the teacher

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"It is the true nature of mankind to learn from mistakes, not from example."

Fred Hoyle (1915 - 2001)

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Quality Matters

As usual the Editorial Team of *The Teacher* has been trying its best to come up with materials that could fairly quench the academic and edutainmental thirst of its esteemed readers. To this end, we have tried to cover as many areas as possible so that all our readers could enjoy reading one or the other of their choices presented in this batch of Vol.3 No.6 edition.
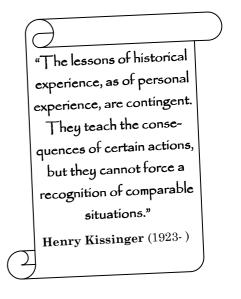
To begin with, we all can witness the fact that our country has been exerting much effort on the expansion of education at every level and in every direction out of and within the capital. Needless to mention the ever mushrooming kindergartens and elementary schools everywhere in the country, especially the last 10 years have shown a tremendous move in the expanding of both the government and private higher education institutions. Besides the major objective of all these institutions, which is educating the young to actively involve in the development of their country, the role of these institutions in creating job opportunities to many citizens is also of paramount importance.

That said, we shall take this opportunity to remind all stakeholders in the education arena of the necessity of one major component without which none of our efforts to expand education institutions will be fruitful; that is **quality**. Whatever number of universities or colleges or schools or kindergartens we may have, now or in the future, unless we tend to be puffy only by its statistical value, we will never have any benefit out of institutions that are deprived of the intrinsic quality expected of them. To this end, we would like to share the responsibility of our citizenship to convey the message that every one of us, irrespective of any division based on proprietorship, have to do our level best to maintain quality of education according to the standards and criteria set by the Ministry of Education. We believe that the MoE has also an institutional duty to check the proper implementation of its policies and directives in all the education institutions it oversees. In connection to this national issue, it is our conviction that the Ministry, keeping in mind the disastrous consequence of poor quality of education, exercises its mandate on equal footing without any discriminatory inclination towards this or that institution whatsoever.

The question of quality is basically the fundamental question of any sector. Be it engaged in production or service rendering, any organization needs to be qualitatively the first choice of its clients and/or customers. If an organization fails to meet at least the minimum requirements expected of it, it's quite natural that it will be obligated to withdraw from the sector not only by the law enforcement but also by the rule of the game of the market itself; nobody is willing to buy the undeserving.

In light of this, when we come to education, we feel that we still have to go ahead more distance before we see quality in its real sense. To this effect, to say just few reminders, our scholars need to think of quality when they are engaged in research works; they need to have a professional etiquette when preparing their materials, for example. They need to be more of pragmatic and their works should be tuned in line with problem solving, instead of producing an amalgam of theories and hypotheses which may not help alleviate the chronic problems of the society at large. Students of any level as well need to be genuine and free of any form of dishonesty, such as cheating in or out of classes when they are given tests or exams or assignments, plagiarizing others' works without giving due recognition, and more worse, copying someone else's work direct from the internet and present it as of theirs which is an absolute theft and makes them liable for legal prosecutions.

The issues partly mentioned here above and more others are treated by various contributors to this issue of *The Teacher* bulletin**.** We would once more like to cordially invite you to read.◉

> "The lessons of historical experience, as of personal experience, are contingent. They teach the consequences of certain actions, but they cannot force a recognition of comparable situations."
>
> **Henry Kissinger** (1923-)

RESEARCH

Faculty Profile in the Undergraduate Programs of Ethiopian Public Universities

Wondwosen Tamrat, Asst. Professor, SMUC

*T*he quality of a university is unavoidably connected with the quality of its staff. That is why this component is regarded as one of the key factors in the provision of quality higher education.

The need for qualified staff that can serve the higher education sector in developing countries is very crucial. In many institutions the lack of such staff has been identified as the major contributor to poor quality. The situation has been exacerbated over the last few decades due to the massification of higher education which has become one of the most defining features of the sector at the dawn of the 21st century.

As noted by the World Bank (2002:18), the share of professors with doctoral degrees teaching in public universities of Latin America is less than six percent. In the Philippines, the figure for PhD holders is seven percent; and those with master's degrees comprise 26 percent of instructors. In 2004, 74% of academic staff in the for-profit higher education sector of Brazil had bachelor's degree. In the Mexican non-elite private institutions, 66% of the faculty serve only with an undergraduate degree; about 18.5 percent have a master's degree; and less than one percent have a doctorate (Altbach and Peterson 2007).

In recognition of the importance of faculty profile, the Higher Education Relevance & Quality Agency (HERQA) has made it mandatory that the staff-mix of Ethiopian universities providing under-graduate programs should be 30% PhD or equivalent; 50% MA/MSc or equivalent; and 20% BA/BSc.

In light of this requirement, a small research was conducted to investigate the existing faculty profile in the undergraduate programs of Ethiopian public universities.

Objectives of the Study

The objectives of this small research were to:

(a) examine how Ethiopian public universities fare in terms of the staff-mix requirements of HERQA;

(b) compare the staff profile across the various universities and identify their possible areas of deficiency and/or strength;

(C) outline possible areas of concern (if any) and the possible manners in which these could be addressed.

Methodology

The samples for this study were nine public universities: AAU, Haromaya, Hawassa, Jimma, Bahir Dar, Adama, Arba Minch, Gondar, and Mekele. The recently established 12 universities were not included for lack of detailed data.

The instructors in Ethiopian public universities are primarily of two types: Ethiopian and expatriate staff. The analysis of

Ethics in Research

By: Melaku Girma, Dean, Faculty of Teacher Education, SMUC.

I. Introduction

In planning a research project involving human subjects, it is important to consider the ethical guidelines designed to protect one's subjects. In particular, medical and psychological experimentation using human subjects involves some element of risk, however minor, and raises questions about the ethics of the process. Any set of rules or guidelines that attempts to define ethical limits for human experimentation raises controversy among members of the scientific community and other segments of society (Best & Kahn, 2003). These scholars hinted that too rigid controls may limit the effectiveness of research, possibly denying society the answers to many important questions. On the other hand, without some restraints, experimental practices could cause serious injury and infringe upon human rights. Most standard textbooks on ethics in social research would, in this case, advise researchers to proceed ethically without threatening the validity of the research endeavor in so for as it is possible to do so (Cohen, Manion & Morrison, 2005). According to them, conventional wisdom of this kind is admirable in its way, but the problems for researchers can multiply surprisingly when the principle comes to be applied: when they move from the general to the particular, from the abstract to the concrete. Each research undertaking is different and investigators may find that on one occasion their work proceeds smoothly without the hydra-headed creature of ethical concern breaking surface. At another time, they may come to realize that, suddenly and without prior indication, they are in the middle of an ethical minefield, and that the residual problems of a technical and administrative nature that one expects as a matter of course when pursuing educational research are compounded by unforeseen moral questions.

Cohen and his friends also indicated that ethical issues may stem from the kinds of problems investigated by researchers and the methods they use to obtain valid and reliable data. In theory at least, this means that each stage in the research sequence may be a potential source of ethical problems. Thus, they may arise from the nature of the research project itself (ethnic differences in intelligence, for example); the context for the research (a remand home); the procedures to be adopted (producing high levels of anxiety); methods of data collection (covert observation); the nature of the participants (emotionally disturbed adolescents); the type of data collected (highly personal information of a sensitive kind); and what is to be done with data (publishing in a manner that causes the participants embarrassment).

Ethical issues go beyond courtesy or etiquette and concern the appropriate treatment of persons in a free society. Some of these questions have been dealt by scientists and philosophers, by enactments of legislative bodies, by codes of ethics of professional organizations, or by guidelines established by educational institutions.

D'Wave Method© of Solving Inequalities

By Daniel Meread Gebremariam,

Lecturer, SMUC

In this brief article, an interesting method of solving open statements involving inequalities [<, >, <=, >=] is presented. Early in the high school Algebra course, students apply the case and the sign chart methods to get solutions of inequalities relating polynomial expressions or rational expressions. Today, I will try to show a very simple technique called D'Wave Method© to search for solutions of such inequalities. The technique is particularly useful since it deals with the finding of a solution for inequalities, specifically, those involving rational expressions of the type

$$\frac{1+x}{1-x}, \frac{2x+1}{x-3}, \frac{x^2+1}{x^2-1}, \frac{x^2-2x}{3x^3-2}$$

etc.

Before directly moving to the strategies of applying the method that I named it earlier [D'Wave Method©] first let me remind you the basic rules one has to follow when working with inequalities.

Rules for Inequalities

1. If $a < b$, then $a + c < b + c$.

2. If $a < b$ and $c < d$, then $a + c < b + d$.

3. If $a < b$ and $c > 0$, then $a \cdot c < b \cdot c$.

4. If $a < b$ and $c < 0$, then $a \cdot c > b \cdot c$.

5. If $0 < a < b$ and $c < 0$, then $1/a > 1/b$.

Rule 1 states that we can add any number to both sides of an inequality without affecting its magnitude, and Rule 2 states that two inequalities can be added. However, we have to be careful with multiplication. Rule 3 reveals that we can multiply both sides of the inequality by a positive number again without affecting its magnitude, but Rule 4 reveals that *if we multiply both sides of an inequality by a negative number, then we have to reverse the direction of the inequality.* For example, if we take the inequality 3 < 5 and multiply both sides of the inequality by 2, we get 6 < 10, but if we multiply both sides of the inequality by –2, we get –6 > –10. Finally, Rule 5 makes clear that if we take the reciprocals, we reverse the direction of an inequality provided the numbers are positive.

Now let's come back to the procedures considered under the Wave Method© to get solutions for inequalities. Note that, solutions of an inequality means values of a variable involved in the inequality that can satisfy [make true] the given inequality. A set that contains those values is called the solution set of the inequality.

Strategy under D'Wave Method of solving inequalities

1. Take all nonzero terms to one side [left or right hand side] of the inequality sign and simplify the resulting expression;

2. Identify the roots [zeros] of all the simplified expressions involved in the given inequality;

3. Organize the identified roots along a horizontal straight line without affecting their order of arrangement. Note that, the upper half plane region from the line will be considered as a positive region while the lower half plane region from the line will be considered as a negative region.

4. Use a test value anywhere along the horizontal straight line, which is different from those organized across the line, to check the resulting sign of the entire simplified expression in the inequality. If the sign of the entire simplified expression for the selected test value becomes positive, then part the wave bounded between any two successive roots if the test point is taken between any two successive roots; or part of the wave bounded from the right by the minimum root if the test value is taken on the left hand side of the minimum root; or part of the wave bounded from the left by the maximum root if the test value is taken on the right hand side of the maximum root lies in the positive region. If the sign of the entire simplified expression for the selected test value becomes negative, then part the wave bounded between any two successive roots if the test point is taken between any two successive roots; or part of the wave bounded from the right by the minimum root if the test value is taken on the left hand side of the minimum root; or part of the wave bounded from the left by the maximum root if the test value is taken on the right hand side of the maximum root lies in the negative region.

A Survey Study on the Application of Instructional Media:

The Case of Kotebe College of Teacher Education

By: Getachew Lemma, Lecturer, KCTE

Introduction

The development of communication technologies is the shift of educational philosophy from teacher centered to student – centered. Education has added importance to what are now differently called as audiovisual aids, educational media, educational technology, educational resources, educational mass media, instructional materials, etc. These materials are used both as tools for teaching and avenues for learning (Osuala, 1994;337-353); as cited by Amare (1996). They include the things, which are manipulated, seen, heard, read and talked about, plus the instruments which facilitate such activities (Ibid).

Students' exposure to different media is believed to broaden their experiences and improve their creativity (Dale; 1969). Joseph (1973:21) stressed that the evolution of the "Instructional Material Center" is the result of the effort made by traditional libraries in adding such materials as record

players, film strips, viewers and other materials to their books stacks, periodicals, etc.

Quoting UNESCO sources, Amare mentions the "National Education Technology Center" was established in 1975 by MoE which is now called the EMMA as representing a center of Educational Technology.

Tsega (1983), Belayeneh (1991) and Fantu (1992) as cited by Amare and Tasew(1996); have tried to draw parallels between educational technology centers and resource centers observed in other countries and pedagogical centers in Ethiopia. In fact Tsega (1983:20) believes the seed of pedagogical centers in Ethiopia is the British "Teachers' Center".

Non- specialist educationalists generally consider educational technology as the use of micro computers and audiovisual equipment in particular; Rheaume (1993) observes that to certain teachers, the term "Educational Technology" refers to materials or equipment. Some of them define the field in terms of audiovisual products and the media. Others lay emphasis on programmable learning and observable behavior.

Stolovitch and Larocque (1988) observed that non educationalists manifest an almost complete ignorance about technology issues. Specialists consider educational technology as an intellectual process and practice that addresses the needs of learners and those of teachers to enable them to determine precisely the objective of learning as well as the means of achieving them. To make the term educational technology more clear, it is essential to recognize the types of instructional media;

Instructional media can be seen as:-

1. Visual media: i.e., projected and Non-projected visuals.

2. Audio Media; i.e., phonograph (record player), the open-roll tape recorder, the cassette tapes recorder, the micro-cassette tape recorder and the audio card reader.

3. Audiovisual Media; i.e., Films, printed materials with recorded sound, sound film strips, television, videotapes, VCD, DVD, computer, etc. and

4. Language

It is agreed that instructional materials provid the learner with a wide

LITERATURE REVIEW

Samson Tilahun, Lecturer, SMUC

When carrying out any research, it is quite customary that researchers go through certain steps which mainly include problem identification, hypothesis formulation, and, information/data collection, analysis, and interpretation. This due process of reviewing related literature plays a significant role in providing information concerning the issue under discussion and guiding the researcher in the appropriate direction as to how they go about the research. Moreover, it provides researchers with very clear view of the problem that they are dealing with in addition to its benefit in selecting the appropriate method that researchers should employ in carrying out their work.

What is Literature Review ?

Review of related literature is a section in a study where researchers discuss ideas obtained from various sources in relation to their research topic. According to Taylor a literature review is an account of what has been published on a topic by accredited scholars and researchers. Similarly Creswell says the following:

> Researchers use the scholarly literature in a study to present results of similar studies, to relate the present study to the on going dialogue in the literature, and to provide a frame work for comparing results of a study with other studies. (1994: 37)

This section is the place where the researcher provides the reader with an explanation of the theoretical rationale of the problem being studied.

According to the information obtained from the website <http:// www.squidoo.com/ writealiteraturereview>, a literature review is a body of text that aims to review the critical points of current knowledge and/or methodological approaches on a particular topic.

A good literature review does not just describe previous research; it should be analytical and evaluative because it is not needed just for the sake of reporting what other researchers have found out or said before.

The Purpose of Literature Review

Reviewing related literature in a research plays a significant role in providing researchers with an extended knowledge about the issue at hand and in assisting them to tackle the problem. Moreover, this is the place where the appropriate method is specified. Hitchcock and Hughes (1995) say that a literature search will help to focus research more directly and sharpen and refine the research question. "It makes explicit the impact of theory in every stage of the study, from formulation of initial problem and selection of the population through data collection and analysis to interpretation" (Lecompte and Preissle 1993:151).

When we look into the significance of reviewing relevant literatures in any research endeavor, it goes without saying that the role it plays is highly indispensable. Leedy as mentioned by Wondwossen (1999: 177) listed the following major purposes of the review of related literature.

1. It can reveal investigations germane to your own, and it can show you how the collateral researcher handled these situations.

2. It can suggest a method or a technique of dealing with a problematic situation which may also suggest avenues of approach to the solution of similar difficulties you may be facing.

3. It can reveal to you sources of data which you may not have known existed.

4. It can introduce you to significant research personalities of whose research efforts and collateral writings you may have had no knowledge.

5. It can help you to see your own study in historical and associational perspectives and in relation to earlier and more primitive attacks on the same problem.

6. It can provide you with new ideas and approaches which may not have occurred to you.

7. It can assist you in evaluating your own research efforts by comparing them with related efforts done by others. (1980: 64-65)

A well-written review of related literature serves the above-mentioned purposes. To write a good review, a researcher has to follow certain conventional procedures.

How to Write a Good Literature Review

Every researcher wants their work to be well organized and impressive. To write analytical, critical and persuasive review, the researcher has to make the necessary effort to follow theappropriate steps from the searching of materials to organizing and writing of the final output. According to the information on <http:// www.fiu.edu/~otweb/thesis/ litrev.htm> the following three points that might help researchers write their reviews of related lit-

Ethics in ...

Basic Ethical Guidelines

As clearly stipulated in Best (1982), Best & Kahn (2003), American Psychological Association (1982) & Cohen, Manion & Morrison (2005) the following are some ethical issues to be considered in the process of research project.

Informed Consent. Recruitment of volunteers for an experiment should always involve the subject's complete understanding of the procedures employed, the risk involved, and the demands that maybe made upon participants. Whenever possible, subjects should also be informed of the purpose of the research. When subjects are not competent to give informed consent due to age, illness, or disability, the informed consent of parents, guardians, or responsible agents must be secured. This freedom, to participate or to decline, is basic, and it includes the freedom to withdraw from an experiment at anytime without penalty. Coercion to participate or to remain as a participant must not be applied and any exploitation of participants is an unethical practice.

Invasion of Privacy. Ordinarily it is justifiable to observe and record behavior that is essentially public behavior that others normally would be in a position to observe. It is an invasion of privacy to observe and record intimate behavior that the subject has a reason to believe is private. Concealed observers, cameras, microphone, or the use of private correspondence without the subject's knowledge and permission are invasions of privacy. If these practices are to be employed, the participant's understanding of the reasons should be explained and permission secured.

Confidentiality. The ethical researcher holds all information that he or she may gather about the subject in strict confidence, disguising the participant's identity in all records and reports. No one should be in a position to threaten the subject's anonymity nor should any information be released without his or her permission.

Protection from Physical and Mental Stress, Harm or Danger.

In using treatments that may have a temporary or permanent effect on the subjects, the researcher must take all precautions to protect their well-being. Treatments are administered under the direction of competent professional practitioners in clinical or research facilities where effective and thorough precautions and safeguards may be assured. Where some risk is unavoidable, the potential benefits may be sufficient to justify the research. A balance needs to be achieved, with benefit outweighing risk, in such a case.

Knowledge of Outcome. The participant has a right to receive an explanation for the reasons for the experimental procedures and the results of the investigation. The researcher may explain the results and their significance orally, in writing, or by informing participants of the issue of the journal in which the report is published.

As Best (1982) noted ethical researchers not only observe these ethical guidelines but take complete responsibility for the actions of their co experimenters, colleagues, assistants, technical personnel, secretaries and clerks involved in the project, constantly monitoring their research activities. Researchers have obligations to their subjects, their professional colleagues, and the public. They do not discard unfavorable data that would modify the interpretation of their investigation. They make their data available to their professional

REFLECTION

The Ugly Face of Begging

By: Mulualem Denbegna,
Ethiopian Press Agency

*T*he practice of begging has started since time immemorial. No one can exactly tell when the practice began. However, one can make an intellectual guess that begging could have come to an effect with the accumulation of wealth and the classification of social strata. Those with power and more access to the blessing of the earth went on hoarding their abundance at the expense of the social group at the lower stratum. The accrual of wealth enabled the rich to go from strength to strength. On the contrary, the concentration of affluence at the hands of the few made the poor weaker to the extent that they were obliged to beg to eke out a living. The objective of this piece is not to give a historical or a social analysis of begging. Rather, it is aimed at bringing in to forth how the practice of begging is being abused by some shameless citizens, who aspire to become rich overnight.

These days, begging in the city buses has become rampant. The beggars in city buses devise and employ various techniques to garner coins from the passengers. Some claim to be suffering from diseases. Others allege that they used to be high-ranking military officers of the defunct '*Derg'* army. And yet, others act like a rich farmer, who came to town to sell their grain but were forced to beg because they had been robbed of some thousand Birr (Ethiopian currency), which they secured from the sale of the grain.

The other day I was traveling on No. 3 bus. I caught the bus at a locality called Lideta. It was heading towards Piazza, the center of the city and was crammed with people from various walks of life. Some of the passengers were starting to sweat, as the suffocation inside the bus was rising. In front of me there was a group of youngsters comprising of both sexes. They were chatting and laughing above the roof. Right next to me there was a chubby and fat woman clinging herself to one of the bus' iron mast.

The bus pulled over for a while at one of the stations. More passengers got on. More suffocation and more noise. All of a sudden, a coarse and powerful voice was heard from the rear gate of the bus. All that ear deafening noise died down at once. "Ladies and gentlemen, we are three. Two of my buddies are at the front of the bus..." I was gripped by a chilling fear as the thought of being hijacked by some terrorists ripped through my flesh.

The voice continued. "We were members of the ex-army. I was Lieutenant. My friends who're with me here now were sergeants under my direct echelon." This time around, I became sure that a certain group of desperate ex-army members were going to commandeer the bus raising some sort of political demand.

I peered towards the direction from where the voice was coming. I saw a tall man with a face exhibiting the effect of a hangover. Dressed in a tattered military uniform of the ex-army, he stood firm holding the mast on one hand and a club on the other.

"We fought for our country like a lion. We were feared and respected by people. We were comrades with happy marriages in a warm home like you have now." This time, the "Lieutenant" seemed to have a lump in his throat. That voice which was echoing an aura of self-confidence suddenly faded away. He, the "Lieutenant", picked out a piece of rug from his chest-pocket and wiped his eyes that were beginning to shed some drops of tears. He gave a brief analysis of his heroic deeds at the battle field. "... but..." he continued,"... our bad fate made us stand before your burning face and beg for coins."

This time my respiratory organs resumed to function properly. Realizing that the people on board were simply poor beggars not

☞

'terrorists', my fear of being 'kidnapped' disappeared into the thin air.

Some innocent elderly people were touched by the speech of the "Lieutenant". They began to fish their handkerchiefs and pockets for some coins. The youngsters in front of me increased their laughter. They seemed to get another source of fun. The "Lieutenant" was still talking. "Dear fellowmen, don't hesitate to contribute what you have. We receive any contribution starting from five cents. Those of you at the front can give your contribution to my friends there." I admired the "Lieutenant's" diction of "contribution" instead of "alms". "Lieutenant, how many people did you kill at the battlefield?" asked one of the youngsters mockingly.

Suddenly, the "Lieutenant" lost his temper and began to display his real self. "Shut up! you son of a bitch… when I was in the army I used to order soldiers of your like to do ten push ups in a minute for misbehaving. But, today I became a mocking toy to you. What a miserable chance!." The youngsters roared with laughter. The "Lieutenant" continued the talking and collecting a good amount of alms from his sympathizers. I got off the bus irritated by the begging techniques employed by the self-claimed ex-army officers.
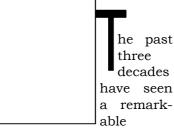
Let me add one more incident. This time, I was on No. 6 city bus, which shuttles between a place commonly called "Semen Mazaegaja" and "Kera". As usual, the bus was full beyond its capacity. At the middle

gate of the bus, a self-ascertained "vocalist" was singing. He was holding a fake microphone on one hand and snapping his fingers of the other hand.

To be frank, the guy had a sweet voice. He was mimicking the songs of renowned vocalists. At the end of every music, he reminds the passengers that the show was not for free. Some out of joy and others out of sympathy poured lots of coins into the pocket of the "musician." But, what was saddening was the "musician's" naked rudeness to throw some disgusting words against those passengers who got of the bus without slipping coins into his pockets.

Ethnicity: A world phenomenon

By Abas Ahemed, Lecturer ,SMUC

The past three decades have seen a remarkable change in the language and reality of group relations around the world. Identifying people by race and social class has become less meaningful than viewing them in terms of ethnic allegiance. In this pretty little article, I will try to examine the emergence of a new world wide trend of social conflict based on ethnicity.

Admittedly, there are problems involved in the determination of whether there is an increase in ethnic conflicts. Thus, we have the persisting conflict, for instance, between the French and

English speaking peoples in Canada. Is that an ethnic conflict or a language conflict, or the struggle of a suppressed nation for independence?

There is a rift between native Indians and Spanish elements in a number of Latin American countries. Are those ethnic conflicts? There had been a tragic conflict between Protestants and Catholics in Northern Ireland. But is not that an essentially 'religious' conflict?

There was a movement for Scottish and Welsh autonomy in Britain, the difference between Northern and Southern Italy, some observers (Barry, 1986:41) would define these as 'regional' rather than 'ethnic' movements. It seems that in each case, the

peripheral section of the country has not shared the prosperity of the center and this seems to have awakened some marginalized ethnic consciousness.

There has been a conflict between the Kurds and the Arabs in Iraq. Currently the Kurds are pressing for stronger autonomy within the new federal Iraq. After the US-led invasion of Iraq this conflict has assumed quite different dimensions and it has begun creating a wedge between marginalized Sunni and Shia Arabs who constitute a majority in the government. In both cases an international element enters into the conflict, because, there are Kurds in Turkey and Iran while both the Sunni and Shia Arabs live outside Iraq.

The Leeside of Education

By Fanta Ayalew, Licturer, SMUC

The history of education indicates that it is "developed from the human struggle for survival and enlightenment." Before what is known as 'modern education' appeared in this world, understandably, it was churches and temples of other religious institutions that were responsible for the educational activities of societies.

The same is true in our country, Ethiopia. Before the reign of Emperor Menelik II, the country didn't have any sort of modern education other than the religious mode of teaching, which mostly focused on religious rituals in the case of both the Christian and Islamic doctrines. According to the archive of our modern history, it was only since the first decade of the 20th century that our nation increased the number of countries which had modern education system by one.

