THE AUI NEWS

Let me win. But if I cannot win, let me be brave in the attempt

Editorial

Imane El Fechtani

What is the real definition of terrorism from the point of view of AUI students? Is it what is happening in Spain or what is happening everyday in Palestine? Find out the answer in the Micro-trottoir. Our dear library, this studying space that many students ignore some of its facilities and services, was the subject of an interview with Dr. Abdehamid Lotfi who was very helpful in giving some information that I personally heard for the first time. Away from our dear library, Star academy, took all the lights of the last months, but is it a healthy program? Does it really show how Arabs are? Or even reflect how religious values in terms of gender relationships are different ? Talking about religion, the 1st student conference on the conflict of images between Islam and the West was an occasion to exchange views between Moroccan and foreign students at AUI. Then the big event, the Job Fair that was meant to open for students the door to the real market. Is it real or is it just a way for companies to know closely the level of AUI students. Read also the hidden part of this event! On the fun part, the carnival was a great success and a brand new idea that attracts many students, but where does the idea came from? The German Club carnival will enlighten its historical background.

AUI welcomes Mentally Disabled Children

Special Olympics

Volunteering at AUI is anybody's cup of tea. Those who consume it, love it more and those who have never tasted it miss a lot. Special Olympics Morocco organized its fourth national edition for handicapped children. We, the volunteers, had the chance to interact with these disabled kids and get their smiles. We even made friends with them and Yahya and Loubna's phone directories are filled.

A warm thanks was given by HRH Princess Lalla Amina to the volunteers who set aside their exams for three days to lend a hand to the needies. Despite some problems of committement from our students, they did really a good job and showed highhumane feelings.

Islam & the West: Conflict of Images

The First Annual International Student Conference was organized by the Diplomacy Club and managed mainly by three quality students. The three days were an open occasion to discuss issues that relate to the main theme. Unluckily, the debate would have been richer have there been more Muslim students; hopefully next year.

In the backdoors of the conference we had an interview with Dr John Damis (Read it in page 5)

Dossier:
## *The Capstone Problems in schools*

The End of Semester Ceremony

Brahim Ouzineb

In the last two days I got a visit of an alumnus friend. He explained to me that being out of the university being an active student as he was is a mere estrangement. He is working now and he never has time to breath let alone visit his beloved university. He stressed the fact that being in the university is a phase that every student has to make profit of by socializing as much as possible. He regretted the fact that the AUI graduates complain about not making good use of the environment in which they studied once. "Despite its drawbacks, the university has a lot to teach its students" he said. Remembering the end of semester ceremony he said that it is an occasion to bid farewell to building 17.

This Spring's celebration stirred the anger of some students who did not like the prizes. They forgot the symbolic value of the prize. Some even did not come to building 17 and came the other day to claim their awards.
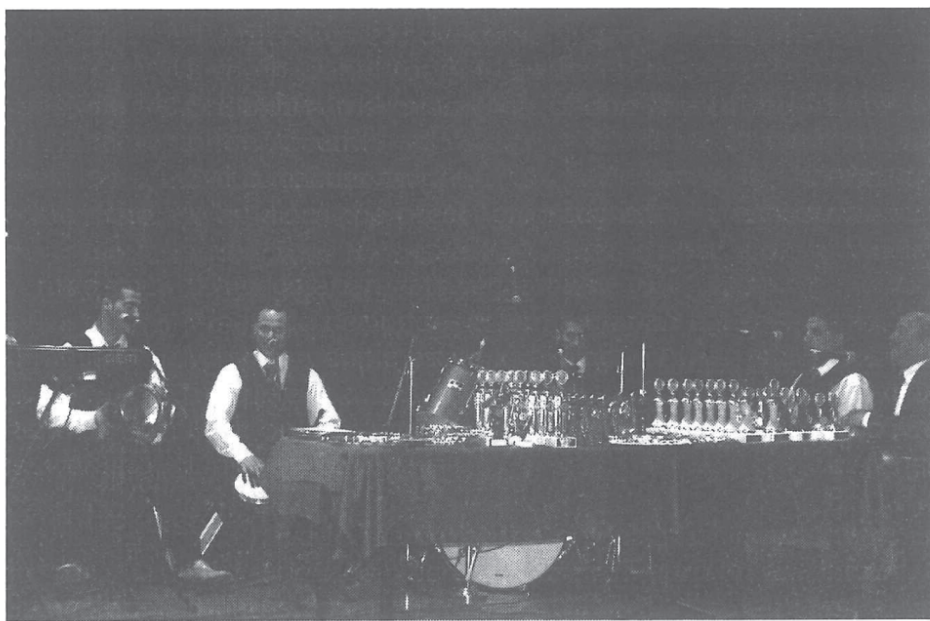
Faith in Plain Words

Sara Oubidar

We were all little babies once. We came crying into a world strange and new to us. We came from the miraculous protection we used to have within our mothers' womb. And even as we came from within our mothers, we knew things and carried blessings and burdens. We contained old blocks, old knowledge, old pains and old triumphs.

And yet we held within our tiny, wet, new-born bodies new things: new ambitions, new life and new hopes. And this newness and that past is our identity and our personality block, living thing that would escort us wherever we go.

This Personality block which is our self starts with an uneven smoothness, sculpting itself with the passing of years, like the sand dune molding by the wind. But self and dune are not just surface. There are gaps and holes within each dune. Each gap and each hole determines shape, and each may be seen as the grief/grievances? we face, the injustice we meet, the tears we shed and the bad experiences we go through. The problem is that it is difficult for us to identify these holes. We know that something should have happened at some point in our lives that made of us what we are today, but we cannot say what, why, or when... If we could have identified these with certainty, we could have changed a lot of things we do not really like in ourselves, we would have been strong enough to face everything ahead (and everyone?). But this is a dream that we all have, a dream that is sadly impossible to realize.

However, it depends on each of us to honor the past and use the present for the good of the future. In building a future of goodness, tolerance and love, we honor the good of what has gone and recognize the weight that we carry now, at this present, on this day, this night ... And this is Faith my friends.

Matter of Respect

Imane El Fechtani

We witness that music is played loud when there are open activities in front of the restaurant disturbing classes, prayers and even exams. Nobody cares if there are teachers trying hard to explain lessons, if there are people praying in the mosque, or even if exams are being taken that require concentration. This raises the point that why loud music is allowed while prayer calls are not.

Normally, and in all mosques the call for prayer is made with a voice amplifier in order to notify people of the prayer times. Many requests have been made in order to allow the call for prayer in our Dear University, but all those requests have been ignored. But until when will this silence persist?

If you would argue that it is for the purpose of tolerance, I would argue that even exchange students and some non Muslim teachers expressed their will to hear the prayer call, simply because it is part of our culture, religion and identity as an Arab / Muslim country, and needless to say that the majority of students in AUI are Muslims.

So if hours of disturbing music are allowed, why wouldn't we allow two minutes of the prayer call?

The least that can be done, if not to allow the call of prayer, is to stop the loud music in prayer times, class times and during tests in ordernot to disturb students and professors who are not willing to be disturbed.

The DSA: Dr Belfekih

The issue being discussed here is not about the call for prayer but about loud music. The call for prayer, as you know and as is required by religious law, is made. The only difference is that the loud speakers are not used. Different people may have different points of view on this but one should not be quick to hint at the accusation that this practice is dictated by some ulterior motives. Music during lunch time is the real issue. Here I would agree with the author of the article that it should not be played loud and disturb people no matter what they are doing. Officers and staff working in Buildings 1 and 2 complain about this and we often have to send a security agent asking the AUI Radio Club to either turn down the volume or simply stop the music if it is past lunch time.

Harmony Beyond the Limits..

Brahim Ouzineb

Since its debut, the choir was a strange idea of a club at AUI. People standing in a row that is different from that of Salsa or Andalusians is not a familiar thing. The chanting was also a weird sight for AUI students. However, the events followed one after another and people growing mesmerized with the good tunes starting to silence each other to hear what the choir was performing. We all know how hard it is to introduce a new idea in AUI before an unwavering strict yet boisterous audience.

Leave aside the perception of the AUI community and let us see what happens in the rehearsals off-air. Layla, the choir master, is the first one on stage in building 17 and this as well conflicts with other clubs' programs. She prepares every-thing and contacts each one alone so as to have all present on time. A rehearsal in, a rehearsal out made of the members a family so tight that losing a member would make a sad note. Meetings abound as we are preparing for the big event in which professionals would come from all over the world, Ensemble Musical de l'Université Panthéon-Sorbonne - Paris, Ensemble Musical de l'Université de Mania in Egypt, Ensemble Musical de l'Université de Pise, Ensemble Musical de l'Université Abdelmalek Essadi-Tétouan and Ensemble Musical de l'Université de Sfax du Sud. The D-day is getting close and the aura becomes stifling therefore the presence of each would mean sacrificing dinner and even studies some times.

After the last show of the club, its image has been brushed up. It has been given the opportunity to shine even more and fly under new skies. Accordingly, the university has to be proud of its choir team and this makes it hard for the choir to keep the same image of refinement.
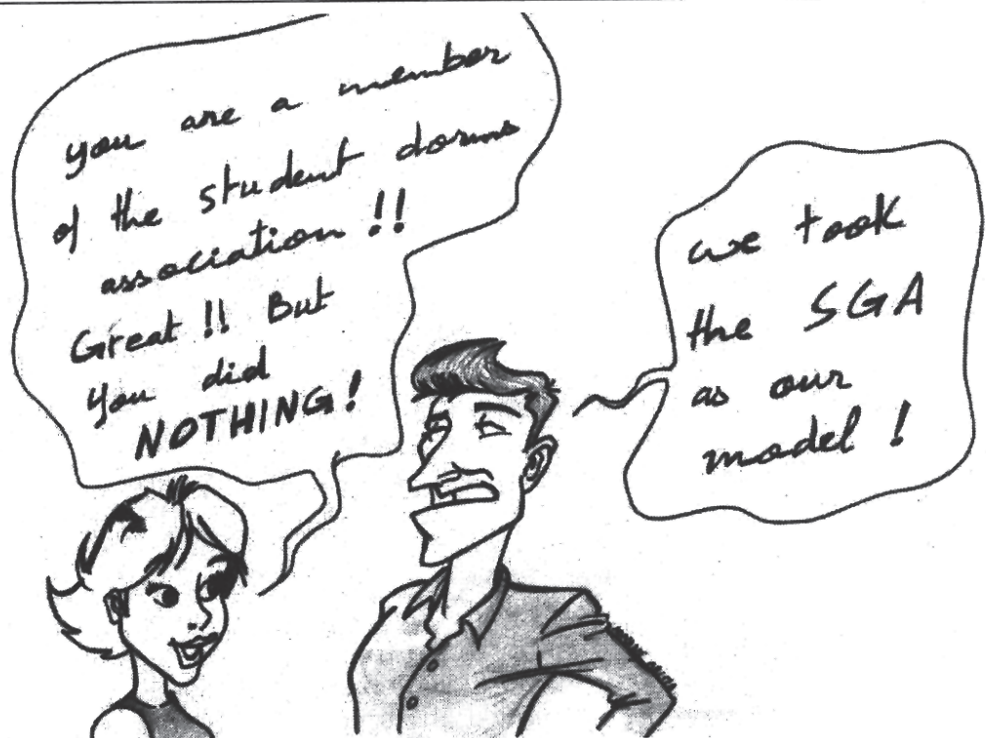
Don't Worry ... SDA is Born!

Kawtar Messat

Have you ever frozen to death and no one fixed the heater for you or it took so many times to get fixed? You can't sleep comfortably because the curtains are old and transparent? You are getting sick of waiting to get the appropriate room you signed for? Have you ever been warned by a green man just because you were talking to your friend near her French door? Have you ever experienced a hot plate confiscation, warned against noise or just because you forgot to switch the lights off? Now, we, SDA, are here to fade all your problems away and be your voice in the dorms. SDA, Student Dorm Association, is a new association which will give the opportunity to students to make decisions and be more involved with the housing since it is the interface between AUI students and Housing. Our main objectives are: improve the quality of life for students living in the residence halls by encouraging the integration of students in the campus life through building various activities, strengthen the relationship between the students and the Housing Services on campus by bridging any gap that may exist between the administration and the students, to make students on campus create and participate in indoors activities (this is the opportunity for you to share your thoughts and ideas with us, so be creative!), and last but not least to give you the opportunity to express your feelings and your suggestions freely.

