moving on four,
it was all so understandable;
it was all clear,
everything was the way it should have been...
Moving on two,
it's all starting to get complicated,
nothing is as simple as it used to be;
you keep willing to be a better one
when you are,
but you still don't know it.
You lie about who you are and what you do,
thinking they might be interested in you...
You don't want to be yourself,
and don't want your real you to show
when they are around.
All you desired involves pleasing them
and being good enough.
Always making sure to dress-up the right way
and talk about the things only people
are interested in.
I'm not sure if that's
how they like you to be
or if it's even how you like yourself to be;
not to care about how you really feel
or really want to do at that moment,
and just do what you think pleases them.
But I know one thing for sure;
that nothing is easier than
actually saying the truth
for once in your life!
Nothing would be
more relieving than believing in yourself
and in your abilities
before believing in others
and in their abilities to achieve...
Besides that,
you're amazingly beautiful
the way you are, think, look and talk...
And that it's pointless to wear that
gigantic mask
over your pretty one
just to make sure you're fitting in.
Because NO ONE likes fakeness,
so just be yourself because
that's who you were born to be...

Sara Bitar - Grade 9



Message of the principal

أيها الأحبة،

قبل أن أتوجه إليكم من خلال هذه السطور في جريدتنا الفصلية. جذبني فضولٌ الى تصفح أعدادها السابقة المستريحة على رف المكتبة. أذنةً للقصص المدونة بخريشات الخبر على أيام الروزنامة المدرسية أن تخرج من المدى لتسكن في القلب. حنوً الحذث المُشفاق ليس الى الورق بل الى اليد... ليس الى الفكرة بل الى الشعور... وليس الى الحرف بل الى التبرة. فيستبين حدثاً لا يسترجعه التاريخ بل لينذكره البشر في لقاء الحزن أو الفرح. التعثر أو الإجازة؛ فيتسامرون ويتشاركون الحلم والعمر احتفالاً!

هكذا أيضاً شاعت لجنة التحرير. أن تُضمّن هذا العدد لمحة تاريخية عن مدرسة البشارة الأرثوذكسية. هادفة الى تعريف متعلمينا قراء اليوم. على ماضي مدرستهم. ليس للتعاطي معه كأحد دروس التاريخ. بل للتفاعل مع إنتماء عضوي يخضهم ويتمدّ من خلالهم في عبور الرسالة الأساس. معنى يُحوّل ويُحفظ! فالكلمات والصّور مادةٌ يُستعار غالبها لحفظ المعاني والوجوه في جمالية الحضور المضطر الى تجسيد مادي. لينسكب فيه ومن خلاله المضمون مختصراً حدثاً. حدثٌ يخرج من الوقت في استرجاع لفكر. واستذكار لوقف واعتراف بسعي فيناخ حوّل إنسانياً أعمق من جري الخبر على الورق ومن انفلاش عدسة ذلك الصندوق الأسود!

أيها المرتبون. أهلاً ومعلمين.

يا حملة الرسالة الأساس في اختياركم تناعم الحضور بين الأهلية والمعلمية. أنتم ونحن معكم في زمننا هذا مدعوون! مدعوون الى حفظ هذه الرسالة التي. بقدر ما تخصنا تكون لنا دون أن نملكها لأنها إغتناء نستزيد منه في توجهنا الى من انتمن وديعة في كنفنا. فينمو ويتبارك وينحوّل! هلمّ فننجرأ ونكون حروفاً وصورا من لحم ودم. أنية حية متوثبة. ترافق أبناءنا في بزوغهم. سراجاً قيمياً لا يتعب في عصر الشعاع النووي. ليس لنحد ولا لنحدد بل لنخيار آخر يُحفظ ويُحوّل! تعالوا نُضيف الى كلّ كلمة نخطها. والى كلّ صورة نرسمها. شيئاً من إنسانية تلك الرسالة الأساس. نقلها الى أبنائنا بحبة وصدق وإدراك ليبقى عالماً مُكناً وليكون لهم عالم الى الأفضل يتحوّل! فالإنسان عبورٌ جدلي بين اتسار الجسد في فناء اللحظة وخلود الفكر في مدى التواصل المفتوح. فرصة عزيزة تكللها حرية الاختيار. فهل نسمع الدعوة وننجرأ فنكون!

أعزائي أسرة البشارة الأرثوذكسية.

في صلاتي رجاء أن يحمل عدد جريدة مدرستنا الفصلية هذا الى منتصفه. عمق الرسالة من خلال الوجوه والمعاني الساكنة فيه. فيكون لنا فرح التواصل الإنساني. سعياً دائماً يرشدنا نحو الكلمة الذي شاء تدخلنا في تاريخنا البشري. ملامساً قلوبنا ببسط يديه ليعلن لنا الطريق والحق والحياة!

نقولاً برزق



"Un seul printemps dans l'année...
et dans la vie une seule jeunesse."
(Simone de Beauvoir)

L'homme se définit toujours comme étant un être fini. Il est alors hanté par le Temps, voire par sa fluidité qu'il n'arrive pas à fixer. Ceci explique l'attente de l'arrivée de la saison printanière qui est profondément liée dans notre inconscient à la jeunesse de notre vie.

Etymologiquement, le mot "printemps" vient du latin primus tempus, qui signifie le premier temps. Après la pluie, le beau temps. Après la mort, la nouvelle vie. Le printemps n'est autre que l'amorçement d'un nouveau cycle, de plus il est le symbole de la renaissance.

Ce cycle est consolidé par l'image de la fleur de pâquerette qui pousse pendant la fête de Pâques, au printemps, et qui exprime la tendresse et la fidélité en amour. Par sa forme circulaire, elle représente le mouvement, le dynamisme, la perfection et la permanence, et, puisqu'il n'y a ni début ni fin, l'infini et l'éternité.

De plus, on pourrait établir une association entre la pâquerette et l'œuf de Pâques.

Ce dernier étant naturellement symbole de la vie, désigne le réveil de la nature, la fécondité, l'origine et la résurrection. L'oiseau qui brise sa coquille représente l'apparition de la vie dans le silence primordial.

Quant à l'habitude de cacher les œufs de Pâques et de les faire découvrir par les enfants, elle a souvent été interprétée par les anthropologues comme la symbolisation du renouveau de la nature au printemps.

La fête de Pâques est liée dans notre tête à l'image des œufs mais encore des lapins.

Le lapin et le lièvre évoquent immédiatement l'idée de la rapidité et de la fécondité. Leur activité essentiellement nocturne les rattache à la lune.

De tout temps, les hommes ont cru voir un lapin ou un lièvre dans les taches de la lune, comme l'atteste la comptine:

"J'ai vu dans la lune
Trois petits lapins
Qui mangeaient des prunes
Comme des p'tits coquins."

Winter is gone and spring is on...

The sun is warmer, the eggs are hatching and welcoming Easter, and here at the Preschool Division we have started to see the buzzing bees and the flocking butterflies all around the blooming flowers. As preschool learners, we have our own special way to welcome this beautiful season, look and watch our drawings, and enjoy spring with us.

Preschool learners

DID YOU KNOW THAT...

Other than fruit, honey is the only natural food that is made without destroying any kind of life! What about milk, you say? A cow has to eat grass to produce milk and grass is living!

NOW YOU KNOW!



C'est à cette croyance que se rattache l'histoire des œufs de Pâques: Estra, déesse germanique de la fidélité, possédait sur la lune un lièvre qui pondait des œufs une fois par an, au moment de Pâques. Les œufs de Pâques (Easter, dérivé du nom de cette déesse, signifie "Pâques" en anglais) sont donc symbole de renouveau et de résurrection.

Par ailleurs, le calendrier républicain, qui remplace le calendrier grégorien entre le 24 novembre 1793 et le 1er janvier 1806, symbolise une ère nouvelle. Ce nouveau calendrier choisit d'abandonner les références aux dieux de la dénomination des mois, pour formaliser une nouvelle mesure de temps, liée aux données météorologiques et à la vie de la nature dans une perspective éclairée par la raison et la pédagogie. D'après ce calendrier, le printemps est la troisième saison de l'année. Germinal, la germination des plantes; floréal, la floraison; prairial, la prairie constituent les mois du printemps. Cette année, le printemps commence le 20 mars 2009 à 13 h 43 min (heure du Liban).

C'est l'équinoxe de printemps, le jour où nous sommes tous égaux devant le soleil: la durée du jour est égale à la durée de la nuit sur tous les points de notre Terre! C'est le jour de l'égalité!

C'est aussi la journée de la francophonie.

Au fond, qui dit printemps dit optimisme. À l'instar de la roue, de la rose trémière, il suggère le cycle de l'éternel retour, du rythme vital et fait appel aux battements de nos cœurs. (Ref.: *Les Structures Anthropologiques de l'Imaginaire* - Gilbert Durand)

Acil Harakeh - Enseignante de français - ETD



The Wonders of the Sea

In keeping with the school spirit of raising 'holistic' and well-rounded individuals, the learners in Grade one went on an educational outing to the "sea museum".