However, to the dismay of many of us, whenever and wherever it might have begun in the chronicle of history, modern education seems to have been facing a great challenge in regard to meeting its humanistic ideals such as improving people's lives and ensuring the well being of the society at large by using "their reason, and their powers of critical thinking." Generally speaking, we can witness that, especially as of the second quarter of the 20th century (please remember Hiroshima and Nagasaki), our planet hasn't been receiving what it deserves from within or without. Though education has eased man's life on Earth to an unimaginable extent compared to the time of our ancestors, who couldn't have even any chance of seeing flying kites in the sky other than birds, it is quite reasonable to remind everyone that we don't have to forget the disastrous sides of education which have been playing a catastrophic role up until this very moment.

Apart from the known natural calamities that happen willy-nilly wherever they want (seismic, tectonic, or otherwise - please forget not HAITI!); the bombs, shells, missiles, mortars, etc. that rock us earthlings on daily basis are the products of our own brain in the name of "*EDUCATION*". (Remember why and to whom Alfred Noble willed his fortune!)

The other major point which is directly connected with education and has an adverse effect on the fate of human life on earth is **global warming**. Currently, many scientists and scholars of various disciplines are warning us that the man-made clock of our planet is ticking faster than ever and unless we are conscious of that catastrophic fate before time runs out, the Pandora's Box will be opening. No matter when and by whom, if the eleventh hour remains unused, it is quite sure that all of us will eventually be victims. We all have to realize that nobody is going to be immune from what we fear of the danger in the future. Whatever amount of money and/or whatever astonishing knowledge and intelligence one may have, in the time of the severe quarrel between 'the Sky and the Earth', call it Armageddon or Doomsday, they all are vulnerable. In such kind of perilous situation that reminds one of Sodom and Gomorrah, no nation or country can be sure of its invulnerability.

Of course, we hear that leaders of the world gather here and there and time and again for the purpose of negotiating on some global issues, like the one mentioned here above. Nevertheless, may be due to selfish motives and a little bit of ignorance accrued, many of the conferences, including the Earth Summit held in Rio de Janeiro in 1992 and that of the Copenhagen, held in 2009, which was expected with much hopes, are simply becoming a display of banal rhetoric, for example. Many national and international meetings are carried out and treaties thereof are reached upon. But, as to the common knowledge of the public, almost none of them are seemingly fruitful to date. In connection to the failure of these attempts, we can enumerate some attributes, some of which may be selfishness, political and economic interest of especially the so called "developed" nations, myopic attitude towards the future generation, carelessness about the depletion of natural resources, the pollution of the ecosystem, and the aftermath thereafter, most of all lack of wisdom. I say the so called "developed" nations purposely because my intuition tells me that development cannot be measured by sheer technological and material advancement. Any development devoid of human element in its strictest sense cannot be development to my understanding. There must be some additional coefficients that should be included in the equation of categorizing nations into groups of any sort. For example, I don't suppose a country is civilized or developed if it does base its superiority upon the perdition of another nation. We have a saying in Amharic, which literally goes like this: "After *all, my husband is better than yours; therefore, let me take and serve my husband what you have prepared for him.*" As to my understanding, our education system worldwide must have been a bit astray, to use a modest expression, for the benefit of the few and as a result of that we the majority of the people on this planet haven't been enjoying the fruits of it. Lamenting!

Therefore, to bring back education to the right track and thereby make use of its intrinsic advantages, we all have to play a positive role. The young should be taught the core values of humanity at schools. Let them be educated how they peacefully and harmoniously can live without inventing and innovating

Book Review

Habtamu Lemma,
Lecturer, SMUC

Title of the Book:
   Woman at Point Zero
Author of the Book:
   Nawal El Sadawi
Date of Publication: *1973 G.C.*
Number of Pages: *114*

The author of this novel is a well-known Egyptian writer, feminist and politician. She was first trained as a medical doctor and psychiatrist before she took writing as a career. As a medical practitioner, she had the opportunity to closely observe the various problems Egyptian women faced. In her novels, she raised recurrent themes revealing the miserable life of Arab women and criticized the underpinning social and political forces that contributed to that effect. *Memoirs of a Woman Doctor (1958), Woman at Point Zero (1973), God Dies by the Nile (1976),* are a few cases in point.

According to the information on her website, she suffered imprisonment, intimidation and later on she was exiled as a consequence of her writings and political participations.

This is probably a true depiction of male-domination, she was writing about.

Woman at Point Zero, the particular focus of this review, is based on a true story of a woman named Firdaus. It is the last confession of a woman, who, through out her life, suffered the injustice and oppression of a system until the point at which she couldn't put up with it any longer. It is the story of a woman who learnt lessons after lessons about life in the most shocking way. It is the story of a woman's yearning and striving for the freedom of her body and mind; of reaping the fruits of her labor and keeping her dignity; of leading a decent and 'respectable' life and languishing in destitution.

Narrative Technique and Style

The language of her narration is simple, clear and precise. Any reader with an intermediate level of the English language can read and comprehend it. Besides, the story is narrated in the first person point of view, a technique which draws readers very close to the narrator. The pain Firdaus feels, the knowledge she draws from her experiences, the hopes and fears that linger in her mind all become ours as the story progresses from page to page. And before knowing it all too well, readers find themselves as her supporters, even to the extent of being happy when she draws fame and money out of prostitution and when she violently attacks the pimp that tries to keep her his slave.

Awakening to the Stark Realities of Life

The first Awakening

Sadawi's deep understanding of child psychology becomes apparent when she eloquently explains the thoughts, hopes, fears and frustrations of the little Firdaus. From the day she knew herself, Firdaus contemplates over innocent but mind boggling questions. She asks herself whether the kind and caring mother she had known of as a little girl is the one she has now; she questions herself whether she was born of a mother and a father whom she knows well . She muses as to who she is and for how long she is going to suffer. Such innocent questions show the deep confusion the little girl is in. She neither solves the riddle nor finds a better way out of the misery. But she is aware of the harsh treatment she is receiving at her tender age from the closest people to her. Only her uncle and her memory of the love and attention she received as a baby are her units of decency.

The Second Awakening

Probably the main focus of the novel is to show how male-dominated this world is and how women suffer directly or indirectly from the social and political systems built over the years.

At school, Firdaus learns that the most avaricious, lustful and cruel leaders in the world are all male. She takes for granted and believes that these male leaders create wars and cause atrocities just to satisfy their unquenchable appetite for fame, power and money.

And out of school, Firdaus learns, even the closest male can marry off his little niece to a niggardly, sick, old man just for a few hundred piastre of dowry however clever and successful she might be in her education. He can even decide that she cannot learn with men at the university although she excels many of them. And there is nobody else in the world that stands in her defense.

The Third Awakening

It is through the realization of the real value of money that Firdaus transforms into a quite different girl. All along her life she tries to do the most precarious jobs imaginable that could earn her a lot of money. But it is either her father, Bayoumi (her 'rescuer'), or Shariffa (her 'trusted' friend) who enjoy the fruits of her labor. She finally finds herself a different woman when she receives a ten pound note from a man she sleeps with on her own accord. She realizes that she can do whatever

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she likes with the money without being watched or controlled by any one else. She comes to realize that one can earn the tacit respect obtainable from paying for their own expenses. From then on, she begins looking people straight in the eye. She can sleep or eat or walk as she wishes. In short, she becomes her own master. This freedom, however, is short-lived for she happens to understand that there are 'respectable' and 'disrespectable' ways of earning a living. One day, Firdaus hears a disturbing remark from one of her

clients-that her job is not 'respectable'. This remark sparks a profound poser in her mind that she starts to contemplate it for a long time. She finally awakens to the idea that whatever money and freedom one can obtain through some means, the society may reject. And an 'honorable' person should look for a 'respectable' means of earning a living so that the society can look up to these fellows with reverence. So she goes on looking for such a chance.

The Fourth Awakening

What Firdaus learns about 'respectable' ways of living is paradoxical. A woman earns the least from the jobs that are said to be respectable, and yet she is looked down on, for she must travel in a crowded bus, live in a small room and use public toilets .That is all a 'respectable' job can give a girl having only a secondary school certificate. In return for her sacrifices, she is paid for with more contempt and disrespect from men.

Much worse, she realizes, some women go out with their supervisors for better reports and

promotion. They end up doing what they are trying to avoid in the first place. The author says it is men who put women under such precarious conditions and despise them for being what they want them to be.

In due course of time, Firdaus recognizes that an out-right prostitute is better because she has better freedom of choice and the power to decide her 'real worth' in the time of negotiating. She can defend herself with her money because she can hire better lawyers and buy connections and even a little media publicity .If she can play the right buttons, she can become 'respectable'. But the absurdity with all this is that a woman has to sell her 'honor' to become 'honorable'.

The Final Awakening

The final lesson Firdaus learns is that there are always unbeatable oppressors who have more money and better connections. Truth doesn't really matter whether it is on the side of the oppressor or the oppressed. What really matters is the fact that these people have the power to undermine all norms any given society puts in place to protect the weak.

Firdaus finally falls prey to one of such men. All her attempts to have justice fail and she finally becomes to apprehend that extra-ordinary problems need extra-ordinary solutions.

She then realizes that the cause of her misery can indeed be frightened just like an ordinary human being. The only way she can regain her mind, body and complete freedom is, she thinks, by destroying the cause of her plight and getting rid of all her

fears and hopes. And that is what she does. She then refuses the advice she is given to appeal to the court trying her case, for it means reliving the old fears, hopes and desires. She already reaches a point of no return.

The Atmosphere of the Story

The story is mostly a very sad one from the start until the end. Right from childhood, we follow the main character experiencing her misery and suffering. We feel her pain, get angry at all the people who enslave her at one time or another and learn the bitter lessons with her. And we can't help but wish her a success by all means respectable' or otherwise. When her short-lived successes become finally over, we find ourselves panicking with her. In this way the writer takes us from sorrow to success and then to deep sorrow.

The mood we readers develop in the course of our reading this book is one that forces us to be full of regrets in favor of Firdaus and an aversion to the system which does very little to the weak.

Conclusion

Woman at *Point Zero* has gained world wide recognition. It is one of the most successful books that depicts the plight of women and the systems that contribute to this effect. It won't be an exaggeration to say that the book has the power to create awareness about the predicaments of women even more so than organizations working in the area. Owing to its educative content and literary value, college and university students can gain a lot if teachers or instructors make it one of the required readings.

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"Prostitution is a blight on the human race...for if you men did not impose chastity on women as a necessary virtue while refusing to practice it yourselves, they would not be rejected by society for yielding to the sentiments of their hearts, nor would seduced, deceived, and abandoned girls be forced into prostitution."

Flora Tristan (1803 - 1844)

French feminist writer and revolutionary Socialist.

Classroom Politics: The 'Hidden Curriculum'

By Teshager Mersha,
Lecturer, SMUC,

These days we talk a lot about objectives, subjects, timetables, syllabuses, benchmarks and technologies. These are all important issues and what we can see and hear and talk about the "overt" part of a curriculum. But what we do not see is just as important, and perhaps more: it is the hidden or "covert" curriculum, and this is made up of what people - teachers, students, parents, administrators - bring to it, in terms of their beliefs, attitudes, expectations and motivations. It seems to me that this "submerged" curriculum is largely unknown, rarely spoken about, and very often underestimated.

The beliefs, attitudes and expectations of teachers are one aspect of this hidden curriculum which can also be taken as classroom politics. Classroom politics is a very difficult and controversial topic not often discussed, but felt by every student and teacher as well at one time or another.

I believe that teaching provides teachers and students the opportunity to gather in a sacred place—the classroom—in the quest to become, in every sense of the word, better people. In this setting, students and teachers carry out social performances other than the demands of the formal curriculum. These activities define the sociology of classroom. "Hidden" underneath the academic performance, the power relationship between the teacher and students define the classroom politics. In this article the following are few things to think about in the areas of teachers' values and rules to follow for a better classroom dynamics.

Studying hard isn't always enough to get the grades students think they deserve. In some classes, the grades of students may not solely be based on how they do on their tests or exams, rather, they have to perform in class to impress the teacher. One of the issues of classroom politics is then to get noticed by the teacher. It takes a little extra work to get noticed in class. In large classrooms, it can be a challenge for the teacher to remember students' name and face, but there are many ways, good or bad, to have a notice of a student in class. But we have to make sure that the notice we take should come through the right way and it must not be a false impression on both the teacher and the students side.

All those students who stand at the desk talking to the teacher while you are busy making your way after class are the ones getting the chance of being noticed. Some of them might not have much to say, and the teacher knows what they need and who they are. If you are a student, however, don't be the one that always has to talk to the teacher after class. Don't stay if you do you have something interesting to say, ask or add to the conversation

Show your care about the class even if you don't. Sit near the front, avoid distracting classmates, sit up straight, and make eye contact. Listen for verbal clues, and watch for non-verbal clues. For those less engaging classes, make sure you get enough sleep; nodding off is a big no-no.

Ask questions and contribute to the discussion. These show your teacher that you are grappling to have knowledge of a particular subject and are synthesizing new information. Make sure you are paying attention to what is being said by classmates so that you don't need any further repetition. Reference their contributions in your own words when appropriate. However, don't talk just for the sake of hearing your own echo.

On the hand, teachers, (any person, for that matter) have also an ego and they like to be listened to. Audience reaction is a way they gauge the quality of their presentation. Think about it on a personal level. If someone begins to talk while you are talking, then you get the impression they do not care or what you are saying is not important. Another aspect is that talking in the audience is distracting to those around! Actually, it may be a boring lecture, but do not openly let on. It is always better to be polite.

Another situation wherein classroom politics operates is while students ask questions. Always raise your hand before speaking. Don't hesitate to ask questions if

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you don't understand something. Your teacher will be more than happy to help you. This implies that you want to learn and that you strive to do well in school. Just make sure you don't ask questions boringly too often. It is good to ask questions, but sometimes you should use textbooks or other references to help you. You could always ask another student, although it isn't encouraged as much. Ask the ones that are meaningful but not frivolous.

Bear in mind that everybody likes to feel wanted (not in the criminal sense). You can be sure that you are making the teacher feel important. This will make the class go easier and be more interesting. Ask questions that maneuver around positive attitudes. For example, do not just pop up with a negative remarks - it makes people defensive. Start questions out this way, "Teacher, could you help me out. I am not clear on....." Or, "That is interesting, but I am not sure of the idea that..." Most teachers are fond of helping their students - that is their business and is directly related to their daily bread as well as their professional responsibility. Please do not say, "I do not agree with any of this nonsense ness because I believe..."

Students should remember to keep a positive attitude. That means no complaining, whining, or frowning. Teachers (as well as others) find it easier to get along with a positive person. Negativity spreads, as positive does.

Teachers are annoyed by the students that make the exception the rule. There are always exceptions to the rule and studying infinite personal experiences tends

to prove nothing. Students should avoid going into long explanation neither to approve nor disprove, for example, how the teacher's last fifteen minutes of lecture did not apply to their experience. Lectures are generic and the student (teachers, too) who use the classroom as a therapeutic forum are heading for trouble. Classrooms are not clinics.

The classroom politics doesn't suggest a student can not disagree with a professor or have interesting experiences to share. In fact, disagreement and discussion is the foundation of knowledge, but there is a way to do it that benefits everyone. Never argue a point made by your teacher unless you have done something thorough research on the subject. Although arguing a point, if done right, can win you points, nothing will make a worse impression than being shot down in class. Do however ask questions if you feel like a subject isn't made clear. There is nothing wrong with getting along with someone you disagree with. It is the basis of friendship on every level in every form of relationship. The classroom is one among social relationships.

The values teachers attach to students' performance vary and in some cases it is subjective. But there is always a common boundary all would share. Most teachers like a student with a lot of confidence. Therefore, you have to show that you have confidence and don't have the difficulty to socialize. Teachers love happy students. It is important to look like your enjoying yourself (even if you're not!) and keep a positive attitude as well.

Punctuality, the seemingly forgotten art of arriving on time is a very

important trait for classroom politics. When it comes to school, punctuality also shows that you are serious about your education. And, believe it or not, teachers say that being on time for school is an important part of making a good impression.

Never call the teacher by his or her first name. The most respectable way to address a teacher is to call him/her, sir/miss or Mr/Mrs/Ms or teacher or *Gashe or memher*. Never address your teacher with slang, such as *aleka*, *getaw*, and *friend*. This shows cheekiness.

All teachers are different and class manners for sure vary from classroom to classroom. Most teachers will let you know the ground rules at the beginning of any semester, and you are expected to abide by those rules. If any confusion occurs over the semester, don't hesitate to meet with your teacher to discuss the problem before it escalates.

Make sure everything you submit is in perfect condition. Proofread your work and be certain that it makes sense. You should minimize any sort of errors and/or mistakes such spelling, mechanics, or grammar. Moreover, avoid any form of cheating in class or out of class when you do class works, tests, and project assignments. In order not to create a gap between you and your teacher, you have to obey all pertinent educational laws under the sun.

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> "I have learned since to be a better student, and to be ready to say to my fellow students 'I do not know.'"
>
> **William Osler** (1849 - 1919)

Internet Plagiarism as a Threat to Quality Education

By Asaye Teklu:
Lecturer, SMUC

The invention of the Internet has marked a mile stone in the technological advancement of our planet. The smooth transition of knowledge across the globe has ushered in a new era of wisdom and information exchange. The blessing, however, brought nuisance all along its way. Among these, the threat it posed with regard to quality of education is the focus of this piece.

Internet has really been contributing its own significant share in toppling the stamina of our scholars to read, and their vigor to go through all those bustles and hustles so as to generate an original academic output.

The major threat connected with the web that is reflected among the generation we have appear to be unfaithfulness in regard to doing assignments, projects, senior papers and the like. In some instances, students don't even seem to care about the contents they download from the web. They simply enter the title onto the URL and press the '***go***' button. The rest is to sit back and relax for a while until 'relevant' articles get incubated. There at times appear to be a tacit agreement among some students with regard to the "high" value vested on decorating the blue print somehow their own way. That has to be considered as courteously on their part; a step ahead of their friends, for instance, the way they see it. The bottom line is the core objective of their assignments and projects is not met as they are not the authors of the downloaded items. You know what, this is a mere plagiarism or academic theft if you like.

Scientific Investigations Around the Threats Posed by the Internet in the Academia

Plagiarizing from the internet has not been an academic threat has confined itself into a specific geographical location. For instance, the National Center for Policy Analysis in the USA found out that among sample colleges across the country, 54% of students admitted to plagiarizing from the internet; 74% of students admitted that at least they have plagiarized once during the past school year and they had engaged in "serious" cheating; and 47% of students believe their teachers sometimes choose to ignore students who are cheating.

In a related survey by Numan (2002), among 698 undergraduates 85.9% are between the ages of 17 and 23; among them 87.5% are in the first through fourth year students from nine colleges and universities that have participated in his research. A substantial number of these students 'confessed' that they use the Internet to copy and paste texts into their papers without citation.

The above findings mean a lot. However, students' exaggerated tendency to abuse this devise and the instructors' indifference to work against this academic threat appear to be the major pillars on which these findings rest.

Causes of Internet Plagiarism and Possible Solutions

A thorough investigation has not been made by the writer of this piece; nevertheless, some effort has been exerted to examine certain causes of Internet plagiarism from various perspectives. For instance, a text on The National Center for Policy Analysis, http://www.plagiarism.org/plag_html states that only few universities are willing to back up their professors when they catch students cheating. It adds, much of the schools and colleges are rather reluctant in expending the effort required "to get to the bottom of cheating cases". In relation to this, Numan (2002) advises university administrators as well as faculties and staff to be sensitive about their students' awareness regarding the do's and don'ts of the Internet use in the academic circle. Every concerned body should, of course, become conscious of 'fair' use of the countless texts which are readily available at the speed of a click of a mouse.

Cardoso (2004) suggests strong ethical code among universities and colleges to be an important tool to protect plagiarism. He further states that setting ethical issues on the agenda in a consistent manner among university students and instructors could raise the awareness of academicians regarding the threats and may improve the prospects of the issue at hand. According to Kock and Davison (2003), students' knowledge about how to borrow ideas and present them with the proper attribution in a publication can be the first step worth taking before imposing penalty on the wrongful acts of plagiarists. Certainly, teaching should come first and talking about penalty could follow once students have very good information as to how they can make use of the ocean of wisdom they can access on the internet.

If there exists a common understanding among the academic community of a college as to what plagiarizing from the web means, we are setting a very important agenda. It is true that students will also learn from each other regarding the various approaches they can employ to use the internet as a blessing rather than a curse in empowering the originality of their thoughts and acts. Through this forum, they can invite scholars; pro-

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የአካል ብቃት እንቅስቃሴ ዕድሜ ፣ፆታ፣ ትምህርትና የሥራ ደረጃ ሳይወስነው ጤንነትን ለመጠበቅ በዕቅድና በፕሮግራም የሚሠራ አካላዊና አእምሮአዊ እንቅስቃሴ ነው፡፡

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የአካል ብቃትን ትርጉም በሚመለከት ባለሙያዎች ተጠይቀው የተለያዩ መልስና አስተያየት ሰጥተዋል፡፡ ይህም ሲባል ሰዎች ትርጉሙን የሚጠቀሙት እንደሚፈልጉት የአካል ብቃት በመሆኑ ይህ ነው ተብሎ ሁሉን የሚያስማማ ትክክለኛ ትርጉም መስጠት አልተቻለም፡፡

ለጤናችን

ሆኖም ጠቅለል ባለ መልኩ አብዛኛዎቹ ባለሙያዎች የሚስማሙበት አካልን በተለያዩ ብቃት ልምምዶች ራስን ማስተካከል ብሎም አንድን ሥራ/ እንቅስቃሴ/ ካለ ድካምና ካለመሰልቸት ዕለት በዕለት ለመሥራት በቂ ኃይልና ጉልበት እንዲኖረን መደበኛ ፕሮግራም ወጥቶለት የሚሠራ እንቅስቃሴ የአካል ብቃት ንደሚባል በብዙዎች ይ መናል፡፡

2/ አካል ብቃት ለምን ያስፈልጋል?

2.1 አካል ብቃት የሚያስፈልገው ልዩ ልዩ የአካል ክፍሎች መደበኛ ሥራቸውን እንዲሠሩ

ለደም ዝውውር

- የተስተካከለ የደም ግፊት እንዲኖረን
- ለልብ ጥንካሬና
- ለጥቃቅንና ለትላልቅ ደም ሥሮች ጥንካሬ ነው፡፡

ለስጥንት

- ለአጥንት ጥንካሬ

- በእንቅስቃሴ ማነስ ምክንያት አጥንቶች እንዳይጎሩብጡ
- አጥንቶች መደበኛ ሥራቸውን እንዳይቀንሱ ወዘተ.

ለሳምባና ኩላሊት

- ተገቢውን ዕለታዊ ሥራቸውን እንዲያከናውኑ

ለአእምሮ

- አእምሮ በቅልጥፍናና በፍጥነት እንዲሠራ
- የአንጎል ደም ሥር መታወክ እንዳይኖር /stroke/

2.2/ ከአደጋ ለመጠንቀቅ

በየጊዜው በምናደርገው የአካል ብቃት እንቅስቃሴ ጤንነታችንን ጠብቀን ራሳችንን በቅልጥፍና ከአደጋ ለመከላከልና አደጋም ቢደርስብን ከደረሰብን አደጋ ቶሎ ለማገገም እንድንችል፤

2.3/ ዕድሜን ለማግዘዝም

አካላችን በየጊዜው ተገቢውን የአካል እንቅስቃሴ ማድረግ ይገባዋል፡፡ ንደዚያ ስናደርግ የሰውነታችን መዋቅር የተስተካከለና መደበኛ ሥራውን በሚገባ የሚሠራ ሆኖ ሲጎኝ ረጅም ዘመን የመቆየት ዕድል ይኖረናል፡፡ ይህ ሳይሆን ቀርቶ የአካል እንቅስቃሴ ቢቀንስ፤

- ጡንቻዎቻችን ካለዕድሜያቸው ይሚሸሹ

- የአጥንቶቻችን ጥንካሬ ይቀንሳል

- የልብ መደበኛ ሥራ ደካማ ከመሆኑም በላይ እንቅስቃሴው አነስተኛ ይሆናል፡፡

- የጡንቻዎቻችን ጉልበት የማጠራቀም

☞

ኃይል ይቀንሳል መጨረሻም አካላችን ብቁ ሳይሆን ይቀርና ለበሽታና ለአደጋ የተጋለጥን እንሆናለን፡፡

2.4 በቂ ኃይል እንዲኖረን

የአካል ብቃት እንቅስቃሴ መደበኛ ሥራችንን ያለድካም መሥራት እንድንችል በአካላችን የተጠራቀመ ኃይል እንዲኖርና አንድን ሥራ ካለብዙ ድካም በቅልጥፍና ለመሥራት እንድንችል ይረዳል፡፡

3/ ቅድሚያ ሊሰጣቸው የሚችሉ የአካል ብቃት የትኞቹ ናቸው?

3.1 /የልብ ወሳምባ ብቃት /cardio respiratory fitness/ ይህ ንቅስቃሴ የሚረዳው፤

✦ ጥቃቅን የደም ሥሮች /ካፒላሪስ/ ንዲነቀቁና በደንብ እንዲሠሩ ፤

✦ የልብ አመታት ለመቆጠብ በብዛት ደም ለመርጨትና ለመቀበል እንዲችል፤

✦ በልምምድ ላይ ወይም በሥራ ጊዜ ልባችን መደበኛ አመታት እንዲኖረው፤

✦ ምግብና ኦክስጅን ለሕዋሶቻችን ቶሎ መድረስ ንዲችል፤

✦ ከእንቅስቃሴ ማነስ የሚመጡ በሽታዎችን ለመከላከል ለምሳሌ የስኳር በሽታ ፣ የደም ግፊት፣ የስብ ክምችት (ኮሌስትሮል) ለመቀነስ ወዘተ.