As you might know, a meeting was organized before the break and the elections took place. The elected board is:
President: Omar Jahidi
Vice President: Kawtar Messat (head of female dorms) & Ahmed Berrada (head of male dorms)
General Secretary: Achraf Boujir

In addition to that, each building has its representative and their (names and phone numbers?) will be posted in each single building. So, do not hesitate to contact us whenever you need help, have a complaint, or have new ideas to promote on campus. Now it is time to talk, discuss, and mainly get rid of all your problems. We will have our eyes on you since our aim is to support, encourage, and help you in all ways needed. Do not forget that we constitute a link between you and the housing department which will make us, with your help, satisfy your services and wishes, God willing. We are here for you since you are our base!

The Diary of the Alumni Job Fair 2004

Zineb Chraibi
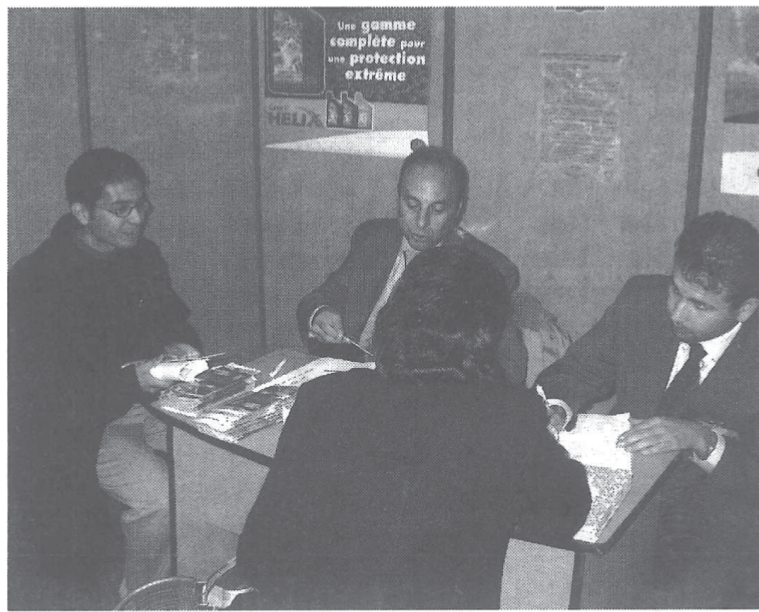
During my studies at AUI, I was feeling protected from the outside world. All my worries revolved round my classes and grades. This semester is really different. Only two months stand between me and the outside world. Another life is waiting for me. I have prepared my CV but could not send it to any company. Finally, a door opened: a Job Fair at AUI. That was a great event. One could not let this opportunity go. It was the best occasion to get new contacts and to know more information about the companies. I was very motivated. I was among the first to put my name on the volunteers' list. I really wanted to help in the organization of this important event. A week before, the volunteers had a meeting with two members of the alumni association who organized the event, Mr. Mohamed Charif Houachmi and Miss. Kenza Rammal, to distribute the tasks. However, just before the Job Fair, I knew that there were no more tasks for me and that I was excluded from the organizing committee. Another alumnus, Mr. Khalid Baddou, decided on a secret meeting in which all the tasks were redistributed to minimize the huge number of volunteers. Many students were upset at this unfair act.

On Saturday13th March, after the arrival of the representatives of the companies participating in the Fair, all the interested people went to Auditorium 17 to start this big event. First at 11 am, there was a talk by President Benmokhtar who praised the AUI students' profile and encouraged them to be proud of their education and the chance they have to be a student in such a successful University. Also, he announced that a new major will be added soon, a coupling between engineering and business majors: Engineering management. Then, the Minister of Social Affairs, Mr. Mustapha Mansouri, spoke about the evolution of the traditional Moroccan University system. He was confident that the AUI education system is a pattern to follow. Also, he emphasized that AUI students are competent and get quality training rather than quantity since they are particularly general-purpose and can easily be integrated in the job market. So, they will be able to establish their own companies and create new jobs for other people, especially that the public administration can offer no more jobs for the recently graduated students because of financial problems. Finally, the AUI Alumni Association's (AAA) president, Mr. Salim Zekri, expressed his gratitude towards the organizing committee who have made great efforts and spent valuable time to organize such a big event. He stated that 945 AUI graduates have been able to prove their competences and are now successful in the job market. Also, a member of the AAA, Miss Hind Lahlou, expressed her contentment with being a graduate from such a remarkable university. It was a unique and revealing experience for her.

After lunch, the Job Fair started officially at 2:30 pm in the Gymnasium. All the companies took their places. Many of the students were wearing their best clothes even in the snow and cold weather. However, their faces did not show at all the self-confidence that should characterize the AUI students. Most of them came to the Fair not only to submit their CVs and motivation letters but also to have recruitment interviews as they were promised. As for the companies, most of their representatives hasted to get the CV's and motivation letters instead of informing the students about the company's objectives. Some of them even stated that they were offering neither internships nor jobs that suit the AUI students' profile. Probably, they came to our university to enjoy a snowy weekend in Ifrane. The representatives kept saying that they would study the students' applications, and then contact the lucky ones, but which criteria were taken into consideration? So, no serious interviews took place during the Fair. Moreover, some companies announced that they do not have any vacant place for the moment, but once they need a new person, they would take a look at the AUI students' dossiers. That is not what most of the students were expecting! But, let us hope that there will be some recruitment afterwards.

The fair closed at 5 p.m. and all the people were required to go to the Auditorium 4 to attend an important talk by the Minister of Social Affairs about the long-awaited job code. The Minister stated that the main changes in the labor regulations meant more flexibility in the job market. He discussed two main job contracts: a contract with a limited duration (CDD) and a contract with an unlimited duration (CDI). In addition, the Minister assured the audience that the new regulations, if applied, would give more freedom to the investors and would protect both the boss and the personnel rights; hence a good image of Morocco. The new regulations are supposed to take effect by June 7th 2004. Finally, the Minister concluded that Morocco was the first Arab and Islamic country to adopt such a modern and advanced code.

The day after, the Job Fair started after breakfast at around 9:30 am. Most of the companies seemed less enthusiastic and so did the students. Everyone was tired, especially in the cold weather. Some students came to hand in their files, so that they would get a better chance for a job. While a few students designed their motivation letters and CVs for specific companies, most of them were just trying everywhere. "Nowadays, we do not really have the opportunity to choose, we just accept what we get!" said a student who came all the way from Tangiers. At 11 a.m., the companies started to pack up, the Job Fair was over. But there was a conference left. It would discuss the human resources management. The talks of the representatives of four companies were not much of an attraction to the participants because they were exhausted. First, Mr. Antonio Portuguese from ST Microelectronics gave an overview of the ST performances and some future plans. Then, Mr. Tarafa Marouane, the 'ONA Group' representative, outlined some strategies about the recruitment process, and claimed that only 10% of ones' education will be useful in his/her career. After that, Mr. Youness Benali from HP Africa talked about the merger between HP and Compaq and some performances of HP - Compaq after the merger. Finally, Mr. Jerrari, the Human Resources Director in PFIZER spoke about some recruitment strategies and the performances of his company in the Moroccan market.

The Job Fair at AUI, Job Fair 2004, came to an end. We hope that some recruitment will take place and a number of internships will be offered, so that another Job Fair will be welcome. Above all, we wish that AUI students' profile will be really sought out in the Moroccan job market despite the AUI belief that says whether we should fit the market to AUI profiles or the opposite. All recent AUI graduates and students are grateful to the alumni association which organized this important event. We hope that next time there will be fewer obstacles, better organization.

The Foolish Season

Amal Benzina

The foolish season, or 'Die Narrische Saison' is the period in Germany where many "normal" Germans get a little crazy and start a Carnival called Karneval or Fastnacht depending on the region. In the 15th and 16th centuries, Fastnachtspiele or amusing plays were also performed during that period.

The date of the Carnival is not fixed. That is why it is also called the movable feast because it depends on the date of Easter. In Germany, it take the Carnival guilds three to four months to organize a Carnival with balls, parades, royalty, etc.

AUI's German Club, too, organized its Carnival on the 5th of March! It was a superb night full of colors, fabulous decorations, fancy costumes, music and free drinks. There were also free make-ups in the Student Activities Office by the skilled hands of Marina, Siham and others.

The German Club also gave prizes for the best costume, best show and best performance for the best Fastnachtspiele. The best costume was awarded to Badr not only for his Saudi costume, but also for the acting and his body guards:. The outstanding Salsa Club got the prize of the best show and Amine won the prize for the best performance. He was really amazing.

Dr Damis: Melt the conflict of Images

Interviewed by Imane El Fechtani

Would you introduce John Damis to the AUI students?
I am a professor of Political sciences at Portland State University and right now I am the director of the Middle East Study Center at Portland University and I have known Morocco since 1968 when I was a student here. I did here a research for my PhD thesis and I have come back every two years. I was a Fulbright lecturer and scholar in 1987, 98. I have also served with Minurso in Laayoune in 1993-94.

Muslims are labeled as terrorism isn't it the Western hegemony that pushes them to act that way?

You need to know that only some people sometimes refer to some Muslims as terrorists and people in the west are subtle enough to know that not all muslims are terrorists. A few are and so they are concerned with these few. I don't hear in the newspapers or on the news that all Muslims are terrorists. I think it is a false conception. If

that is the impression that you get here in Morocco then I can understand why that is making Muslims angry but it is not an accurate perception.

Do you think that the educational institutions have a role in bridging this cultural gap?
In the West they could have a role and they do. We have classes on the middle east in which we talk about Islam and we try to educate people in that sense. In Morocco, Al Akhawayn is a good example of a university welcoming foreign students from all parts of the world. This is unique and has to be encouraged since no other university in Morocco offers this primarily because of language.

Do you think that such conferences as the one organized by the Diplomacy Club can break the ice between the exchange and Moroccan students?

I think that it is a good idea but

I am not here in the regular year. I assume you are together in class and in the cafeteria; you will certainly have sometime together to talk and socialize. You tell me, does it happen

No
Well then it takes initiative on both sides and for example when Moroccans sit in the cafeteria, sit next to them or invite over to sit near you and try to ease up things. Now, if a group of Americans finds Moroccans sitting and talking in Arabic, there will be no chance for them to integrate and

understand what is going on; accordingly, they won't try to break in.

Do you think that there is another solution to change the perception Arabs and Westerners have of each other?
Education of course is part of the solution. If Moroccan students have the chance to live in the US, they might develop other ideas as well. Your professors have been in the US so they have a better understanding of the Western culture.
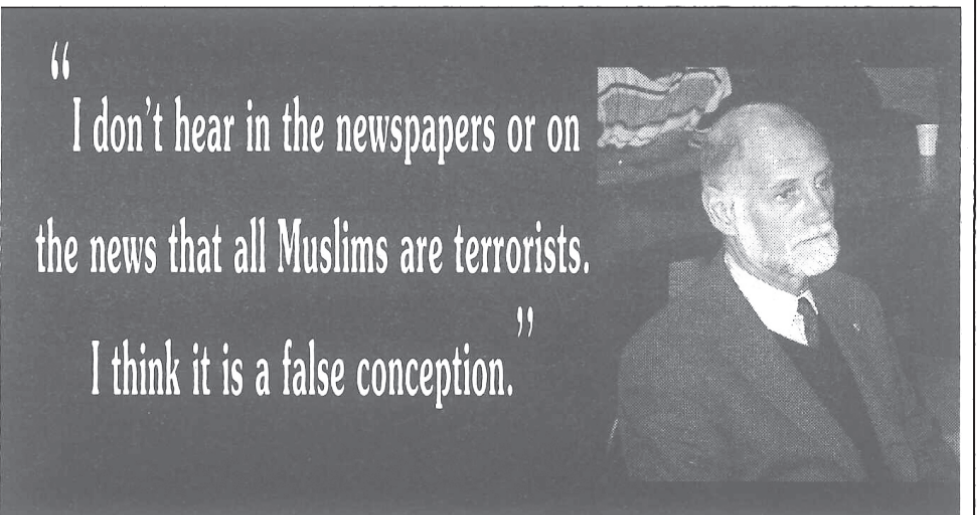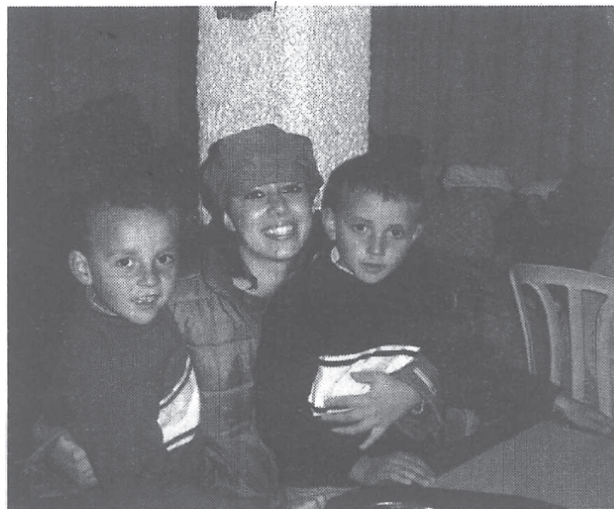
> " I don't hear in the newspapers or on the news that all Muslims are terrorists. I think it is a false conception. "

A Special Birthday Party in Azrou

Imane El Fechtani

On Monday 1st of March, Hand in Hand Association organized a birthday party for all the special children in the Azrou Center. The party was a great success and brought happiness to both the children and the volunteers. A presence of some volunteers from the Al Akhawayn School in Ifrane and some exchange students, in addition to some AUI students made the event a success. We did not lack volunteers this time. They all did a great job, trying to communicate with signs with the children that were very interactive and full of activity. A set of activities was presented, they first made some candles from paper, colored them then tried to put them on a drawn birthday cakes. Also, we played some games with signs that were very funny. After that we all tried to blow air in colorful balloons that we played with together with the children. Birthday cake time, filled with candles, the children felt joy while blowing the lightened candles in the dark. Uffff, heyyy. Joy everywhere, before we all shared the tasty birthday cake. Seeing this spark of hope and will to survive despite all obstacles, gives us strength to go on. Thank you participants. It was a great experience.
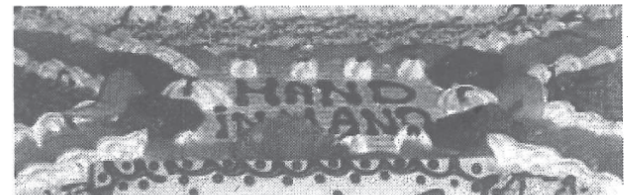
Connect the Dots

The Editorial Board

Within our Moroccan Culture, if you praise someone they become bad. We have been praising the restaurant and we expected much!!