To our amazement, the mysteries of the aquatic world slowly unraveled in front of us in a very authentic Lebanese setting. The museum itself is a traditional Lebanese house and garden. The grounds were filled with different types of vegetation and a pond with ducks calmly swimming around in it. As you enter the house, you are greeted with different maritime pictures hanging on the walls. An authentic old fishing boat with all its gear from lamps to fishing nets sits there as if to say invitingly: "take me out to sea."

Next, we were ushered into the projection room. In it we watched the screening of a silent video footage that documented the life of the sea museums' inhabitants. Our tour guide meticulously explained what each animal is and what it does.



Finally, we toured the museum and got introduced to the many maritime creatures that inhabit the seas. We saw a vast collection of 'sea shells,' all displayed in an illuminated show case. We also saw a large collection of invertebrates like sponges, crustaceans, sea urchins ... In the salt water aquariums, we were dazzled by the many aquatic animals that live on the Lebanese coast. We came face to face with an octopus, a seahorse, a starfish, a sea turtle, a lobster ...

We were surprised to discover that the aquarium is also home for some fascinating Pacific Ocean sea life like the clown fish and sea anemone. However, the most awe-inspiring was the shark aquarium. The museum had a special section reserved for 'sea equipment' which displayed traditional navigational equipment like an ancient flare gun, different types of ropes used in the past as well as an archaic diving suit. All the walls were decorated with educational posters.

This outing was undertaken with a single hope that by introducing our learners to the "wonders of the sea," they will passionately love, conserve and protect it. For in the end, they will inherit the future of the Earth.

Ghada Saliby - G1 Homeroom Teacher



La psychomotricité à la maternelle

Avez-vous entendu les nouvelles ? Une nouvelle discipline vient de s'installer dans nos écoles : enfin, la psychomotricité est là ! Mais qu'est-ce qu'elle a de nouveaux à proposer à nos enfants ? En quoi les activités ludiques pourraient-elles leur être bénéfiques ?

De nos jours, peu d'espaces de jeux sont mis à la disposition de l'enfant qui grandit et évolue dans une société où les interdits sont multiples : il ne peut pas marcher sur un support étroit, c'est trop dangereux ; il ne peut pas courir ni jouer au ballon, ça dérange les voisins... Ainsi, l'enfant ne peut pas répondre à son besoin de mouvoir. Cette restriction du mouvement n'est pas sans conséquence sur le développement de ses conduites motrices, sur la construction de son autonomie, sur sa relation au monde qui l'entoure et sur la gestion de sa propre sécurité.

À l'école maternelle, la psychomotricité a un rôle primordial à jouer en proposant à l'enfant de nouvelles expériences motrices qui l'obligent à réorganiser sa motricité et à surmonter sa peur. Elle se doit de lui offrir un environnement riche et varié, lui permettant ainsi de vivre son aventure motrice. C'est ainsi qu'il va construire sa personne dans toute sa globalité. En effet, c'est là qu'il fait appel à l'ensemble de ses ressources : prise de décisions, capacités motrices ; il apprend à se connaître, à connaître jusqu'où il peut s'engager, à refréner ses élans affectifs et aussi à devenir capable de gérer sa propre sécurité ; il exploitera de nouvelles sources d'information, prendra conscience des parties de son corps et multipliera leurs rôles afin d'assurer son équilibre. Et comme elle est intense la joie que l'enfant ressent à dominer un milieu déstabilisant !

Learning through Dramatic Play at Preschool

There is a saying that is widely agreed upon that states: "All child's work is play". Play in fact is an important activity in children's lives because it is essential to their development and competency. Play takes different forms, comes in various stages and has different purposes. From three to seven years old, children engage in representational play, also known as "dramatic play".

In dramatic play, preschoolers use speech and body language to tell about imaginary events. It is also through dramatic play that children are able to imitate the physical world and human relationships; they do so by acting out different play scenarios which they have created. Research indicates that dramatic play is essentially important in the development of children's creativity, intellectual growth, social skills and emotional wellbeing.

Dramatic play leads to children's cognitive development. Moreover, pretending allows children to represent real life problems and practice solving them, hence utilizing much of their knowledge and skills.

Socio-dramatic play (dramatic play that involves more than one player) enhances learners'

L'intérêt de l'éducation psychomotrice se situe donc à plusieurs niveaux : doter l'enfant d'une mémoire motrice très riche en développant au maximum son système informationnel, en l'amenant à prendre des décisions en rapport avec le degré d'incertitude de la situation et de ses capacités, le rendre capable de contrôler, de vivre des moments privilégiés, intenses de relations sociales.

Alors chers parents, voulez-vous partager ces moments d'épanouissement et de découverte avec vos enfants ? Voulez-vous faire partie de leurs aventures motrices ?

Jouez avec vos enfants ! Dans le jeu, l'enfant découvre dans ses parents de nouvelles facettes : « Papa et maman me punissent, m'obligent à étudier, réclament le silence, m'interdisent de faire telle ou telle autre chose... mais aussi, papa et maman jouent ; ils courent, sautent, rigolent... ! ». C'est ainsi que dans le jeu, une nouvelle dynamique s'installe entre parents et enfants. Le jeu vous rend plus proches de vos enfants, ce qui vous permet de mieux les comprendre et de mieux répondre à leurs besoins.

Comment se préparer pour vivre ces moments de joie avec vos enfants ? C'est très simple :

Maman, la première chose à faire est de laisser les escarpins et de porter les espadrilles. Alors que toi, papa, tu dois oublier ton costume dans l'armoire ; avec le jean ou le survêtement, ça ira beaucoup mieux !

Maintenant, vous pouvez emmener votre enfant au parc : les toboggans, les balançoires et les trampolines vont l'aider à développer ses coordinations dynamiques.

Les jeux avec le ballon sont eux aussi d'une

social skills. Here, children learn to control their actions in order to keep the play going and to understand that flexibility is important in helping them deal with their peers.

Dramatic play provides opportunities for children to verbally express their emotions and feelings. Since children act out different relationships they also learn to feel with others. In addition to these, dramatic play instills in children's lives positive self concepts and happiness.

Our curriculum, which is theme-based at Preschool, includes many dramatic play activities. We, as teachers encourage children to get involved in role-playing. This is being accomplished by providing time and appropriate props to get children started. For example, during the theme "Healthy and Unhealthy Food" children pretended to be cooks and used real fruits and vegetables to prepare fruit salad, others performed the roles of customers to pick fruits from the supermarket. While discussing the concept of "Planting", children role played being farmers. They even pretended to be seeds growing into plants. For the theme about "Spring", the children dressed up with colorful wings and antennas and acted out being spring insects (ladybugs, butterflies and bees) flying,

très grande importance : ils développent les capacités visuo-motrices de votre enfant. Nous vous proposons : le jeu de quilles, le basketball, le football, le tennis et plein d'autres. Les activités de « lancer-attraper » sont également des activités interactives qui favorisent la relation entre les joueurs.

Laissez également votre enfant jouer avec le sable, la peinture... Ce genre d'activités dites « sensorielles » permettent à l'enfant de mieux connaître les différentes parties de son corps, et par la suite de mieux les utiliser. Ne vous inquiétez pas qu'il salisse ses vêtements, vous pouvez toujours vous servir de la machine à laver.

Maman peut également inviter son enfant à sa cuisine. Il pourra ainsi trier les grains, jouer avec la pâte, presser les citrons... De telles activités, ainsi que d'autres telles que l'enfilage, le tricotage, le déchiquetage, sont très importantes pour développer les capacités manuelles et la motricité fine de l'enfant.

Chers parents, votre présence durant ces moments est très importante pour vous et vos enfants. Un environnement stimulant est indispensable à leur développement harmonieux.

A vous de nous aider à assurer un tel environnement pour votre enfant !

Gretta Bou Issa - Psychomotricienne



buzzing and crawling in the class. We don't have to mention how much fun the learners had acting out the roles of different community helpers, such as the teacher, policeman, librarian, fireman... Here, the learners were able to apply the concepts learnt from the themes and then put them into action through imaginative play. Aside from our themes, story books also lead to dramatic play activities. For example, our youngsters love to act out story characters or story events.

Finally, dramatic play can be an excellent opportunity for parents to help their children develop their thinking, socio-emotional skills and enrich their vocabulary. Dramatic play can be an excellent opportunity for parents to build bond with their children and simply have FUN together!

Zeina Kobeissy - Preschool Teacher - SMOC



What is Friendship?