የአርተሪ /ደም ቧንቧ/ ግርግዳዎችን የመሳሳብ ኃይል ለማሻሻል፤

3.2 / ለሥርዓተ ምግብና ለምግብ ውህደት /nutrition/

ሥርዓተ ምግብ ለአካል ብቃት እንቅስቃሴ ወሳኝ በመሆኑ የምግብ አበላል ልምድ ሥርዓትን የተከተለ መሆን ይኖርበ ል፡፡ ይህ ሳይሆን ቢቀር ቀጥሎ የሚከተሉት ችግሮች ይከሰ ሉ፡፡

- የደም ብዛት

- የልብ ሕመም
- ካልሲክ መወፈር
- የደም ማነስ
- የዐይን ሕመም
- የነርቮች መታወክ ወዘተ.

3.3 የደረትና የሆድ ብቃት /abdominal fitness/

የደረትና የሆድ ጥንካሬ አለመስተካከል የሰውነታችንን ቅርጽ ከመቀየሩም በላይ ለበሽታና ለአደጋ ያጋልጣል፡፡ ይህ የሰውነት ክፍል ከልዩ ልዩ የአካል እንቅስቃሴዎች የተገለለ ከሆነ ስብን በቀላሉ ለማጠራቀም አመቺ ሥፍራ በመሆኑ ላለተፈለገ ችግር ይዳርጋል፡፡

ስለዚህ ይህ ክፍል አነስተኛ ጡንቻዎች ያሉት በመሆኑና ለስብ ክምችትም አመቺ በመሆኑ በየጊዜው የደረትና የሆድ ብቃት እንቅስቄሴ በመሥራት መቆጣጠር ያስፈልጋል፡፡

3.4 ጥንካሬ /strength/

ጥንካሬ ሲባል ከሰውነታችን ክፍል የአጥንቶቻችንና የጡንቻዎቻችን ጥንካሬ እንደዋነኛ ሆነው ይቀርባሉ፡፡ በመሆኑም አካላችን በልዩ ልዩ ጥንካሬን በሚያዳብሩ እንቅስቅሴዎች ካልታገዘ የሚከተሉት ችግሮች ይከሰ ሉ፡፡

✦ አካላችን ከጥንካሬ ማነስ የተነሳ 85% ለአደጋ ይጋለጣል፡፡

✦ የጡንቻ ብርታት ይቀንሳል፤ ድካምም ቶሎ ቶሎይሰማናል

✦ የአጥንት መገናኛ ቦታዎች ካለመጠንከራቸው የተነሳ ይናጋሉ

✦ ካልድሜ መጎብጥ ይታያል

✦ የተጠራቀመ ጉልበት ባለመኖሩ

ዕድሜ እየጨመረ በሄደ ቁጥር የአካል ብቃት ከመቀነሱም በተጨማሪ ተስፋ በመቁረጥ ራስን በመግለ «አርጅቻለሁ ፣ ምን አቅም አለኝ» በማለት ራስን ዝቅ አድርጎ መገኘትና

የቆዳ መጨማደድ ወዘተ ይከሰታል፡፡

3.5 ለመተጣጠፍና ለመዘርጋት / flexibility/

የአካላችን መገናኛ ክፍሎች እንደልብ የመተጣጠፍና የመዘርጋጥ ችሎታ ኖሮት፤

- ሕዋሶቻችንን (ቲሹዎቻችንን) ለማጠንከር
- አጥንቶቻችንን የሚያያይዙ ቀጫጭን ጅማቶች ጥንካሬ እንዲኖራቸው ለማድረግ
- ለስሳ አጥንቶቻችን /ካርቲሌጅ/ ጥንካሬ እንዲኖራቸው
- በአጥንቶቻችን መገናኛ መካከል ያለውን ዘይታማ ፈሳሽ ለማዘጋጀት
- የሰውነታችንን ትክክለኛ ሚዛን ለመጠበቅ
- አካላችንን ከአደጋ ለመከላከል
- ማንኛውንም የስፖርት ዘዴ / ቴክኒክ/ ለመማር ይረዳል፡፡

3.6 ለአእምሮና ለነርቮቻችን ውጤ ማነት /Motor efficiency/

በየጊዜው የአካል ብቃት እንቅስቃሴ የምንሠራ ከሆነ መልእክት የሚያስተላልፉ ነርቮች እንዲሁም አጠቃላይ አካላችንን የሚቆጣጠረው አእምሮ መደበኛ ሥራውን በአግባቡ እንዲሠራ ያደርገዋል፡፡

4. አጠቃላይ ለአካል ብቃት መሠራት ያለባቸው ልምምዶችና እንቅስቃሴዎች ፤

4.1 ድካምን መቋቋሚያና / endurance/ ለልብ ወሳምባ ብቃት/cardio respiratory fitness/ ፤ ይህ ማለት አንድን ተከታታይ የሆነን እንቅስቃሴ ጡንቻዎቻችን ለረጅም ሰዓት መሥራት ሲችሉ ነው፡፡

እንቅስቃሴዎችን ለመሥራት ጡንቻዎቻችን የሕይወት ዋል የሆነው አየር ያስፈልጋቸዋል፡፡ ጡንቻዎቻችን ይህን የተፈጠረ ነዳጅ የሚያገኙት ከምንስበው አየር ከኦክስጂን ነው፡፡

☞

አክስጂን በደም አማካኝነት ለጡንቻዎቻችን ከደረሰ አንድን እንቅስቃሴ ካለድካም መሥራት እንችላለን።

ልባችንና ሳምባችን በብቃት የሚሠሩ ከሆነ በቂ ብር ት ይኖረናል። ይህ ሳይሆን ቀርቶ ድካም የሚሰማን ከሆነ በቂ የሆነ አክስጂን ጡንቻዎቻችን አለማግኘታቸውን መረዳት ይቻላል። የ ብ ር ታ ት ዓ ይ ነ ቶ ች ሁ ለ ት ናቸው፤ ነሱም ፣ ኤሮቢክና አናሮቢክ ብርታት ናቸው።

ኤሮቢክ ብርታት፤ የምንለው አንድን እንቅስቃሴ ለመሥራት ጡንቻዎችን አክሲጂንን ሲጠቀሙ ነው። ለምሳሌ ከአንድ ደቂቃ በላይ ካለ ዕረፍት የሚሠሩ እንቅስቃሴዎች በዚህ ስፖር ዊ ንቅስቃሴ ውስጥ ይጠቃለላሉ።

አናሮቢክ ብርታት፤ የምንለው አንድን እንቅስቃሴ በጡንቻዎቻ ውስጥ በተጠራቀም ነዳጅ ጡንቻዎቻን እየተጠቀም ስንሠራና ስንንቀሳቀስ ነው። ለልብና ሳምባ ብቃት የሚሠሩ ልምምዶችን በሁለት መንገድ መሥራት ይቻላል። ነሱም በማያቋርጥ እንቅስቃሴና እየታረፈ በሚሠራ እንቅስቃሴ ይሆናል።

ሀ . /የማያቋርጥ እ ን ቅ ስ ቃ ሴ / continuous training/

የማያቋርጥ እንቅስቃሴ የሚሠራው ከ8 እስከ 12 ደቂቃ ወይም ከ3 ኪ..ሜ እስከ 10 ኪ..ሜ የሆነ እርቀት በሶምሶማ ወይም በፍጫ የሚሠራ እንቅስቃሴዎች ወይም ሪትም ባላቸው መዚቃዎች የተለያዩ የአካል እንቅስቃሴ ጂምናስቲክ የሚሠራ ሆኖ የልምምድ ጫና /intensity/ 60

እስከ 70 % የማይበልጥ ይሆናል ወይም ሜዳ ፣ቁልቁለትና ዳገት የሆኑ ሥፍራዎች በመካከል ፈጠነ ባለ እርምጃ በመንቀሳቀስ ዕረፍት እንዲወስዱ በማድረግ መለማመድ ወይም ሥራ ያስፈልጋል።

ለ. / እየታረፈ የሚሠራ እንቅስቃሴ / Interval training/

ይህ እንቅስቅሴ የሚሠራው ከ1 እስከ 5 ደቂቃ በፍጫ ወይም በሶምሶማ ሆኖ የልምምድ ጫና ከ75% እስከ 90% የሚሠራ ይሆናል። ከአንድ እንቅስቅሴ በሁዋላ የልብ አመታት ወደ መደበኛው አመታት በደቂቃ 120 ደርሶ ተከታዩን ልምምድ መሥራት የለብንም፣

ለምሳሌ ፣

✦ ከ 3-6 ጊዜ 400 ሜትር ፍጫ ከ75 እስከ 90 ሰኮንድ መሮጥ በመካከሉ 90 ሰኮንድ ዕረፍት መውሰድ ፣

✦ ከ2-6 ጊዜ 800 ሜትር ፍጫ ከ180 እስከ 190 ሰኮንድ በሶምሶማ ወይም በእርምጃ መንቀሳቀስ በመካከሉ ከ2 እስከ 3 ደቂቃ ቀላል እንቅስቃሴ በመሥራት ማረፍ ያስፈልጋል።

4.2 ጥንካሬ /strength/

የጥንካሬ እንቅስቃሴ የሚሠራ የአጥንትና የጡንቻዎቻችን ጥንካሬ እንዲኖርና ብሎም ንዲዳብርም ነው። በዚህ መሠረት ጥንካሬን ለማሻሻል የሚሠራው እንቅስቃሴ ከፍተኛ ውጥረትና ከፍተኛ ድግግሞሽ /high repetition/ ዝቅተኛ ድግግሞሽ /low repetition/ ጥንካሬ ለማዳበር ይረዳል። እንዲሁም ዝቅተኛ ውጥረትና /high repetition/ ከፍተኛ ድግግሞሽ የሚዘጋጅ ኘሮግራም

የጡንቻ ብርታትን ያዳብራል። ለምሳሌ 3x10 የክብደት ማንሳት ልምምድ በመካከሉ ዕረፍት 2-4 ደቂቃ እየተወሰደ የሚሠራ ነው።

4.3 መተጣጠፍና መዘረጋጋት/ flexibility/

የመተጣጠፍና የመዘረጋጋት እንቅስቃሴ የሚሠራው የአጥንት መገናኛ ቦታዎች /joints/ ተገቢውን የመለጠጥ እንቅስቃሴ ኖራቸው ብቃታቸው የተስተካከለ ለማድረግ ነው።

በዚህ መሠረት የመተጣጠፍና መዘረጋጋት እንቅስቃሴ የሚሠራው ለእግር ፣ ለትከሻ፣ ለዳሌ ፣ለአንገት ፣ ለደረት ፣ ለጀርባና ለታፋ በየልምምዱ ወቅት ሳይዘነጋ ለዚሁ የተዘጋጀ እንቅስቃሴ መሥራት ይኖርብናል።

ይህም እንቅስቃሴ የሚሠራው በየልምምዱ ጊዜ ከ5 እስከ 10 ደቂቃ ይሆናል። ማንኛውም እንቅስቃሴ የሚሠራው ከራስ ወደ እግር ጣቶች ወይም ከሽንጥ ወደ እጅ ጣቶች ሆኖ ከ3 እስከ 6 የሚደርሱ የመሳሳብ እንቅስቃሴዎች ቢሠራ ውጤታማ ያደርጋል።

የአካል ብቃት እንቅስቃሴ ተሳታፊዎች መገንዘብ የሚገባቸው በአካል ብቃት አማካኝነት የሰውነታችንን ብቃት ለማስተካከልና እንቅስቃሴን ካለድካም ካለጭንቀት ለመሥራት ከ3 ወር እስከ 6 ወር የሚወስድ መሆኑን ነው። በአንጻሩም የሰውን ችንን ክብደት ለመቀነስና ለማስተካከል ከ3 ወር እስከ 6 ወር ባለ ጊዜ ውስጥ ውጤቱን ማየት ይቻላል። ስለሆነም የአካል ብቃት

ቅኔት

የሕፃናት ቋንቋ አስተማመድና የቋንቋ ዕድገት

በላይ ስዒድ ፤ ሌክቸረር፤ ቅ.ማ ዩ.ኮ

መግቢያ

ስለ ሕጻናት አስተዳደግ በትምህርት የበሰለ ዕውቀት ያላቸው ምሁራን እስከ 6 ዓመት ዕድሜ በየተፈጥሯቸው የዕድገት ዘመን የማይታይ የዕድገት ፍጥነት እንደሚታይና ለሁሉም የዕድገት ዘመናት መሠረት እንደሆነና ይህም ዘመን የተጠናከረ የቋንቋ መሠረት የሚጣልበት ስለሆነ ትኩረት ማድረግ እንደሚገባ አበክረው ይናገራሉ።

በዚህ ዘመን በከፍተኛ ፍጥነት ከሚዳብሩትና መሠረት ከሚይዙት የዕድገት ባሕርያት መካከል የሕጻናት ቋንቋ ዕድገት ለሌሎች የዕድገት ዘርፎች ማለትም ለአካል፣ ለአእምሮ፣ ለማህበራዊና ለስሜት ዕድገት ዘርፎች ሁሉ መዳበር ከፍተኛ አስተዋጽኦ አለው። በመሆኑም ለዚህ የዕድገት ዘርፍ አስፈላጊውን ሁሉ እንክብካቤ ማድረግ ያስፈልጋል።

ሕጻናት የአፍ መፍቻ ቋንቋቸውን የሚለምዱት ይሁን ብለው ወይም የሚያስተምራቸው ሰው ኖሮ ሳይሆን በማህበረሰቡ ውስጥ በማደጋቸው ከሁለት እስከ አምስት ዓመት ባለው ጊዜ ውስጥ የተሟላ የቋንቋ አጠቃቀም እንደሚኖራቸው የሚታወቅ ነው። ይህን የቋንቋ ችሎታ እንዴት ሊጉናፀፉ እንደሚችሉ የሥነ ልሳንና የሥነ አእምሮ ጥናቶች የተለያዩ ሀሳቦችን ያቀርባሉ።

ቋንቋን መልመድ ሁለንተናዊ ክስተት ስለመሆኑ በርካታ አስረጂዎችን መጥቀስ እንደሚቻል ምሁራን ይገልጻሉ። ከነዚህም ማረጋገጫዎች አንዱ መናገር ከተሳናቸው ቤተሰብ የሚወለዱት ሕጻናት መናገር /ቋንቋ መልመድ/ መቻላቸው ነው። ቋንቋ በሚነገርበት ህብረተሰብ ውስጥ እስከደነ ድረስ ሰው በመሆናቸው ብቻ

የቋንቋ ችሎታን ከመጉናፀፍ የሚያግዳቸው ነገር አይኖርም። ሌላውና ሁለተኛው ገዐታ ደግሞ ሁሉም ሕጻናት ቋንቋን በምልዐት መልመድ መቻላቸው ነው። በተለያዩ አካባቢዎች ማደጋቸው፣ ከተለያዩ ወላጆች መወለዳቸው፣ በሰለጠነና ባልሰለጠነ አካባቢ ማደጋቸው ፣ በምጣኔ ሀብት መለያየታቸው፣ ወዘተ ቋንቋን በመልመድ ረገድ ልዩነት አይፈጥርም።

ሁሉም ሕጻናት ቋንቋ መልመድ መቻላቸው አከራካሪ ባይሆንም እንዴት ይለምዳሉ የሚለው ጥያቄ በሚሰጡት ምላሽ ግን የምሁራኑ አስተያየት የተለያየ ነው። ሕጻናት በህብረተሰቡ ውስጥ እስካደጉ ድረስ ቋንቋን መልመዳቸው አይቀርም ሕጻናት ቋንቋን እንዴት እንደሚለምዱ ምሁራን አንድ ወጥ የሆነ አስተሳሰብ የላቸውም።

ቋንቋ ምንድን ነው ?

የሥነ ልሳን አዋቂዎች ንደየጥናት ትኩረታቸው ቋንቋን በተለያየ ሁኔታ እንደሚተረጉሙት ይታወቃል ። ሳፒር የተሰኘ የሥነ ልሳን ተመራማሪ እንደገለፀው ቋንቋ ደም ነፍሳዊ (instinctive) ያልሆነ ሀሳቦችን ስሜቶችንና ምኞቶችን የሚያስተላልፍ በጡ ፍቃድ የተፈጠረ ትዕምርት ነው። ብሎክና ተንገር የሚባሉ የቋንቋ ምሁራን በበኩላቸው ቋንቋ ዘፈቀዳዊ የድምጾች ትምዕርት ሥርዓት ሆኖ አንድ የህብረተሰብ ክፍል የሚተባበርበት እሴት መሆኑን ገልጸዋል። ሆል የተባለ ምሁር ያቀረበው ብያኔ ደግሞ ቋንቋ ሰምቶ በመናገር ላይ የተመሠረተ ዘፈቀዳዊ ትምህርት ሆኖ ሰዎች በተለምዶ እርስ በርሳቸው ለመግባባትና መስተጋብር ለመፍጠር የሚጠቀሙበት ተቋም መሆኑን ያመላክታል። ንድ ቾምስኪ ብያኔ ደግሞ ቋንቋ ከተወሰኑ

ድምጾች ስብስብ የተፈጠረ የተወሰኑ ዐረፍተ ነገሮች ስብስብ ነው። በዚህ ብያኔ መሠረት የቋንቋን ትክክለኛ ገዐታ የሚያሳየው ውስጣዊ መዋቅርን የሚገዙ ሕጎችን ማጥናት ነው። በዚህም የንግግር ድምጾች ወይም ድምጽ ልሳናት የቋንቋ መሠረቶች ናቸው። እንዚህ ድምፅ ልሳናት ሥርዓት ባለው መንገድ እየተቀናጁ ፍች አዘል መዋቅርን ይመሠርታሉ ። በዚህ ዓይነት ሁኔታ የሚመሠረቱ ፍቺ አዘል መዋቅሮች አሁንም ሥርዓት ባለው መንገድ እየተሰደሩ ከተገናኙ ወደ አድማጭ የተሚላ ሀሳብ ያስተላልፋሉ። ባጭሩ ለመግባቢያነት ያገለግላሉ። ይህንን ሰዋዊ መግባቢያ ነው ቋንቋ ብለን የምንጠራው። ይህም በመሆኑ ቋንቋን ቋንቋ የሚያሰኘው መነገሩና መደመጡ ነው። ይህ በሁሉም ቋንቋዎች ዘንድ ያለ ነገር ነው።

በሌላም በኩል ቋንቋ የአንድ ማህበረሰብ አባላት የሚተጋዘዙበትና የሚግባቡበት በተፈቀደ የተገኘ የአንደበታዊ ትዕምርቶች ሥርዓት እንደሆነ ይገልጻሉ። ሥርዓታዊ ዝብርቅርና ባሻው የሚጌድ ሳይሆን በሕግ የተገዛ ማለት ነው። የአንድ ቋንቋ ተናጋሪ የሆነ ሰዎች በጋራ የሚያውቁትና የሚጠቀሙበት ሥርዓት አላቸው። ይህ ሥርዓት ቢጣረስ መግባባት አይችሉም። ሥርዓቱም ተለዋዋጭ ሳይሆን ዘላቂና /አይለወጤ/ Constant /ነው። በአጠቃላይ ቋንቋ በሰው ልጅ መንፈሳዊ ሕይወት ውስጥ የሚኖር በሰዎች መካከል ለመግባባያነት የሚያስችሉ ዘዴዎችን እንዳዘለ ልዩ ምልክት ሊታይ ይችላል። ስለሆነም ቋንቋ የሰዎች የ ርስ በርስ መግባቢያና ሀሳብ ለሀሳብ መለዋወጫ ነው። ቋንቋ የተፈጥሮ ግንዛቤ ነፀብራቅ ነው። በዚህ ግንዛቤ መሠረት ረቂቅ ዕንስ ሀሳብ የሚቀረፀው፣ ቁሳዊ ሀልውን

ትዉፊት

ኢትዮጵያዊት ሆሜር /1889-1978ዓ.ም/
(እማሆይ ገላነሽ - ማየት የተሳናቸው የቅኔ መምህርት

ያሲን ዑመር

ብ/ቤተ መጻሕፍትና ቤ/ መዛግብት ኤጀንሲ የጥናትና ማስተዋወቅ ከፍተኛ ኤክስፐርት

መግቢያ

የሀገራችን የቅኔ ሊቃውንት ታሪክና ገድል ሲነገር በረቀቀና በመጠቀ የቅኔ ችሎታቸው ስሙጥር የነበሩት ኢትዮጵያውያት ስምም አብሮ ይነሳል። በተለይ ደግሞ ማየት የተሳናቸው የቅኔ ሊቅ በመሆናቸው ኢትዮጵያዊቷ ሆሜር ሊባሉ የሚችሉት እማሆይ ገላነሽ ሐዲስ እና ወተዜር ፈንታ የተባሉት የሴት ባለቅኔ ስሞች ነልተው ይጠቀሳሉ።

የቀደሙት እናቶቻችን የነበራቸውን ተሰጥዖ ተጠቅመው ዛሬ በየአካባቢው በየቁንቁው ለዘፈን ሆነ ለልቅሶ ነብረተሰቡ የሚጠቀምበትን ሥነቃል ትተውልን አልፈዋል። በነሲናቸው ወደህዋ ዘለቀውና መጥቀው፣ አዕምሮአቸውን አስጨንቀው ጭንቅላታቸውን አልበውና ጨምቀው ቅኔን ያህል የፈጠራ ጥበብ በምልዐተ አእምሮአቸው ደርሰውልናል። የቅኔን ምሥሥጢር አዘመራ በጥበብ ነተራ ሞልተው አትረፍርፈውልናል። ትርጓሜን በእንድምታ ቅኔን በሐተታ እያመህጠሩና እያመራመሩ በጥበብ ሰማይ ላይ ደምቀው ብርሃን ዕውቀት

ከዋክብ ቸውን አብርተውልናል።

ንሊናን የሚኮረኩር ስምና ወርቅ/ ንብረቃል/ አበው "ቋንጣ የለውም" የሚሉትን የቅኔ ጥበብ ትተውልን ካለፉት ኢትዮጵያውያን/ያት መካከል በዚህች አጭር መጣጥፍ የእማሆይ ገላነሽ የሴት ባለቅኔነት ታሪክና ገድል ለመዘከር ጥረት ይደረጋል። በጥረቱም እማሆይ ገላነሽ ማን ናቸው? ሕጻኒ ገላነሽ የት ተማሩ ? ለአቅመ ሔዋን የበቃቸው ገላነሽ ግላዊ ርዕዮተ ዓለም (Personal ideology) እና ተፈጥሮ እንዴት ይገለጻል? እማሆይ ገላነሽ የቅኔ አዝመራን ለፍሬ ለማብቃት ስንት ደቀ መዛሙርት አስተማሩ? የእማሆይ ልዩ ችሎታ ምንድነው? የሚሉት ጥያቄዎች ይነሳሉ ፤ በቅደም ተከተላቸውም ምላሽ ያገኛሉ።

እማሆይ ገላነሽ ማን ናቸው?

እማሆይ ገላነሽ በ1889 ዓ.ም በምዕራብ ጉጃም ሀገረ ስብከት ይልማና ዴንሣ ወረዳ ዕላሉ አማኑኤል ደብር ተወለዱ። እማሆይ ገላነሽን የሴት ባለቅኔነት ታሪክና ገድል ለመዘከር መለስ ብሎ የ ምቦቀቅላcareገላነሽን አስደናቂ ተፈጥሮ መቃኘት አስፈላጊና ተገቢም ነው። ሕጻንtዮ ገላነሽ በቸቅላ ዕድሜዋ ሳታስታጉል እናቷን ተከትላ በአጥቢያቸው የሚገኘውን የቅዱስ አማኑኤል ቤተክርስቲያን መሳለም ታዘወትర ነበር። በተለይ ዘወትር እሁድ እሁድ የዕለቱ የሃይማኖት ትምህርት ካበቃ በሁዋላ የሚከናወነውን የቅኔ ዝረፋ

በተመስጦ ትከታተል ነበር። ሕጻኒ ገላነሽ በቅኔ ዝረፋው በመመሰጥ አልተወሰነችም ። ከዕለ ት ባንደኛ ዋ፣የደብረ ታቦር ዕለት እናቷን ተከትላ ከመጀመሪያው ረድፍ በተቀመጠችበት አስደናቂ ነገር ተከሰተ። የዕለቱ የቅኔ ዝረፋ ተረኛ የነበሩት የገላነሽ አባት ቄስ ገበዝ ሐዲስ ፤ ቅኔ ዝረፋውን ጀምረው "በታቦርሃ አመነቀወ መለኮትከ ፈረስ" እያሉ ሲቀኙ የ8 ዓመትዋ ሕጻኒ ገላነሽ ከተቀመጠችበት እምር ብላ ተነሳች ። አባቲ የጀመሩትን ቅኔ ካፈቻው ነጥqa "ኢክሁሉ ሰሃቢቶ ሙሴ ወኤልያስ" ብላ ጨረሰችውና ህዝብ አዳም አስደመመችው።

ትርጉም፤

"መለኮት ፈረስህ በደብረ ታቦር በዘለለ ጊዜ ሙሴና ኤልያስ ሊ.ስበት አልቻሉም" ማለት ነው።

ሰሙ ፤ ፈረስ በዘለለ ጊዜ ለመሳብ ያስቸግራል

ወርቁ፤ ጌታ በደብረ ታቦር ብርሃነ መለኮቱን በገለጸ ጊዜ ነቢያት ቀና ብለው ማየት አልቻሉ ። ሙሴ ወደ መሬት አንገቱን ደፋ። ኤልያስ በእሳት ሠረገላ ወደ ሰማይ ወጣ።

"ሴት በማጀት ወንድ በችሎት" የሚለው ሥርዐ የስደደ ነበር ብሒል በተንሰራፋበት በተለይ በዚያ ዘመን በሕጻንዋ ገላነሽ ያልተለመደ ድርጊfፍ ምዕመናን ተደናገጡ፤ በቅኔዋ ረቂቅነት ተመሰጡ፤ ለሕጻንዋ የቅኔ ችሎታ የ«ይደልዋ» አድናቆታቸውን ገለጡ።

የሕጻናት ቋንቋ ...