Some TV channels disappear on certain days. Strange!!

PDA is now part of AUI. We would not be surprised if we witness a security agent watching those intimate moments in front of buildings 32 or 33!

Some professors are "too good to be true". You can cheat in exams, be absent for more than 3 times, and just stop by the office to get your A.

Cheating, as being part of our Academic life. Old generations pass their inherited homework and projects to the next one. He who does not have old friends will probably struggle alone and fail. Life is (un)just.

Our SGA represents us so well that all our problems have been solved. They still go around asking about our problems, as if they were not students at AUI.

Dust on the mosque carpet!! Did they forget that it is also a facility? Where is the old perfume they used to spray on Fridays?

Thanks for notifying us when professors are sick. We were waiting and waiting… who cared?
Our university was seen as a clean atmosphere, now wherever we go we smell cigarettes. Maybe they should separate smoker and non smoker areas. And even classes.

Why paper bags in the store and not in the restaurant?

Some professors confuse us more than guide us… why not be selective in choosing new professors and reconsidering the old ones?

Room-mate agreement… what for? Does it ensure that you will not have problems with your roommate or is it a way to keep you quiet when there is a problem?

I am a grader, you are my friend, and your quizzes are hundreds.

We feel that between a course and another there is a gap. May be courses should have a link between them.
Guess how we notice if our rooms have been cleaned? The 2 toilet papers.

What is the function of a security agent? Spying on students and asking them to (change them?) to hide in PDA cases.

The restaurant agents are so kind that you leave the restaurant (so made?). May be they need some training of self control after they get mad with a student behaviour.

In our university environment where we are supposed to learn not just academic but also values and principles that we are going to cling to; such immoral show like the one that was given on April the 7th is too daring. Surely, the 4000 dh fee paid for the activities would serve to better things than allowing young inexperienced people to present shows that insult our dignity.

The restaurant is offering not enough diversity in food choice. Almost the same menu is offered every day besides the poor quality of food that, actually look like food but it is not. I am wondering if this situation will change or is it the destiny of AUI students.

Printing a newspaper is a stressful process. Many people intervene so that the students would read it cosily in their rooms. The van drivers and the technicians are instrumental in printing the newspapers. You would say that it is their job but take my word, there is more to it than that. A minimum of 750 km at 18 hours is the day menu before getting a newspaper setting apart the intimidations of the police, road problems and risks.

A student found guilty of plagiarism and was asked to write an apology letter. Guess what…the student went to google (uncle google) as the students call it and typed in the search box "letter of apology".

The Azrou Center epitomizes the involvment of the university in its surrounding. It encourages income-generating activities for women. It also has a medical unit for diabetic poor people assuring them psychological and medical assistance. The community inside do not know about this center just like the others.

Economic Globalization

Sanae MENOUNI

Economic Globalization was a vital theme of the talk that was addressed to AUI students, faculty, staff, and external guests on Friday, February 20, 2004 by Professor Joseph Stiglitz, of New York's Columbia University. At the outset of the speech, Mr. President Rachid Benmokhtar Benabdellah introduced Professor Joseph Stiglitz.

Briefly, Joseph Stiglitz was born in Gary, Indiana in 1943. He graduated from Amherst College. In 1967, Pr. Stiglitz received his PHD from MIT, and became a full professor at Yale in 1970. Now, he is Professor of Economics and Finance at Columbia University in New York. In 2001, he was awarded the Nobel Prize in Economics.

He was a member of the President Clinton's Council of Economic Advisors, and later its chairman. In this capacity, he was in charge of analyzing the impact of economic policies on Americans. From 1997-2000, he became Chief Economist and Senior Vice-President of the World Bank. There, he was responsible for investigating how economic decisions influenced the world's poor. He created a new branch of Economics, called "The Economics of Information" and wrote textbooks that have been translated into more than a dozen languages.
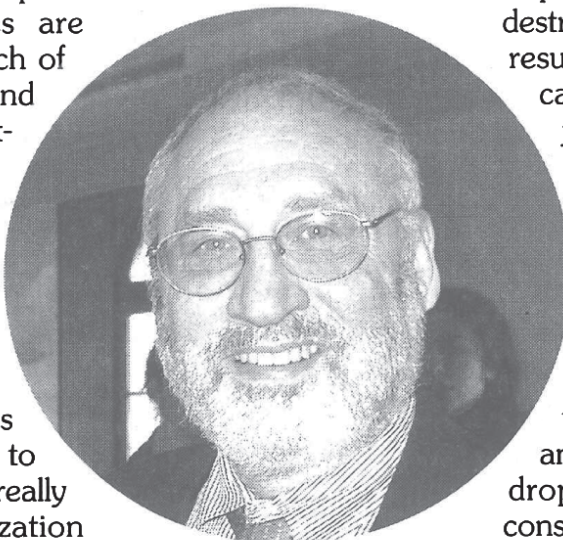
Professor Stiglitz started the talk by introducing the economic globalization -in the form of free trade and open markets- as a controversial subject that has many dimensions. It is both considered useful and unavoidable. This "Global Movement", as it is called, is actually considered a globalization of knowledge and education, culture, life span, politics, environment and economy.

Globalization is not helping many poor countries. Incomes are not growing in much of the world, and adoption of market-based regulations for instance free trade and privatization, are making the economy in the developing countries less steady. According to Pr Stiglitz, what really makes globalization function effectively is more relevant government intervention.

Pr Joseph Stiglitz defines "the Washington Consensus" as a set of policies formulated between 15th and 19th Streets by the International Monetary Fund (IMF), the Washington US Treasury, and World Bank. This Consensus discards the activist role of the state because, once the government "got out of the way" as he alleged, private market would seek growth in an efficient manner, and development will result.

The IMF initiative caused dilemma for a number of countries. As he stated, it has failed in its mission because many of

the policies in which the IMF has taken part resulted in a global unsteadiness. Pr Stiglitz argued that the organization made several mistakes in managing the Asian crisis (1997), the Russian crisis (1998), and the Argentina problems. On the contrary, East Asian countries, such as China and Korea, which did not follow most of the dictates of the Washington Consensus, have been successful.

Yet, did IMF and World Bank policies affect workers? At first in the US, unneeded workers were fired. Then, progressively, a strategy was implemented to make the creation of more jobs impractical. Thus, job destruction comes ahead resulting in what they called "an automatic job creation".

Pr Stiglitz raised the question of the deep depression of Russia that stemmed from the policies imposed by the US and the IMF and that resulted in a drop in GDP and consumption, a soar in poverty, and a shrink in life spans. Unlike Russia, the roots of the crisis in East Asia were in private sector decisions. The first country to be smacked was Thailand due to currency crisis with great devaluations in 1997 and that led to a large increase in unemployment, a fall in real wages, and a failure of banks. This crisis extended to Indonesia, Malaysia and the Philippines and, ultimately, Korea.

Thinking about resolving the crisis in East Asia, Pr Stiglitz affirmed: "International institutions go around the world advocating liberalization, and the developing countries see that that means opening up your markets to our commodities, but we aren't going to open our markets to your commodities".

Pr Stiglitz emphasizes the fact that the last set of trade negotiations was imbalanced and unfair, that the poorest region in the world (mainly developing countries) not only did not split in the gains but also, were in fact worse off. Developing countries are coming to the understanding that having no agreement is better than a bad agreement.

It is true that privatization will substitute inefficient state ownership, increase GDP and thus consumption, yet we should not forget our concern for democratic processes which will be undermined by excessive concentration of wealth, besides our fears about distribution of wealth and competition. Therefore, trade by itself is not sufficient; there should be complementarity with other vital issues such as technology, education, and job creation. Also, there should be open discussions mainly on the issues that were disagreed upon with the Treasury Consensus and that should be addressed to the president. Over all, there should be a balance between the government and the market, a clear understanding about the non existence of one single model (American style, like Egyptian or Sweden style, is one of other models of capitalism).

The Model Arab League

Wadia Ait Hamza

Three AUI students namely, Ait Hamza Wadia, Benchouat Hayfae, En-Nassiri Athmane, currently on exchange in Montana State University at Bozeman, participated in the Northeastern Rockies University Model Arab League that took place from 8-10 April 2004 in the University of Montana in Missoula. They represented Morocco in two committees: Palestinian Affairs and Ministry of the Interior. 13 countries were represented in 5 committees which discussed different topics which are:

Joint Defense Council
1. Establishing a collective response to threats from foreign entities against Arab water resources.
2. Assessing recent advancements in defense technologies such as radar, sonar and missile defense and their viability for application in the Arab World.
3. Reassessing and addressing security threats to the Arab World.
4. Reassessing the Joint Defense clause in the Arab League Charter.

Council on Palestinian Affairs
1. Defining the proper role and limits of armed resistance in the liberation of Palestine.
2. Creating a campaign to balance the image of the Palestinian independence movement in Western countries.
3. Developing a system to administer the resettlement of formerly occupied lands.
4. Assessing the progress of the Road Map for Peace.

Council of Arab Social Affairs Ministers
1. Establishing an oversight body of Arab social welfare institutions.
2. Addressing epidemic social conflict in the Arab World such as race, gender and economic status.
3. Encouraging avenues

of combating chronic unemployment among Arab youths, through volunteer programs, etc.
4. Working to preserve the cultural heritage of the Arab World such as architecture, historic sites, archeological sites and art.

Council of Arab Ministers of the Interior
1. Establishing unified domestic policies on tracking and documenting terrorism, drug trade, smuggling, and the like present within the Arab World.
2. Reexamining and unifying discrimination policy in the Arab World.
3. Formulating a consistent Arab League policy concerning member and non-member states in the Horn of Africa. Council of Arab Environmental Affairs Ministers
1. Improving irrigation, water usage, damming practices, and swamp drainage among the nations of the Arab League.
2. Modifying waste management practices along river systems.
3. Addressing the loss of flora and fauna in the region due to desertification.
4. Establishing regulations on commercial fishing to allow rehabilitation of threatened species.

Three universities took part in this model, and they were the best universities in Northeastern Rockies region, representing the two states Idaho and Montana. The universities were Montana State University at Bozeman, University of Montana in Missoula and Idaho State University. This event is organized yearly by the National Council on US-Arab Relations and it gathers the best students in the field of International Relations and Politics.. The performance of AUI students was remarkable as the three of them won "Honor Delegate" and

thanks to them and to the hard work of the MSU team, Montana State University won the best school in the Model. The Moroccan delegation won the 2nd position out of 13 countries. All the resolutions that the Moroccan delegates in the Palestinian Affairs and Ministry of the Interior and Joint defense were accepted by the committee first then by the general assembly by a majority vote. At the end, our dear AUI students got a certificate with the signature of the General Secretary of the Arab League Amr(e) Moussa for their participation in the Model.