Friendship is a life experience that you live with someone or many people; it is built on how much a person is faithful to the other. It increases as if it is a bank deposit, the trust increases. There are levels of friendships or stages, there are friends you see everyday and others you can depend on. Friendship is built on many things except betrayal which ruins friendship. It is as if you are building a house and some mistakes might break this house down. *Michael Antonios*

Counting on somebody in good and bad times. *Rania Hajj*

Friendship is important and vital in life, whether male or female. Friends should complete each other spiritually and mentally. Whether you talk to your friends or not they are ready to know what is wrong and try to help. I personally think that the long lasting friendship is between us and God where we talk to Him through prayer and He talks to us through His holy books. *Hanan Abdo*

Friendship is sharing, sharing in everything: happiness and sadness. It is also a responsibility where not everyone can have a friend, in addition it is not about possessiveness but on the contrary it is freedom. *Shirine Youssef*

My friend is not necessarily someone I see everyday. To me a friend is someone who can understand what I feel through one look into my eyes. A friend is someone who shared moments with me and who can relate to me on different levels. *Lara Semaan*

الصديق هو من صادقك وليس من صدقك بما معناه أن الصديق الحقيقي هو الشخص الذي يظهر لي عيوبي قبل أن يظهر لي حسناتي. فالأخير لا يوجهني إلى الطريق الصحيح بل يكون ساعداً مني. الصديق الوفي والصحيح هو الذي يكون مرآة حقيقية لي. الممارسة الحقيقية في الحياة هي التي تظهر الصديق الحقيقي وليس إهداء الصداقة. الشخص الذي يقف بجانبك خلال الضيقة المادية. الفكرية أو المعنوية هو الصديق الصحيح.

Simon Khoury

الصداقة هي مساعدة الشخص الآخر. الصداقة ليست عبارة عن مجرد حب بل الصداقة هي أقوى وأهم من الحب. *Sonia Kouyoumjian*

الصداقة الحقيقية موجودة بدون شك ولكنها نادرة اليوم بسبب مادية وأنانية مجتمعنا وعلاقاتنا. ولكنها موجودة ولا بد من إيجاد شخص يمكن الوثوق به والتكلم معه. *Elie Antoun*

الصداقة بالنسبة لي تنجسد بشخص صديقي المقيم في دبي والذي تكفل بدفع كافة مصاريف إبنتي الجامعية. *Doureed Abdel Kareem*

Members of BAC Family



The Art of Presenting

Presentations are something that we are all familiar with. Whether in school, university or any field of work there will be a time where you will have to stand in front of an audience no matter how friendly, big or small and present your ideas and knowledge. Many presenters panic before the time comes and forget everything they want to say; other times a presentation becomes too boring or very disinteresting. Below are some tips that might be helpful to follow while presenting.

Do not abuse your visuals

Usually your visuals are posters, charts, or even a PowerPoint presentation. Whatever they may be, keep them simple. The audience is not there to read your slides, but to listen.

Look at the audience

If you don't do this then you're not engaging the audience, you are just talking to yourself.

Show your personality

It does not matter if you are presenting to a group at work, school or to senior citizens in your community, you need to show some character when presenting.

Make them laugh

In essence, it keeps the audience alert and they will learn more from you than someone who just educates.

Talk to your audience, not at them

People hate it when they get talked at. You need to interact with your audience and create a conversation. An easy way to do this is to ask them questions as well as letting them ask you questions.

Be honest

Make sure you tell the truth even if they do not want to hear it because they will respect you for that and it will make you more human.

Do not over prepare

Make sure your presentation flows naturally instead of sounding memorized.

Show some movement

Make sure you show some gestures or pace around a bit (not too much) on the stage when speaking. People are more engaged with an animated speaker.

Watch what you say

You usually do not notice when you say "uhm", "ah", or any other useless words frequently, but the audience does.

Differentiate yourself

You are branding yourself when you speak, so make sure you do something unique and memorable.

Adapted from:

<http://www.quicksprout.com/2007/09/01/10-tips-for-a-killer-presentation/>



DID YOU KNOW THAT...

"Book" comes from the word liber. Liber is a Latin name that the Romans used for the thin layer of stuff that is found between the wood and bark of a tree. The Romans used to peel the layer away from the tree and use it as paper to write on.

NOW YOU KNOW!

هل تتحقق نهضة المطالعة العربية "المرجاة" فيعبر كتابها إلى "العالمية"؟

على هامش معرض الكتاب هذه السنة في معرض "البيال" في وسط بيروت. حل "مَم" الكتاب العربي محورا في مؤتمر تحت عنوان "بيروت وعالمية الكتاب العربي" نظمه مؤتمر الناشر العربي في الأول والثاني من كانون الأول 2008. بالتنسيق مع وزارة الثقافة اللبنانية واتحاد الناشرين العرب. والنادي الثقافي العربي.

وما أغنى النقاشات والحوارات: اجتماع الأكاديميين والعاملين في حقل النشر والتوزيع وتكنولوجيا نقل المعرفة من إحدى عشرة دولة عربية. وملازمة بعض معوقات الإقبال على الكتاب العربي ببعض الجراة. وإن تبقى العبرة في التنفيذ...

فهل من السهل كشف الحقيقة المرة والمؤسفة في أن. بأن كل ثمانين شخصا في العالم العربي. يقرأون كتابا واحدا سنويا. في حين يقرأ الشخص الواحد في إسرائيل أربعين كتابا؟

وهل من السهل الوصول إلى الهدف المنشود "أمة تقرأ" وسط سلسلة معوقات منها ما له علاقة بالكتاب العربي. وبالنشر وبالصعوبات المالية والمناخ العام؟

وهل المشكلة هي في جودة الكتاب العربي وفي مضمونه؟ وإذا كانت كذلك فلماذا سرق من كبريات المكتبات العراقية خلال فترة دخول الأميركيين إلى العراق نحو مليون كتاب. على ما أكد الدكتور السيد؟ أم أن المشكلة تكمن في الكتب العربية الحديثة فقط؟

وبالعودة إلى مؤتمر "بيروت وعالمية الكتاب العربي".

فقد كان لافتا في المداخلات على هامش الحلقات الحوارية التركيز على وجوب تشجيع المطالعة... والتأكيد أن تنمية مهارة القراءة يشارك فيها أيضا الأهل في البيت. بالإضافة طبعا إلى دور يوتيبي المرتي في هذا المجال.

بعض المداخلات أشار إلى افتقار الكتاب العربي إلى مواضيع ذات صلة بالمرأة والطفل. ومعاجم الأطفال وقواميسهم. وطرح السؤال في المناقشات: لماذا لا نبادر إلى الكتابة للمراهقين والمراهقات. ونقدم لهم قصصا جذابة؟ وكذلك تم التطرق إلى مشكلة "إعفاء الحرية". ومشكلة الكتاب الذي يبقى أحيانا صوت السيد الحاكم في بعض الأمصار العربية... وعليه بات من الضروري ألا يبقى الكتاب العربي ناطقا باسم السيد الحاكم. لكن وعلى رغم المشكلات الجسام التي يعاني منها الكتاب العربي. إلا أن أكثر المشاركين أشاروا إلى أن بيروت تبقى "خيمة الكتاب العربي الحر الأخيرة".

ومن مشكلة الكتاب إلى مشكلة الناشر العربي. والحديث عن مهمة دور النشر في النهضة الثقافية "المرجاة" وسط أبرز المآخذ على دور النشر لناعية عدم اهتمامها بالترجمة فيما الإحصائيات تؤكد وجود اختلال في الترجمة لمصلحة اللغات الأجنبية وعلى حساب الكتاب العربي. فأين العالم العربي من اليابان. حيث تقوم مكاتب وأقسام خاصة بترجمة كل ما يكتب عن اليابان. وعلى الناشر أخيرا أن يميز ملاحظا خصائص التمايز بين أن يقرأ الكتاب العربي من يعيش في الأقطار العربية. أو أن يقرأه من لا يعيش فيها.

لكن دور النشر تعاني من الرقابة على الكتاب (الكتاب العربي يقابل أحيانا أحد عشر رقبا كي يصدر). وعدم احترام حقوق المؤلف. إلا أن أم

المشكلات إذا جاز التعبير تكمن في عدم توافر دراسة في العالم العربي عن نوعية القراء وماذا يريد القارئ أن يقرأ.

ولعل أكثر ما نرجوه نحن الأكاديميين أن يلحظ الكتاب العربي جيودا وجديدا على مستويي اللغة والمضمون انطلاقا من تشبيه مفاده أن القلب حديد والكلمة مغنطيس. يجذب القلب إليه. وعلى الأسلوب الكتابي أن يعتمد الجمل القصيرة. والابتعاد عن الألفاظ. واعتماد الضبط عند الانقباس في المعنى (القمة والقمة أي القمة / العمر والعمر أي الجهل)... وكذلك تظهر الحاجة أيضا إلى جديد النهج في اللغة العربية. فعلى سبيل المثال بدأت الحملة العربية عام 1917 بألفي كلمة عبرية فقط. وخلال ثلاثين عاما تمكنوا من بناء لغة حديثة من خلال الترجمات إلى العربية من لغات مختلفة.

ونقطة دور أيضا تقوم به الجامعة العربية في تنشيط الثقافة العربية. فالمشاركة الفاعلة في التظاهرات الثقافية في العالم. واستضافة الدول العربية المثقفين وتكريمهم. من شأنهما الإسهام في نشر الكتاب العربي على نحو أشمل. وكذلك منح جائزة الكتاب عن العالم العربي وتكريم "المسنعين الجدد". وتقديم منح للراغبين في دراسة اللغة العربية. كلها تشكل خطوات داعمة للهدف الكبير...