ከገጽ 19 የቀጠለ

የሚኖረውና ለሌላው ሰው ሊተላለፍ የሚችለው በቋንቋ አማካኝነት ነው። ስለሆነም ቋንቋ በጠቅላላው ለሰው የውስጥ ስሜቱ መግለጫ ፣ የዕለት ተዕለት ኑሮው ማከናወኛ መሣሪያ ከመሆኑም በላይ ባህልን ፣ ታሪክን ፣ ክንዋኔውን ፣ ዕውቀቱንና የልምድ ክምችቱን እንዲሁም ማንነቱንና ምንነቱን ከትውልድ ወደ ትውልድ የሚያስተላልፍበት መሣሪያ ነው። ቋንቋ በመሠረቱ ትርጉም ያለው የድምፅ ቅንብር ሲሆን በተለያየ ዘዴዎች ሊገለፅ ይችላል። በድምፅ ፣ በጽሑፍ ወዘተ. የቅንብሩ ትርጉም የአገላለፅ ባሕርይ የሚወሰነው በማህበራዊ የዕድገት ሂደት ነው። ቋንቋ በማህበር የመኖር በጋራ የመሥራት ውጤት ስለሆነ የሰው ልጅ በረጅም የአዝጋሚ ሂደት ታሪኩ በተለይ በመነሻው ክፍል የነበረው ተጨባጭ ሁኔታ የተቀነባበረ የቋንቋ መኖርን አልጠየቀም። ቀስ በቀስ አላዋኒ ህሊናዊ ባህሪያት ከማህበራዊ ሥራ ጋር በተጣመረ ሁኔታ እያደገ መጣ ። ማህበራዊ ሁኔታው እየተጠናከረና ለህብረተሰብም ሆነ ለግለሰቡ ህልውና መረጋገጥ የሚያስገኘው ጥቅም ጉልህ እየሆነ መጣ።

በማህበር መኖር ፣ በጋራ መሥራትና ማምረት መግባባትና የአውራር ቅንብርን ይጠይቃል። ቋንቋም የእነዚህ ግፊቶች ውጤት ነው። በአሁኑ ጊዜም ዳብሮ የሚገኘው የተነባበረ የሰው ንግግር /articulated human speech / ከህብረተሰብ ሥራና ቴክኖሎጂ ዕድገት ንዲሁም ከማህበራዊ /ሶሻላይዜሽን / የመኖር ሂደት ውጤት ነው። ስለዚህ ቋንቋ ማህበራዊ ነው። ቋንቋና አንድ ሰብአዊ ፍጡርም የተሳሰሩ በመሆናቸው ለቋንቋ የሚሰጠው ማህበራዊ አመለካከትም ለተናጋረው ከሚሰጠው ማህበራዊ አመለካከት ተገንጥሎ አይታይም።

ሕጻናት የአፍ መፍቻ ቋንቋ እንዴት ይለምዳሉ ?

በሕጻናት ዕድሜ ለመጀመሪያ ጊዜ ከአካባቢያችን የምንሰማደውና

ቋንቋውን ቀድሞ ካወቀው የማህበረሰብ ክፍል ጋር የምንንጋባበትም ሆነ በአእምሮአችን የተለያዩ ጉዳዮችን የምናሰላስልበት ወይም የምናስብበት ቋንቋ የአፍ መፍቻ ቋንቋ ይባላል።

ስለአፍ መፍቻ ቋንቋ ለመዳ የተለያዩ አስተያየቶች በተለያዩ ምሁራን ቀርበዋል። ከእነዚህም መካከል አንዱ ቋንቋ ተፈጥሮአዊ ፀጋ መሆኑንና ሕጻናት ሲወለዱ ቀድሞ የተወሰነን የቋንቋ ችሎታ ሳይሆን በአጠቃላይ የመማር ችሎታን ይዘው የሚወለዱ ሆኖ በአካባቢ /ውጫዊ/ ተዕኖ ማለትም ታላላቆች የሚናገሩትን በማዳመጥ የሚለመድ ማለትም በሕጻናት ፍላጎትና "በአስለማጆች" አፀፋ /ምላሽ/ ትግሥግሥር እንደሚለመድ የሚገልፀዉ፡ የባህሪያውያን ፍልስፍና ነው። የዚህ ፍልስፍና ተቃራኒ የሆነውና በብዙዎች ዘንድ ተቀባይነት ያገኘው የቾምስኪ የተከታዮቹ ንድፈ ሀሳብ ነው። እንደቾምስኪ አመለካከት ቋንቋ የሰው ልጅ ከእናቱ ማህፀን ይዞት የሚመጣው አይደለም። ይህም በመሆኑ በመወለድ የሚገኝ ፀጋ ነው ማለት አይቻልም ። እንደ ቾምስኪ አመለካከት የቋንቋ ለመዳ በተወሰነ መሥፈርትና የተወሰነ ቋንቋዊ ሕጎችን በማቅረብ የሚለመድ አይደለም። እንዲሁም ማንኛውም ቋንቋ በፍላጎት ያለተገደበና ከፍላጎት ነፃ/stimulus free/ ነው። በዚህ የተነሳ የቋንቋ ለማጆችን ፍላጎትም ሙሉ በሙሉ በቀላሉ ማወቅ አይቻልም። አስለማጆቹ የሚሰጡት ምላሽም ለለመዳው የሚያበረክተው ፋይዳ የለም።

በሕጻናት ቋንቋ ለመዳ ወቅት ሕጻናት የሚያዳምጡትን ነገር ደጋግመው እንዳናገሩ ማድረግ ወይም በቀጣናዊ ኩረጃ ፣ በወላጆች የሚሰጥ ማረሚያም ሆነ ማብራሪያ ለለመዳው የሚፈይደው ነገር እንደሌለ Adrian, Richard, A. and Ann K. Farmer. 2003 E.C

የሚከተለውን አስረጅ በመጥቀስ ይገልፃሉ።

Child: I taked a cookie

Parent: OH, You Mean You Took A Cookie.

Children: yes, that's right, I **taked** it. (ድምቀት የተጨመረ)

ከላይ ከተሰጠው ምሳሌ እንደምንረዳው ሕጻናት አፍ መፍቻ ቋንቋን የሚለምዱት በራሳቸው ሥልት፣ መንገድና ፍጥነት እንጂ በወላጆች የሚሰጡ እንዛዎችም ሆነ ሌሎች ውጫዊ ሁኔታዎች አስተዋፅዖዋቸው እምብዛም ነው።

የአፍ መፍቻ ቋንቋን ለመልመድ ከሚያስፈልጉ መሠረታዊ ነጥቦች አንደኛው ጤናና እንደበት መሆኑ አያዳግትም። አንደበት የንግግር ጅምሮች መፈጠሪያና አእምሮ ደግሞ የቋንቋ ለመዳውን ሂደት የሚያስተነትኑ አካላት ናቸው።

ለመዳው እንዴት እንደሚከናወን ቀጥለን እንመልከት፣ማንኛውም ሕጻን ሲወለድ ቋንቋን አያውቅም፣ የቋንቋ ባለቤት መሆን የሚጀምረው ቋንቋውን ከሌሉ ቀድሞ ወደአወቀው ማህበረሰብ ከተቀላቀለ በ ኋላ ነው። ስለዚህ ለመዳው የሚካሄደው ከማህፀን ውጭ ነው። ምንም ካለማወቅ ቀስ በቀስና ደረጃ በደረጃ የተማላ የቋንቋ ዕውቀትን /Competence/ ወደ ማግኘት ይሸጋገራል-ሕጻኑ። እንዴት? ነገሩ እንዲህ ነው።

ቋንቋ ለማጁ ሕጻን ባካባቢው የሚነገረው (ወላጆቹም ሆኑ ምግዚቶቹ የሚናገሩትን) ያዳምጣል። ወይም የመጀመሪያ ደረጃ ሥነ ልሳናዊ መረጃ /Primary linguistic data/ ይቀበላል። መረጃውም በድምፅ፣ በቃል፣ በሀረግ ፣ ወዘተ ደረጃ ለየብቻ ተለይቶ የሚቀርብ ሳይሆን የተማላ መልዕክት የሚያስተላልፍ ተግባቦታዊ ዐውድ ነው። ይህ መረጃ ለቋንቋ ለማጁ ሕጻን እንደ ቋንቋ ግብዓት / input/ ያገለግላል።

ማንኛውም ጤነኛ ሕጻን ቋንቋ ለመልመድ የሚያስትለውን የቋንቋ መቅሰሚያ መቺ መደላድሎትን / innate characteristics/ ይዞ ይወለዳል። ይህ ልዩ ተፈጥሮአዊ ተ ሰጥያ ደግሞ የማንኛውንም ቋንቋ ጥሬ መረጃ ተቀብሎ ወደ አንድ የተወሰነ ቋንቋ ለመለወጥ የሚያስችል ሁለንተናዊ ሰዋስው/universal gram-mar/ የያዘ ነው ። ሕጻኑ ከአካባቢው

☞

ያገኘውን መረጃ ወደ ቋንቋ ፋኩልቲው በማስገባት በሁለንተናዊው ሰዋስው እገዛ ቋንቋውን ለመልመድ ይጥራል፡፡ ይህ ሂደ ዊ የቋንቋ ለመዳ ሥልጥ በማንኛውም ቦታ ለተወለዱና ለማንኛውም ቋንቋ በተጋለጠ ሕጻናት ላይ በተመሳሳይ ሁኔታ የሚከናወን ነው፡፡ ማንኛውም ቋንቋ ለማንኛውም ሕጻን፣ ማንኛውም ሕጻን ለማንኛውም ግጥም ናቸው- ዘር የለ፣ቀለም የለ፣ሥልጡን የለ፣ ሁዋላ ቀር የለ፣ ብቻ ቋንቋውንና ተናጋሪዎቹን ያገኙ፡፡

በመጨረሻም ቋንቋ ለማጁ ሕጻን የተቀበለውን ጥሬ መረጃ በአእምሮው ውስጥ አዋህዶ ወይም አስተንትኖ ሲጨርስ ይዳገራል፡ ይህ የሚናገረው ነገርም የለመደው ውጤት ወይም ውጥኣት /output/ ነው፡፡ የቋንቋ ለመዳው መከናወኑን የምናውቀው ሕጻኑ በሚናገረው መረጃ ብቻ ነው፡፡ ለምን ቢባል ለመዳው ወደሚካሄድበት የአእምሮ ክፍል መግባትና መቃኘት አይቻልምና፡ ጉዳዩን በምሳሌ እናጠናክረው፡፡

አንድ ሰው ከአንድ ትልቅ ፋብሪካ በር ላይ ቆሚል እንበል፡፡ እዚያው እንደቆi ገብቶ የጫነ መኪኖች ወደ ፋብሪካው ሲገቡ ይመለከ ል፡ ትንሽ ቆይቶም ቢራ የጫኑ መኪኖች ከፋብሪካው ሲወጡ ያያል፡ በዚህ ጊዜ ፋብሪካው የቢራ መጭመቂያ መሆኑን ይረዳል፡ አስፈላጊ ከሆነም ምናቡን ወደ ውስጥ አስገን የጫመቃውን ሂደት መመልከት ይችላል፡፡

የቋንቋ ለመዳው ሂደት ወደሚከናወንበት የአእምሮ ክፍል ግን መዝለቅ አይቻልም፡፡ ለመዳው መከናወኑን ማወቅ የሚቻለው መረጃ በአንደበት በኩል በማግኘት ነው፡፡ ወደ ፋብሪካው የገባው ጠማ001 ገብስ ፈሳሽ ቢራ ሆኖ እንደወጣ ሁሉ (የተለያዩ ነገሮች ተጨምረውበትና ጠመቃው ተካሂዶ) ሕጻኑም የሚናገረው ከማህበረሰቡ የተቀበለውን መረጃ እንዳል ምንም ሳይለወጥ ሳይሆን ያዳመጠው መሠረት በማድረግ የተፈጠፈ አዳዲስ ቅርጾችንም ጨማምሮ ነው ፡፡ በዚህም ለመዳው መከሄዱን ማወቅ ይቻል፡ ቋንቋ ለማጁ ሕጻን ከአካባቢው በደመጠ ያላገኘውን መረጃ በራሱ መንገድ ሲናገር ማድመጥ የተለመደ ነው፡፡ ከየት አመጣው? የሚል ጥያቄ ቢቀርብ መልሱ በሁለንተናዊው

ሰዋስው ታግዞ ያዳመጠውን ነገር የሚመስል መረጃ አወጣ ነው፡፡ ሁለንተናዊ ሰዋስው ቋንቋ ነክ መረጃዎችን ተቀብሎ የጉዲለውን በሚሚላትና የተጣመመውን በማቃናት ረገድ ትልቅ ሚና ይጫወታል፡፡

ለሕጻናት ቋንቋ ዕድገት አስፈላጊ ነገሮች

1. **ዝርያ** /heredity/ ለሕጻናት የቋንቋ ዕድገት የሕጻኑ የቅድመ ወሊድ የዕድገት ባሀሪው ወሳኝ ሚና ይጫወታል፡፡ የአንድ ሕጻን የመማር ሂደት መሠረቱ ተፈጥሮኣዊው የአካል መዋቅሩና/ structure/ የነርቭ ሲስተም/ neuromuscular coordination/ ነው፡፡ ይህም ሁኔታ ለሴሎች የዕድገት ሂደትና ባሀሪያት እንደሚጠቅምና እንደሚወስንም ሁሉ ቋንቋን ለመናገርም አስተማማኝ መሠረት ሆኖ እናገኘዋለን፡ ንግግርና የንግግር ሂደትን ለመቆጣጠር የሚችለው የአንጉል ክፍልና የነርቭ ሥርዓን የመነጋገሪያና የድምፅ ማቀነባበሪያ አካሎች /ጉሮሮ ፣ ከንፈር ፣ ጥርስ ፣ ምላስ፣ ላንቃ ፣ ወዘተ /ከዞር ግንድ ሊወረሱ የሚችሉና በቅድመ ወሊድ ዘመን የሚመሠረቱ ናቸው፡፡ በቅድመ ወሊድ በሚገባ ካልተመሠረቱም ከተወለዱ በ ኋላ የሚደርገው እንክብካቤ ብቻ በቂ ሊሆን አይችልም ፡፡ ስለዚህ ለድህረ ወሊድ የቋንቋ ዕድገት መሠረት የቅድመ ወሊድ የዕድገት ሁኔታ አስፈላጊ ነው፡፡ ማለትም በዕንስ ዘመን የሚደረገግ ጥንቃቄ ጤንነትንም ጨምሮ ለቋንቋ ዕድገት ከፍተኛ ሚና ይጫወታል፡፡

2. **አካባቢ** /environment/ :- አካባቢ ብለን የምንላቸው ሕጻኑ ከመወለዱ በራlትም ሆነ ከተወለደ በ ኋላ ሕጻኑ ጋር ግንኙነት ያላቸውን በመሉ በማጠቃለል ነው፡፡ ከእነዚህም የመጀመሪያ ግንኙነቱ ከወናሽ እናቱ ጋር ሲሆን ከተወለደ በ ኋም ከወለዱት ቤተሰቦች /እናት፣ አባት የቤተሰብ አባላት / ቀጥሎም ከሀበረተሰብ ጋር የቀረበ ግንኙነት ያላቸው ጉረቤቶችና መንደርተኞች ከዚያም የሕጻኑ ዕድሜ እየጨመረ ሲሄድ የአስተዳደሩን ሥርዓት የሚመራውን ትምህርት ቤትና በአጠቃላይ የሚኖርበትን

የሀበረተሰብ ክፍል ያጠቃልላል፡፡

ሕጻኑ በቅድም ወሊድ የዕድገት ዘመኑ በሥርዓት የሚመሠርታቸው ዕድገቶች ከማህበራዊ ከባቢው ጋር በሚኖረው መስተጋብራዊ ግንኙነት በቋንቋ ግብአ ዊ ይል ካልተቀሰቀሰ በስተቀር ለንግግር አያበቃውም፡፡ ተዳፍኖ የመቅረት አዝማሚያ ሊያሳይ ይችላል እናት ሕጻኑን ለመመገብ በምትዘጅበት ፣ ልብሱን በምትለውጥበትና በመሳሉት ጊዜያት ሕጻኑን ለማጫወት ከምታደርገው ንግግር ጀምሮ እያንዳንዱ የቤተሰብ አባል ነገሙu-ሽንና ሚ ሚን ለማጫወት የሚያደርገው ተሳትፎ የሕጻኑን የንግግር ችሎ ለማዳበር አስተዋፅዖ ይኖረዋል፡፡ ስለዚህ የቋንቋ ዕድገት የዝርያ/heredity/ እንዲሁም የአካባቢ. /environment/ ቅንጅት ውጤት ነው፡፡

የሕጻናት ቋንቋን በሚለምዱበት ጊዜ የሚያልፉባቸው ደረጃዎች

1. **የባበሊ.ንግ ደረጃ** /the babbling stage/:- ቀዳሚው የሰው ልጅ የቋንቋ ዕድገት ደረጃ ነው፡፡ ይህ ደረጃ ከ5-6 ወራት ያለውን ጊዜ ያጠቃልላል፡፡ይህ ደረጃ የቅድመ ቋንቋ ደረጃ / prelinguistic phase/ በሚባልም ይታወቃል፡፡ በዚህ የዕድሜ ክልል የሚገኙ ሕጻናት የተለያዩ ስሜቶች ሲሰማቸው በአጋጣሚ ድምፅ ያወጣሉ፡፡ ይህም ለምሳሌ ማ፣ባ፣ጋ፣ ወዘተ. ዓይነት ማለት ነው፡፡ ይህ ድምፅ ወደ በ ኋላ ለሚለማመዱት የቋንቋ ድምፅ ንድ መሠረት ሆኖም ያገባቸዋል፡፡ ይህ ዕድሜ ሕጻናት ከቋንቋው ድምጾች ጋር የሚተዋወቁበት ነው፡፡

2. **የአንድ ቃል ደረጃ** /the one word stage/ :- ሕጻናት ወደዚህ ደረጃ የሚደርሱት በ12 ወራት ዕድሜያቸው አካባቢ ነው፡፡ ደረጃው አንድን ዐረፍተ ነገር ባንድ ቃል መግለፅ የሚጀምሩበት ነው፡፡ ለምሳሌ ባ001 ፣ ማማ ፣ ፓፓ፣ ወዘተ.የመሳሰሉትን ቃላት መጥራት የተለመደ ነው፡፡ እዚህ ላይ ሕጻኑ ባ001 ሲል ለአባቱ ብቻ ሳይሆን ለሁሉም ትልልቅ ሰዎች ውክልና ነው የሚጠቀምበት፡፡ ዕድሜው ወደ አንድ ዓመት ገደማ የተጠጋ ሕጻን በአካባቢው የሚገኙትን ነገሮች ፣ ሰዎች ፣ ስሜቶች ፣ ወዘተ
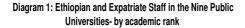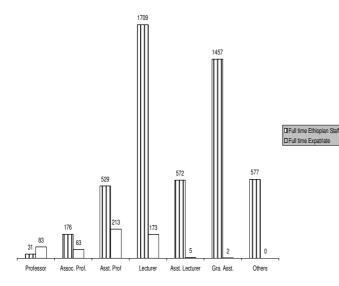
Faculty Profile . . .

the faculty profile in this paper included permanent staff from both groups by considering their academic rank and qualification (in that order). Although public universities use a significant number of part-time faculty, the latter have not been added due to lack of the required information. The analysis of data mainly involved frequency tables, bar graphs, line graphs and computation of percentages.

Findings

Staff Profile in Public Universities

The aggregate number of academic staff for Ethiopian public universities in 2007/08 was 5804. This comprised 5250 Ethiopian and 654 expatriate staff. Their distribution by academic rank is shown in the following graph.

Diagram 1: Ethiopian and Expatriate Staff in the Nine Public Universities- by academic rank

The information in the above graph is indicative of a variety of patterns. If we consider full-time Ethiopian staff only, the percentage of professors is highly limited. The expatriate staff has assisted in beefing up
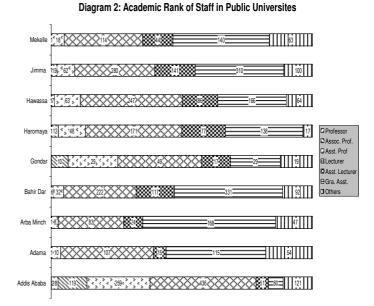
this number. Currently, out of the 114 professors in the nine public universities, 83 (i.e. 90%) are expatriates. Out of 239 Associate Professors 63 (i.e. 26%); and out of 742 Assistant Professors 213 (i.e. 29%) are expatriates.

However, even with their inclusion, the share in the category of Assistant Professor and above does not exceed 19 percent at a national level. This is far below HERQA's requirement of 30%-an indication that the staff profile has got a long way to go before it even meets the national minimum requirement.

Although the overall figures examined are indicative of a significant shortfall, it should be obvious that the status varies among universities.

Academic Rank of Staff in Each of the Public Universities

The graph below presents a spate of data specific to the academic rank of staff in each of the nine universities examined.