History of the Model Arab League

Since 1983, when a few schools gathered at Georgetown University to participate in what they assumed would be a one-time simulation. since that first year, over

25,000 students have participated in the program. By 2001, there were 17 total models, 15 of them regional, with 11 university models and 6 high school models. A total of 220 universities, colleges, and high schools now participate, with close to 2500 total students annually. The National Council oversees the coordination of all the Models, and remains the primary sponsor.

The Model Arab League (MAL) offers high school, college, and university students a superior opportunity to learn and develop leadership skills. In the process, participants learn about the social, economic, cultural, and political issues facing the leaders of the Arab world. As representatives of member states, student delegates attempt to solve problems and achieve consensus on

questions diplomats wrestle with daily. The dynamics and interactive nature of the role-playing involved stimulates creativity, deepens learning, and cultivates understanding as no book, video, or coursework ever could. Participation in a Model is of value to all students, regardless of their academic major. Participants gain valuable leadership training through the Model's constant challenges in debating, writing, editing, public speaking, critical thinking, and interpersonal relations skills. All delegates come away having practiced the kinds of skills that will serve them well in any field they pursue. This practical experience brings students back year after year.

Source: www.ncusar.org

Youssef Ittobane : An invitation to the Foundry

Dear Community,

I am sure that there are a lot of talents in Alakawayn University. Some already know they are, others have not made this self-discovery yet.

As a Student in Al Akhawayn University, many options are open for your future. I am writing today to tell you about a new and exciting approach to enhanced communications that was launched in Pau, France in the beginning of September 2002 in an advanced facility for training, research and development called the Foundry, Inc.

The Foundry brings to the business world a new training philosophy meant to revitalize the telecom industry.

The Foundry is recruiting the best student talents for an advanced 6 or 13 months intensive training and unique best-of-practice sessions. These sessions are taught by two successful entrepreneurs, Chris Cantell and Frédéric Artru, who have proven successful practices in the real world business environment. This initiative is conducted by the Foundry on behalf of its client, SigEx, Inc., a pioneer in Enhanced Communications.

The Foundry allows talents to enhance their experience, develop their skills, bring their competency to the next level and build impressive portfolios. It does not limit the goals or expectations, it allows talent to go as far as it is willing to go. The Foundry is not only an elite professional training school, it is a rich and unique social experience. The Foundry is about you!

I will keep in touch with you and share with you all my experiences. I will be telling you stories and giving you advice on your professional careers. I will let you know about the unique experience I am living in the Foundry socially and professionally. I will show you that being a successful talent is accessible to anyone willing to learn, willing to grow, willing to change. Always keep in mind this famous saying of Benjamin Franklin "When you are finished changing, you are finished".

Before I take my leave today here is a little dialogue ensued between myself and Olga, a recruiter at Cantell Communications .

Silent Sogood

-Olga: Hello, my name is Olga, I am calling from Cantell Communications. We received your resume. Are you free to talk?

-Silent Sogood: Hello Olga, yes I am free.

-Olga: Did you browse our website?

-Silent Sogood: Yes, of course.

-Olga: Tell me more about your motivation?

-Silent Sogood: I want to have a new and exciting experience.

- Olga: The Foundry is about career development experience. You knocked on the right door.:

-Silent Sogood: What kind of experience is it?

-Olga: You will be involved in more than one department. Here we are all working as a team. Someone working in the recruiting department may come to see you in the strategic communications one and ask for your support. He/she may say to you, I want one hour from your time in recruiting on a daily basis. And then you will be experiencing and learning in the real world the skills of a recruiter. You will be calling candidates after a quick training tackling the key needed notions.

-Silent Sogood: If we are all working in more than one department, so there would be no routine, right?

-Olga: Exactly. Our CEO is saying "the only promise I make is You will never get bored in the Foundry".

-Silent Sogood: Nice! What are all the departments?

-Olga: There are 6 departments. Recruiting, Engineering, Business Development, Regional Development, Finance and Strategic communications. A candidate is always involved in at least 2 departments in order to learn as much as possible. We all learn from each other.

-Silent Sogood: What is the training really about?

-Olga: The training is about system thinking, engineering practices, extreme programming, strategic communications, Wealth Creation and much more. We are receiving lectures from both Chris Cantell and Frédéric Artru, then we apply that directly in the real world. We are constantly challenged by these two guys while having fun :. You cannot imagine what they have done separately in their professional careers before meeting each other.

-Silent Sogood: I have read that in the website. I was really impressed! And you have a direct contact with them, or are they coming to the Foundry from time to time?

-Olga: We have a direct contact with them.

-Silent Sogood; : That should really be a strong added value for the training!

-Olga: We all make our best to learn the maximum from them, because it is rare to have successful people willing to share their experience and being so available and patient with us.

-Silent Sogood: Are you really having fun in the Foundry?

-Olga: Yes. Here we are all working together. We are all friends. We really enjoy being together. The atmosphere in the Foundry is excellent. We are having our offices in an open space, altogether. We have our iChat network to communicate with each other. And when you have people from different cultures coming from all around the world (US, France, Belarus, Lithuania, China, Morocco, Jordan, South Africa, Nigeria, Poland, Spain…) fun is always there. We start discovering new sense of humors, new cultures. It is really unique. And we are always looking for new successful talents all around the world.

-Silent Sogood: The training should last 6 months, right?

-Olga: Actually, The training is either 6 months or 13 months. You should chose based on your sustainability and objectives. It requires a lot of discipline and motivation. We are looking for talents who are able to work a lot while being creative. We are not looking for workers. We want special people.

-Silent Sogood: It sounds great!

-Olga: You would also be required to read a lot of books, usually bestsellers. Then you should write 3 creative ideas for example, and apply them in the Foundry if they are accepted.

-Silent Sogood; I saw in the website www.sigex.com or maybe the www.cantellcommunications.com, that we should read 3 books before joining the Foundry; "The Fifth Discipline", "The Tipping Point" and "Planning Extreme Programming".

-Olga: Yes, if you read them and understand them you will save time. Especially the Fifth Discipline. Don't wait until you come here to start reading because there are so many books to go through here.

-Olga: This training is also unpaid. Are you sustainable?

-Silent Sogood: Yes. I am really motivated by this new experience.

-Olga; You will need between 400-450 euros per month. You can also get, up to 80% of the housing reimbursed by the French Government.

-Silent Sogood: 80% great!! It will make things easier. I was not expecting that!

-Silent Sogood: I would like to know more about the city of Pau. I have read in the website "Pau A's Party" and…

-Olga: Ok :. It is really a nice city, 144,000 citizens, close to Spain (1H drive), close to Biarritz (1H drive) and within the city there are so many places that you can try. Especially the Brazilian, Canadian and Australian pubs, they are so nice.

Pau is a cosmopolitan city and people from different nationalities have open so many places in which you can have fun. Each one will find a place that he or she will prefer. Don't worry about that:.

-Silent Sogood: : I have never heard about Pau before. That is why I asked this question.

- Olga; Usually people do not ask that question. And I believe that it is important to know about the external environment before starting a new experience. You also need to know that the Foundry is allowing you to know yourself. If you come here you will for sure develop your "Personal Mastery" and your "Mental Models".

-Silent Sogood: Excellent!

-Olga: Can you please define Success?

-Silent Sogood: I have read one Book called "Unlimited Power" in which I found a definition of Success that I really appreciate: "To laugh often and much; to win the respect of intelligent people and the affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty, to find the best of others; to leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; to know even one life has breathed easier because you have lived. This is to have succeeded". By Ralph Waldo Emerson.

- Olga: It is really a nice definition. Thank you. And don't forget that the Foundry is about You. If you come here it is for You.

- Silent Sogood: I know that the Foundry is about Me. I really want to have a new and exciting experience and I strongly believe that the Foundry is the right destination.

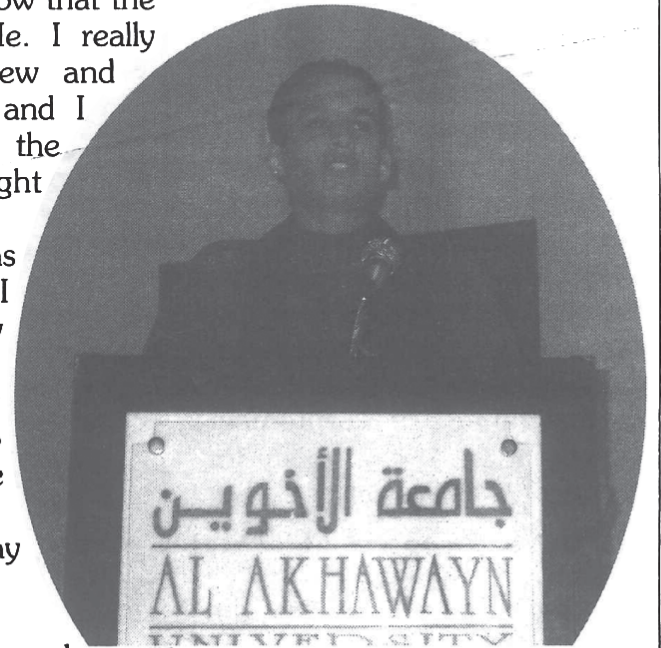-Olga: Great! It was nice talking to you. I will let you know about our decision.

-Silent Sogood: It was nice talking to you too. Have a nice day.

-Olga: Have a nice day too.

They called me again and scheduled an interview with one of the directors. The interview was successful and I am now in Pau, France changing my Life.

I remain Dear Community
Your Humble Servant
Silent Sogood

What is done with all these projects?!

Yacine Ghanjaoui

Media streaming is increasingly gaining popularity. While there has been extensive study of HTTP traffic over the past years, streaming traffic has rarely been analyzed in details. Therefore a thorough understanding of the effect of video streaming technology on the transmission of MPEG video is required.

This project examines the effect of MPEG video transmission impairments on the quality of received video in video streaming environment. Streaming media over packets switched networks are characterized by several challenges due to the following factors: delay due to network congestion, loss due to errors and buffer overflows, and out-of-order packets due to connectionless routing. In addition, the complex nature of video traffic causes problems related to the MPEG bit rate due to the different compression techniques used on consecutive pictures.

This project focuses on setting up a Server LAN Client connection and programming a *Sniffer* machine which intercepts video IP packets, and injects artificial errors, delays and mis-ordering into the packets, all in real time.

Three impairments then have been simulated in this project: Packet Loss, delay and out of order packets.

We present a study of the effect of these types of errors on both quantitative performance metrics (Jitter) and qualitative metrics (user perceived quality of service) on normal packets and packets that hold a specific type of picture.

Our experiments are conducted using several MPEG video sequences with different durations as input files.

In addition, the project includes statistical characterization of various MPEG video sequences into VBR streams. This has been achieved by parsing the MPEG header and displaying some parameters like the payload.

Our Library: A fountain to Explore

Imane El Fechtani

Q: Could you please introduce yourself ?

A: My name is Abdelhamid Lotfi, I am professor of American Civilization and Culture. I started as director of AUI library back in July.

Q: Some AUI students go on an exchange program to other universities and they notice the huge difference between our library and the foreign libraries in terms of space, facilities and regulations, what can you say about that?

A: Libraries meet around a number of services but they differ around some. Universities have to adjust their facilities and regulations to fit their own situation. The library at our university meets all the international standards and requirements, and in some cases, this library does more than required by these standards. I think our book per student ratio is good to honourable. Accreditation requirements require libraries to seat around 20% of a university student population; our library can seat 40% of the student population at any one time. The seating capacity of this library is around 400 places, which is enormous. The library provides over 150 public area computer connections, 30 public area computers and over twenty online databases! The resources are impressive, and our real challenge is to optimise the use of these resources.

Q: What about the other 60% especially in exam period?

A: The library provides seating for 40% of all AUI students at any one time. In fact, we never attract more than 15% at any one time. About one third of the student population visits the library daily. Patrons come at different times and periods, and sometimes the attendance daily peak can go up to 500 students, over a sixteen hour, or a 24 hour-period. So the seating capacity exceeds the normal requirements and there is no problem in this area. Recently, an additional 100 extra work stations have been set up in the third floor, as well as four talking study rooms. So in terms of resources, in terms of seating capacity, in terms of access to online resources.

When we review library use statistics we realize that users access only about 10% of all the resources available to them. This is quite normal, but I think we can still do more to attract students and faculty, although this is something that we routinely do through the workshops dealing with various types of software and databases. These workshops provide users with basic information literacy and information technology skills. I must say that we are not happy with when very few people sign up for these workshops. But I must say that these training sessions provide library staff with further training, a good preparation for the day when users are more numerous.