ومع انتهاء أعمال مؤتمر "بيروت وعالمية الكتاب العربي". نعود إلى مدارسنا الأرثوذكسية الشقيقة. مجددين العهد في نشر حب المطالعة بين متعلمينا واكتسابهم مهارات. فمن دون تلك المكتسبات عينا يبنى البناؤون التريوييون... وتلك رسالتنا في منازلنا أيضا ووسط أبنائنا. والله ولي التوفيق...

رزق الله الخلو - رئيس دائرة اللغة العربية

Surpassing the Reading Recession...

One of the biggest challenges that we, parents and schools, are facing nowadays is to surpass the "recession" in the spirit of reading that is conquering the world, especially the Arab world where a study showed that 270 Million Arabs read only 900 books per year! As for Lebanon, who was once the outsourcing country of the alphabet, statistics show that only 14% of the Lebanese people read books out of which 11% read books that help them in their career and not for the enjoyment of reading. (Rahmeh, Z. (2008) - لأن 214 فقط من - An-Nahar Newspaper - 02/09/2008 - pages 1-3).

A five years study conducted in Europe by the psychologist Dola Ryazdrkin, showed that children raised with the habit of reading from early ages, have the possibility and the power to be two years and a half in advance in their school studies (Rahmeh, Z. (2008) - لأن 214 فقط من اللبنانيين يطالعون كتاباً - An-Nahar Newspaper - 02/09/2008 - pages 1-3). Where do our schools stand regarding this challenge? Our schools are in a continuous quest to foster an environment where reading is fundamental, beneficial and fun. We are working on cultivating the love and habit of reading in the hearts and minds of our youngest, so they may benefit from both

the "traditional" reading (hard book) and the "Modern" reading (through Technology) that has brought out a whole new generation of reading practices that can be beneficial and practical when properly used. In this respect, we have launched the "Archives press program" in our schools' libraries; this program offers our learners and the whole school community more than 52,000 articles (in all three languages) archived since 1992 from different local and international newspapers.

On the other hand, we are renovating our libraries to create a welcoming space that can attract learners of all ages to come and enjoy reading a book, checking out a magazine or searching and researching on the internet.

Moreover, an on-going Reading Program is planned and is implemented in a way to create an interactive reading atmosphere among all the members of our big Family: learners, parents, teachers and staff. A number of Lebanese authors will also be invited to share their experiences, thoughts, books and stories with our learners during "May: the Lebanese Authors' Month".

This and many other upcoming reading activities will put our schools' community at the Heart of the event "Beirut world Book Capital" which will be officially declared end of April 2009 and will last till April 2010... and here we cannot but hope that the Beirut

World Book Capital event would be our first step towards becoming a society not only of Readers but also Producers of books.

With all our Hearts and Voices, we will always hold out our Hands, to lead our learners into becoming life long readers.

The Library Team



Creativity : Can it be Nurtured?

"Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep."
Scott Adams quotes (American cartoonist)

Some experts argue that creativity is a genetic trait, while others believe that it can be taught both directly and indirectly. However, most agree that the earlier a child is motivated to think more creatively, the more he/she will enjoy novelty and develop more open-mindedness for the unusual.

One way to encourage student creativity is through understanding what motivates them. What do they enjoy in learning? What are their interests? What draws a smile on their face? Teachers are also encouraged to re-formalize their teaching by explicitly explaining the processes of creative thinking, encouraging different thinking skills, asking more open ended questions and accepting diverse learner responses.

It is thought that creativity can be taught directly and through teaching children to look and think about things from many perspectives, search for alternatives and raise "what ifs"

Zahraa Ghabris - Special Education Department

The following question was distributed to the Upper Elementary Learners to answer:

If you had to paint a message on the roof of your house that could be seen by anyone driving or walking by, what message would you paint there?

The responses varied, but they all had one thing in common ; they were very creative and personal.

"Today a reader, tomorrow a leader."
Margaret Fuller

As educators we are always asked about the appropriate age that a child should be able to read at. The answer to that question varies depending on the curriculum that a school follows. At BOS, learners start reading site words between kindergarten and grade one (ages five and six) and by the end of grade one and the beginning of grade two (ages six and even) they are supposed to decode and read material that is age appropriate on their own.

Recently however, new research has hinted to the possibility of teaching reading to infants less than one year of age. One famous case is that of Elizabeth Barrett who started reading by 17 months. Even more controversial is a new program by Dr. Robert C. Titzer, an educator and researcher in the field of infant learning and development. Dr. Titzer created the Your Baby Can Read! Program; which is designed to teach children between the age of three months and 5 years how to read through fun activities that parents can use with their infants and toddlers to stimulate their brain development.

Dr. Titzer reports that a baby's brain develops at nearly 90% during the first five years of life.

G4 ideas and answers:

The message that I would write and paint would be: "I wish my mother and father and all my family would stay with me "I love my family and this is why I would write this message and color it with the wonderful colors of the rainbow!" *Hussein Ahmad*

The impossible becomes possible!! I wish I'm well known!! I wish I was the queen of the world!! No body's better than the other!!

Joelle El-Batal

G5 ideas and answers:

STOP polluting the earth!!! *Elie Akel*

Live your life day by day!! *Hiba Jabal*

It's not about the outside. It's ALL about the inside. A good but ugly witch is better than an elegant but evil fairy. *Riwan Eid*

If you fall in your life don't give up but try till you make it. *Carel Abboud*

Be true to yourself. Live your life as you want. Live in peace! Hearts! Hands! Voices!

Nour Farah

Help Lebanon. Give it freedom! *Jad Ismail*

The world is a place where you live and die. It is a place where you can express your feelings and do whatever you want. *Jana Dandashli*



He believes that the best and easiest time to learn a language is in the infant and toddler years. When the brain is creating thousands of synapses (a specialized junction where transmission of information takes place between a nerve fibre and another nerve cell) every second opens the door for increased learning capacity and allowing a child to learn both the written word and spoken word concurrently. He calls this "[The] only one natural window for learning language." He states that just as learning a foreign language; it is easier for a child to learn spoken, receptive, and written language at this age.

You might agree, disagree or just be puzzled about the issue. Yet, research has proven that when children learn to read at an early age, their performance in both school and life becomes better.

For further information about the "YourBabyCanRead" program or Elizabeth Barrett please visit the following links:

<http://www.yourbabycanread.com/>

<http://www.youtube.com/watch?v=G7Z5zVE9m0>

<http://www.youtube.com/watch?v=eP5h3-hz4tc>

Zahraa Ghabris - Special Education Department



Time Management

I do not have time to go out this weekend; I have some work to do.

I am sorry I can not join the family for lunch; I need to study.

I do not have time – I am short on time...

Phrases we have all said and heard others say repeatedly. Are we so overwhelmed with our work, studies and chores? Or do we just lack proper time management skills? But what is time management anyway?

According to Wikipedia "time management refers to a range of skills, tools, and techniques utilized to accomplish specific tasks, projects and goals." This set encompasses a wide scope of activities, and these include planning, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling, and prioritizing." Methods to manage one's time are various and different. They also depend on a person's character sometimes. Checklists and to-do-lists are the rudimentary methods of time management where people write down the tasks they have to do and try to prioritize them. Some people use their cellular phones to remind them of what they have to do in specific times. Nowadays, advanced computer softwares are available for business people to help them organize their time for meetings and others.

But what is the importance of managing time? Well, the main advantage of time management is actually saving and gaining time. Free time can be used in carrying out leisure activities, voluntary work, or even paid work. Time management also motivates people since they become eager and excited to finish the lists they wrote down at the beginning of the week. Much more importantly time management reduces anxiety and stress and thus saves the person concerned many health problems. Would you really want to experience that cramp in the stomach at night when it is already 10 pm and you still have homework, or when it is the test time and you have not covered all the material included?

The main keys of successful time management are knowing one's self and goals and keeping a flexible schedule. Being aware of your goals helps you set out the steps you need to reach that goal. When you know yourself, your potentials, skills and abilities, you also become able to set clearer and more realistic goals and thus a realistic plan or schedule to reach those goals. It is important to create a schedule that works for you and not for others. Your personalized schedule gives you the chance to include the things that are most important to you.

Time Management for Intermediate and Secondary Learners

Many people agree that high school years are the most overwhelming in a person's life. Many decisions need to be made regarding future plans. In addition to other issues like the longer school days, much harder topics and demanding assessments. Therefore, a high school learner should be able to wisely manage the time he/she has, in order to accomplish all of these tasks successfully. Here are some advice for our high school learners to make use of and manage their time.