Diagram 2: Academic Rank of Staff in Public Universites

With the exception of Addis Ababa University, none of the eight universities meet the requirements set by HERQA. Comparing 90% of

ውጋ አጣጭ ... ዳሰሳ

ከታምራት ኃይሌ

... ለአዳም ግን ተስማሚና ረዳት ጓደኛ ገና አልተገኘለትም ነበር። ከዚህ በኋላ እግዚአብሔር አምላክ አዳምን ከባድ እንቅልፍ እንዲወስደው አደረገ፤ አንቀላፍቶም ሳለ ከጉኑ አጥንቶች አንዱን ወሰደና ባዶውን ቦታ በሥጋ ሞላው ... የወሰዳትን አጥንት ሴት አድርጎ ሠራት ወደ አዳምም አመጣት።

አዳምም "እነሆ በመጨረሻ እነ የምትመስል አጥንሁ ፤ እርስዋ ከአጥንቴ የተገኘች አጥንት ናት። ከሥጋዬም የተገኘች ሥጋ ናት፤ ከወንድ የተገኘች ስለሆነች 'ሴት' ትባል" አለ። ወንድ አባትና እናቱን ትቶ ከሚስቱ ጋር የሚተባበረው ለዚህ ነው፤ ሁለቱም አንድ ይሆናሉ። (ዘፍጥረት 2፡22-24)

ልጅ ሆይ የአባትህን ትዕዛዝ ፈጽም፤ እናትህ ያስተማረችህንም ከቶ አትተው፤ የእነሱን መመሪያ ዘወትር ተከተል፤ቃላቸውን ዘወትር ጠብቅ ፤ የእነሱ ትምህርት በጊዜ ይመራሃል፤በሊ)ትም ጠብቅሃል ... ከመጥፎ ሴቶች እንድትርቅና ከሌሎች ሰዎች ሚስቶች አሳሳች ቃል እንድትጠበቅ ያደርግሃል፤ ቆንጂናቸውን አትመኝ፤ በዐይናቸው ጥቅሻ አትማረክ፤ አንድ ወንድ ጋለሞታይቱን በአንድ እንጀራ ሊከራይት ይችላል፤ ከሌላ ሰው ሚስት ጋር ማመንዘር ግን ያለውን ንብረት ሁሉ ያስጨርሰዋል። ልብስህ ሳይቃጠል እሳት በጉያህ ይዘህ መሄድ ትችላለህን? እግርህስ ሳይቃጠል የእሳት ፍም ረግጠህ መሄድ ትችላለህ ? ከሌላ ሰው ሚስት ጋር መተኛንም የዚህኑ ያህል አደገኛ ነው ። ይህን የሚያደርግ ሁሉ ከመቀጣት አያመልጥም። ሌባ በተራብ ጊዜ ምግብ ቢሰርቅ ለሰዎች አስገራሚ ነገር አይሆንም። ... የምንዝር ተግባር የሚፈጽም ሰው ግን ማስተዋል የጎደለው ነው፤ ሕይወቱንም በእጁ ያጠፋል። ውርደትና ድብደባ ይደርስበታል። ሁልጊዜም እንደተዋረደ ይኖራል። (ሠረዝ የተጨመረ) መጽሐፈ ምሳሌ 6፡20-34

"Who can find a virtuous wife? For her worth is far above rubies. The heart of her husband safely trusts her; so he will have no lack pf gain. She does him good and not evil all the days of her life."
Proverb 31:10-12

ነገርን በሰላምታ መጀመር ጥሩ ነው፤ ባህላዊም ሥርዓታዊም ነው። እንዲያው በድንገት ዘልሎ ቀጥ ነገር ውስጥ መግባት መልካም አይደለም። ነበር ይትበሃልን መጣስ አይገባም። እናም «ሰላም ለኩልክም» ብዬ መጀመሩን ወድጃለሁ። በድጋሚ ሰላም ለሁላችሁም።

በዛሬው ጽሑፌ ላወሳው የፈለግሁት ጉዳይ በጣም ሰፊና ማ በረ ኢኮኖሚያዊ ሚዛንም የሚደፋ ዐቢይ ጉዳይ መሆኑን ብዙዎቻችን የምንስማማ ይመስለኛል። ከፍ ሲል የተጠቀሱት መጽሐፍ ቅዱስን ጨምሮ በሁሉም ዓለማቀፋዊ ቅቡልነት ያላቸው ሃይማኖቶች ቅዱሳት መዳሐፍት ውስጥም ይህ የጋብቻ ጉዳይ በሰፊነትና በጥልቀት የተንቀራበጠ ስለመሆኑ አፍን ሞልቶ መናገር ይቻላል።

ለመሆኑ ጋብቻ ምንድን ነው? ከጥያቄዎች ሁሉ ከባዱ ይሄ ጥያቄ መሆን አለበት። ይህችን ጽሑፍ ልጨጭር ከመነሳቴ በፊት የጋብቻን ምንነትና ብነዬ ለመረዳት የተለያዩ ጽሑፎችን ለማገላበጥ ሞክሬያለሁ፤ በሃይማኖት ዙሪያና ከሃይማኖትም ውጪ። ጋብቻ ማለት "የሁለት ሰዎች የአብሮነት ሕይወት የተሥሥሮ ገመድ ነው" ከሚለው አደጋጋ ብነዬ ጀምሮ ጋብቻ ማለት "በሁለት ተቃራኒ ጾታዎች የፍቅርና የመተሳሰብ ግንኙነት ላይ የሚመሠረትና በርካታ ቤተሰባዊ ኃላፊነቶችንም በጋራ ለመሽከም ቃል ገብተው የሚጣመሩበት ማንበራዊ እሴት ነው።" ብለው እስከሚያምኑት "ጤናማ" የሥነ ልቦና ምሁራን ድርሳናትና የሃይማኖት መጽሐፍት ድረስ ለመዳሰስ ጥረት አድጌያለሁ። "እንዳንዱ ሰው በራሱ ቢያንስ አንድ መጽሐፍ ይወጣዋል" ከሚለው ብሂል ብንነሳም እኔም ከዚህ ማንበራዊ ሕይወት የተለየሁ ባለመሆኔ በራሴም ሆነ በሌሎች ላይ የደረሰውንና ሲደርስ የታዘብኩትን እንደየአስፈላጊነቱ ለማካተት ሞክሬያለሁ።

ከተለያዩ ምንጮች እንደምንረዳው በተለይ በሁኑ ዘመን ጋብቻ ሰፊ ትርጓሜና እንድምታ ካላቸው ማንበረሰባዊ ዕድሜ ጠገብ ክንዋኔዎች አንዱና ምናልባትም ከመጀመሪያዎቹ ተር የሚካተት መሆኑ አይካድም። (የሰይጣን ጀር

ይደፈርንና) ዘመን አመጣሽቶችን የወንድና ወንድ፤ የሴትና ሴት ወይም በሰውና በእንስሳት መካከል ይደረግ ጀምራል የተባለውን ጋብቻ ከባህልና ሃይማኖት አንጻር ውጉዝ ከመአርዮስ በመሆኑ ለዚሁ እንተዋወና ገብስ ገብሰን ብቻ እንኳን እናውራ ብንል - በገብሱ ውስጥ ያለውን እንክርዳድ ጭምር ማለት ነው - የጋብቻን ስንክሳር ዝርዝረን አንዘልቀውም። ከስያሜው ብንነሳ ጋብቻ ስንል ይበልጥ የሚያተኩረው በእጮኝነትና በትዳር መካከል ያለውን ሃጋዊ የተሥሥር ሂደት ወይም ሥርዓት መሆኑን ማጤን ይቻላል። ጋብቻ በሴትና በወንድ መካከል የሚመሠረት እንደ መጽሐፉ ቃል ወንድም ሴቲም ቤተሰባቸውን ትተው እንደዚሁ የጥንት ዘመን ቃል መርዓዊ "እንድ አካል እንድ አምሳል" የሚ ሆኑበት ፤ ከዚያም እነሱም በተራቸው በጥቂት ትዳር ውስጥ ልጆችን ተክተው ህብትና ንብረት አፍርተውና በአንድ ሀገር ህልውና ላይም እንደ አንድ ጡብ የበኩላቸውን ታሪካዊ ድርሻ አበርክተው የሚያልፉበት ማንበራዊ መዋቅር መሆኑን ለማጠየቅ ዋቢ መጥቀስ አያስፈልግም። በተባበሩት መንግሥት የ1948ዓ.ም .ዚአ የሰብዓዊ መብቶች ሕግ አንቀጽ 16 መሠረት ጋብቻ ለአቅመ አዳምና ሔዋን በደረሱ ሴትና ወንድ ጥንዶች መካከል በፈቃዳቸው ተመሥርቶ ቤተሰብና ህብት የሚያፈሩበት፤ ዜግነት፤ ዘርና ሃይማኖት ሳይገድባቸው ትዳር የሚመሠርቱ ተጋቢዎች በመጋባት ወቅትም ሆነ ከጋብቻ በሁዋሳና በፍቺ ጊዜ ኩል መብት ያላቸው፤የአንድ ሀገርና ብረተሰብ መሠረት ንደመሆናቸውም የመንግሥት ጥበቃና ከለላ ሊለው የሚገባ አንስተኛ ማ በራዊ ተቋም ንደሆነ ይነግጋል። ማይክሮሶፍት ኢንካር ም በ2008 ዕትሙ ቀጥሎ የተመለከተውን አስፍሯል።

Marriage is socially recognized and approved union between individuals, who commit to one another with the expectation of a stable and lasting intimate relationship. It begins with a ceremony known as a wedding, which formally unites the marriage partners. A marital relationship usually involves some

ወደ ገፅ 43 ዞራል

ኢትዮጵያዊት ሆሜር ...

ከገፅ 20 የቀጠለ

በአስገራሚ የቅኔ ችሎታዋ የምዕመናን ሙገሳና አድናቆት የኗረፈላትና "ትደግ ትመንደግ፣ ከዓይን ያውጣ፣" የሚል ምርቃት የተሻኘጎደነደሳት ሕጻነዋ ገላነሽ በዚያው ዓመት አንድ አስደነጋጭ በሽታ ገጠማት ። በድንገተኛ ሕመም ተለክፈች፣ በደዋ ዳኛ ተይዛ የአልጋ ቁራኛ ሆነች። በፈጣሪዋ ተአምር ከሞት ብትተርፍም ገና የ8 ዓመት ሕጻን እያለች የዓይኖቿን ብርሃን አጣች፣በገላነሽ የዓይኖቿን ብርሃን ማጣት መላ ቤተሰብዋና የሚያውቃት የመንደሩ ሁሉ ሰው ተደናገጠ፣ ክፋኛም ከልብ አዘነ። አባቲ ቄስ ገበዝ ሐዲስ ግን የቅኔ ተስጥዖ ባላት ልጃቸው ተስፋ አልቆረጡም። ሕጻነዋ ገላነሽ በልጅነቲ ያጣቸውን የዓይን ብረርን በቅኔ ጥበብ ብርሃን ለመተካት ቆርጠው ተነሱ።

የሕጻነዋ ገላነሽ የተማሪነት ገጽታ

ሕጻነዋ ገላነሽ ወላጅ አባቲ ቄስ ገበዝ ሐዲስ የቅኔ ጉባኤ ተክለው በመምህርነት በሚያገለግሉበት በምዕራብ ጎጃም ሀገር ስብክት ይልማና ዴነሳ ወረዳ ውስጥ በሚገኘው ዕላሶ አማኑኤል ደብር ውስጥ የፊደል ገበታንና አቡጊዳን መቁጠር ጀመረች። ደረጃ በደረጃም መልእክተ ዮሐንስን፣ ዳዊትን፣ ውዳሴ ማርያምን ፣ ቅዳሴ ማርያምን፣ ብሉይና ሐዲስ ኪዳንን ከትርጓሜያቸው፣ ቅኔንም ከአገባቡ ተማረች። በዘመኑ የነበረው ባህላዊና ሃይማኖታዊ የትምህርት ሥርዓት የሚጠይቀውን የመመዘኛ መሥፈርት በድንቅ ብቃት አሟልታ ተመረቀች። ለቅኔ መምህርነት ብቁ መሆንዋ ተመስክሮ ተረጋገጠላት።

ግላዊ ርዕዮተ ዓለም (Personal ideology) እና ተያያዥ ተፈጥሮ

በአባታቸውና በሌሎች መምህሮቿቸው የዕውቀትና የቅኔ ጥበብ ብርሃን እየተመሩ፣ የቅኔን ጥበብና ምሥጢር እየመረመሩ ያደጉት እማሆይ ገላነሽ ሴት ልጅ በማጀት ተወስና በማይምነት ጨለማ ተውጣ ማደን አግባብ አለመሆኑን መናገር ጀመሩ። "መማርም ሆነ ማስተማር ብርታትን እንጂ ያታ አይመለከትም፣ መምህራችን ክርስቶስ ሴቶች ደቀመዛሙርቱን 'ሒዱና ትንሣኤዬን ንገሩ' ብሏ-ቻቸዋል፣ ልዮነት የለም" ይሉ እንደነበር በቅርብ የሚያውቋቸው የእህታቸው ልጅ ተሾመ አዲስ ምሥካርናታቸውን እንደሰጡ ቀሲስ ከፍያለው መራሒ "ሴቶች በኢትዮጵያ" (1978) በሚለው መጽሐፋቸው ውስጥ ገልጸውታል።

እማሆይ በመማር ባገኙት የዕውቀት አቅምና በመንፈስ ዕናታቸው በመታገዝ ሴት ልጅ ከማጀትና ከንዳ እንዳትወጣ ቀይዶ የያዛትን የዕልመት ግድግዳ የዘልማድ አጥርና የጎጂ ልማድ ኬላ አሻቀንጥረው- ጣሉ። በዚህም በዘመናቸው ከነበሩት ሴቶች ለየት ያለ ግላዊ ርዕዮተ ዓለም እንዳላቸው አስመሥክረዋል። ሴቶች ከወንዶች እኩል ተሰልፈው

መሥራታቸው የኖረ እንጂ እንግዳ ነገር አለመሆኑን በአንደበታቸው መገለጽ ብቻ ሳይሆን ቃላቸውን በተግባር አውለው በአደባባይ አስመሥክረዋል።

ይህ እውነታ እማሆይ ገላነሽን ከ1900ዎቹ መጀመሪያ ጀምሮ ስለሴቶች ዕኩልነት የተጠጣል ድምፃቸውን ማሰምጣት የጀመሩ የለውጥ ፋና ወጊ

ሊባሉ እንደሚችሉ ጉልህ ማሳያ ነው።

በሌላ በኩል ለአቅም ሕዋን የበቃቸው ገላነሽ በወግ ተሞሽራት፣ ወልዳ ለመሳምም በቅታለች። በዚህም የተዳዳ ሕይወትንና የእናትነት ተፈጥሮአዊ ፀጋ በረከትን ተቁዳሻ ሆናለች።

በተመሳሳይ መልኩ እማሆይ በተፈጥሮአቸው የያሉት ትጋት የሚታያይባቸው መንፈሳዊ እናት ነበሩ። በዓለማዊው ሕይወታቸው የማስተማር ፍቅር ያላቸው የፈታቸው ፀዳል ዕውቀት በደስታ ፈክቶ የሚታይ እንደነበሩ በቅርብ የሚያውቋቸው ይመሰክራሉ። በጣም ምሥጢር ዐዋቂ ፣ ብልህ፣ ሞክሮ ማሳካት ፣ ታግሎ ማሸነፍ የሚወዱ ሽንፈትን በጣም የሚጠሉ እንደነበሩ ይነገርላቸዋል።

በዚህ መነሻነትም እማሆይ ከዓይነማዎች እኩል እየፈተሉ፣ በርካታ በቀለማት ያሸጡ ሙዳዮችንና መሶብ ወርቆችን እየሁሩ ለገበያ ያቀርቡ እንደነበርና በገል ጥረታቸው የሚያገኙት ገቢ ከባላቸው የኢኮኖሚ ጥገኝነት ነፃ መሆን እንደችሉ በዝርዝር ተጠቅሷል። "ምን ሴት ብታውቅ በወንድ ያልቅ" የሚለውን ለዘመናት ሥር ሰድዶ የቆየ ሀገርኛ ብሂል ከመሠረቱ መንቅነቅ የቻሉና በዕናትና በጥረት ከወንድ ኢኮኖሚ ጥገኝነት ሙሉ በሙሉ ነፃ መውጣት የሚቻል መሆኑን በተግባር ያስመሠከሩ ለዕናት አብነት ናቸው።

የእማሆይ ገላነሽ የቅኔ መምህርነት ታሪክና ገድል

እማሆይ ለበርካታ ዓመታት ብሉይና ሐዲስን ባንድምታ በመተርጎምና

ወደ ገጽ 58 ዞሯል

አማርኛ፣ አማርኛ፣ ዐማርኛ ወይስ ዓማርኛ?

በፍቃዱ ኃይሉ የማኔጅመንትና ኢንፎርሜሽን ሲስተምስ ባለሙያ

ቅድስት ማርያም ዩኒቨርስቲ ኮሌጅ

"እዚህ ግቢ የሚሽጥ ዕቃዬራ አለ" የሚል ዕሁፍ አንድ ግቢ በር ላይ ተዐድሮ ባላይ ኖሮ ይህንን ዕሁፍ ለመፃፍ አልነሳሳም ነበር፤ ማስታወቂያውን አንብቤ ስጨርስ የሆነ ነገር እንዳነዳለው ተሰምቶኝ ደግሜ አስተዋልኩ፤ እርግጥ ነው ዕንዐራ የሚለው ቃል ውስጥ ያለችው "ዐ" ለቃሉ ተስማሚ ትክክለኛዋ ሆሄ አልነበረችም፤ ለቃሉ ሌላ ትርጉም ባተሰጠውም ቅሉ እኔን ለማደናገር ያክል ግን በቅታለች፤

አማርኛ ቋንቋ የ"ግዕዝ" ፊደላትን መጠቀሙ ያኖናፀለው ዐ ጋ ለአያንዳንዱ ድምፅ አንድ ሆሄ ማስቀመጡ ብቻ አይደለም፤ አንዳንድ ድምፆች እንዲያውም ትርፍ ሆሄያት አሉዋቸው፤ እነዚህ ሆሄያት ከልምድ ብዛት ከቃላት ጋር ይዳዋዱ እና በአእምሮአችን ይታተማሉ፤ ከላይ እንደገለፅኩት፤ ምንልባት መንትያቸው ተተክቶባቸው ያነበባናቸው ግዜ ልክ የቃላት ትርጉሙን የተለወጠ ያህል ግር ይለናል፤ ይሄ ግን ዛሬ፣ ዛሬ በብዙ ወጣቶች ላይ የሚስተዋል ነገር አይደለም፤ ምክንያቱ ደግሞ ወጣቶቹ በአማርኛ አፃፃፍ ክህሎታቸው ስለበዐለጉ አይደለም፤ ብዙዎቹ እንኳንስ ለሆሄያት ግድፈት ሊጨነቁ ይቅርና ዓረፍተ ነገሮቻን ለዘ ባላቸው መንገድ ገጣጥመው ለመፃፍም እየተቸገሩ ይገኛሉ፤ ለምን?

እንዳልመታደል ሁኖ ከላይ ላነሳሁት ጥያቄ ፈጣን ምላሽ የሚሰጠኝ የምርምር ዕሁፍ አጠገቤ አላገኘሁም፤ ይሁን እንጂ እኔ በጥያቄው ላይ የራሴን መደዬ መለምም ማስቀመጤ አልቀረም፤ ከነዚህም ውስጥ:-
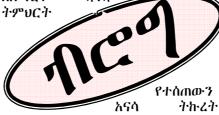
- ለአማርኛ ትምህርት የተሰጠው ትኩረት አናሳነት፣
- የገዕዝ ሆሄያት መብዛት እና
- የፊደሎች ድግግሞሽና የድግግሞሹ ፋይዳ ማጣትን እንደዓቢይ ምክንያቶች ወስጃቸዋለሁ፤

አማርኛ ለምኔ?

በአገራችን አማርኛ ቋንቋ የመንግስት መስሪያ ቤቶች የሥራ ቋንቋ እንደሆነ

በአዋጅ ቢቀመጥም በአፍቃራ እንግሊዘኛ ትውልድ ቅኝ ግዛት ስር መውደቁን ለመረዳት ብዙ ማስብ አያስፈልግም፤

በጉራማይሌ ከሚደነገመው ንግግር እስከተደበላለቀው የታነሸ እሀት ወንድሞቻችን የአማርኛ ዕሁፍ ዋቢ መጥቀስ እንችላለን፤ ትምህርት ቤቶች ቢያንስ "በእንግሊዘኛ ተነጋገሩ" ማለት ሲቻል "በአማርኛ አትነጋገሩ" ብለው የሚቀያረው ማስታወቂያ �$ሇዳሞች ላይ እስከመለጠፍ ደርሰዋል፤ እንግሊዘኛ ተናጋሪዎች እንደሁሉን ቻይ እየተቆጠሩ ነው፤ በጥቂቱ ትውልዱ ለአማርኛ የሚሰጠው ዋጋ ወርዲል ብዬ አምናለሁ፤

ለዚህ እንደዋነኛ መንስኤት የምኮንነው ለአማርኛ ቋንቋ ትምህርት የተሰጠውን አናሳ ትኩረት ነው፤ ምንም እንኳን አማርኛ የብዙዎቻችን አፍ መፍቻ ቋንቋ ቢሆንም በምርምር (በትምህርት) ብቻ የሚስተዋሉ የራሱ የሆኑ ሕግጋት እና አላባውያን ያሉት መሆኑ አያታወቅ የመንግስትም ሆነ የግል ትምህርት ቤቶች ወጣቶች ከቋንቁው ጋር በቅርb እንዲወድቁ ትኩረት ሰጥተው አለመስራታቸው፣ ተማሪዎችን በቋንቁ አጠቃማቸው እና በፊደል አጣጣላቸው ጤን ያለ አስተያየት አለመስጠታቸው አማርኛ ለምን ትውልድ ሊያፈራ በቃ፤ል?

ቋንቁ ሁሉ ሙሉ ነው ከሚለው ንልዮት በተፃራሪ አማርኛ ቋንቁ የመግለፅ አቅሙ እንደማያጥረው የሚከራከሩ ሰዎች ም እየተበራከቱ ናቸው፤ ለዚህ እንደምክንያት የሚጠቅሱት በፍተኛ ፍጥነት እየበለፀገች ያለችው ዓለማችን በየጊዜው አዳዲስ ቴክኖሎጂ አፈራሽ ምርቶችን ታስተዋውቀናለች፤ ለነዚ ፈጠራዎች ከስያሜ አንስቶ አሰራራቸውን ለመግለፅ የሚያስችል እድገት ግን በቋንቁው ላይ አለመስተዋሉ ነው፤ ቋንቁውን ከኂሳ ቀርነት ጋር ተባብቆ የቀረ አድርገው እንዲያስቡትም የሚያያርጋቸው ይኸው ነው፤ በዚህ ረገድ የሚመለከተው አካል የሚታይ ስራ የሚሰራ የትርጉም ተቋም

ሊኖረው ይገባል፤

ቋንቁን መውደድ ባሕልን ብሉም አገርን መውደድ ነው፤

ተዘግና የማያልቅ የሆሄያት ገበታ

በአማርኛ ቋንቁ ያሉት የሆሄያት ብዛት አጠያያቂ አይደለም - ብዙ ናቸው፤ ከአማርኛ ይልቅ ለግዕዝና ትግርኛ የበለጠ የሚያገለግሉትንም ከቆጠርን የፊደል ገበታው ከ280 የሚበልጡ ሆሄያትን ይዟል፤ ለዚህም ይመስላል ከሀ እስከ 'ፐ' ያሉትን በቅደም ተከተል አስታውሶ መጥራት ለብዙዎቻችን ፈተና የሚሆንብን፤ ይሁን እንጂ አሁንም በየቦታው እየተስተዋሉ ያሉት ተገዳሮቶች ፊደሉን የመቁጠር አይደለም፤ የቋንቁውን ሆሄያት የማምታታት እና የማሳሳት ፈተናዎች ናቸው፤ ከሁሉም አሳፋሪ የሚሆነው ደግሞ ግድፈቶቹ እታዬ ያሉት ወጣቶችን በሚቀርቡ የሕትመት ስራዎች እና ሚዲያዎች ላይ ሳይቀር መሆኑ ነው፤

'ፓን በ'ፓ' ማቀያየር የተለመደ ከመሆኑ የተነሳ በተለያዩ ጋዜጦችና ቴሌቭዥንም ጭምር "ስፖርት" ተብሎ ሊፃፍ የሚገባው "ስፓርት" እየታባ ሲፃፍ በተደጋጋሚ ታዝበናል፤ ይህ እንዲህ የቋንቁው ሆሄያት በራሳቸው የፈጠሩት ተግዳሮት ነው፤ እዚህ ፊደላት በማሸን በተለቀም ዕሁፍ ውስጥ በቀላል የሚለዩ ቢሆኑም በእጅ ዕሁፈት ላይ ረቂቅ የስዕል ችሎታ እንዲኖረን አስገዳጅ ዓይነት ነው፤ እንደእውነቱ ከሆነ በተለይ በነዚህ ሁለት ፊደላት ('ፓ' እና '২') እና መሰሎ (ጸ' እና 'ፀ) መካከል ያለውን ልዩነት ከስው ሰው በሚለያይ የእጅ ዕሁፍ ውስጥ በግባ እንዲታይ መጠበቅ የዋህነት ነው፤ እስከዛሬም ቢሆን ፊደላቶችን የምረዳበት በአገባባቸው ነው፤ ይህ ግን በሕትመት ስራዎች ላይ የሚጠበቅ አይሆንም - በነዐሁፍ ስራዎች ላይ ሲከስት ደግሞ አሳፋሪ ይሆናል፤

አንዳንድ ጊዜ ግን የማይምታቱትን የማምታታት አባዜም የሚደጋገሙባቸው አጋጣሚዎች አሉ፤ አንዳንዶች በሻ እና ሸ፣ በባ እና ቦ፣ በከ እና ኮ እና በሌሎችም መካከል ያለውን ልዩነት መረዳት የእድሜ ልክ ዳገት ይሆንባቸዋል፤ የእነዚህን ፊደላት ቅርፅ ለመለየት ምንም ጥበብ አያስፈልጋቸም፤ መሰረት የሚጥል የአስተምሕሮት አካሄድ በመዋዕለ ሕፃናት ደረጃ ማስቀመጥ በቂ ይመስለኛል፤

ድምጾች፣ ፊደላቸውና ድግግሞሹ

የአማርኛ የፊደል ሆሄያት ድግግሞሽ የተመለከተ ጉዳዮችን ሳነሳ አንዳንድ የእንግሊዘኛ ተናጋሪዎች የአማርኛ ፊደላት አላግባብ መብዛትን በመቃወም የሚያያዯሩትን እንቅስቃሴ አስታውሳለሁ፡፡ እንዚህ ሰዎች አላግባብ የተደነቀሩ አናባቢዎችን አስፈላጊ አይደሉም ጊዜያዊ ይፈጃሉ ስለዚህ ተወግደው ቃላተ ነዓ መውጣት አለባቸው ባይ ናቸው፡፡ ለእንቅስቃሲያቸውም እንደ መሪ ቃል የሚጠቀሙበት "Enough is enuf!" የሚል መፈክር ነው - ችግሩን ከነመፍትሄው በአጭሩ የሚያሳይ መፈክር፡፡

የአማርኛ ቋንቋ ዕሁፍ ምንም እንኳን ከአናባቢዎች ተለጣራነት የተላቀቀ ቢሆንም የራሱ የሆነ ድክመቶች አብረውት ይኖራሉ፡፡ ቋንቋ ይወለዳል፣ ያድጋል፣ ይሞታልም ከተባለ ሆሄያቱም የቋንቋው አካላት እንደመሆናቸው አብረው መወለድ፣ ማደግና መሞት ይገባቸዋል፡፡ ይህ ግን በአማርኛችን አይስተዋልም፡፡ ስለዚህ እንደምሳሌ የተደረጉ ጥናቶችን ባላገባብጥም ከራሴ ጋር ስጠያየቅ ያስተዋልኩትን የአማርኛ ፊደል ገበታ አንድ ችግር ልጥቀስ፡፡ እንደምናውቀው ሆሄያቱ በድምጽ ላይ (ከግዕዝ እስከ ሳብዕ ባሉ ድምጾች) ተመስርተው ነው የተደረደሩት፤ ይሁን እንጂ አንዳንድ አፈንጋጮችም ይገኙበታል፡፡ እንዚህ አፈንጋጭ ሆሄያት የ'ህ' እና 'አ' ቤተሰቦች ናቸው፡፡ በ'ህ' እና 'ሃ' ወይም በ'አ' እና 'አ' መካከል ያለውን የድምጽ ልዩነት መናገር የሚችል ማንም የለም፤ ምክንያቱም ሁለቱም የራብዕ ድምጽ አላቸው፡፡ ታዲያ የነዚህ ድምጾች ቤተሰብ የሆኑት የግዕዝ ድምጾች የት ገቡ?