Q: Students always complain that the workshops are not enough or that the working space in the library is not convenient for them because they want to study and talk, they prefer to go to the student lounge or the game room where they enjoy studying with sic, so the library does not answer those needs. Also, they complain that in the periodicals section, the computers are not always connected to the internet, or the training sessions in the ProQuest or the other databases are not enough advertised for, there are some students that have never heard about workshops in the library, and the printer to print any needed information from the database is not available so they have to send it to their e-mails and they have trouble to go through all this, so they prefer not to use it at all?

A: Yes, maybe there is a problem of communication here despite the fact that the library does its best to advertise its services through orientation tours that are routinely conducted by library staff, the publication of an Orientation Guide that is updated once a semester and a quarterly Newsletter that is posted on the website of the library. The library webpage is being re-looked and when it is posted by the University Webmaster it will provide a wealth of information about the library resources and regulations. Emails are routinely sent out to both faculty and students to inform them about the workshops, so I am surprised to see that students think that they are not informed well enough about this. There is even a library communication unit that has been set up simply to centralize all the information into the library or out of the library. We probably have to find new ways to communicate effectively; we might have to teach our users to look us up on the Web.

I know that there are students who do not know that there is a multi-media information center, or that library reserve materials can be obtained through the Library E-reserve Service. Well, students have to read their emails, and the posted information. This is not something that the library can do for them, but we can make more efforts to try to attract them and to make these resources known to them. But we do not know what ways to use beyond the traditional known ways, emails, newsletters...etc.

Why some students don't think the library is not a nice place for study is beyond my understanding, except if they mean by nice a place where they can talk loudly, drink or eat! Well, if you go to the library you have to abide by basic regulations that prohibit food because it creates problems for preservation of the collection. Noise is not tolerated simply because other students have to work in a quiet and peaceful environment. There four available study rooms provide limited space where group study is possible. I must say that, maybe, if somebody likes to study with noise and TV then the game room or one's dorm would be nice places to be. There are different types of study situations, there are study situations where you need concentration and others where you need to be relaxed, so the library provides both types of environments. These are the basic regulations that are observed and enforced the world over.

Q: What about the timing in week ends, some students complain about the fact that the library closes at 6 and opens late?

A: First of all, this library is opened 7 days a week; sometimes 24 hours a day, but very often 16 hours a day. If you add up these hours then we are talking about 80 to 85 hours a week which is a considerable amount of study time. Second, many students and faculty leave the university on week ends, so there are few students on campus on these days. Third, attendance statistics show that library attendance drops to 7% on Fridays and Saturdays and climbs up to a mere 10% on Sundays. So I agree that there might be students who would like to have the library open for longer periods on Saturdays and Sundays but they represent a minority, and bearing in mind that the library is open Friday and Saturday from ten to six roughly and from twelve to midnight on Sunday, that is ample time for anybody to use the library resources. Having said that, I must say that everywhere around the world, there are some services which are closed, some which are restricted at certain hours to meet the needs of the majority of users.
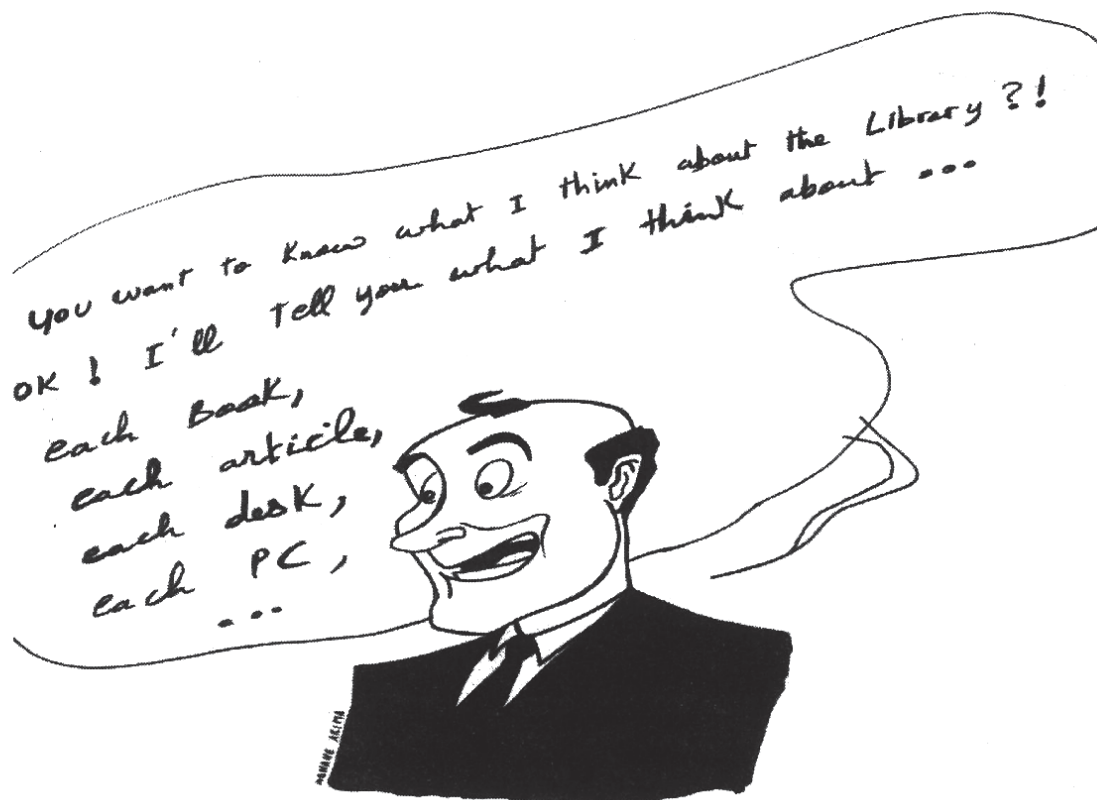
Library opening hours are modified to meet the changing needs of the student population: shorter hours when fewer students are on campus to 24 hour service during exam times. When students are away, library hours are modified, so we try to meet the existing demand. To give you an example, even during exam week, when the library is open 24 hours our statistics show that there are sometimes less than four users at the library with two security guards and hundreds of light bulbs on! The four students maybe studying, chatting or even sleeping! We hope to provide a better service to our users. This does not necessarily mean open service all the time, it means providing service to as many people as possible. It does not mean that we want all students at the library at the same time, but we want a reasonable number for the services to be used rationally.

Q: What about the due dates reminders that are no longer available?

A: When we found out that about one thousand transactions were carried out a month to send out due date reminders, we realized that valuable staff time is wasted performing unnecessary tasks because students

are aware of the due dates of the books they have checked out; besides one of the responsibilities of the university is to train students to be autonomous and self reliant. When we decided to modify this regulation we really thought about the problem from the angle of productivity, but we were surprised to see that the income derived from the fines has fallen down! The amount of

Well, students have to read their emails, and the posted information. This is not something that the library can do for them

f i n e s
paid when due dates notices were emailed has been divided by tree! Now students bring the books on time and pay less fines. So I must say that I am happy to see that students are not paying more fines and that the books are being returned on time and that the students are managing their borrowing privileges intelligently. If the library had an automated system due dates alerts could be generated automatically; this will happen when the library acquires and implements an

automated system that will be operational in the Fall semester. Many of the services will be accessible from campus and even from outside. And then this question will become a thing of the past.

Q: What is the most used section in the library?

A: it really depends on the time of year; I find that the sections where students can be together are more frequented because students like to get together, maybe because the library is the only place where this kind of interaction is possible. I would say that most parts of the library are popular. Some are not as well-known as others, for example the multi media center is not as well known, except by those who are interested in video editing or softwares of different kinds. But this is again a normal thing. The university provides a wide choice of services hoping to attract to each service as many people as possible. Some library areas are more popular than others because they meet the needs of the majority, while others are less popular, but no less important because they meet the needs of a small minority of students. This small minority is developing special talents

which are necessary for the development of the student and the development of knowledge. So for example if only 10 people in the university are interested in video editing that is great, maybe it is not even good to have 700 students interested in video editing! Remember, there are 42 clubs and associations at the university and yet some are more popular than others and even within those clubs you will find that 5 or 6 different clubs will have almost the same members, because dynamic and talented students often join different clubs.

AUI provides a learning environment that is unique and we consider the library as a unique learning environment also for its staff and for all users. Library staff provide service and develop their professional skills, something they could not do if they were working in another environment. AUI resources are very important, whether in the library, sports, or the labs. Library resources support university teaching and contribute to the intellectual development of students. First or second semester students are not likely to use the library resources as intensely as sixth or seventh semester students. We do not have statistics over a long enough period of time, but the turnout leads us to believe that all students come to the library at least once a week, which is not bad. Concerning the acquisitions, I must say that we are doing very well; note, for example that over 4,000 new books have been added to the collection since last September. That is a large number. And every week you have at least one book shelf full of new titles. If you spend a few minutes looking at those titles you will be struck by the quality of the acquisitions. Some are

directed to teaching and others are related to research and knowledge. The collection is really impressive.

Q: On what basis do you choose those titles?

A: all the library community has the right to suggest books to the library to buy, and there are forms that are to be filled out by the user. But most titles, over 90%, are bought in response to faculty requests. There are catalogues that circulate around the different schools and the faculty select the title that they want the library to purchase. Library staff sometimes choose titles that are not selected by anybody but they know from their professional trainings that these titles are necessary for the general collection. The library acquires all kinds of materials: books, CD ROMs, DVDs, Music Cds, training software, as well as the print periodicals. But the choice is almost exclusively on faculty recommendations. Unfortunately, students' recommendations are not very many.

Q: How much time does it take to purchase a title suggested by a student?

A: Usually the time to buy a book that has been suggested by a faculty. There is a process, because almost all books we have in the library come from either Britain or the United States. It takes about four months between the time you put in the purchase request and the time you get the book; there are too many operations involved in the acquisitions process, and once the books get here, they have to be catalogued and processed by the technical services. We are currently on ways to speed up this process. My belief is that this time next year AUI publics will enjoy the services of a first class library in terms of service and access!

> "Terrorism is a deliberate use of violence against civilians for political or religious ends;" this is the definition given mostly to terrorism. However, opinions diverge as to the definition of the act itself. Terrorist acts are often deliberately spectacular, designed to rattle and influence a wide audience, beyond the victims of the violence itself. If we see what happened ever in Palestine and Iraq, the US and Israel are showing off their lust for power and extending the American Empire. Now more than ever before the US has managed through its policy to win enemies all round the world. What Israel and the US are doing to find and even create enemies to sell their outstanding army is pure terrorism. It is said that a person's terrosist is a freedom fighter for another. So is what is being done by Al Qaida an act of self-defense before the shameful indifference of the Arab leaders.

Report by : Imane El Fechtani

* What is your definition of terrorism? Do you think that the bombings in Spain is a kind of terrorism?
* What about what is happening everyday to Palestinians?

Idrissi Karima-(SSE, Undergraduate)

Killing anyone, for me, is terrorism, whether the victim is innocent or not. Even in Islam, we do not have the right to kill another person, unless you are in a war or if it is the case of self-defence. For the Madrid train bombing, I consider it as terrorism as well as what is happening in Palestine. I think stopping terrorism with terrorism is not a solution.

Soumaya Zraydi (SHSS, Undergraduate)
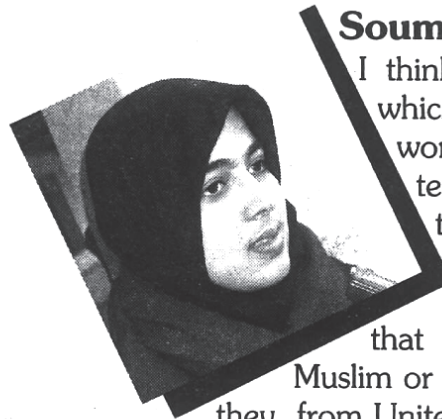
I think, nowadays, terrorism has become an ideology which controls all the movements to have power in this world. I think what has happened in Spain is a kind of terrorism, maybe because it is the answer to another terrorism, but it is still terrorism that terrorises human beings in general. What is happening in Palestine is absolutely terrorism. I should mention that terrorism is terrorism whether it happens to a Muslim or a Jew. It has a bad effect on all human beings, be they from United States, or Al Qa'ida or I do not I know what else but it is still terrorism against human beings, which we must all fight.

Tarik Mohamed (SSE, Undergraduate)

For me terrorism is a means to use violence to achieve political goals. Concerning the event that happed in Spain and what is happening everyday in Palestine, are all forms of terrorism. However, the one that we have witnessed in Spain is the one from an entity that is not that organized and for the other one it is what we call " state terrorism", it is legalized, you have the weapons, an army…etc. I must say that there is another kind of terrorism which is the intellectual one. You write a book about culture or religion where you state that this religion for instance after what happened in September 11th, a lot of books were written about this issue. It is a kind of terrorism, because they try to justify the war against Afghanistan or Iraq. So they respond to terrorism by another form of terrorism. For instance, Al Qa'ida is using their means, but they are not legalized. But what America uses, is in the name of law.