- Try to begin each term by filling out a general schedule with the things you should do and that are fixed like school time and basketball practice for instance.
- Set a time and a place for studying. Once your mind is programmed to a specific studying setting, it becomes easier to study.
- If there's a study area at school then try to use it.
- Try to make use of daylight hours to study.
- Keep a neat and detailed agenda of homework assignments.
- One long session of studying is not as beneficial as short periods of 50 minutes separated by a 10 minutes break.
- Prepare a summary sheet or flash cards of the lesson that could be very beneficial in quickly going over the concepts you need to memorize.
- If you are able to concentrate with others try to schedule a study date with a classmate.
- Try to study the topics that need more concentration when you are most alert.
- Prioritize. Do the most important tasks first.

Lara Samraan - LE Teacher - BAC

Is there really any "Time"?

"Time" is so much a part of our life that it is almost impossible to imagine our daily experiences without it. Yet when it comes to answering the question: "what is time?", we are faced with more problems than solutions. Is time "something" we are living in like space or is it just our mind's way of finding connections between successive events? What happens to the "past time" when it is gone? Is it still there or is it just a record in our minds? Does "future time" exist and we "travel" towards it, or are we just living in the "now" always?

Attempts to answer these and other questions about the nature of time have been going on since 2500 years ago. This article is an attempt to highlight, from a philosophical, psychological and scientific perspective, some of the many questions and the attempted answers.

Consider the following: we usually measure time by observing a moving object or a change in its nature; for example, the motion of the hand of the clock or the motion

of the earth around the sun. This brings up the question: "does time exist when nothing is moving or changing?" Does the clock actually measure time or are we just trying to make sense of the change in the position observed?

In our everyday experience, we perceive events as following a certain order: past-present-future, this raises the idea that time has a definite direction. We call this the time arrow which is one directional. This raises to the question: "why does time have a direction?" and "is the future infinite or finite?" Add to these psychological and mental puzzles such as: "what is the proper formalism or logic for capturing the special role that time plays in reasoning?", "what are the neural mechanisms that account for our experience of time?" and so on. All these issues are expected to be resolved not only by scientific advances but also by philosophical analysis.

Let us now consider one specific issue that has kept philosophers of time deeply divided: What sort of ontological (ontology: the study of existence) differences exist among the present, past and future? Answering this question are three competing theories; the Presentists who argue that only the present experiences are real and that our consciousness recognizes only the present vividly. According to them the past has slipped out of reality and the future is not yet there. The second theory is that of the growing-universe or the growing-block theory. It argues that the past and present are both real, but the future is not, because the future is indeterminate and is merely a potential. The third very popular theory is that there are no significant ontological differences among present, past and future because the differences are merely subjective. This view is called "the block universe theory" or "eternalism". One implication of this theory is that tensed terminology (past, present and future tense in language) can be removed and replaced with tenseless terminology. So instead of saying "we will go later" we could say "we do go at time which will happen after the time we say these words". This is just an example of how even language is affected by how we conceive of time. Anyway, whatever the theory, most philosophers agree that time does exist. They just can't agree on what it is.

Here is another dimension of the problem: the mind is the seat of our consciousness and hence responsible for our perception of time. This brings out the question: "does time exist for beings that have no minds?"

We should also be careful not to confuse time itself with the perception of time. There is a difference between physical time and psychological time. Physical time is the time that clocks are designed to measure. Psychological time is private time. Psychological time passes swiftly for us while we are doing something we enjoy, but it slows dramatically if we are waiting anxiously for something to happen. The slowness is probably due to focus-

ing our attention on shorter intervals of physical time. Meanwhile, the clock is measuring physical time and is not affected by anybody's awareness. Psychologists, for example, are interested in whether we can speed up our minds relative to physical time. If this is done, we will become mentally more productive, like making more decisions per minute. Several means to accomplish this have been explored but so far, none of these have been successful.

What about physics, what does it say about time? Here too, we get more questions than answers, like: what causes time? Why time slows in gravity? Why time slows in motion? Is time a dimension? Is time travel possible? Does past or future exist? Why is there an arrow of time? and so on. None of the basic equations of physics include an arrow of time, that is, they do not depend on the direction of time. Yet in our daily experiences, time is directional. Further studies in physics, like the second law of thermodynamics, show the irreversibility of many physical events. Like mixing hot water and cold water gives lukewarm water but we can not envision of the lukewarm water separating into hot and cold water. But when we go deeper into matter, that is, to the subatomic world, the events that take place there are totally reversible and are non directional in time. So, could it be that time is directional in the macro-world but is not directional or simply does not exist at the fundamental level?

Another view is by cosmologists who once thought about the Big Bang as the moment at which time began. There was no time before the Big Bang. But now there is a different interpretation; perhaps there was no time, not only at the moment of the Big Bang, but in the very early universe, for a "little while" after the Big Bang. Perhaps time came to emerge only gradually, as the universe got larger and larger, and cooler and cooler. The observation of time, like some other phenomena in physics, depends on the observer. So maybe the direction of time is an approximation to the true nature of the universe which is induced by our perceptual limitations as observers. Maybe, if we could see the way things really are, we would see time running in two directions at once.

Anyway, whatever time is, we will always experience the event of sowing and the event of reaping separately. In other words, there will always be a time for sowing and a time for reaping.

Melissa Bachir - Head of Secondary Division - SMOG





Bonding and Boundaries Pursuing our quest with Parents

The BOS have always tried to put forward an open hand to the hearts of their children's parents in the hope of disseminating their message through their voices. And being no less adamant this year about this fundamental aspect of their mission, they launched a sequence of conferences for parents on topics which always raise questions and consequently never cease to be pertinent, such as:

"Facing Teen-aging Challenges"

Mrs. Hatem highlighted the role of parents as the art of untiringly attuning communication and consistency "to the light notes" of unconditional love. She maintained that children who are shown respect, acceptance and love for what they are, regardless of their behavior or whether they live up to their parents' expectations, grow up to be confident and committed; for parents who do not expect anything in return for their love, and display no fear from being disliked in dire times, model unfaltering confidence in one's decisions and an unwavering sense of commitment.

Thus, Mrs. Hatem drafted a heartening image for the attendees of the "mission" they have been entrusted with: one of guiding companions to adolescents' on their journey to adulthood- one that she urged them to perceive as a blessing and to accept with joy.

"How Family Bonds help to prevent delinquent behavior":

The film projected at the onset, and the emotion- laden discussion which it sparked, centered on a persistent preoccupation of parents: how to ensure that children do not drift into the abyss of addiction?

Mr. Mansour silhouetted the relationship which could mould children into responsible decision- makers, along the lines of respect and acceptance of the child's individuality which are reflected in ongoing communication and a consistent frame of discipline.

From this perspective, the issue of peer pressure was put in the spotlight. Parents wondered how to instill set behavior standards and implement sanctions when children attach more importance to peer acceptance. They inquired about ways to deal with the troubling fact that some children are willing to run risks or hurt others in their attempt to emulate bullies or integrate their circle. This called into question the role of the school in

enhancing the sense of belonging. Mrs. Issa- Associate Principal at SMOC- reminded attendees that fostering acceptance is intrinsic to the Schools' mission; she called attention to the fact that the sessions of cultural awareness and youth talk had specifically been conceived to cater to such a need.

While acknowledging the vital role of the school, Mr. Mansour, nevertheless, gave center stage to parents, underscoring their precious presence. The presenter distinguished between merely being home at the same time as children and actually being there for them : spending (quality) time with them, modeling the desired lines of thinking, talking and behaving.

"The Changing Family Structure"

A recapitulation and extension of the preceding conferences:

Dr. Sahab's perspective converged with the two previous ones over a number of points, "pillars" of a promising upbringing, such as:

- the right and need of children (of all ages) to be loved regardless of circumstances- unconditionally- and to be made aware of it by various means ranging from (genuine) daily displays of affection to careful consideration of the language and tone used with one's children.
- the need for communication and interaction- a point worth halting at here being Reverend Father George Dimas' distinction between the kind of purposeful communication advocated and the "commercial on-line" one that our children are constantly exposed to and which in fact impedes the former.
- the necessity of a consistent- yet flexible- frame of discipline which would provide children with a securing ability to anticipate consequences (and parents' reactions) and at the same time allow growing room for autonomous decision- making. The older the child is, the bigger the contribution he/ she can and should make in the decision-making process.
- that children thrive, rather than are destabilized by differences in perspectives and approaches between the school and home, on the one hand, within the school setting- between educators, or friends- and their parents- and between parents at home. Just as mistakes can and should be perceived as learning experiences, so do divergent views- whether within the same family, or between one's parents and those of peers. Being exposed to different perspectives broadens the array of options incorporated in the child's emerging internal frame of reference; taking part in exploring alternatives and becoming familiar with possible outcomes consolidate its foundations. Thus the child is better equipped to negotiate rationally, to make responsible decisions and confidently, withstand negative influences.