መልሱ ቀላል ነው፡፡ ይህንን ክፍተት ለመጣፍ ሲባል ብዙ የተፈጠሩ በሚመስሉ ሌሎች የድምጽ ቤተሰቦች ውስጥ ተሰድረው እናገኛቸዋለን፡፡ እንዚህ ምትኩች 'ኸ' እና 'ኽ' ናቸው፡፡ አባቶቻችን የፊደላቱ መብዛትን ናላቸውን አዙሮዋቸው ሳይስተውሉ ያለፈቸው ግድፈቶች የሆኑ እንደሆን እና <በቃን!> እንዳንልና እንዳናርማቸው የሚያስገድደን ምንድ ነው፡፡ እስኪ ከዚህ በታች 'አን ኸ' ብለን ለማንበብ እንዲመቸን ከታች እናስቀምጠውና የድምጽ ጉርብጣቴ እንዬት እንደሚጠፋ እናስተውል፡፡

ሸ ሹ ሺ ሻ ሼ ሽ ሾ

ሽ ኹ ኺ ኻ ኼ ኽ ኾ

ከ ኩ ኪ ካ ኬ ክ ኮ

ኸ ሁ ሂ ሃ ሄ ህ ሆ

አባባሌ በ'አ' ቦታ 'ኽ' ወይም በ'ሀ' ቦታ 'ኸ' ይቀመጥ ሳይሆን 'ሀ' እና 'አ' በተክክለኛው የግዕዝ ድምጻቸው እንደ 'ኽ' እና 'ኸ' ነው መነበብ ያለባቸው ነው፡፡

ሲላው ጉዳይ ምንም እንኳን የአማርኛ ሆሄያት የቱንም ያህል የበዙ ቢሆንም ቅሉ ፊደል ያልተፈጠረላቸው ድምጾች በርካታ መሆናቸው እውን ነው፡፡ እዚህ ሳልጠቀስው ማለፍ የማልፈልገው ነገር ግን ላልተውና ጠብቀው ሲነበቡ የተለያየ ትርጉም የሚሰጡ ቃላትን ነው፡፡

1የፊደል ገበታችን ብዙ ድምጾችን የተደጋገሙ፡፡ ሆሄያት ባለቤት አድርጎታዋል፡፡ ከዚህም ውስጥ <ሀ፣ሐ፣ኅ>፣ <ሠ፣ሰ>፣ <አ፣ዐ> እና <ጸ፣ፀ> ሳይጠቀሱ አይታለፉም፡፡ ይሁን እንጂ ከዚህ ተመሳሳይ ድምጽ የሚሰጡ ሆሄያት መካከል አንዳቸውም ጠብቀውና ላልተው ሲነበቡ የተለያየ ትርጉም የሚሰጡ ቃላት መዋፍ የሚቻልበት ሁኔት አስቤ ሊመጣልኝ አልቻለም፡፡ ወይም አቀያይሮን ብንጠቀምባቸው የተለያየ ትርጉም የሚሰጡበትን አጋጣሚ ሕግጋቱ የፈጠራልን መስሎ አልተሰማኝም፡፡ ለምሳሌ "መሳላት" የሚለው ቃል ሲጠብቅ ሲላላ ሁለት ትርጉም ይሰጣል፡፡ ነገር ግን ይህንኑ ቃል "መሣሣት" ብሎ ብዕረው ከሁለት አንዳን ትርጉም አይዝልንም፡፡ ይህ ካልሆነ ድግግሞሻችን በልምድ ውስጣችን ከታተመ፡፡ ቅርያት የነላ ትርጉም የላቸውም፡፡ እንዲያ ከሆነ ደግሞ የመዲጋማችውን ፋይዳም ለመከራከር የሚያበቃ አይደለም፡፡ (ከአማርኛ ይልቅ በግዕዝ ቋንቋ ውስጥ አንድ ድምጽን የሚወክሉ ሆሄያት ድግግሞሽ ይበልጥ ትርጉም እንዳላቸው ሊቃውንቱ አበክረው ይናገራሉ፡፡)

በተመሳሳይ ርዕስ በከፍተኛ ሁኔታ የሚመስርቷቸው ቃላት በመጥበቅና በመላላት ሁለት ትርጉም የሚሰጡባቸው 'ለ' እና 'ኅን' የመሳሰሉት የድምጽ ቤተሰቦች ግን አማራጭ መተኪያ የላቸውም፡፡ እንድምሳሌ <አለ> እና <ዋና> የሚሉት ቃላት እንኳን ብንወስድ በቃላቱ ውስጥ 'ለ' እና 'ና' አቻ ሆሄ ቢኖራቸው ኖሮ ምንልባት የድምጹን መጥበቅ ወይም መላላት እናመላከትባቸው ነበር፡፡ ስለሆነም የአማርኛ የሆሄ ገበታ ብራሱ የቋንቋውን ሕልውና በማይነዳ መልኩ ቢሆንም ማነቆ ነው ማለት ይቻላል - መደገማቸው ፋይዳ የሌለው ድምጾች በተለያየ ቅርያት ተደጋግመዋል፣ ቢደገሙም እንዲህ እንደርግጣቸው ነበር የምንላተው ደግሞ አቻ የላቸውም፡፡ እንዲኔ እንደ አባቶቻን የተዉዉልንን

የፊደል ገበታ ብንክልሰው ተዕዕኖው እስክሆን ድረስ እንደሆን ብጠይቅ ድፍረት አይመስለኝም፡፡ ይህንን ስል ግን ጉዳዩ ትውልድ የማሳለጠን ያህል ከባድ እንደሆነ ተስቶኝ አይደለም፡፡

እንደማጠቃለያ

ይህንን ዕሁፍ የማክሉት በጥናት ላይ ተመስርቼ፣ መረጃ አገላብጬ እንዳልመሆኑ ስህተቶች ሊገኙበት ይችላል፡፡ እንደአማርኛ ቋንቋ አፍቃሪነቴ ግን ለአማርኛ አጠቃቀምና ዕድገት ይበጃል ያልኳቸውን ሁሉ መጠቆሜ ባልሞያዎችን ለጥናት ያነሳሳ ይህናል ብዬ ገምቼ ነው፡፡ ማንም በዕሁፌ ላይ አስተያየት መስጠት የሚፈልግ ሰው በምርምር የተደገፈም ሆነ የግል አተያዩን አደባባይ ቢያወጣው ለማድመጥ በጣም እንጓለሁ፡፡

አማርኛ ቋንቋችን ነው፡፡ ብቸዋው የራሱ ፊደል ያለው የአፍሪካ ቋንቋም ነው፡፡ እና ካልተጠቀምንበት፣ ካላጌጥንበት እንኳንስ መለያየንን ሊሆን ቀስ በቀስ እንቆልሽ መሆኑ አይቀሬ ነው፡፡ አማርኛን በወጉ መማር፣ በአማርኛ መቀነት ይለምዕልም፡፡ አሜን!

ከአዘጋጁ፣

ይህን ስለ **አማርኛ** ቋንቋ የሚናገር ማለፊያ ጽሁፍ ጸሀፊው ከላከልን ውጪ ምንም ዓይነት አርትዖት አላደረግንም፡፡ ምክንያቱም የጸሀፊው የአጸጻፍ ላይ ንዳ ንዲወጣ ፈለግን፣ ይህንን በአንድ ነጥብ ላይ ንዲህ ማለት ወደን፣ 1.ሠረቀ (ወጣ)/2.ሰረቀ(መነተፈ) 1.መሐረ(ይቅር አለ)/2.መሀረ(አስተማረ) - በዚህ መልክ የግዕዙን ሞክሼ ሆሄያት ሲ ዮ በተለይ በአባት ግዕዝ ዘመን የአጠቃቀም ልዩነት እንደነበራቸውና አሁንም ቅሪቱ በልጅ **አማርኛ** ዘመን እንዳልጠፋ ቀዳሚዉን ዕ ውቀት ያልነገነ አባቶች ይናገሩ፡፡ ግዕዝ ቀመስ ዳራ ያላቸው አንዳንድ ሰዎችም በተ መሳሳይ ፊደሎች አጠቃቀም ላይ ሲጠነቀቁ ይስተዋላ - አሁንም፡፡ ለምሳሌ መሁረት -መንግሥት- ጽሐፍ-ዐርብ-ጸሎት-ፀሐይ- ሥራ- ሦር- ሥራ- ብስት-ዕንቁጣባሽ- ሀስት- አሥር-ዓለም-ዕለት-ዕዝ- ንጉሥ- ምሥሥክር-የምሥሥራች- ምሥሥራት- ንዑስ-ዕ ርጎት-ኍኵተት- ብረተሰብ- ብሔር-ሀገር- መሥሥሪያ ቤት … የተባሉ ንድሚጻፉ ሕጋዊ ሳይሆን ልማዳዊ ይትበሃላችን ያዛል፡፡

☙☙☙

Edutainment

THE COCKTAIL OF SUPERLATIVES

- ❖ The greatest Joy, **Giving**
- ❖ The greatest loss, **Loss of Self-respect**
- ❖ Our greatest natural resource, **Our youth**
- ❖ The greatest problem to overcome, **Fear**
- ❖ The greatest asset, **Faith**
- ❖ The ugliest personality trait, **Selfishness**
- ❖ The worst thing to be without, **Hope**
- ❖ The deadliest weapon, **The tongue**
- ❖ The most destructive habit, **Worry**
- ❖ The most satisfying work, **Helping others**
- ❖ The most endangered species, **Dedicated leaders**
- ❖ The most effective sleeping pill, **Peace of mind**
- ❖ The most crippling failure disease, **Excuses**
- ❖ The most dangerous pariah, **A gossiper**
- ❖ The world's most incredible computer, **The brain**
- ❖ The most worthless emotion, **Self-pity**
- ❖ The most prized possession, **Integrity**
- ❖ The most powerful channel of communication, **Prayer**
- ❖ The most beautiful attire, **a Smile**
- ❖ The most powerful force in life, **Love!**

LOVING THOUGHTS

- ⊻ I love you not because of who you are, but because of who I am when I am with you.
- ⊻ Just because someone doesn't love you the way you want them to, doesn't mean they don't love you with all they have.
- ⊻ A true friend is someone who reaches for your hand and touches your heart.
- ⊻ The worst way to miss someone is to be sitting right beside them knowing you can't have them.
- ⊻ Never frown, even when you are sad, because you never know who is falling in love with your smile.
- ⊻ *To the world you may be one person, but to one person you may be the world.* (stress added)
- ⊻ Don't waste your time on a man/woman, who isn't willing to waste their time on you. Maybe God wants us to meet a few wrong people before meeting the right one, so that when we finally meet the person, we will know how to be grateful.
- ⊻ **Don't cry because it is over, smile because it happened**. (stress added)
- ⊻ Here's always going to be people who hurt you, so what you need to do is keep on trusting and just be more careful about who you trust next time around.
- ⊻ Make yourself a better person and know who you are before you try and know someone else and expect them to know you.
- ⊻ Don't try so hard, the best things come when you least expect them to.

Source: Internet

Contributed by: Samson Tilahun, SMUC.

❖   ❖   ❖

ዳኛ ለተከሳሽ ፡ "ውሸት ምንም አልተዋጣልህም ፡፡ ጠበቃ ብትቀጥር ይሻልሃል፡፡"

ጠበቃ ፡ "እሁን ፍርድም አግኝተናል ፡ ጉዳዩም አልቋል፡፡ ግን እንዲያው ለነገሩ እስቲ እውነቱን ንገረኝ ወንጀሉን ፈጽመሽዋል?"

ደንበኛ ፡ "ስትከራከርልኝ ከሰማሁ ወዲህ ያልሰረቅሁ እየመሰለኝ መጥቷል፡፡"

ከ" ፈገግ " የቀልዶች ስብስብ መጽሐፍ የተወሰደ

"Those who would give up essential liberty to purchase a little temporary safety deserve neither liberty nor safety."

Benjamin Franklin

"The more you know, the more there is to learn."

T.L.B

ስስውሾች ምን ያውቃሉ

ለገንዛቤም ያህል

ውሾች የሰው ልጅ በመጀመሪያ ካላመዳቸውና አገልጋዩ ካደረጋቸው የጫካ (የዱር) እንስሳት አንዱ እንደሆን ይነገራል። ሰውን በታማኝነት ማገልገል ከጀመረበት ጊዜ አንስቶ ደከመኝ፤ ሰለቸኝ ሳይል ቀን ከሌት ጌታውን ከነቤተሰቡና ንብረቱ በንቃት ይጠብቃል።

ውሾች እንደማንኛውም ፍጡር እርስ በርስም ሆነ ከጅብና ከመሳሰሉት ሌሎች የዱርና የቤት እንስሳት ጋር ይጣላሉ፤ ከድመት ጋር በተለይ በዘውን ጊዜ አይስማሙም። የሆነው ሆኖ ግን የቡድን ጠብን በምንመለከት ጊዜ ከሰው የሚበልጡበት አንድ አስደናቂ ባሕርይ አላቸው። ይኼውም እርስ በራሳቸው እየተጣሉና በለየለት ድብድብ ንክሻ ውስጥ ገብተው ጨበጣ ውጊያ ላይ እየተናከሱ ባሉበት ወቅት የጋራ ጠላት ቢመጣባቸው የራሳቸውን ፍልሚያ በጊዜያዊም ይሁን በዘላቂ «የተኩስ አቁም ስምምነት»በቀጠሮ አቁይተው ያን የውጭ ኃይል በሕብረት ይጋፈጣሉ።

ውሾችን ከለመዱበት ቤት አውጥቶ መጣል አስቸጋሪ ነው። በተለይ በእግር ጉዞ የተፈለገውን ያህል ሩቅ ቦታ ቢጥሉዋቸው ቀናትን በሚፈጅ ጉዞም ቢሆን ወደቤታቸው ይመለሳሉ። በዚህ ረገድ ብዙዎቹ የቤት እንስሳት አይታሙም። የውሾች የሚገርመው ግን ጥበብ የተሞላበት ሥልት መጠቀማቸው ነው። ይኼውም ሲሄዱ ሌላ ውሻ ያልሸናበትንና በቀላሉ ከሆታ የማይነሳ ግዑዝ ነገር ፈልገው በየተወሰነ ርቀት ይሸናሉ ። ኮምፓስ መሆኑ ነው። ሲመለሱ ታዲያ ያን ሽንት እያነፈነፉ በመጡበት አቅጣጫ ተጓዘው ወደ ቤታቸው ይደርሳሉ። አንዱ በጅናበት ሌላው አይሸናም ። ግን በየታው ሲያንጫርቁ የሸንታቸው መዳሰ አይገርምም?

ውሾች በብዙ ህገሮች የፖሊስ ሥራ ይሠራሉ። ያን ለማክናወንም የተለያዩ ሥልጠናዎችን ይወስዳሉ። በሚሰጣቸው ሥልጠና መሠረት ወንጀለኛን ከተደበቀበትና ከብዙ ሕዝብ መካከል ፈልፍለው ወደ አለታቸው ያቀርባሉ። ከህሽ ጋር በተያያዘም ብዙ ወንጀልን የማጋለጥ ተግባርን ያከናውናሉ። በዚህ አገልግሎታቸው በሚያሳዩት ስኬት በወታደራዊ ሹመት የሚንበሸበሹ፣ በደመወዝ ዕድገት ከፍተኛ ደረጃ የሚደርሱ ውሾች አሉ። እንደነዚህ

ዓይነት ውሾች ሲሞቱ ዲያ በልዩ ክብር የመልስ እንደሚቀበሩ ውስጥ አዋቂዎች ይናገራሉ።

ውሾች ሲጣሉ አይታችሁ ታውቁ ከሆነ አሸናፊና ተሸናፊው የሚለዩበት ተሸናፊው መሬት ላይ ተኝቶ የወንድነት መለዮውን አጋልጦ በማሳየት ነው። ያኔ አሸናፊው የተሸናፊውን መሸነፍ በተፈጥሮአዊ ምልክት ሲረዳ ፈጽሞ ይተወዋል፤ አሸነፍኩት ብሎ በተኛበት አይከመርበትም። ይህም ባሕርያቸው ከሰዎች እንደሚለያቸው በስፋት ይነገራል።

ውሾች ምግብ በልበተው ሲተርፋቸው እንዳበዛኞቻችን አድፋፍተው አይጥሉም። ይልቁንም ረሃብ እንደሚመጣ በደመነፍሳቸው ስለሚገነዘቡ ይመስላል ቆፍረው ይቀብሩታል። ሲርባቸው አውጥተው ይመገባሉ። ይህን ነሲባዊ የተፈጥሮ ዕውቀት ከሊቅ እስከ ደቂቅ የውሻ ማንበረአክልብት ስለሚያውቅ ማንም አስተማሪ ሳያስለጥናቸው አዲስ የተወለደችዋ ቡችላ ሳትቀር ምግብ ሲተርፋት መሬት ቆፍራ ትደብቃለች። ከውሾች እኛስ ምን እንማራለን?

★ ★ ★

በድብደባ ወንጀል ተከሶ የቀረበውን ወጣት ፤ የከሳሽ ጠበቃ የተከሳሹን ቁጡነትና ወንጀሉን ለመፈጸም የሚችል መሆኑን ለማረጋገጥ በማሰብ የሚያበሳጬ ጥያቄዎችን ሲጠይቀው ቆይቷል።

ያን ሁሉ ጊዜ ተከሳሽ " እኔ ከሳሽን ትንሽ ገፋ አደረግሁት እንጂ ፤ የተባለውን ያህል ጉዳት አላደረስሁበትም" ሲል ቆየ ።

በመጨረሻም ጠበቃው " በል እስቲ ፤ እዚህ ውጣና እኔን እንደ ተደብዳቢው ቆጥረህ ይህን 'ትንሽ ገፋ ነው ያደረኩት' የምትለውን በእኔ በማፈጸም ምን ያህል ትንሽ እንደሆን ለፍርድ ቤቱ አሳይ" ይለዋል።

በዚህ ጊዜ ተከሳሽ ብድግ ይልና ጠበቃውን መንጋጋውን አውልቆ ከዘረረው በኋላ "ክቡር ሆይ፤ በከሳሽ ላይ ያደረስሁት ግፊት የዚህ አንድ ዐሥራኛ ይሆናል" በማለት ደመደመ።   ከ"ፈገግ " የቀልዶች ስብስብ መጽሐፍ የተወሰደ

★ ★ ★

የተከሳሻ ጠበቃ ፤ ክሳሹን የመስቀልኛ ጥያቄ ሲጠይቅ ከቆየ በኋላ፤ “ ታደያን አሁን መኪናህን የሠረቀው ሰው ይህ መሆኑን እርግጠኛ ነህ?”

ከሳሽ ፤ “ አንተ ጥያቄዎችህን እስክታሻግሩደጉዴ ድብ ደርስ እርግጠኛ ነበርሁ፡፡አሁን ጭራሽ መኪና የነበረኝ መሆኑንም እንድጠራጠር አድርገኸኛል፡፡”

★ ★ ★

ከቀዶ ሕክምና በኋላ በሆስፒታል ውስጥ በማገገም ላይ ያለውን ጓደኛውን ሊጠይቅ የመጣው ሰው “እንዴት ነበር እባክህ?” ይለዋል፡፡

በሽተኛ ፤ “ምኑ ይነሳል የመጀመሪያ ቀዶ ሕክምና እንዳለቀ ጥጥ ይሁን እስፖንጅ ሆዬ ውስጥ ረስተው ኖሮ በነጋታው እንደገና ተቀደድሁ፡፡ አሁንም ሰፍተው ጨርሰናል ብለው ከሄድኩ በኋላ፤ መቀስ ሆዬ ውስጥ ረስተው ኖሮ እንደገና ቀደውኝ አወጡት “ እያለ በማውራት ላይ እያለ ከሚታመሙት ሐኪሞች አንዱ ብቅ አለና “ንቴን አይታችኋል? ትናንት እዚህ አካባቢ የተውኩት ይመስለኛል፡፡” ሲል ሰለሰማው አእምሮውን ሳተ፡፡

★ ★ ★

በሽተኛ ፤ “ እንደው የመዳን ዕድሌ እንዴት ነው?”

ሐኪም “መቶ በመቶ እርግጠኛ ሁን፡፡ እስታትስቲክስ እንደሚያሳየው፤ ይህ በሽታ ከሚይዛቸው ከዐሥሩ ዘጠኙ ይሞታሉ፡፡ ካንተ በፊት በዚህ በሽታ ታመው የሞቱት ዘጠኝ ሰዎች ሞተዋል፡፡ አንተ ዐሥረኛው ነህ፡፡ ስለዚህ መዳንህ የተረጋገጠ ነው፡፡”

★ ★ ★

ለቀዶ ሕክምና ተማሪዎች አስተማሪያቸው ወደ አንድ በሽተኛ እያመለከተ፤ “ያ ሰው የሚያነክሰው አንድ እግሩ ከሌላው ስለጠረበት ነው፡፡ እንዲህ ዓይነት ችግር ሚገጥማችሁ ጊዜ ምን ታደርጋላችሁ?” ብሎ ይጠይቃዋል፡፡ አንዱ “እናነክሳለና” ሲል መለሰለት፡፡

★ ★ ★

ወይዘሮ ስንዱ መንገድ ሲያጌቻቸው ሰላምታ ከተለዋወጡ በኋላ ፤

ቄሱ፤ “ባለፈው እሁድ እኔ ስብከት እያካሄድኩ ሳሉ ባለቤትዎ በመካከሉ ድንገት ብድግ ብለው የሄዱ ምን ሆነው ነው?” ይላሉ፡፡

ወይዘሮ ስንዱ ፤ “ እባክዎን አባቴ፤ እሱ ይህ ነው የማይባል ችግር አለበት ፡፡ ትንሽ ከተኛ በእንቅልፍ ልቡ ተነሥቶ ይንዣል” አሉቻቸው፡፡

ምንጭ፤ ለፈገግ ፤ ወዳጅ ምሩ፤ 1984ዓ.ም

የዓለምን ፍጻሜ አርጊው ሰዓት የአንድ ደቂቃ መሻሻል ተደረገበት

ኅልፈተ ዓለምን አርጊው ሚርተኛ ሰዓት የአንድ ደቂቃ ቅናሽ ተደርጐለት ዓለም የምታልፍበት ቅጽበት የአንድ ደቂቃ መዘግየት ሊያሳይ እንደቻለ ከሰሞኑ ዓቢይ ዜናዎች አንዱ ሆኖ ማለፉን ዐውቀዋል?

ሰዓቱ የተሠራው የዛሬ 63 ዓመት በፊት እ.ኢ.አ በ1947 ውስጥ ነው፡፡ ይህ ሰዓት ዓለም የምታልፍበት ጊዜ እኩለ ሌሊት እንደሚሆን በምናብ ሥሌት ተቀምሮ ከዚያ አስደንጋጭ ሰዓት በፊት በዓለም ላይ በየጊዜው እንደየሚያጋጥመው ተፈጥሮአዊና ሰው ሠራሽ ችግሮች መሠረት ወደፊትና ወደ ኋላ በቁርጥራጭ ደቂቃዎች እንዲስተካከል ይደረጋል፡፡ ለምሳሌ በ1947 ደቂቃ አመልካቹ እጇታ አምስት ደቂቃዎች ብቻ እንዲቀረው ተደርጐ በሳይንቲስቶች ተስተካክሎ ምዕዓትን ይጠብቅ ነበር፡፡

የዓለምን ፍጻሜ መቃረብ በባት በሚቆጥሩ ደቂቃዎች እየተመነ ሣይንቲስቶችን የሚያባንነው ይህ መርዶ ነጋሪ ሰዓት “Bulletin of Atomic Sciences (BAS)” በሚባለው ቺካጉ ውስጥ የሚገኝ ቢሮ ውስጥ ይገኛል፡፡

በቅርቡ በኒዮርክ የሳይንስ አካዳሚ ሕንጻ ውስጥ በተካሄደ ኮንፈረንስ ይህ ሰዓት በአንድ ደቂቃ እንዲሻሻል ተደርጎ የዓለም ፍጻሜ 6 ደቂቃዎች ብቻ እንዲቀረት ሆንዋል፡፡ በዚህ ውሳኔ ላይ የሃይ ው የመሬት መናወጥ በማንኛውም መልክ ተዐዕኖ እንዳልነበረው ተገልጿል፡፡ የዚህን ሰዓት ደቂቃ አመልካች ወደፊት ወይም ወደኋላ ለማንቀሳቀስ ከሚያስችሉ ዋና ዋና ምክንያቶች ሁለቱ የኒኩሌር መሣሪያ ፍጥጫዎችና የአየር ንብረት ለውጦች ናቸው፡፡

በ1953 ዓ.ም ራሽያና አሜሪካ የኒኩሌር ጦር መሣሪያ ሲሞክሩ ይህ ሰዓት ለእኩለ ሌሊት ሁለት ደቂቃ ብቻ ቀርቶት ነበር ፤ ለዓለም ፍጻሜ መሆኑ ነው፡፡ የቀዝቃዛውን ጦርነት ማክተምተከትሎ በ1991 በአንድ ጊዜ ሰባት ደቂቃ ወደኋላ ተገፍቶ 17 ደቂቃዎች እንዲቀረው ሆነ፡፡ አሁን ያለው ግን ሰድስት ደቂቃ የሚያመለክት ነው፡፡ “ይህውረነ ከመዓቱ ያድነነ በምሕረቱ” ማለት ይሄኔ ነው፡፡

ጁ ጁ ጁ

The Secret of Healthy Life in 2010.