Driss Kaissi-(SHSS, Graduate)-

Terrorism is when you attack innocent civilians. For Palestinians, according to me, they have to defend themselves and their land; even among Palestinians there are differences, some of them consider that they have to carry out those attacks only in occupied territories, and others consider that they have to attack everywhere, and the important thing is to hit Israel. Terrorism is not a new thing because it has started a long time ago and any country that has occupied other countries has considered that defending lands or resistance is a kind of terrorism, but the perception of the other is different. For Muslims, for example, "jihad" against "the devil" is seen as patriotism; if their land is occupied by another country then they have to fight till the get their independence. For the United States, in the past, they did not give much importance to terrorism until they were attacked on September 11. They used to consider self-defence for the case of Palestinians a normal thing, even in international law. But they have become more extremists on this issue since September 11. They consider that who wants to fight should fight the military, not the civilians, which is difficult for the Islamic movements that lack arms and equipments to be able to engage in a fair war.

Awatif Raoui-(MBA, Graduate)

Terrorism is killing innocent people without any reason. What happened in Spain is terrorism. I must say that we can not relate Islam to terrorism, and these people want to destroy the image of Islam, whether in Europe, in the United States or everywhere. What is happening to Palestinians everyday is a kind of terrorism, Israeli terrorism.

Tarik Mamou -(SSE, Undergraduate)-
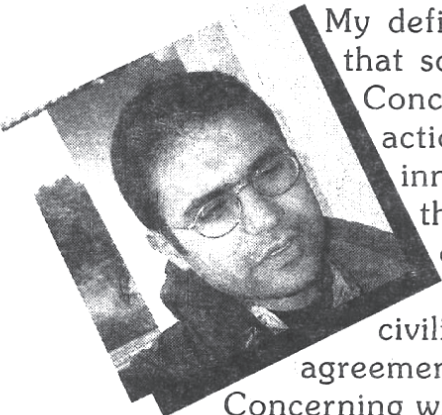
My definition of terrorism is that it is a behaviour that some people adopt in order to scare people. Concerning what has happened in Spain, in any action that has as an objective the killing of innocent civilians, I see it as terrorism. I think that Israel now is guilty however the reaction of the Palestinians can be controversial, because sometimes they hit some Israeli civilians. in society, people are not always in agreement with the policies of their government. Concerning what has happened to Sheikh Yassine, I do not see why this emphasis is on himself, because every Palestinian is a Palestinian; he is no more or no less. I agree that he has done something for the Palestinians but the human value is the same. So why do we put so much emphasis? We should do that for every Palestinian who is killed. Maybe it is about the way it was done; an old man in a wheel chair, this may be shocking, but I still think that every human life is valuable. So I think the Israelis are the guilty ones now.

IRAQ
THE EYE OF THE STORM

World attention has turned to a nation with rich oil reserves, a diverse population and a violence-steeped history

U.S. CASE AGAINST IRAQ

Secretary of State Colin Powell presented new evidence last week that Iraq has violated the U.N. resolution requiring it to declare and dispose of its weapons of mass destruction.

POWELL SAID IRAQ HAS:
- As much as 500 tons of chemical weapons agents, enough to fill 16,000 battlefield rockets.
- The ability to manufacture biological weapons.
- Scientists with plans to build nuclear weapons.
- Rockets with biological weapons, now being positioned in western areas.

■ CHEM

NO FLY ZONE

SYRIA

IRAQ

IRAN

BAGHDAD

Ar Ramadi
Al-Rafah

NO FLY ZONE

Najaf

As Samawah

An Nasir

SADDAM'S RISE & REIGN

Born: April 28, 1937
Family: Married, five children.
Childhood: Grows up in the tiny village of Awja, the child of poverty-stricken farmers. His father dies, or disappears, just before he is born.
Entry into politics: Encouraged by an uncle who was an army officer and activist for Arab unity, Saddam is drawn to politics. He joins the socialist Baath party at 19.
Forced to flee: Saddam participates in a 1959 assassination attempt against Iraqi Prime Minister Abdul Karim Kassim. Saddam is wounded in the leg during the failed coup. He flees to Egypt.
Power: In 1968, Saddam returns to Iraq and helps lead the revolt that brings the Baath party to power. He immediately secures the role of vice president. From that post, he constructs a network of secret police to root out dissidents.
A complex regime: Saddam modernizes Iraq, but also plunges it into peril. In 1979, after deposing the president, Saddam plasters Baghdad's buildings with portraits of himself. He moves to nationalize Iraq's oil holdings, formerly a hodgepodge of western firms.
Constantly on the move to solidify his power base, Saddam ousts or murders dozens of government officials.
Belonging to opposition parties is a crime, punishable by death. Chemical weapons are used to rout rebels. After losing the Gulf War, he defiantly declares victory, boasting that his forces remain loyal to him.

MOVABLE CHEMICAL LAB
Trucks and rail cars have been fashioned into mobile laboratories to brew biological weapons, Powell said. They can move around the country to avoid detection.

RELIGIOUS AND POLITICAL DIVIDES

Iraq has long been a religious, ethnic and ideological mix. The Shiite Arabs are the majority, but Sunni Arabs are in power.

Sunni Arab,
Sunni Kurd,
Turkoman

Kurds
Almost all are Sunni. They are by far Iraq's largest religious minority; about 20% of the population.

Shiite Arab
Elsewhere, have been fueled opposition to Saddam. Large numbers of whom might be drawn from this group.

Sunni Arab
Human Rights Watch notes significant restrictions on language and culture.

FACTS AND FIGURES
Area: 171,599 square miles.
Population: 23 million (2002 est.)
Life expectancy: Male 66.31; female 68
Ethnic groups: Arab, 75 to 80 percent; Kurdish, 15 to 20 percent; Turkoman, Assyrian or other, 5 percent
Languages: Arabic, Kurdish, Assyrian, Armenian
Chief crops: Grains, dates, cotton
Natural resources: Petroleum, natural gas, phosphates, sulfur
Industries: Petroleum, chemicals, textiles, construction materials, food processing
GDP: $59 billion (2001 est.)
Exports: Crude oil
Imports: Food, medicine, manufactured goods

IRAQ SHAPED BY FORCE, RULED BY FEAR

1910 / 1920 / 1930 / 1940 / 1950 / 1960

1917 Occupiers relinquish control of Baghdad to Britain.

Aug. 27, 1921 British install Faisal, son of Sherif Hussein who led Arab revolt against Turks, as king of Iraq.

Oct. 14, 1927 Discovery of Kirkuk oilfield, one of the largest in the Middle East.

Oct. 3, 1932 Iraq gains independence, admitted to League of Nations.

King Ghazi, son of Faisal, started his rule in 1933. He died in an auto accident in 1939.

Oct. 28, 1936 Gen. Bakr Sidqi overthrows government to gain wealth and military coup.

April 28, 1937 Saddam Hussein born in desert town of Tikrit north of Baghdad.

King Faisal II, shown during a U.S. visit in 1952, was killed during a coup in 1958.

July 14, 1958 "Free Officers" overthrow monarchy, assassinating royal family, including young King Faisal II.

1980 / 1985 / 1990 / 1995

Sept. 4, 1980 Iranians shell border area, beginning the Iran-Iraq War.

Iranian soldiers ride past bodies of Iraqi soldiers during the war.

March 1, 1984 First confirmed use of chemical weapons by Iraq against Iranians, reprisals intensive over the Majnoon islands.

March 28, 1988 Iraqis use chemical weapons on the town of Halabja, killing estimated 5,000 civilians, first Iranian use of chemical weapons by a state against its own people.

July 18, 1988 Iran accepts U.N. cease-fire resolution accepted by Baghdad in 1987.

Aug. 30, 1990 Iraq seizes Kuwait

A destroyed Iraqi tank in front of oil well fires during the Gulf War in 1991.

Jan. 17, 1991 U.S.-led coalition begins Gulf War against Iraq; weapons of Iraqi destruction a month later.

March 2, 1991 U.N. Security Council demands Iraq destroy its weapons of mass destruction.

Dec. 16, 1998 U.N. inspectors withdraw from Iraq. Four-day of U.S.-Iraqi airstrikes strikes on Baghdad begin.

Dec. 17, 1999 U.N. Security Council demands Iraq allow inspectors to return, threatening disarmament commission.

Lawra Karima Maaroufi (SBA, Undergraduate)

Terrorism is an act against someone or something, a harmful act that will hurt them in a way that they will feel insecure. And they feel that they cannot live their everyday life the way they used to. As for the bombing in Spain, I do not know much about it but from what I hear, I think it is terrorism because in comparison to September 11th, I was actually there at the time, and it was a bombing as well, and people died, we considered it as an act of terrorism, that is why many wars are going on. So I think it should be considered terrorism as well and it should be dealt with as severely as September 11th. I do not know whether what is happening in Palestine is terrorism or not because it is a fact that they are pointing fingers at each other. So, it is just the fact that people are dying and being hurt and they are feeling unsafe, so it is an action of terror.

Bassam Nejjar-(SHSS, Undergraduate)

There is no real definition of terrorism; it means killing people or terrorising them physically or intellectually. Concerning what has happened in Spain, I believe that committing suicide acts against military people is a kind of resistance, but it becomes ambiguous when it comes to civilians. Most people believe that what has happened in Spain is definitely a terrorist act. Concerning what is happening in Palestine, I strongly believe that acts against military people is a resistance but in some cases it could be considered as terrorist attacks when there are some innocent civilians that are killed, because there may be some people who are against the zionist plans…etc

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Reda Bengholam –(SSE, Undergraduate)-

Terrorism is generally known as an act that is associated with a terrorist group and that targets innocents with a political or religious interest. What is happening in Palestine is terrorism because it targets an Islamic regime. But what happened in Spain is not terrorism because its target is not to destroy a regime. Accordingly, terrorism is meant to change a regime, an institution, or even a religion. For instance, the assassination of Sheikh yassine is not terrorism but a criminal act. Because they killed a person, but from another perspective it is terrorism because they murdered a political and religious Leader.

Capstoners Problems

The level of the capstoners:

Dr. Bensaid

One of the objectives of our program is to teach students to learn on their own. When we did our quality assurance review last year, we prepared a number of things about our program. The review was done in the framework of the United Nation Program Project and we received reviewers from the Quality Assurance Agency in the UK. It is a governmental agency that has done about ten years evaluations of a lot of programs. When they wanted to check whether we were successful in reaching the objective that our students learn on their own, they looked at the Capstone and Master projects versus the most advanced courses that we teach. Through looking at the courses themselves, they found that they're at a level comparable to what it is taught in Bachelor's degrees in US, and when they looked at the Capstone projects' results, they found things that go beyond what is taught in classes. So, we are happy with this. Looking at more details, I think that our Capstone projects are representatives of students' performances over all. I am happy that only a small number of students do not do enough to pass their Capstone. We have some projects that are really good, good and others that are average. Overall, there is this ability that very often a student does something. It is not just what they have done in their Capstone. The objective of the Capstone itself is to be able to synthesize everything that has been learnt, towards a concrete project and then exhibit the ability to learn and use new methods and tools. The aim is to emulate what happens in the real world on the job, where very often you will be faced with something that you have not covered in class and therefore you have to learn it on your own. What we want to do as a university is to make sure that we equip students with the skills that allow them to learn these new things. We are happy the external review has validated that we are successful in doing this. I am happy to reiterate that the quality of our programs has been certified in this review.

The Delay of the capstoners to get access to their computers in the Capstone Lab.

Kenani fatima-zohra:

The first problem is that we were about three weeks late to start our capstone. So, most of students were upset because it was not encouraging to us to fulfill our goal in the capstone. And even when we had access to our PC's there were many problems. For instance, some students were taking others' keyboards or mice. In addition, some PC's were not even well responsive!

Dr. Bensaid

A couple of years ago, we have started to assign one machine per capstone student, for students to be able to do projects where they need full control over the machine. So, we have set up a lab where students can have access to these machines. This semester, we have set up servers also, because there were over 50 students and we could not get one machine per student because of the large number. In addition, there were many projects where the students do not need necessarily their own machine, since they do not need to do work on the operating system for example. They're working mainly on database and application development projects, where they only need to have access to servers. So, we have set up servers.