- the complementary roles of the parents and the school, with an emphasis on the former: the most elemental learning happens by emulating role models- the most constant ones being parents. The easiest and fastest way for children (from early childhood on) to take on the behavior and (the underlying) thinking patterns is by watching their parents - patterns which they internalize and reproduce at different stages of their life. Dr. Sahab depicted family life as the stage for rehearsing the principles acquired at school in preparation for "life's" performance.
- the ultimate end of upbringing, namely to equip our children with a sturdy internal frame of reference and self-discipline in order to mould them into autonomous problem- solvers and responsible decision- makers. And this can only be achieved if parents keep in mind that parenthood is not about being in complete control; it is the art of gradually relinquishing control- without failing to protect, moving to supervision and increasing trust- which empowers children, then to a remote presence- which, nevertheless, they can always count on.

Parents who are oppressive do not model effective negotiation skills to their children; those overly permissive cannot instill in their child norms underlying functional belief- systems and a child caught in the tangles of overprotection does not learn!

Just as the mission of shaping young minds is an ongoing one, so has- and will be the concern of BOS with fostering parents' involvement in the different stages and aspects of "our" children's growth - hence, the conference on the nutrition of children (from birth till five years of age) organized for the Day-care and Preschool Divisions, and the upcoming one on learning difficulties.

Rania Maghzal - Unit of training and development



كما جاء في مذكرات المؤرخ ديودورس أن الطالب كان يبدأ تعليمه صغيراً مستنداً إلى النصوص المكتشفة بهذا الخصوص: "كان المتعلم ينهض باكراً وبعد الغسل كان يتناول طعام فطوره الذي تعدّه له أمّه على عجل. ثم يأخذ معه خبز شعير كوجبة غذاء ويسرع إلى المدرس".

وكان الدرس يبدأ بالدعاء إلى آلهة الكتابة والتعلم بهذه العبارة: "المجد لك يا تيسابا إلهة العلم. ويانابو ابن مردوخ إله الكتابة الممنع بدورأبيه. فهو الذي يكتب ألواح القدر التي يرسمها مردوخ للجميع في مطلع كل عام".

وكانت صفوف المدارس الكلدانية وفق النموذج المكتشف في حفريات بورتسيبا وماري وبابل تتكون من مقاعد من الحجر مرصوفة بشكل منتظم. حيث يستطيع الطالب الجلوس عليها. وكان في متناول أيدي الطلبة ألواح فخارية يعنون فيها الطين بالماء المصبوب في ألوان طينية خاصة بهم وكانوا يستخدمون في الكتابة قصبه حادة وممدبة. أما في المراحل الدراسية المتقدمة كان الطلبة يستعملون جلد الغزال للكتابة.

وكان المعلم وفق ما تذكر الألواح المكتشفة والكتابات التي حلت رموزها يتمتع بموقع رفيع في المجتمع الكلداني. وكان له احترامه الكبير حيث تدحّه النصوص الكلدانية ناعته إياه بالشمس المضيئة.

تزار قازان - رئيس دائرة الاجتماعيات

وكان المدرسون والمعلمون يحتلون مراكز متقدمة في المجتمع. وكانت لديهم منزلة رفيعة كما كانوا يتقلدون وظائف حكومية مرموقة. وكان بعض الكتاب أيضاً يمارسون التعليم. وكان معظم المعلمين من الذكور ورغم ورود أسماء بعض النساء كمعلمات. وهذا يعني بأن المرأة أيضاً كانت تمارس التعليم والأعمال الكتابية أسوة بالرجل. ولكن بنسبة أقل كثيراً من نسبة الرجال. ومن بين المواضيع التي كانت تدرّس استناداً إلى المعلومات التي وصلتنا من الكلدان القدماء ما يمكننا تشبيهها بالقواميس الحالية حيث كانت تضم شرح معاني المفردات باللغتين السومرية والأكدية والعلامات السومرية وكذلك شرح قواعد اللغة البابلية. إضافة إلى جداول بأسماء الحيوانات والنباتات وأعضاء جسم الإنسان. كما كان للكلدانيين القدماء دور كبير في عملية التعليم إلى درجة برز من بينهم كتاب وعلماء كبار خلد التاريخ أسماءهم وأصبح لهم صيت عظيم سواء قبل تأسيس الدولة الكلدانية الأخيرة أو خلال فترة حكمها أو حتى بعد سقوطها. ومنهم على سبيل المثال لا الحصر (برحوشا (بيروسوس) الكاهن الكلداني الذي عاش في القرن الثالث قبل الميلاد والذي درّس في جزيرة أفسوس اليونانية. حيث كان اليونانيون يستقون أصول العلم والمعرفة من الشعوب الأخرى مثل المصريين القدماء والكلدان. ويقول المؤرخ سترابون: "إن جميع الكتب والمعلمين كانوا من الكهنة".

منذ أن عرف الإنسان القديم الكتابة في بلاد سومر على أبسط أشكالها وصورها شرع يعلمها للآخرين من بني جنسه. ورغم محدودية العملية أو اقتصادها على فئة قليلة أو معينة إلا أنها كانت قد اتخذت شكلاً أقرب ما يكون إلى نظام المدارس والتعليم الجماعي.

وعرفت المدارس في عهد السومريين حيث كانوا يسمون المدرسة باللغة السومرية (آي- دب- ا) أي (بيت الألواح) وسمى القارئ أو الطالب (دومو- آي دب- ا) أي (ابن بيت الألواح) وفي البداية كان الهدف من إنشاء المدارس تعليم القراءة والكتابة واللغة ومفرداتها ورموزها. ثم تطورت لتشمل العلوم المختلفة: الهندسة والحساب والطب والفلك ولا سيما في عهد البابليين ثم تطورت في عهد الكلدانيين. وهذا يعني أنه تم تدريس السومرية في البداية ثم الأكادية. وكانت هناك أبنية خاصة بالتعليم رغم عدم تمييزها في بعض الحالات عن الأبنية العامة. أو عدم التمكن من الاستدلال عليها بعد تحويلها إلى أنقاض إلا من خلال مخلفات الألواح والنصوص التي تركها المعلمون والطلبة. كما كانت هناك أجنحة خاصة بالتعليم في القصور الكبيرة والهيكل. وكان التعليم مقتصرًا على طبقة معينة من الناس لأن عامة الشعب لم يكن بإمكانهم إرسال أبنائهم إلى هذه المدارس لكون نفقة التعليم باهظة من ناحية. ومن ناحية ثانية كانت مدة التعليم طويلة تستغرق سنوات عديدة إضافة إلى عدم توفر المدارس في جميع القرى والمناطق.

مدرسة البشارة الأرثوذكسية

لمحة تاريخية

لم تكن مدرسة البشارة الأرثوذكسية يوماً دخيلة على عالم التربية. فهي لطالما لعبت دوراً بارزاً في تخريج أجيال مؤمنة بالله. تحترم الإنسان وحب المعرفة والعلم. و بمناسبة عيد اسمها الموافق في ٢٥ آذار لا بد لنا أن نذكر ونذكر أهم المحطات التاريخية التي مرت بها المدرسة.

ابتدأ التدريس في "كلية البشارة الأرثوذكسية" كما كانت تسمى وقتئذ في العام الدراسي ١٩٥٣-١٩٥٤. وفي ٢ أيار من العام ١٩٥٤ تم حفل التدشين الرسمي برعاية و حضور فخامة رئيس الجمهورية الأستاذ كميل شمعون ومباركة سيادة متروبوليت بيروت آنذاك المطران إيليا الصليبي.

شيد المبنى الرئيسي على نفقة السيد بشارة صباغة وقد نفذت وصيته أخاه أدبل وعفيفة. أما مؤسس المدرسة ومديرها الأول فكان الأرشمندريت أغناطيوس هزم القادم حديثاً من باريس مزوداً بإجازة في اللاهوت. والذي أصبح فيما بعد. صاحب الغبطة بطريرك أنطاكية وسائر المشرق.

بداية المدرسة كانت متواضعة مع ٩٨ تلميذاً كلهم من الذكور. تطورت المدرسة سريعاً وأخذ اسمها يلحح كإحدى المؤسسات الزائدة في بيروت. وقد بلغ عدد تلامذتها ٨٤٠ عام ١٩٧٤-١٩٧٥ لتصبح مختلطة.

في سنواتها الأولى. حوت المدرسة قسماً داخلياً. إلا أن افتتاح الصفوف تبعاً وتوسع الجسم الطلابي أدى لهذا القسم إلى التوقف بسبب الحاجة إلى استعمال كافة الغرف للتدريس والمختبرات.

خلال الحرب اللبنانية. تأثرت المدرسة بسبب إصابة مبناها وملاعبها بشكل مباشر ومؤلم. كما استقبلت مهجري الجبل الذين لم يكن لهم مكاناً يأويهم وذلك لفترة غير وجيزة. في هذه الفترة. حرم التلاميذ من ارتياد المختبر ومن الدروس التطبيقية ومن استعانتهم بالمكتبة لتغذية مداركهم العلمية. كما اضطرت الإدارة إلى نقل تلاميذ المرحلة الثانوية إلى بناء مدرسة الثلاثة الأقمار القديم والشاغر بسبب الأحداث.