1. Drink plenty of water.

2. Eat breakfast like a King, lunch like a Prince and dinner like a Beggar.

3. Eat more foods that grow on tress and plants.

4. Live with the 3 E's -- Energy, Enthusiasm and Empathy

5. Have time to pray.

6. Play more games.

7. Read more books than you did in 2009.

8. Sit in silence for at least 10 minutes each day.

9. Sleep for 7 hours.

10. Take a 10 - 30 minutes walk daily. And while you walk, smile.

11. Don't compare your life to others. You have no idea what their journey is all about.

12. Don't have negative thoughts or things you cannot control. Instead invest your energy in the positive present moment.

13. Don't over do. Keep your limits.

14. Don't take yourself so seriously. No one else does.

15. Don't waste your precious energy on gossip.

16. **Dream more while you are awake**

17. **Envy is a waste of time. You already have all you need...**

18. **Forget issues of the past. Don't remind your partner with his/her mistakes of the past. That will ruin your present happiness.**

19. **Life is too short to waste time hating anyone. Don't hate others**.

20. **Make peace with your past so it won't spoil the present.**

21. **No one is in charge of your happiness except you.**

22. Realize that life is a school and you are here to learn. Problems are simply part of the curriculum that appear and fade away like algebra class but the lessons you learn will last a lifetime.

23. **Smile and laugh more.**

24. **You don't have to win every argument. Agree to disagree**.

Society:

25. Call your family often.

26. Each day give something good to others.

27. Forgive everyone for everything.

28. Spend time with people over the age of 70 & under the age of 6.

29. Try to make at least three people smile each day.

30. What other people think of you is none of your business.

31. Your job won't take care of you when you are sick. Your friends will. Stay in touch.

Life:

32. Do the right thing!

33. Get rid of anything that isn't useful, beautiful or joyful.

34. GOD heals every thing.

35. However good or bad a situation is, it will change.

36. No matter how you feel, get up, dress up and show up.

37. The best is yet to come,

38. When you awake alive in the morning, thank GOD for it.

39. Your inner most is always happy. So, be happy.

ENOUGH TO MAKE A CANNIBAL GO VEGAN

A cannibal was walking through the jungle and came upon a restaurant operated by a fellow cannibal. Feeling somewhat hungry, he sat down and looked over the menu....

- Tourist: $5.00
- Broiled Missionary: $10.00
- Fried Explorer: $15.00
- Baked Democrat or Grilled Republican: $ 100.00

The cannibal called the waiter over and asked, "Why such a price difference for the Politicians?"

The cook replied, "Have you ever tried to clean one? They're so full of craps, it takes all morning."

Source : Internet

Faculty Profile . . .

all Ethiopian full professors, 33.5% of AAU's staff is in the category of Assistant Professor and above. Lecturers constitute 36% of the staff while those below this level are 24.2% - a little bit exceeding the 20% demarcation set by HERQA.

If we look at the other universities, Adama has 3.6% of its staff in the Assistant Professor and above category. For Arba Minch the figure is 2.75%; for Bahir Dar 4.75%; for Gondar 25.5%; for Haromaya 11.6%; for Hawassa 11.6%; for Jimma 8.0%; and for Mekelle 0.06%.

The inclusion of expatriate staff has specially enabled Gondar University to nearly meet HERQA's standard with 29.3% of its staff in the category of assistant professor or above. The rest are still below the required standard with Hawassa assuming the next highest (i.e. 17.4) and Adama assuming the least percentage (i.e. 7.6)

Looking at the 'lecturer' category, Hawassa, Adama, and Bahir Dar have a large number of lecturers as compared to others. However, they still fail in meeting the national standards set by HERQA.

Most of the universities appear to be in an alarming situation considering the huge size of their staff being graduate assistants. Arba Minch has 61% of its staff with bachelor's and diploma qualifications (as represented by the categories of assistant lecturer and below). The figure for Adama and Bahir Dar is 53-54 percent. Mekele and Jimma also have 58.5 and 56.3 percent of their staff in the same category, respectively. Gonder University, which is better than the restin the Assistant Professor and abovecategory , has 38% of its staff in the bachelor's and below category. This is way below national requirements. If HERQA's requirements were to

apply, as is the case with private institutions, none of them, with the exception of Addis Ababa University, would be able to secure accreditation permits that would allow them to run most of their programs.

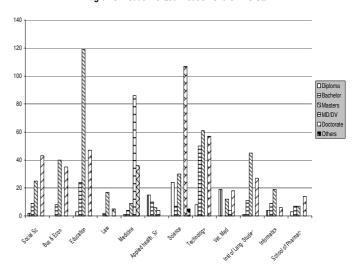The foregoing brief observations at university level may not necessarily tell us what exists at faculty or department level. It is thus imperative that we look at instructors' profile in each school of the public universities studied.

Staff Profile in the Schools of Public Universities

The staff profile in each school of the studied universities was further investigated in terms of the academic level of instructors by combining both Ethiopian and expatriate staff. The results are offered below.

Addis Ababa University

Excluding the University Library, and the Ethiopian Languages Research Center which do not offer training as such, there are 21 faculties, schools and institutes under the umbrella of the AAU.

Diagram3: Academic Qualification of the AAU Staff

Among the 21 schools/colleges/faculties of AAU, five do not meet HERQA's requirement related to the PhD

category. These faculties and schools are: Faculty of Applied Health Sciences, Faculty of Informatics, Institute of Gender Studies, School of Fine Arts and Design, Yared School of Music, and College of Commerce. Among these again the staff with bachelor's and below in the Faculty of Applied Health Sciences and Faculty of Informatics is 65.8% and 34.1% respectively–far below the requirements set by HERQA. These should be areas of concern for AAU which needs to find ways of redressing the seemingly serious imbalance.

The staff profile of the other universities does not look as good as that of AAU. The following graph captures the situation in the remaining eight universities.
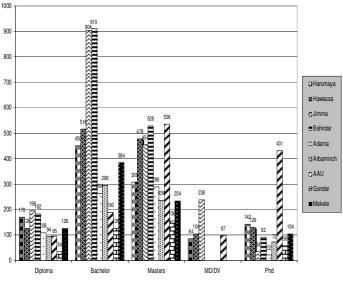
Diagram 4: Academic Qualification of Staff in Public Universities

Adama University

Adama University has a total of 341 staff who are distributed across the five faculties of Technical Teacher Education; Computer and IT Education; Mathematics and Applied Science; Social Science and Language Education; and Business Education.

Adama has only 3% of its staff in the doctorate category, the bulk (i.e.55%) being at the level of bachelor's and below. None of the staff in the faculties of Computer and IT Education, and Mathematics and Applied Science have doctorate degrees. The Faculty of Technical Teacher

Education, for which Adama is nationally recognized, has 82% of its staff in the bachelor's and below category. Similarly, the Faculty of Business and Education has 75% of its staff in the same category. The Social Science and Language Education Faculty, which fares much better than the other faculties, has only 17% of its staff in this category with the majority being in the master's (77%) and doctorate category (6%).

Arbaminch University

Arbaminch has a total of 782 academic staff in its five faculties: Water Technology, Engineering, Business and Economics, Applied Science, and Education. All of these faculties do not meet the national requirements in terms of staff qualification. Overall, there are 8.7% doctorate; 30% master's; 49% bachelor; and 12% diploma holders. The fact that 61% of the university staff is in the category of bachelor's and below shows that there is yet much to be desired.

The faculties of Business & Economics, and Applied Science which fare better have 26 and 21 percentage of their staff in the PhD category, respectively. The doctorate percentage for the rest of the faculties is 11% or below. The Faculty of Education has no PhD staff at all. The overall pattern is far below the requirements of HERQA, and should be a serious source of concern especially in the faculties of Engineering, and Water Technology which have 59% and 55% of their staff at the level of bachelor's and below, respectively. Water Technology, which has always been an identifying mark of Arbaminch University, is one of the faculties afflicted with a huge shortage of qualified faculty.

Bahir Dar University

Bahir Dar has a total of 856 academic staff. Sixty four percent of them have diploma and bachelor's; 31% have masters and only five percent have doctorate degrees.

All the five faculties do not meet the requirements of HERQA. The only department which appears to be better is the Faculty of Agricultural and Environmental Sciences with 19% of its faculty having doctorate degree. The worst are the Faculties

Ethics in ...

peers so that they may verify the accuracy of the results. They honor promises made to subjects as a consideration for their participation in a study. They give appropriate credit to those who have aided them in their investigations, participated in the data analysis, or contributed to the preparation of the research report. They place scientific objectivity above personal advantage and recognize their obligation to society for the advancement of knowledge.

Some researchers have been known to justify deception, coercion, invasion of privacy, breach of confidentiality, or risks to subjects in the name of science, but one might suspect that the prestige, ambition, or ego of the experimenter was the primary motivation.

Conclusion

This small paper has attempted to acquaint readers with some of the ethical concerns that are likely to appear in the conduct of research. To this end, attention has been given to certain guidelines, not ethical absolutes, that characterize writing in the field of ethics and a number of professional codes that have been stated in different books.

As Cohen, Manion & Morrison (2005) pinpointed, although no code of practice can anticipate or resolve all problems, there is a six-fold advantage in fashioning a personal code of ethical practice. First, such a code establishes one as a member of the wider scientific community having a shared interest in its values and concerns. Second, a code of ethical practice makes researchers aware of their obligations to their subjects and also to those problem areas where there is a general consensus about what is acceptable and what is not. In this sense, it has a clarifying value. Third, when one's professional behavior is guided by a principled code of ethics, then it is possible to consider that there may be alternative ways of doing the same thing, ways that are more ethical or less unethical should one be confronted by a moral challenge. Fourth, a balanced code can be important organizing factor in researchers' perceptions of the research situation, and as such may assist them in their need to anticipate and prepare. Fifth, a code of practice validated by their own sense of rightness will help researchers to develop an intuitive sensitivity that will be particularly helpful to them in dealing with the unknown and the unexpected, especially where the more fluidic methods such as ethnography and participant observation are concerned. And sixth, a code of practice will bring discipline to researchers' awareness. Indeed, it should be their aim to strike a balance between discipline and awareness. Discipline without awareness may result in largely mechanical behavior; whereas awareness without discipline can produce inappropriate responses.

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Cohen, L., Manion, L., & Morison, K. (2005).Research Methods in Education (5th ed.). London: Taylor & Francis e-library.

Plagiarism has many advantages over the labor of creation. It is much easier to carry out and less hard work. You can finish twenty works of plagiarism in the time it takes to produce one creative work."
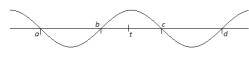
Bernardo Atxaga (1951 -)

D'Wave Method© of ...

For example, consider the roots of all the simplified expression of the given inequality to be a, b, c, and d where $a < b < c < d$, and take a test value, say t, between b and c. If this test value made the sign of the entire simplified expression positive, then the movement of the wave can easily be sketched as follows:

+ Region

– Region

Figure 1: Sketched wave of an inequality

Finally, determine the solution of the inequality based on the sign observed in the final simplified inequality.

For instance, in the case considered above one can possibly generate either one of the following solutions or solution set.

i. If the final simplified inequality involves the sign >, the solution will be read from the sketched wave [Figure 1] as:

$x < a, b < x < c,$ or $x > d.$

Consequently, the solution set will be:

$\{x \in R \,/\, x < a\} \cup \{x \in R \,/\, b < x < c\} \cup \{x \in R \,/\, x > d\}$

ii. If the final simplified inequality involves the sign <, the solution will be read from the sketched wave [Figure 1] as:

$a < x < b$ or $c < x < d.$

Consequently, the solution set will be:

$\{x \in R \,/\, a < x < b\} \cup \{x \in R \,/\, c < x < d\}$

iii. If the final simplified inequality involves the sign >=, the solution will be read

from the sketched wave [Figure 1] as:

$x < a, b < x < c,$ or $x > d.$

$x <= a, b <= x <= c,$ or $x >= d$ provided that all the roots makes the original inequality defined, and consequently, the solution set will be

$\{x \in R \,/\, x \le a\} \cup \{x \in R \,/\, b \le x \le c\} \cup \{x \in R \,/\, x \ge d\}$

iv. if the final simplified inequality involves the sign <=, the solution will be read from the sketched wave [Figure 1] as $a <= x <= b$ or $c <= x <= d$ provided that all the roots makes the original inequality defined. Consequently, the solution set will be

$\{x \in R \,/\, a \le x \le b\} \cup \{x \in R \,/\, c \le x \le d\}$

N.B. if there is a root that makes the original inequality undefined, one has to remember to take out that root from the solution space of the inequality.

Example 1:

Solve the inequality

$x^3 + 3x^2 > 4x$

Solution:

First we take all none zero terms to one side of the inequality sign and factor the resulting expression.
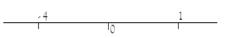
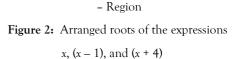$x^3 + 3x^2 - 4x > 0$

or

$x \cdot (x - 1) \cdot (x + 4) > 0$

Now, it is possible to identify the roots [zeros] of all the simplified expressions involved in the given inequality and use the roots $x = -4$, $x = 0$, and $x = 1$ to divide the real line into four intervals $(-\infty, -4)$, $(-4, 0)$, $(0, 1)$, and $(1, \infty)$.

Then, organize the identified roots along a

horizontal straight line without affecting their order of arrangement.

+ Region

– Region

Figure 2: Arranged roots of the expressions x, $(x - 1)$, and $(x + 4)$
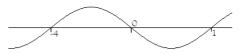
Use a test value anywhere along the horizontal straight line, which is different from those organized across the line, to check the resulting sign of the entire simplified expression in the inequality. Let that test value be any number found on the left hand side of the smallest root – 4, say – 5. Then, the resulting sign of the entire simplified expression in the inequality is obtained as follows:

$-5 * (-5 - 1) * (-5 + 4) = -30$

This proves that the sign of the entire simplified expression in the inequality becomes negative for the randomly selected test value found on the left hand side of the smallest root – 4. Thus, part of the wave bounded from the right by the minimum root, – 4, lies in the negative region, and the wave will be sketched as shown below:

+ Region

– Region

Figure 3:

Sketched wave of $x^3 + 3x^2 - 4x > 0$

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Hence, since the final simplified inequality involves the sign >, the solution will be read from the sketched wave [Figure 3] as $-4 < x < 0$, or $x > 1$, and consequently, the solution set will be

$$\{x \in R \,/ -4 < x < 0\} \cup \{x \in R \,/\, x > 1\}$$.

Example 2: Solve

$$\frac{1+x}{1-x} < 1$$.

Solution:

Take all none zero terms to one side of the inequality sign and simplify the resulting expression.

$$\frac{1+x}{1-x} - 1 < 0$$

or

$$\frac{1+x-1+x}{1-x} = \frac{2x}{1-x} < 0$$

Now, it is possible to identify the roots [zeros] of all the simplified expressions involved in the given inequality and use the roots $x = 0$ and $x = 1$ to divide the real line into three intervals $(-\infty, 0)$, $(0, 1)$, and $(1, \infty)$.

Then, organize the identified roots along a horizontal straight line without affecting their order of arrangement.

+ Region

– Region

Figure 4:

Arranged roots of the expressions $2x$ & $1 - x$

use a test value anywhere along the horizontal straight line, which is different from those organized across the line, to check the resulting sign of the entire simplified expression in the inequality. Let that test value be any number found between the two successive roots, 0 and 1, say
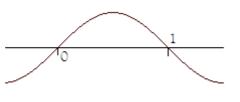
$$\frac{1}{2}$$.

Then, the resulting sign of the entire simplified expression in the inequality is obtained as follows:

$$\frac{2\left(\frac{1}{2}\right)}{1-\left(\frac{1}{2}\right)} = +2$$.

This proves that the sign of the entire simplified expression in the inequality becomes positive for the randomly selected test value found between the two successive roots, 0 and 1. Thus, part of the wave bounded between the two successive roots, 0 and 1, lies in the positive region, and the wave will be sketched as shown below:

+ Region

– Region

$$\{x \in R \,/\, x < 0\} \cup \{x \in R \,/\, x > 1\}$$

Figure 5: Sketched wave of

$$\frac{1+x}{1-x} < 1$$

Hence, since the final simplified inequality involves the sign <, the solution will be read from the sketched wave [Figure 5] as $x < 0$, or $x > 1$, and consequently, the solution set will be

$$\{x \in R \,/\, x < 0\} \cup \{x \in R \,/\, x > 1\}$$

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"The things of this world cannot be made known without knowledge of mathematics."

Roger Bacon (1220 - 1292)

"Equations are more important to me, because politics is for the present, but an equation is something for eternity."

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"A human being is a part of a whole, a part limited in time and space. He experiences himself, his thoughts and feelings as something separated from the rest... a kind of optical delusion of his consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Our task must be to free ourselves from this prison by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty."

Albert Einstein (1879 - 1955)

Internet ....

Students can also be able to check their status with the existing codes of conducts their colleges have with regard to Internet plagiarism or any other plagiarism for that matter.

Once this culture is put in place, every college community could at

least be aware of the hazards of stealing academic outputs to whomever they belong. It is after these types of forums and discussions, which could also be backed with sound reflections and researches that everyone's awareness towards the threat could raise to a reasonably convening height. After these, using the web as a means outsourcing educational information illegally could at least not remain something trendy or customary.

Who Should Be Accountable for the Expansion of Internet Plagiarism?

Students at every level will have their own contribution in expanding the norm of Internet plagiarism. If students' knowledge regarding the need for citing others' work is limited, they might not need to be blamed as such upon being found plagiarizing from the web or what so ever. On the other hand, if they deliberately engage themselves in plagiarism and their instructors do not respond to their misbehavior duly, their instructors' role in this regard

could be considered more menacing next to than that of their own. Likewise, if universities and colleges do not have any standard code of ethics which is enforced strictly across their education system with the intention of protecting plagiarism, their part would also have an impact like the ones mentioned here above.

Although various bodies have their own share in exacerbating the theft of academic resources from the web as has been indicated above, let's single out the role played by lenient teachers in a modest reflection. If an instructor gives assignment and remains laissez-faire in regard to investigating the source of his students' assignment, at least two stiff blows are punched on the academia. For one thing, students who are interested in working out by themselves will be extremely discouraged. This in turn leads them to make automatic switch to the unjust path, plagiarism, owing to the double standard nature of their instructor.

Equally important is the problem these "liberal" teachers/instructors create by encouraging students whose plagiarism is taken for granted. It would be quite natural for these students to keep on doing things the easy and wrong way instead of the sweating for healthy success, contrary to what the real working environment that awaits their skills expects them to be. It wouldn't also be that much difficult to project the destiny of students with such an attitude and practice.

A generation not willing or incapable of sorting out problems and devising genuine solutions will shoot out and dominate the life lines if schools and colleges should keep on generating such an output ; what a disaster!

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"Imitation is not inspiration, and inspiration only can give birth to a work of art. The least of man's original emanation is better than the best of a borrowed thought."

Albert Pinkham Ryder (1847 - 1917)

"It requires a very unusual mind to undertake the analysis of the obvious."

A. N. Whitehead (1861 - 1947)

A Survey Study on ...

variety of experiences such as:- doing, drawing, reading, reporting, researching, listening, observing, role playing, experimenting, speaking, discussing, computing, thinking, problem solving, etc.

Thus, this paper tries to investigate to what extent instructional-materials have been emphasized, known, made use of, and prepared by instructors in teacher education colleges in general and Kotebe College of teacher education in particular.

The paper tries to answer five research questions through the following research strategies:

- The main data sources were trainees, instructors and documents.

- Data gathering instruments were observation and interview.

- With regard to the procedures and data analysis; some randomly selected departments of ten instructors and 65 trainees were interviewed. Three consecutive observations were held in three randomly selected departments: i.e. Social Science, Language and Education.

The data collected were organized and analyzed using qualitative method of data analysis.

The major findings and concluding

remarks had been discussed in detail.

Some of the major findings are :

- The objectives of the college's skill development and pedagogical resource center were partially achieved.

- Most of the instructors were not devoted to prepare and use teaching aids in the classroom.

- Most of the trainees were not aware of using the appropriate instructional materials/teaching aids in their practicum courses.

- Instructors do not motivate trainees to prepare, select and use teaching aids during the teaching practice.

- Most of the instructors know that instructional media plays a great role to increase the retention power of the learners and to relate the theoretical part of the lesson to the environment.

Research Questions & Strategies

1. Are the objectives of the college skill development and pedagogical resource center achieved?

2. Do instructors really apply instructional materials/ Teaching aids in the classroom?

3. Are the trainees aware of using the appropriate instructional materials/Teaching aids for their practicum courses?

4. Do instructors initiate trainees to prepare, select and apply teaching aids?

5. Are instructors aware of the significance of instructional me-

dia?

In order to answer the above mentioned research questions, the following strategies were designed:

Data Sources:- trainees, instructors & some documents.

Data gathering instruments: Observation and interview

Procedures & data analysis:- some randomly selected departments of ten instructors and 65 trainees were interviewed. Observation was held in three randomly selected departments i.e. Social Science; Language & Education and three consecutive observations were held in each department.

Data obtained through interview and observation were organized and analyzed. Mainly qualitative method of data analysis was used.

Discussion and results

* Regarding to the 1st research question "Are the objectives of the college skill development and pedagogical research center achieved?

1 To answer this question, interview sessions for trainees & instructors were held in addition to the observation carried out in a bid to meet the following purposes:

1. The pedagogical resource center should play as an integral part in course offering, and should be seen by all stakeholders as an important input to the courses and not just as an accessory.

2. It should display a certain range of possible teaching aids as inspiration.

3. It should be a place for making

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teaching aids, using locally available resources not as an exhibition, a library or a museum.

4. Students should be able to make use of and keep in touch with teaching aids during their practicum and teaching practice.

5. It must serve as a model as to what should ideally be happening in schools.

6. Training courses on teaching methodology should be part of its function.

7. Training courses on construction of teaching aids and technical skills should be part of its function.

8. It should be open to all; instructors, trainees and cluster school teachers.

9. It should be used by instructors with their students as part of teaching and learning.

10. It should be available for students out of lecture time to come and go freely, to prepare or make use of resources.

11. It should be well signposted, attractively handled, both inside and outside, and have a clear and tidy layout.

12. It should consist of three areas or rooms, a reception and display area, a construction/manufacturing room and a training room.

13. The model classroom should be seen as part of the pedagogical resources center and shall be used as the training room.

The data collected through observation and interview indicates that among the above mentioned purposes of the center 1,2,3,4,10 and 11 are practically implemented; whereas 5,6,7,8,9 and 10 are partially implemented; however, 12 & 13 are not observed practically.

* Concerning research question No.2

"Do instructors really apply instructional materials/Teaching aids in the classroom".

Some departments (Education and Language) are using teaching aids to some extent; whereas pre-school instructors apply instructional materials/teaching aids most of the time.

* Regarding research question No.3

"Are the trainees aware of using the appropriate instructional materials/teaching aids for their practicum courses".

To some extent some trainees prepare & use teaching aids when they go for practice to different schools.

* The data collected to answer question no.4 will be as follows:-

"Do instructors initiate the trainees to prepare, select and apply teaching aids!"

The answer given by respondents was some instructors do & most of the instructors do not initiate the trainees to prepare, select and apply teaching aids.

* The data collected to answer question no. 5 is as follows:-

"Are the instructors aware of the significance of instructional media"?

All respondents said yes, the instructors are aware of the significance of instructional media; however, they are not devoted to prepare and apply teaching aids practically in the classroom.

Concluding Remarks

Finally, it is very important to take note of the following points in order to have a better use of the Instructional Media among instructors and trainees.

- Initiate instructors of each department to produce & use at least two teaching aids appropriate to the content in each course delivery.

- Encourage the trainees to properly utilize the teaching aids prepared and available in the center for the practicum courses.

- Encourage instructors to use the already prepared teaching aids during instruction

- Train student- teachers to produce and utilize teaching aids

- Inform cluster schools to share experiences in producing and utilizing teaching aids.

- Create opportunities for cluster schools to use teaching aids available in the college and return them if and when necessary.

- Make the center productive and busier.

- Make the resource center a model for other schools and colleges.

- Allocate sufficient budget to the center to buy raw materials which will be used to produce additional teaching aids.

- Assign a full time technical staffer who can help and guide those who are producing teaching aids.

- Try to produce non-projected visuals from locally available raw materials.

- Try to obtain project visuals (over head, slide, film strip, etc) and audio media (television, computer, etc.) through various ways possible.

- Create mechanisms of follow up and monitoring.

erature well are discussed.

LITERATURE ⌐

The first is remembering the purpose. This helps the researcher not to forget their purpose of writing the review since the review is there not just to tell the reader what other researchers have done. It should be remembered that it is there to explain the research from various perspectives. The aim should be to show why the particular research needs to be carried out, how the methodologies or theories are to be opted to work with and how the specific work adds to the already done studies.

The second is reading with purpose. This helps researchers identify and decide on ideas and information that are important to be included in the work. It should also be noted that while reading, the researcher must be trying to define the problem to be dealt with in their study. In defining the problem; finding gaps, posing inquisitive questions, adding new findings to the previous researches (i.e. maintaining the continuum) are given special consideration. Looking at those points helps to see similarities and differences among the works formerly done and expected to be done now.

The third is writing with purpose. Writing the review should not be the mere repetition of what others have already been saying. The aim of writing in a research should be to evaluate and show relationship(s) between the previous and present works. However, this does not mean that the work should be a rehash of what has already been said.