We have had some hardware problems in the past year, when some hardware started "disappearing" from labs, and we have been trying to address them. Fortunately, there are only very few cases where this happened, but we had to come up with ways that allow us to track more what is happening. We have lost computer mice, memories, etc in the last couple of semesters. We have been giving free access and full control until we ran into these problems. We have had to readapt some of the procedures at the end and beginning of each semester in order to make sure that we know who has access to which machine at any given time, that we are giving the right machine to the right student and we can do the monitoring. So, some of these problems and the regulating procedures add overhead to what we have to do to ensure that those resources are available to students therefore it does take time. But, again, by design, no we do not want students to have delayed access to machines.

Getting an Extension:

Ahlam m'touguy:

Normally we should have an extension of the capstone deadline because we started late since there were not enough PC's in the lab when the projects were assigned.

Dr. Smith

The constraints here are similar to the real world constraints. In the real world, the deadline is deadline. When you reach the deadline it is up to you to reach the result by the deadline. Students said a lot at the beginning about the fact that they could not start. So, for each one who said that, I would point to what have you done so far on the things that do not require you to work with a specific system? Every project has a lot of start up work trying to understand clearly what the project is, defining clearly the requirements, understanding the background which did not depend on a specific computer allocated to you to do that. So, for the students who they did not do that initially and started to do that after they got the machine: you are putting your own pressure on yourself. So there is no option for an extension!

The need of more and better computers in the Capstone Lab

Ahlam m'touguy:

I found strange the fact that at the end of the last semester Dr. Smith sent us an email telling us that because of the large number of students registered in the capstone project for the following semester, we won't be able to provide everyone with a PC or a project.

Kenani fatima-zohra:

They gave us one computer with a keyboard that is not working properly, so we were obliged to buy our own keyboard. Time is running fast so we could not wait until they buy one for us. If we do not finish the project, it will be our problem and not their problem, they do not care actually!

Dr. Bensaid

I have only heard from one team of two students that they had some problems and that was a few weeks ago. And our general position with this is that we want students to have the resources they need to deliver what they need to deliver! I told the two students that I would guarantee that they will have the resources they need for the projects that they have agreed on with their supervisors. That was the only one instance where a problem has been reported to me by students. Our general approach is to say if you have a problem let's look at it. If it is reasonable and legitimate, then we will address it specifically. With respect to these two Capstone students, this is exactly what we have done. In general, there are a number of constraints, but there are objectives that we do not compromise on. With respect to knowing ahead of time that we will have 50 some students and why not having one machine per student. It is not a matter of knowing ahead of time, it is just not cost effective. We are just not going to have 50 individual machines for the sole capstone course, since we can reach the same capstone objectives without one machine per capstone student. What we want to do is manage this by objective and "having one machine per student" is not an objective in itself, it's a means. The objective is to give the student the resources to do the job they need to do. So, if we can find a solution that is more optimal, for example, by setting up database and application servers with the software that the students

need and where we can have shared access to a number of machines, then we will do this. It will give the students exactly the same resources and maybe sometimes more. And the fact that they do not have one machine devoted to them is not hurting. It just means that they can do as much or more with less resources.

We are paying 4 credits for the capstone, so, at least, we should have a computer
Dr. Smith
There is no statement that states that if you are registered for the Capstone, you are guaranteed a computer. So, what the university might be requiring in the future is that all students purchase their own computers. Then, they will all have a computer available, and we will avoid that problem. That would be a good solution to this problem.

Not all people can afford buying their own computer
Dr. Smith
The capstone lab has 25 computers shared by 50 people then you have between you access to 25 computers and not all people are working at the same time either especially if you are working as teams or pairs. So, the only convincing argument for everybody needing a computer is when projects have specific requirements that you have to configure in a computer yourself. The problem is that many capstoners have done their projects just in one computer setting and they did not get a real solution that works in a real environment. So, to get to a real setting what we want to have is a real server where you will be working. Then, when the student go, we still have the project that works instead of having a project left on only one computer and not being able to see if it fits the real requirements. Also, the use of a sever is completely independent from the number of students this semester.

Being obliged to work in teams in the Capstone.

Kenani fatima-zohra:
The third problem is that we are obliged to work in groups in the Capstone project. Maybe working in group was encouraged before, in normal projects, but the 'Capstone project should be individual to show your work. The fact that there are 50 or more capstoners this semester is not a sudden thing. Everything should be organized so that we can achieve a good result. Also, I think we were obliged to work in pairs because of the lack of both computers and supervisors.

Dr. Bensaid
It is true there are some disadvantages to having each student work on his/her separate project. However, there are also advantages to having students work in teams; (1) it allows students to work on larger projects with more substance and (2) with all the complexities and emulations of the real world that working in t e a m s affords.

Dr. Smith
We had flexibility, b e c a u s e there was a number of students in the Capstone who came and said: "I have this project on which I am interested and I want to work on it by myself with a supervisor". So it has been an option. And all the others who are working in teams have agreed on working that.

Team problems and grade fairness
Dr. Bensaid
If you do not know something in the project you have done, then you will be penalized in your grade. The idea here is that you do work on a more complex project but you do want to know everything that has happened in the project. So, you are responsible for a volume of work that would be equivalent to the volume of work you would have done if you were working by yourself. Working in a team does not mean that you do not know what the other team members have done.

In your defense, you will be asked about these things. The student can do the minimum in what is required to earn a C and pass the Capstone. But s/he can also choose to get the maximum out of the experience, by doing not only their required part of the project, but also by benefiting from exposure to a complex project, learning from their teammates, and learning what teammates have worked on. With this, we hope that they will come out with a more enriching experience.

Work separation:
Dr. Smith
This semester, we are not doing an individual distinction of the work in the project because of the number of students.

The grading procedure:
Dr. Smith
If the team members have done the same work they will be assigned the same grade and if they have

The grading procedure is flexible depending on the cases. The project will be graded, and then the students will be assigned grades depending on their contribution to it

done different work they will be assigned different grade. The grading procedure is flexible depending on the cases. The project will be graded, and then the students will be assigned grades depending on their contribution to it. If they have done apparently equally contribution to the project, they will get the same grade. If a team is having a problem they should address it now and not wait till the end of the semester. I have one case where one student has done nothing in the Capstone and has been dropped from the course.

The supervisor's job:
Dr. Smith
The supervisor is responsible to meet with the student weekly, and as the students have questions to guide them find answers to the questions. That does not mean that the

supervisor is responsible to answer the questions because it is the students' work, but the supervisor is responsible to point the student towards the answers they have. If the student needs to make a decision between two things, the supervisor plays the role of client saying what are the requirements of the project so that student will know which decision to make. The supervisor evaluates the work to see whether it meets the requirements specified. If the requirements are not clear enough, it is the student responsibility to clarify them by asking questions about what needs to be done. So, that is a student role and the supervisor is responsible to answer questions about specific requirements. And the supervisor solves problems that a student cannot. I know clearly that the optimal will be for the student to report the problem directly with ITS, the problem is fixed and the student goes ahead and works the next hour. If that does not happen, the next step is the supervisor to push and make sure it happens quickly. The supervisor will push through me as the coordinator. The student can also come directly to the coordinator and say that this has not been fixed and needs to be fixed right away. Usually, whenever I hear of a hardware problem, I forward it to the help desk at ITS and the next day I get a note that it has been fixed. I do not know of problems which have not been fixed except for one case where one of the computers allocated did not have resources and it took us a lot to find another computer which had memory.

The MFT, is it required by the accreditation process?
Ahlam M'touguy :
Having to pass the exam and that should be included in the Capstone grade, that is really strange. Normally, having to change the policy for the same "promotion". At first the percentage of the MFT was 20% of the Capstone grade. We had several discussions with Dr. Smith where we agreed to

have the MFT to evaluate and know what is going on in our programs, I am fine with it, but being obliged to have it included in our grade that's not fair I guess, since in the previous semester they were not obliged to do that. But after our discussion with Dr. Smith, we arranged that we will have 90% of the project and 20% of the MFT which means that we will have 10% and 10% bonus, but the thing is that they are not expecting us to have the first 10% full because they did not teach us everything that is included in the test and we are not supposed to know something that we did not learn. Actually, while taking the exam, I was confronted with some notions that I have never heard of. For me, they were very few questions that I was used to, but for most of the questions, I had to guess, and you know guessing is a question of chance if you have you will have chance to get the most. So, you will be just evaluated for something that you do not know, maybe that's will be unfair for us.
Kenani fatima-zohra:
The MFT is an information test not a skills test. It does not show your skills as a computer scientist. As for me, I am a networking engineering and I did not see some things about software, basics things, and when I asked software engineers students, seniors and they could not answer those questions. So, how can I answer as a networking student? We are supposed to know general knowledge and not basics!

Dr. Smith
No, it is not required by the accreditation process, but it will be probably helpful for the accreditation process. We got two processes: the program review process which we did last year through the United Nations development program (UNDP) to evaluate the relative quality of computer science programs, and part of that whole process was offering this one standardized test for students at all the universities to get some sort of comparison across them. On the basis of our

experience of that, we saw a value in the MFT test and we decided to incorporate it in the Capstone design as a top level which does two things: it gives students a measure where they are with respect with other students here and abroad and does some leveling of the Capstone because it is hard to do always clear evaluations. We have all kinds and levels of projects. It worth 10% of the overall Capstone grade and students who do well my have an extra 10%.

How does the SSE School communication with the students and capstoners? Last year, we have invited liaisons from each different level of students who are invited to meet with the dean and coordinators regularly to bring students concerns from their level and the dean and coordinators are invited to take feedback back to their students. That's had some success and some limits. We have asked for suggestions to have better communication and tried something for example having meetings of students at a particular level, which was partially successful. We got about 20% to 90% of the students in that level depending on what they were thinking about at the time. So, more ways on how to do better communication, which will be really welcome from students. How would students like to be communicated. And what are students interested in doing to be better communicated themselves. Within the Capstone specifically, the initial communication for the last several years has been primarily via emails and we have met when there are issues that required sitting down together. This semester we have met more than any of the last three years together. There have been some new changes, so that has been quite valid. None of those meetings have been as a result of a student request though! Those meetings were as I called as a coordinator and the students were not so eager to come to the meetings until they got there. So, if there are large issues that need to be addressed, then students are certainly quite welcome to request a meeting. I think that starting next semester; we are going to have a schedule for regular time for Capstone meetings, which next semester students will probably think it is a hardship and something unfairly imposed on them. So, these students can enjoy the opportunity to not having forced weekly meetings.

> We did not get any feedback from the school of Business. The dean did not answer the email. The fear of students to send their comments lest they get chastized by their supervisors is not the reply we expected for trying to give them a voice.

Three New concentrations at SHSS

Majda Moutchou

The Graduate School of Humanities and Social Sciences has applied new reforms on students that registered in spring 2004. Roughly speaking, new concentrations came to substitute the old ones. Henceforth, students will choose between three concentrations: American Studies; European Studies; or North African and Middle East studies. The Dean of the SHSS program, Dr. Dahbi, is optimistic about the new changes.
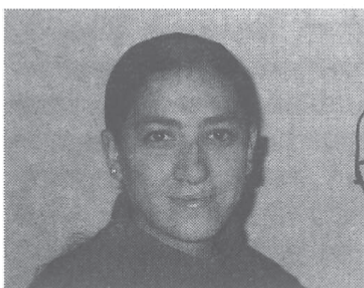
Before spring 2004, graduate students had the option to choose between two concentrations: International Relations, or Euro-Mediterranean and North African Studies. Yet, for a reason or another, almost no one went for the second option. As a matter of fact, the school, headed by Dr. Dahbi, questioned the reasons that pushed more or less all students to choose the first concentration rather than the second one.

According to the grapevine, if you took the Euro-Mediterranean and North African Studies, you will not be accepted in the Ministry of Foreign Affairs and Cooperation. Dr. Dahbi says that this mistaken perception was the main reason why students opted for the "International Relations" concentration. He adds that the second concentration was equally interesting.

The way out to this problem was mainly to correct the program and make it fit the needs of students. Hence, the School decided to incorporate the most important courses of the "International Relations", so that all students will have to take them, and added three area concentrations. In other words, all students will have to do the International Relations courses (political sciences, security studies, diplomacy and so on and so forth), and then they will have to choose one of the three areas to specialize. Important to mention here is that the courses will be provided in such a way that everyone will have the opportunity to finish his/her masters degree in the time.

As far as the classes offered in the new specializations, Dr. Dahbi says that they are available. The school spent time to work on everything, and now the whole thing is ready. The courses are all set; the course descriptions too. He p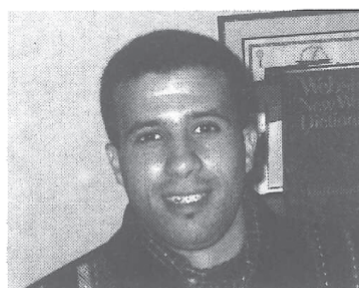ut in that the school has already teachers needed for the new specializations. He explains that the School is in the process of hiring another specialist in the American studies. For the North African and the Middle East, he makes it clear that the School has already teachers that have expertise in the field: Dr. Shoop, Dr. Kalpakian, Dr. Ross and Dr. Willis are all specialized in the area.