هذان الأمران أدباً إلى تراجع عدد التلاميذ وإلى إقفال أبواب المدرسة في وجه التعليم مؤقتاً.

وفي مطلع العام ١٩٩٨. قرر سيادة المتروبوليت الياس عودة إطلاق مشروع إعادة إنهاض المدرسة للقيام بدورها كمؤسسة تربوية جديرة بالحياة. فشكّل سيادته مجلس أمناء جديد للمدرسة وبارك انطلاق الورشة الأكاديمية والتربوية بالتزامن مع ورشة إعمارية وتحديثية بهدف استعادة المدرسة مكانتها الزائدة. وذلك في حلة عصرية متطورة. كما استغادت مدرسة البشارة الأرثوذكسية من المساندة والدعم اللذان قدمتهما إدارة ثانوية السيدة الأرثوذكسية على الصعد كافة. وذلك ضمن إطار إعادة الإطلاق التدريجي.

اكتملت الصفوف في المراحل التعليمية كافة مع نهاية العام الدراسي ٢٠٠٥-٢٠٠٦. وعادت المدرسة إلى الاضطلاع بدورها وتزويد خريجياتها بقيم رسالتها التربوية المرتكزة على الإيمان بالله كرم ومخلص. على كرامة الإنسان المخلوق على صورة الله ومثاله. وعلى احترام الإنسان كلّ إنسان ومحبتته.

لجنة التحرير



التربية ... أسلوب حياة

الكلمة... هي تلك العملية التفاعلية التي تبدأ بإحساس أو شعور مركزه العقل. فينمو ذلك الإحساس ليسمواً قيمة أو مبدأ أو حتى فكرة. ويُترجم بعد ذلك فعلاً أو عملاً مرئياً مسموعاً ومحسوساً.

تلك نتيجة طبيعيتنا لتفاعل الحواس اليومية لدى الإنسان وتكاملها مع الداخل (الإحساس بالذات) والخارج (المحيط أو المجتمع). وهنا تبرز أهمية القيم والمبادئ والمفاهيم في إنجاز عملية التكامل والاندماج الإيجابية بين الإنسان ومجتمعه.

ولكن ما هو مصدر هذه القيم والمبادئ وكيف تنشكّل؟

قد تكون الإجابة بسيطة جداً. إنه سلوكنا اليومي على شتى المستويات. إنها مسؤوليتنا جميعاً. كل من موقعه (أهالي ومعلمين) في انتهاج أفضل الأساليب وأكثرها مرونة وعقلانية في التعاطي والتواصل مع الآخر واعتمادها. أيا كان هذا الآخر (أبناء، متعلمين، أصدقاء، زملاء، جيران...).

إن إرساء قيم إنسانية أساسية لدى أولادنا من خلال تعليمهم وتدريبهم على المشاركة والتعاون والانفتاح على الآخر، هو الهدف المشترك الذي نسعى إلى تحقيقه أهليين ومعلمين. ومن أجل تحقيق أفضل النتائج على هذا الصعيد لا بد من التعاون والتكامل في لعب الأدوار وتوزيع المسؤوليات بين الأهل والمدرسة. توصلنا إلى بناء الإطار القيمي والمفاهيمي الأفضل لأولادنا. ما يسمح ويؤمن لهم العبور الآمن إلى بيئة سليمة ومجتمع أفضل. يحققون فيه طموحاتهم وآمالهم.

ولعلّ أصدق تعبير يختصر ما خُمله أساليب راقية في التواصل من قيم ننقلها إلى أولادنا. كالمشاركة والتعاون والتكامل. يتجسّد في شعار المدرسة لهذا العام: قلوب وأيدٍ وأصوات لأن التربية ليست بالنظريات... بل هي أسلوب حياة.

والدة سارة وحسن بيطار - القسمين المتوسط والثانوي

Hands, voices, hearts.

Hands to touch. Hands to hug. Hands to clap. Hands to catch. Hands to feel textures, fabrics, warmth, cold, roughness, softness. Hands to feel.

Voices to talk. Voices to mumble. Voices to scream. Voices to chant. Voices to pray. Voices to sing. Voices to feel and express the music, the words, the symphony. A voice to feel.

A heart to beat. A heart to pound. A heart to love. A heart to forgive and forget. A heart to grieve. A heart to leap of joy. A heart to believe. A heart to feel.

For what would we be, without these three entities that are our hearts, our hands and our voices? How could we feel and express these feelings, were it not for these apparently intrinsic and unrelated parts of our being? To be an artist is to feel and each and every one of us is an artist. From the youngest toddler to the most famous creators because we are all constantly seeking and trying to create perfection whether we are aware of it or not.

Unity : For a Better Future

Every year I keenly wait to know what the next theme of BAC is and wonder how our children will benefit and enrich their knowledge.

This year's theme is about Hearts, Hands and Voices. I would like to highlight on these words and make them "One". Why One? To talk about Unity.

Unity is when we put our hands, voices and hearts together, when we come together and be one to accomplish what others couldn't. Our present time needs harmony, love and understanding. Our children need to learn about loving one another, accepting people as they are and listening to what the others have to say. Our unity is not easy if we don't have the ability and the strength of these three words. If we work together to achieve our goals and put away our differences we will build a better future for our children.

Let us show and teach our children how they can be an example for all those who are fighting for power and money, let the future generation achieve what others couldn't. With such themes that are followed with practice, hard work and persistence, I am sure we will have a better future.

I am very proud of what BAC is offering for our children. The school is building a good foundation for all the learners to face the future life and to be constructive and strong in their society.

Hilda Al-Laty Nammour - Parent of Maria and Celine - Preschool and Lower Elementary Divisions



First, there was the heart, the essence of our existence, our center of energy which feels the need to create. Then there was the voice which expresses that need to create. Finally, the hands concretize our abstract visualization of this original, unique and creative feeling.

Take for example the most beautiful symphonies ever composed. The artist is overwhelmed with an overflow of emotions which he/she expresses vocally by humming the tune to make them more perceivable to him/herself. Then the artist uses his/her hands to compose the symphony and to perform it on a musical instrument.

This is one of the numerous ways in which hearts, voices and hands unite to create a masterpiece. And what greater way is there to express our humanity than by feeling and channeling these feelings into art and artistic work and creations?

Nada Zahabi Sahyouni - Parent of Yasmine - Preschool Division

Give Thanks

"Hearts, hands, and voices": three words that bestow warmth on us and symbolize a lot.

We give with our hearts

We give with our hands

We give with our voices

We thank with our hearts, hands, and voices!

The heart, the hand, and the voice are fundamental in giving thanks and in taking us back to the values that marked those who were before us: gratitude for the bounty of the earth, for the harvest that allowed them to stay alive, and for the gifts of God. Sometimes, we're not always the best in giving thanks. We often have a sense of entitlement. We spend a lot of time wondering when we're going to get what's due in time for us, rather than being grateful for the things we already received. Quoting Mother Theresa, "we cannot do great things on this Earth, only small things with great love". So, it is with love that we deliver sandwiches for the homeless, help out at a local school, plant trees, and volunteer at shelters. This is giving thanks with our hearts and hands. "For I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me..." Mathew 25; it is with giving and sharing that we can shed light and meaning to our hectic life and demonstrate our acceptance of the grace that God has given us.

Looking deeper we should learn the six good words which are: I admit I made a mistake; the five good words: You did a good job; the four good words: What is your opinion? The three good words: If you please; the two most important words: Thank you; the one most important word: We; the least important word: I.

If we can stretch our hands with all our hearts and raise our voice with huge gratitude to all what we have and to all who are around us, then and only then we can really understand the essence of life.

Carmen El Amin - Parent of Rayyan - Tenderest

Value what you have....

The theme of this year "Hearts Hands & Voices" holds a lot of meaningful expressions. Without the heart no one can survive, feel love and sympathy. It is the main organ in the human body which pumps the blood for all its parts and spreads feelings between all human beings. With the heart you need the voice to translate its language, and with the voice it will become easier for any human being to communicate with others. All of the above need a third appendage to complete the process which is the hand; with your heart you feel love, with your voice you can express this love to others and with your hand you can touch and feel others. Hands are necessary to any human being to complete any job. All of the three are a gift from God and no one knows the value of this gift... only the one that has it.

Rana Darwich - Parent of Mohammad and Yasmine - Lower and Upper Elementary Divisions



My Path... My Career

Given the importance that learners place on career-related goals even before university studies begin, BOS has long been working on preparing their learners for their future studies and career path.

By exploring career-related information early in the decision-making process, learners are better able to make informed decisions about their goals and true interests and ambitions. This process facilitates transition to university and helps us better manage expectations from the outset of the university experience.

As an educational institution, we seek to develop and promote sound educational approaches and purposive pedagogical practices in the larger community. And in order for us to propagate and, eventually, delegate this endeavor, we encourage our learners get into the field of education and take up teaching as a career. Along the same lines, we have been laying the groundwork for an ongoing cooperation with universities well-reputed in the educational realm, such as AUB, LAU and USJ, in the hope of providing quality education for those who will be entrusted to disseminate it in the future. In this context, a sponsorship program for learners who wish to pursue their graduate and post graduate studies in education has been launched with the creditable Education department of the American University of Beirut.

An interview with a university professor

What is next? What should I do after high school? What is the major that best fits my interests, character and ambitions? These are few of many questions that will definitely come across the minds of most of our readers if not already had. Many people find difficulties choosing the right career. Many others spend years and much money down the wrong paths and the wrong major. Youths should not find much trouble answering these questions if they are properly oriented and guided by people of experience and knowledge. What is career orientation and how should it be done? Our questions were answered by Dr. Hanin Hout, counselor and professor at Haigazian University.

Q. Dr. Hout, to begin with: what is career orientation? How can we define it for an 11th or a 12th grader?

A. Basically the correct definition of career orientation in secondary school covers two aspects, the first is knowing one's self and the second is understanding the world of careers. A person who knows him/herself is one who understands him/herself, knows his/her interests, abilities, needs, likes and dislikes. Many people have a misconception about career orientation thinking that it is simply explaining the different kinds of careers available; this is not enough. Counseling should be involved in career orientation in addition to the usage of some tests and workshops that better introduce youths to their characters.

Q. When did the idea of career orientation start, worldwide and in Lebanon?

A. Worldwide, the concept started around 100 years ago. In the late 1900's Frank Parsons started working in that field in the city of Boston in the USA. After the industrial revolution schools were crowded with learners and a new problem emerged: where will all these people be employed. Then the first office was established to simply match people with certain characteristics to jobs that they might fit in. Later on and across time the idea evolved and many theories were produced. Nowadays career orientation is a very important topic taught at universities alongside with counseling and psychology. In the USA and Canada career orientation is integrated in the school systems. We have had some experiments in career orientation in Lebanon, some people are professionally doing it but others are commercial. I am against the idea of hosting people from outside the school to orient the learners, integrating the concept in the school curricula is much more beneficial. Having a career orientation or counseling office in schools with dvd's, online services, tests and one to one sessions is very important.

Q. When do you think career orientation should start?

A. Your question was about secondary school. But personally, I think that it should start much earlier than that. If introduced simplistically and with a vision, career orientation can start from pre-school. For example we can start eliminating the idea of gender stereotypes starting early on and showing our pre-schoolers that women can be surgeons and taxi drivers. Elementary school learners can start getting introduced to what their parents do through spending a day with them at work or having the parents as speakers in their classes. In middle school, matters become more specific where learners prepare portfolios to prepare them to secondary school where they need to choose their majors and career paths. Decisions would not be as difficult in secondary if learners were oriented since childhood. Career orientation should be very individualized. It is not just about what careers are out there but it is about what the person likes and then a match takes place between the two. For instance, I

as a professor prefer a friendly atmosphere in a small university rather than a bureaucracy in a large university. A person should match his/her career to his/her personality.

Q. In case the service of career orientation is not available to youths in some schools, how would you as a counselor advise them and their teachers to go about choosing the right career?

A. In spite of the fact that our curricula are very loaded, it would be very beneficial if teachers find an hour per week to sit with learners in groups and talk about the things they like in an informal matter. There are some interesting activities found on the internet that makes it easier for some youth to better know themselves and their tendencies. In addition, there are some tests that can be bought like Holland's SDS and which nearly accurately show the career tendencies of people based on questions they answer. But the most important matter in my opinion is the parents' influence. Many learners go into university choosing the wrong major because their parents want it or because it is more socially acceptable than others. In this case proper career orientation minimizes these mistakes and wrong options.

Q. Do you have any other advice to give to young learners?

A. I just want to say that I am aware of the fact that career orientation is difficult in Lebanon and many youth face obstacles in their career choice. In a study being conducted now, we are trying to find out the reasons behind career failures and what makes Lebanese lack career maturity. I want to tell our young learners to think their career choices thoroughly and not to go into a major they are not convinced of. They should think much before they listen to their parents' advices. I also tell them to take more time in trying to know themselves, search the internet for information that might benefit them, and ask many questions especially to others with experience in the field they want to choose. Visiting career fairs and university fairs should also be very helpful. Secondary school is not only about passing the 12th grade. Secondary learners should act actively regarding their futures and their careers and ask themselves: How has my school helped me chose my career path? What is next? What choices are available and make plans A, B and even C.

Lara Semaan - Lower Elementary Teacher - BAC





A Tendernest at BAC

Beirut Annunciation College has launched its enhanced and innovative Daycare where all children discover and learn through playing and having fun. Tendernest offers children various learning experiences to awaken their senses, their self awareness and their responsiveness to their surroundings. Tendernest aims at nurturing children's needs and catering to the physical, social and emotional aspects of their personality.

Tendernest has started the academic year with a renovated and improved setting. Although the Daycare has always provided children with a secure and clean environment to grow and develop their potentials, this year has brought new challenges and experiences for all the children. Tendernest has organized a variety of learning areas which offer a unique experience whereby they encourage communication, practice, observation, and use of interesting materials and toys. Small groups of children, monitored by their caregiver, visit the areas on a daily basis whereby they learn through play, experience, and manipulation.

The children start their day by visiting the fish aquarium and the turtle bowl in the Pets' Area to feed the animals and make sure that they have what they need. Then they drop by the Agri-Area to water their plants and observe their growth. Then, they may visit the Reading Area where they enjoy listening to various stories, sharing ideas, and participating in friendly and interactive discussions. They also watch puppet shows in the Puppets' Area whereby they can be the puppet movers themselves. In addition, the children spend some time in the Art and Scribbling Areas where they draw, color, paint, shred papers, and paste. All these activities expand the children's imagination and develop their fine motor skills. Another area that helps enhance the fine motor skills is the Play Dough Area. By molding clay and using different shapes and molds, children prepare the fine muscles of their hands to the next stage which includes holding a pencil properly. Who said that Math and Science are strictly for grown ups? Our little scientists make a daily stop at the Math and Science Areas to discover, sort, assemble, and match different shapes and colors. Putting together pieces of a puzzle takes a lot of patience, trial and error, and good eye-hand coordination. Moreover, the children master these skills in the time they spend in the Puzzle Area. In addition, the Construction Area (blocks and Lego) offers

children the opportunity to build a variety of bridges and towers by trying to outdo their friends and making the tallest tower possible. In the Music Area, children learn to follow a beat, sing and dance to a song, participate in musical games, and play several musical instruments. The children also make use of the Rhythmic Room in the main school building where they can move, dance, and exercise. They also have the opportunity to train on psychomotor skills by using the newly equipped Psychomotor Room, which is in the school's main building as well. The favorite area that all children love to visit is the Drama Area. This spot allows their imagination to grow and flourish. Children can role play, pretend to be grown ups, and imagine that they are just like their moms and dads. Dolls, different clothes, various accessories and toys, cars, trucks, kitchenettes, and others' materials make this area richer every day.



In addition to the planned curriculum with all its various activities, the constant care and close follow-up provided by all the staff members is what makes Tendernest a second home for our children. Although the Daycare is a bridge that relates home to schooling, Tendernest also provides experiences that are fun, enriching, and educational all the way.

Nisrine Feghali - Head of Tendernest Daycare Center

Hearts, Hands, and Voices at Tendernest

"Places where mind, and body, thought and action, reason and emotion are all being well educated..." Brian Edmiston and Patricia Enciso.

Children at the daycare are given opportunities to develop their learning and creativity in a positive learning environment by their actions and their talk. By using their body, especially their hands and resorting to their voices, they can express their feelings and thoughts.

Berta Saab - Parent of Joe



Mother's Day at Tendernest

It could be the weather that is gradually warming our hearts, the sun that is shining all day long, or the birds that are chirping shyly... It could be the great love in her heart, her hands that reach to hug us, or her angelic voice that comes out with the most encouraging words... It could be any of these, or all of them put together that inspire us to honor our Mothers at the beginning of every spring.

At Tendernest, we always welcome parents' involvement; in fact, we encourage and reinforce it throughout the entire year. In addition it has become a tradition for the children to greet their mothers in their own way. And what better way is there to say "I love you" than with sharing! To share pleasant moments and amusing games with their moms is the best way for children to express their love.

This year, Mother's Day was special not only because the children prepared for it ahead of time, but also because all the mothers were present to appreciate what their children had to offer. The celebration started with a lovely song that Pre-Nursery children performed for their mothers before offering them beautiful flowers. Then the parents rotated among a variety of agreeable activities related to the special event and to the beginning of spring. Some of the activities that were on the schedule included painting a flower on a spring mural, playing "flower bowling", and pasting the features of a mother while blindfolded.

At the end, all the parents and their children enjoyed themselves by socializing around a delicious buffet that was laid out for the occasion. Hoping that all Mothers celebrated their special day with their loved ones, until next year's event!

Nisrine Feghali - Head of Tendernest Daycare Center