He adds that the current catalog has got many things missing in it. He does not know however, whether the current catalog is going to change or not. Will it not change soon, the new changes in the catalogue are going to be put in a CD or on the Web. Recently, Dr. Dahbi, Dr. Alami and Dr. Kalpakian held a meeting with the new graduate students. They explained to them the new changes in the program, and gave them a booklet that serves as a temporary catalog for the masters in International Studies and Diplomacy.

Finally, the Dean explains that the new specializations came to answer the needs of students. The school chose the North African and Middle East, American, and European studies because those are the closest to Morocco' interests: Europe is our immediate partner; America is the first power in the world, and North Africa and the Middle East is our immediate market. He adds that those areas are very important to the Ministry of Foreign Affairs, and to Morocco's development, international relations, and strategies. The last point the Dean stressed on is that SHSS will not stop at this stage. There are other additional reforms that will take place at the graduate school level. There might be a new "African Specialization", or a new degree program called "the international cooperation and development".

Lamrani Hassani Latifa (MAISD): I prefer the new system because makes the students have more knowledge about one specific specialization rather then little knowledge about many things.

Kenfaoui Zouhair (MAISD): Setting three concentrations in our MAISD program (European studies, American studies, and North African and Middle Eaststudies) will make students more experienced and skilled on one of these three concentrations. In my

> those are the closest to Morocco' interests: Europe is our immediate partner; America is the first power in the world, and North Africa and the Middle East is our immediate market

opinion, specialization is the secret of success.

The Value of Sleep

Written by: Dr Hicham Berri
Translated by: Moussa Taifi

The students who took a good night sleep are probably the ones with a good career at school. The problems of sleep are inevitably a sign of stress. The way we live those hours, the quantity and namely the quality of our sleep conditions our physical and mental equilibrium to a large extent. The extra points that will be earned if you stay late at night would equal by no means what will be got after resting. The benefic effects of sleep are largely underestimated; however, numerous studies prove that the lack of sleep reduces the intellectual performances. It lessens the ability to memorize in the short term and lengthens the process of thinking.
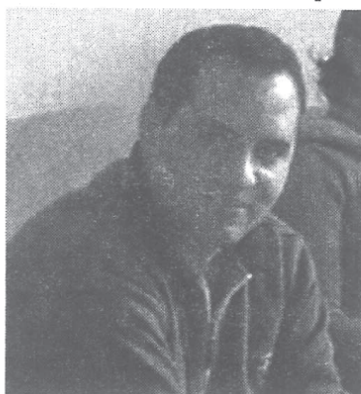
What is the value of sleep?
It is a question that fascinates a lot of people among us, especially that it is a period where we are not aware of the functioning of our bodies during hours. Sleeping takes one third of our lives:

Our daily life is divided in three essential vigilance stages: awakening, sleeping, and dreaming. If being awake is a big part in the living condition of the human being, sleeping and especially dreaming stay an unresolved eigme.

In fact a sleeping night is composed of a number of cycles that follow each others. Each of them last nearly 90 min and our sleeping is cut in 1h30min chunks.

What is clear is that if we do not sleep during multiple sequential nights we will be nervous, anxious and our ideas won't be clear, talking and communicating will become very hard and our Balance will go to zero. We will fall asleep in the street like junk mail in a mailbox. We need to notice that when we stay awake voluntarily we never get back the sleeping time that we lost. In fact even if we sleep during the day or more during the night we will never get back the 16 hours needed.

Sleeping has definitely a recuperation function during the deep and slow sleeping. Researchers showed that the hormones are at the top production rate during sleeping. That why sleeping is a healing activities for adults and a growing agent for children and adolescents that should not be contested.

In addition to that sleeping plays a big role in memorization and assimilation of knowledge. So, we need to admit that sleeping is a major factor of knowledge assimilation as it fights stress and by that affects memorization.

As Josef said, "cutting these precious hours, of the paradox (Dreaming) sleeping especially in the morning, to study for a test before an exam is not a good strategy for long term learning and it can affect also the short term memory".

Free Zone The Unsung Heroes of AUI Housing

Yusuf Agha

Yusuf Agha
The writer is a visiting faculty member at the School of Science and Engineering.

The hazy fog spreads an eerie light over peaked roofs as I arrive in the pre-dawn hours of my first semester of teaching at AUI. The sensation is surreal: here I am in Africa, in Morocco – a country which resonates with brilliant historical associations from lessons learned in my school days – and I am greeted by an Alpine-like chill and Swiss cottage roofs!

My first hand experience with Morocco's legendary hospitality had begun days prior to my departure from Boston. SSE Dean Amine BenSaid and Coordinator Kevin Smith had taken pains to keep me posted of academic essentials by email. Office Secretary Bouchra Saad had helped me plan my itinerary and answered eager questions posed over the email with an efficiency and courtesy that would have made a senior event planner in a Fortune 500 country green with envy.

And Abdulaziz Abousaid of the office of Academic Affairs had taken great pains to ensure that I was picked up and delivered to my apartment with incredible efficiency and timeliness. I had arrived
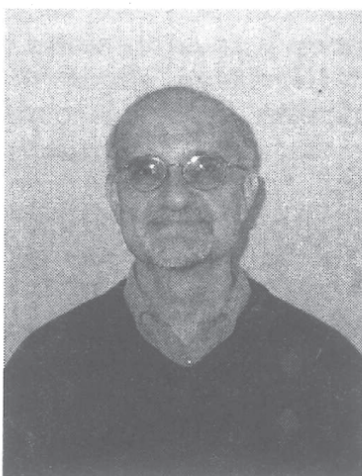
at Casablanca airport at the stroke of midnight, and had been utterly pleased to find a van waiting to drive me to Ifrane.

But the real surprise came for this weary traveler when I stepped into my designated apartment. The trip, with its long stopover in Amsterdam, was well over twenty four hours. I was tired and aching, and my new walking shoes were killing me. And then…

Open Sesame! Like a story out of the fairytale Arabian Nights, I had landed in an apartment that was spotlessly clean and ready for its inhabitant. Even the blankets and sheets had been turned in, a welcome sign for a wayward traveler wishing to rest his weary head.

When I finally awoke after a rested sleep, I realized it was already noon; I was hungry and did not have a bite to eat! Like a robot, I made my way to the kitchen of this apartment to which I was a total stranger. And then, as though I had received a visitation from a genie in the night, I found a generous stock of supplies awaiting me: Pasta and sauce, cheese and crackers, milk, jam and a host of other victuals to hold the growls emanating from my stomach at bay.

But the wonders of hospitality did not conclude there.

A few days after, my apartment began to demonstrate evidence of my newly acquired 'bachelor' lifestyle – papers strewn, an un-vacuumed floor, a bathroom desperately seeking a mop.

Then, one cold and stormy night, I arrived after a hard days work to find my apartment had received a Cinderella-like transformation: swept and cleaned like a sparkling gem!

On investigation, I learned that these acts of kindness were performed not by some heavenly intervention, but by the staff of the university Housing department – the earthly fairy godmothers of AUI!

Later, I had the opportunity to meet Housing Director Yasmine Bahaji and her efficient Captain of the Guards, Lahcen Dada and thank them for the great work done by their

wonderful under their direction.

On some occasions, I have stayed in later in the morning and witnessed the flurry with which these 'Housing Angels' perform their work. Despite the drudgery of the work, they are always cheerful, always smiling, and always strongly refusing a proffered tip.

These are the unthanked angels of AUI. Armored with mop and duster, they wave their implements like fairy wands to keep our living environment clean and livable. And they do it with a smile.

Thank you, staff of Housing, for making my apartment feels like a home. Thank you for your thoughtfulness on my arrival and for the kindness you have bestowed on me along the way. And thank you for smiling!

The English Language!

Majda Moutchou

Have you ever wondered why foreigners have trouble with the English Language? Let's face it, English is a language where, There is no egg in the eggplant. No ham in the hamburger, And neither pine nor apple in the pineapple! English muffins were not invented in England. French fries were not invented in France.

We sometimes take English for granted. But if we examine its paradoxes we find that, Quicksand takes you down slowly, Boxing rings are square, And a guinea pig is neither from Guinea nor is it a pig.

If writers write, how come fingers don't fing! If the plural of tooth is teeth, Shouldn't the plural of phone booth be phone beeth! If the teacher taught, Why didn't the preacher praught.

If a vegetarian eats vegetables, What the heck does a humanitarian eat!? Why do people recite at a play Yet play at a recital? Park on driveways and Drive on parkways

You have to marvel at the unique lunacy Of a language where a house can burn up as It burns down And in which you fill in a form By filling it out And a bell is only heard once it goes!

English was invented by people, not computers, And it reflects the creativity of the human race. (Which of course isn't a race at all)

That is why When the stars are out they are visible, But when the lights are out they are invisible And why it is that when I wind up my watch, It starts. But when I wind up this observation, It ends. http://www.fukkad.com/trivia/english2.shtml

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Dear Readers,
Please send us back your comments and suggestions. They are valuable to us. Remember ... The AUI News is to, for and by you, students.

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your favorite color

Imane El Fechtani

Your favorite color reflects your personality. Here are some common beliefs on colors and moods.

Red expresses excitement, high energy, warmth and vibrancy. It is the strongest of all colors. It is a very stimulating and active color.

Green represents nature, growth and relaxation. It is a soothing color and may remind us of rebirth.

Pink hints at trustworthiness, happiness, youth and sweetness.

Blue reflects a calm, restful and relaxing environment.

Yellow represents happiness and optimism, however vivid and light tints can appear even brighter and more glaring than white.

Brown conveys contentment and comfort.

Purple is a regal color which can denote nobility, dignity and luxury.

Taupe communicates conservative thinking and is considered a very sophisticated color.

Black is bold, elegant, sophisticated and dominant.

White implies virtue, purity, cleanliness, spaciousness and innocence. White rooms tend to be very dramatic and create a feeling of quiet luxury.

Gray depicts a sedate, neutral and composed environment.

Star Academy: A contested Program

Majda Moutchou

Every week, around 100 million callers vote for one of the two nominated candidates to remain or leave in the Star Academy. Results are announced on Friday, right after a live show performed by the candidates and by guests. One of the strongest points of the program is its success in bringing together young people from geographically, sometimes politically and economically divided regions, providing them the opportunity to get in touch with each other, to open themselves of each other's culture on a more personal level.

Notwithstanding the fact that local producers took religious sensitivities into account, making sure that male and female candidates sleep in separate quarters, this program has faced much criticism, especially from the Arab conservative countries. The program is believed to have presented a different vision of the known Arab model for the relations between the two genders. It accused to have destroyed moral values and destructed the cultural barriers and demolished society.

The dean of Islamic studies at Kuwait University issued a fatwa against Star Academy, for undermining Islam and imitating the immoral West, calling Muslims to boycott it. Other political analysts say that such programs are not so innocent; rather, they are meant to keep Arab youth away from national causes at a time that Iraq is occupied by imperialism and when Palestine continues to bleed. On the other hand, Roula Saad,

producer and director of the program, refused to respond to critics who say the program is impious. She said called the program "an enormous success in the entire Arab world."

Let us not forget that private lives are still taboo subjects, and sexual segregation remains the norm in many Arab countries, still, rumors were raging about romantic feelings between the Moroccan Sofia, and the Kuwaiti Bashar. When contestant Sophia was nominated to be ousted from the show, Kuwaitis were asked to vote strongly to keep her because she is supposedly Bashar's kind of special friend.

The program attracted a great popularity, and increased the numbers of viewers all over the world. The problem, however, is that none of the criticizing voices questioned itself about the secret behind the high popularity of this show. No one questioned why this program attracted not only youngsters, but old people as well. The Star Academy debate rages in offices, cafes, schools and universities, taxis and even doctors' waiting rooms. It is amazing how Star Academy surpassed all the other programs which were addressing mainly the youth. Is it because such a program is more beneficial than many of our universities' subjects, which do not include any invitation for thinking, nor do they promote creativity? Anyway, are we going to see more of these programs in the future? But before all, is the Arab world ready for that?

Comments by Moussa Taifi

Rallye or Fashion Show

there we go.....
here is the last obstacle

AUI students can afford anything...

SOME DON'T HAVE A CHANCE WITH WOMEN

Is Volubilis the right place to solve the conflict of images?

This is for ladies Paul...

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ouffffffff... at last something with no Rahal label: **chi m3qouda a khouya 3afak!?**