Taking these points into consideration as guidelines, we can write a good review of related literature.

Locating Resources for the Literature Review

So as not to wander here and there, the researcher should ask questions that limit them. Taylor (2001) says that questions like, 'What type of literature review am I conducting? Am I looking at issues of theory? Or issues of methodology? Or issues of policy? Etc.' should be asked.

After having answered such basic questions, the researcher can go searching for materials relevant to the problem. When searching sources, a researcher, for example one who's doing in language area, should not confine themselves only to the language area because as Seliger and Shohamy (1995) advocate, in some cases it is a must to look for information in adjacent areas such as linguistics, education, psychology, sociology, or any other discipline considered relevant to the specific research topic. Seliger and Shohamy (1995:69) further say: "In describing the sources there is a need to differentiate between sources used for reference such as indices, computer searches, bibliography lists, and so on, and the actual and specific material, such as journal articles, reviews, etc".

On the same line of discussion, Hitchcock and Hughes (1995) suggest library searches, bibliographies, abstracts, theses, computerized literature search including CD-ROMS and databases as source materials. This indicates that the researcher should not only stick to limited sources but has to be vigilant enough to finding materials that supplement their work from other resources so that they can have the desired valuable outcome in the research.

Koul (1984) says that identification of materials begins with the checking of the availability of primary and/or secondary sources in the library. Koul (1984:85) further says, "In the primary sources of information the author reports his own work directly in the form of

the research articles, books, monographs, dissertations or theses." In secondary resources, he further states that the author usually attempts to cover all of the important studies in an area in the form of encyclopedia of education, education indexes, abstracts, bibliographies, bibliographical references and quotation sources.

Basically, the nature of the research to be carried out determines the use of either primary or secondary source of information.

Libraries as Sources of Materials

Among the vitally important resources that flash first in the mind of a researcher are libraries. The researcher, however, should have the knowledge of how to search materials in the library. Some libraries use card catalog system and others use computer database for searching the entire materials in the library. In libraries, the researcher can also have an access to different kinds of Encyclopedias, Year Books, Almanacs, etc. Periodicals are also other sources of information found in a separate section in the library or totally separated from the library. Koul (1984) states that periodicals contain information about new ideas and developments long before it appears in books. Periodicals include journals, forums, magazines and other publications.

Theses and dissertations are also the very sources that should be visited by researchers. A researcher can get these sources in Universities' and Colleges' library documentation. Therefore, the researcher should try their best to explore every corner of the library to get adequate information.

Computerized Literature Search

These days, computers are making life simpler. With very limited in-

The Ugly Face ...

The ugly face of begging is visible not only in city buses but also along the streets and various corners of Addis Ababa. A sizable number of people from the rural parts of the country flock to the metropolis every day hearing the myth that puts Addis Ababa as a gold mining field.

It goes without saying that begging has a myriad of adverse social effects. Primarily, it promotes dependency syndrome and drags the national efforts geared towards extricating the country from the abyss of poverty. It saps out the moral and motivation of able citizens with sound health not to engage in productive activities.

Secondly, as most beggars naively believe that foreign tourists come with bags full of dollars, they mercilessly pester the travel makers for money to the point that the latter may lose the appetite of coming back again to Ethiopia. Moreover, they may disseminate this negative side of our nation to others in their country. This has a huge repercussion on the

nation's tourism industry at large.

Further, the widespread begging spree affects the endeavors to create a green and clean Addis Ababa. This becomes evident when one observes plastic sheeting and makeshift houses right at the centre of the metropolis and adjacent to the headquarters of international organizations.

Last but not least, begging

contributes to the ever-rising population increase as most beggars give little or no attention to family planning and contraceptives. In addition, some desperate beggars may resort to theft and robbery when the begging business fails to fetch the desired amount of income.
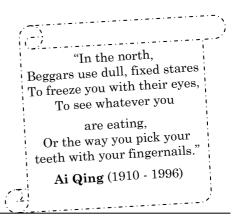
Currently, the Ethiopian government is taking several practical measures to rehabilitate beggars in Addis Ababa in a sustainable manner. It is mobilizing thousands of such people to their respective places of abode to help them become self-sufficient by engaging in income-generating schemes such as agriculture.

In fact, though begging is an absolutely deplorable act, nevertheless, citizens who fail to make their living by working due to various disabilities may ask for alms to support themselves. What is inappropriate and disgusting is the way some beggars employ to get coins from people. It is really annoying.

Sometimes, it becomes very difficult to make a distinction between begging and nagging. People engaged in this non-taxable "industry" should change their attitude and must be

determined to be self-reliant instead of facing the burning face of alms-givers. At the same time people who are fond of giving alms should bear in mind that they have to scrutinize to whom they must extend their helping hands. They have to realize that not all those begging people do deserve alms. Understandably, we all should agree that begging must be the last resort to those extremely needy citizens who don't have any option of survival due to mental and/or

physical disability.

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"In the north,
Beggars use dull, fixed stares
To freeze you with their eyes,
To see whatever you

are eating,
Or the way you pick your
teeth with your fingernails."

Ai Qing (1910 - 1996)

A Survey Study on ...

— Prepare guide lines and regulations, and

— Conduct workshops and training for the concerned staff members are the main points to be focused on to achieve the purposes of the resource center.

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Ethnicity: ...

I will not continue this tour around the world any more instead, I shall rather try to define these multiple bases of group divisions which seem so diverse to justify a usage in which I label them all 'ethnic'. The term ethnic refers (Jonathan, 1995: p124) to asocial groups which share some aspect of common culture like language, religion, values. The same author contends that if ethnicity is considered synonymous with how people are identified both by themselves and others, language serves as its primary marker, particularly in the context of Africa. Language links people to a specific place of origin which in turn signals a shared cultural history. (Basil, 1995 219) reinforces the same notion and writes, "People identify themselves or have been identified by others as members of certain ethnic groups. While this identification can be based on a number of different criteria, a person's mother tongue is often the most common determinant [factor]."

Religion is another important base of human organization. In common understanding, religious loyalty of an individual is based on conversion and adoption from parents. The great religions of the world, namely, Christianity, Islam, Judaism, Buddhism and Hinduism include individuals of every race and ethnic group. Early studies reviewed by Brown (1994:89) support the view that in the specific realities of social intercourse, however, religious groups very often act and feel as ethnic groups. It should be recalled that the overwhelming majority of people are born into a particular religion rather than adapt it, just as they are born into an ethnic group.

According to Microsoft Encarta Interactive World Atlas, religions are specifically associated with a defined ethnic group. Thus, in the Sudan and Chad Arabic speaking groups in the north (which are Muslims) contrast with social groups in the south (which are pagans or Christians). In Nigeria the northern linguistic group of Hausa is Muslim while the Ibo and Yoruba of the south are Christian. Aside from the close connection between religion and ethnic group, religion in itself is a culture forming and thus fashioning ethnic groups.

Historically, most of the new states that were formed out of the colonial empires were not nation-states (i.e. states representing a single ethnicity). These new states according to Basil (1995:111) accepted the old arbitrarily demarcated colonial boundaries and faced a new problem of becoming 'nations' by molding people to different ethnic groups into 'Nigerians', 'Kenyans', etc.

The same author continues arguing that, nation building in the African context included the creation of superficial national paraphernalia such as flags; anthems, national days; national language and natural myths. Nation building by one nation may destroy others.

In building the US nation and others, aboriginal nationals were erased or marginalized. Many new states are plagued by 'tribalism', rivalry between ethnic groups within the nations. The same thing resulted in their near disintegration. The case in point is the attempt by Biafra to secede from Nigeria in the 1970. The Rwandan genocide as well as the current problems in the Sudan, the disintegration of India into Pakistan and Bangladesh could be related to a lack of ethnic, religious or racial cohe-

sion within the nations.

The problems of the newly independent states of Asia in the post WWII were somewhat different. According to B. Sugata (1998:82) in Pakistan, India, Indonesia and the Philippines, the problem of creating a single nation became very difficult varying in intensity from country to country. It seems that the problem in each case was; would other identifiers- religion, linguistic, racial, and caste evolve themselves into new national identifiers with some possible claim to their own kind of state? Would they soon be demanding political recognition for their secession, with perhaps an ultimate claim to the right of independence?

In the European context with the exception of some eastern European states the ideal form of the states is one in which there is a state for each ethnic group and one ethnic group for each state. According to Basil (1995: 220) in the African context this is almost impossible. The struggle which aims at creating such an ideal nation state is unbearable.

Many multi-ethnic states have tried to argue that their ethnic conflicts should be left to themselves and that the outside world shouldn't interfere. But, the reality is that no ethnic issue can remain simply an intra-state issue.

Lawrence (1988) enumerates a number of factors which are leading to the internationalization of ethnic conflicts. There is first the increasing difficulty of making ethnicity and state concede. Secondly, there is a rapid growth of international information and communication technology which has led towards ethnic consciousness every where. The third factor leading to the internationalization of ethnic conflicts is the increasing refusal of the international community to oppose the

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kind of contract, either written or specified by tradition, which defines the partners' rights and obligations to each other, to any children they may have, and to their relatives. In most contemporary industrialized societies, marriage is certified by the government.

In addition to being a personal relationship between two people, marriage is one of society's most important and basic institutions. Marriage and family serve as tools for ensuring social reproduction. Social reproduction includes providing food, clothing, and shelter for family members; raising and socializing children; and caring for the sick and elderly.

ዋናው የጋብቻ ምንነትና ማንበራዊ ፋይዳ ከዚህ በላይ የተጠቀሱትን ይምስል ንጂ አፈጻጸሙ ግን ከሀገር ሀገርና ከማንበረሰብ ማንበረሰብ የሚለያይ መሆኑ ግልጽ ነው። ይህም ሲባል ከመተጫጨት ሂደት ጀምሮ እስከ ጋብቻውና ምንልባትም ጋብቹው ያልስመረ እንደሆነ እስከ ፍቹው ሥርዓት ድረስ በየሀገሩ እንደየሕዝቦች የባህልና የእምነት መለያየት በዚህ በተጠቀሱት ጋብቻ ነክ ይትበሃሎች ላይም የጉሉ ልዩነቶች መኖራቸው የታመነ ነው።

ለምሳሌ የሀገራችንን ሁኔታ ብናይ ከብሔር ብሔር ወይም ከብሔረሰብ ብሔረሰብ ይቅርና በአንድ ብሔር / ብሔረሰብ ውስጥ ሳይቀር በጣም የጉላም ባይባል መጠነኛ ልዩነቶች መኖራቸውን መገንዘብ ይቻላል። በጉንደር የሚታየው የአተጫጨትና የጋብቻ ሥርዓት በወሎ ከሚታየው አንድ ዓይነት ይሆናል ብለን አንገምትም። በወለጋ የሚታየው የአተጫጨትና የጋብቻ ሁኔታ በአርሲ ከሚታየው ጋርም እንዲሁ። በዚህ ስሌት ውስጥ ከሚገቡ ታሳቢ ቁም ነገሮች መካከል ማን ለማን ማንን ያጫል? የተጋቢያች የዕድሜ መነሻ ገደብ ለሴት/ለወንድ ስንት ነው? ጥሎሽ ከማን ወደ ማን ? የወለጆች ሚና? ... የሚሉት ዋና ዋናዎቹ ናቸው። ከውጭ

ገራት መካከል የአሜሪካ ስቴቶችን የጋብቻ ህግ ለአብነት ያያን እንደሆነ በWorld Book of Encyclopedia መሠረት ሁሉም ግዛቶች ተመሳሳይ ደንብ የላቸውም። ዕድሜን በተመለከተ ብዙዎች ለሴትም ለወንድም 18 ዓመትና ከዚያ በላይ የሆናቸው ጋብቻ መመሥረት ሲችሉ ጥቂቶች (Nebraska and Wyoming ከ19 ዓመት በላይ፤ Mississippi and Rhode Island ከ21 ዓመት በላይ) ከሌሎች ይለያሉ። በሀገራችንም የቀደሞውን አያድርገውና ከቅርብ ዓም ት ወዲህ የአብዛኛው ሕዝብ የህግ ዕውቀት እያደገ በመምጣቱ ያስ ዕድሜያቸው የሚዳፉ ሕጻናት ሴት ልጆችም ለአካለ መጠን ሳይደርሱ ለባል በመሰጠታቸው ምክንያት እያደረሰባቸው በነበረው አካላዊና ሥነ ልቦናዊ ችግር ሳቢያ በተለይ በአሁኑ ወቅት ከ18 ዓመት በታች የመዳፉ ሁኔታ እየቀነሰ መምጣቱ ይነገራል።

በባህላዊ፣ በሃይማኖታዊም ሆነ በዘመናዊ የማዘጋጃ ቤት ጋብቻ ሥርዓት መጋባትና ትዳርን መመሥረት ፣ የሃስቱን ጉልቻ ጉለታም ተከትሎ ከሚመጣው የፍቅርና የመተሳሰብ የሞቀ ትዳር ውስጥ ልጆን ወልዶ መሳም፣ በወገን በሥርዓት አሳድጉ አስተምሮ ለወግ ለማዕረግ ማብቃት የትዳር አጋሮችንና ቤተሰብን ብቻ ሳይሆን ሀገርንና ሕዝብን የሚጠቅም ቅዱስ ተግባር መሆኑ ዕሐይ የሞቀው እውነ ነው። የአንድ ጋብቻ መጽናትና ትዳሩ ወይም ጉጆው በሥርቱ ዕለት በሚዜዎችና በታዳሚዎች እንደተዘመረለት "የአብርሃምና የሣራ" ጋብቻ ሆኖ እስከዕድሜ ፍጻሜ መዝለቅ በሁሉም ዘንድ በጉጉት የሚጠበቅና ለጫዋና ማንበረሰብ ግንፃታ መሠረታዊ ግበአት የሚሆን ባህላዊ ክንውን ነው። ከእጮኝነት ዘመን አንስቶ እስከጋብቻው ዕለት ድረስ ሁሉቱን ተጋቢዎች በዋናት አማክሎ ከቅርብ ቤተሰብና ጎደኛ እስከሠፈርተኛ ድረስ ሲያሳስፍ የነበረና በደመቀ ቃና ዘግቢሳዊ የጋብቻ ሥርዓት የተቃጨ ጥምረት እንደመጽሐፍቱ ድንጋጌ "እግዚአብሔር አንድ ያደረገውን ማን ሊለየው?" እንደተባለው ወይም በብሃላችን "ባልና ሚስት ከአንድ ምንጭ ይቀዳል።" ተብሎ የሁሉቱ አንድነት እንደተገለጸው ፍቅራዊ ቁርኝታቸው ሳይላላ፣ ቤተሰባዊ ውብታቸው ሳይደበዝዝና ማንበረሰባዊ ቅቡልነታቸው ጥያቄ ውስጥ ሳይገባ

ያረጀ ተጠቃሚው ይበዛል፤ ተጉጂው ይቀንሳል።

እውነቱ ይህ ሆኖ ሳለ ግን እንደመጥፎ ዕድል ሆኖ በተለይ በዚህ ዘመን ከምጭት በዘለለ የሡመረ ጋብቻና ትዳር ለማየት እምብዛም የታደልን አይመስልም። ይህን ስል ግን በበዙ ነገሮች ለሌሎች አብነት ሊሆኑ የሚችሉ ፣ ወርቅ በእሳት እንደሚፈተን ሁሉ የአስቢልታን ውሽንፍራዊ ወፈፌን በዋናት ጨምሮ በበርካታ ማዕበሎች ተፈትነው በመቻቻልና በአስተዋይነት ትዳራቸውን በጽናት ያቆሙ እንዲያም ሲል ከመጠነኛ ከሚጠቀቅ ዕለታዊ የሃሳብ ግጭት ውጭ ለአቅሙ በሚስት አምባጓሮ ተዘፍቀው ትዳራቸውን በፈገጠው ፈገግጫው ያልበትኑና በውጤቱም ልጆችን ለሥነ ልብናዊ ምሥቅልቅል፣ እነሱን ለማንበራዊ ትዝብትና ለአጠቃላይ የሕይወት ቀውስ ያልዳረጉ ጠንካሮች የሉም ማለቴ አይደለም። እንዚህን ዓይነት ጥቂት ጥንዶች ስናይ የምንደሰተውን ያህል የጋራ ቤታቸውን የነገር ተከስ ሩም ው ለአፍ የማያባራበት የዘወትር ዐውደ ዊጊያ አድርገው በነጋ በጠባ የሚጫቃጨቁ ፣ ለወለዱዋቸው የአብራካቸው ክፋዮች የአሁንና የወደፌት ሕይወት ሳይሆን ብል የሚበላውንና እሳት የሚያጋዉን ዓለማዊ ሀብትና ንብረት እምልከው በርሱ ምክንያት የአርማጌዶ ጦርነት ውስጥ የሚዘፈቁ። አብረው መኖር ካልቻሉ ተለያይተው (መለያየት ባይሻልም) በእህትና ወንድምነት ቀጣይ ሕይወታቸውን ከፈለጉት ሌላ ሰው ጋር (ከሻቸውም ባብህትኑ) መመሥራት ያልቻሉ እጅግ ብዙ የትዳር ላይ አመጽኞችን ስንታዘብ ክፋኛ መተከዛችን አይቀርም። ከዚህ አሳዛኝ ሁኔታ ጋር በተያያዘ እኚህ የፌረደባቸውን "ዘመን " እና "ሠይጣን" እጃቸው ሳይኖርበት የራሳችንን ባሕርይ መግራት አቅቶን የሚመጣብንን ጣጣ ሁሉ "ዘመኑ እኮ ነው!" ወይም "አጅሬ ሠይጣን ነው እንዲህ የሚያናቁረን..." እያልን አበሳውን ወደሌላ ወገን የምናላክክ ጥቂቶች አይደለንም።

ዚህ ላይ ሁለት አስተማሪ ሊሆኑ የሚችሉ ምሳላዎችን መጥቀስ ፈልጋለሁ- ከሰማሁትና ካነበብኩት። በአንድ ገዳም ውስጥ በኩዳዬ ያም ሊያውም በዕለት ዓርብ አንድ መነኩሴ ዕንቁላል መብላት ያምራቸውና ዕንቁላሉን በ ጆታው ይዘው በቱዋፍ መብራት ያገባበጡ ሲያበስሉ የገዳሙ አበምኔት ይደርሱባቸውና « ንዴ! አባ ምን ነካዎት? በያም ምድር

the teacher

ዕንቁላል?...» ይሉዋቸዋል። ቀቅለው ወይም ጠብሰው ንዳይበሉ ሰው ይደርስባቸውና ንዳያዋርዳቸው ሰግተ ው በጡዋፍ ብርሃን ዕንቁላል ሲጠብሱ የነበሩት መነኩሴም የፈራት በመድረሰ በድንጋጤ ርደው « አባቱ ይቅር ይበለኝ- ሠይጣን አሳስቶኝ ነው» ይሉዋቸዋል። ይሄኔ አንድ ሠይጣን የመነኩሴውን ድርጊት ከመነሻው ጀምሮ በቅርብ ርቀት ሆኖ በአግራሞት ሲከ ተል ንደነበር ይገልጽና በአምሳለ ሰብዕ ተከስቶ « አንት ዉሸ ም! ዕንቁላል በጡዋፍ ንደሚጠበስ ኔ ራሴ ገና ዛሬ ነው ካንተ የተማርኩት - ለምን በኔ ሳበባለህ?» በማለት አዋ ረደው ይላል። ስንቶችን የራሳንን ሥሪት የሆነ ጢኣቶችንና ወንጀሎችን በፈረደበት ሠይጣን ወይም ሌላ አካል ንደምናላክክ ቤቶችን ይቁጠሩት።

ሁለተኛው ይሄውና- ሁለት ባልና ሚስት ከራት በሁዋላ ጠብ ቢጤ ይጀምሩና በነገር ጅራፍ መሽነቂቆጥ ይዛዛሉ። ይሄኔ ቤ ቸው ማቶት ላይ ሆነው የጠቡን መጋጋል በጉጉት ይጠባበቁ ከነበሩት ባልና ሚስት ሠይጣኖች መካከል ሚስትየዎ « በ አሁን ንንባባቸውና ጠባቸውን አባበሰን ደም ናቋባቸው» ስትል ባልየው ቀበል አድርጎ «አሁን ቆይ፤ ማን ጠራንና? ምን አስቸኮለሽ? ያደርሰሽ የለም?» ይላ ል። የጥንዶቹ ጠብ ከመብረድ ይልቅ የገነነ ይሄደና ባልየው « አንቺ ሴት፤ ተይ ባክሽን ሠይጣን አተጥሪብኝ!» ሲል ሳይጠሩ መግባ ቸውን ያከላከል የነበረው አባወራ ሠይጣን ለሚስቱ « በይ አሁን ተጋብዘናል ገብተን ያፈተተተንን ናድርጎ» ይላ ል። ባልና ሚስቱ አጋንንት በባልና ሚስቱ ሰዎች አናት ዉስጥ ተቀናጥጠው የሁሩትን ሠሩ። የዚህ ብሂለ መልዕክት ለትግሮች" መባባስ ተጠያቂዎች ይበልጡን ኛው መሆናንንና መፍትሄውም ከኛ ንደማይርቅ የሚያስገነዝብ ጭብጥ አለው።

ከመነሻው የትዳር ቀምበር ሲባል እጅግ ከባድ ሽክም መሆኑ ሳይ ለም የተፈ ነው። ተጋግዘው እኩል ካልተሸከሙ-ት የቀምበሩ ክብደት ያጋደለበትን መቀነጀ ክፉኛ ሊደቁሰው ይችላል። የብዙ ትዳሮች ችግር ደግሞ "ይህን ቀምበር ከማን ጋር ብሸከመው ነው ሽክሙ ሳይሰማኝ እስከመጨረሻው በሰላም በፍቅር የምዘልቀው? ... " ብሎ ቀደም ያለ ማገናዘብና በቂ ባለሆነ ሆይ ሆይታዬ የወረት ፍቅር ጋብዞን በጥድፊ መመሥረት መሆኑን ለመረዳት ጥናት ማካሄድ አያስፈልግም። በመሁረት ከዘመን መለዋወጥ ጋር አብረው የሚከስቱ ለመከሰታቸው መንስኤ ግን ሰው እራሱ እንጂ እንደሻ ...

ፈለግ የሚተመው 'ጊዜ' እንዳልሆነ መታወቅ ይኖርበ ል።

በሌላ ወገን ለመፍትሄያቸው የኛን ትኩረት የሚፈልጉ አንዳንድ ችግሮች ንዳሉ መገንዘብ አስፈላጊ ነው። ከዚህ መካከል የሃይማኖት መላላት ወይም ከለመዱት የሃይማኖት ሥርዓት ያለንዳች የተሻለ አማራጭ ማፈንገጥና መውጣት፣ የሞራል መዝቀጥ፣ከባህል ማፈንገጥ፣ የነሊና ሚዛን መዛባት፣ ተስፋ መቁረጥና ድህነት፣ ልጅ ያለመውለደ ወይም ቁጥራቸው ከአትቃም በላይ የሆነ ልጆች መኖር፣ ከጋብቻ በፊት የነበረ ሕይወት የሚያሳድረው ተፅዕኖ አቅምን አውቆ ለመኖር የሚያስቸል ሞራላዊ ብቃትና ሃይማኖ ዊ ዕውቀትና ጥበብ መጥፋት ወዘተ. በትዳር ላይ የሚያሳድሩት አሉ ዊ ጫና ከባድ ነው። ከዚህ ማ በራዬ የአስተሳሰብ የአመለካከት ችግሮች በትዳር ላይ ብቻ ሳይሆን ሰው እንደሰውነት አካላዊ መንፈሳዊ ጤንነቱን ጠብቆ ከሌሎች እንስሳት በአፈጣጠር እንደተለየ ሁሉ በኑባሬም የራሱን ጠገግ ይዞ እንዳይዘልቅ የሚያሳናክሉ ዕንቅፋቶች ስለመሆናቸው ከተጫባጨ የዕለት ከዕለት ገጠመኞችን ተነስተን መመሥሰከር የምንችለው አሳዛኝ ዊን ነው። እንደ አጠቃላይ እውነት ከሌሎች እንስሳት ይልቅ በሁኔታዎች አስገዳጅነት ተፈጥሮአዊ ጠባዩን - ሊያውም በጣም በቀላል - መለዋወጥ የሚችል ፍጡር ቢኖር ሰው ብቻ ነው። ምናልባት ማስብን ማቀድ ፣ ያለፈን ከአሁንና የአሁንን ከወደፊት ጊዜ ጋር ማገናዘብ መቻሉ ከሌሎች እንስሳት ስለለዮት ይመስላል የሰው ልጅ ባሕርዩን እንደፈለገውና እንደየወቅቱ ሁኔታ መለዋወጥ ያስቻለው። በዚያ ላይ እውነቱን ለመደበቅ የተፈጠረ እስኪመስልበት ድረስ እንዳዉው የሚጠቀምበትን ቋንቋ ንብረቱ ካደረገ ወዲህ ሳይሆን አይቀርም ከቀሪው የእንስሳት ዓለም በጉል የተለየው ቢባል ሳያስኪድ አይቀርም። ለምሳሌ ውሻን ብንወስድ ከተፈጥሮአዊ የመውደድና የመጥላት ባሕርይው ዉጪ ማስመሰል የሚያዉጁ አ ላይ ፍጡር መሆኑን ማስ ረዳት የሚችል ሰዉ ያለ አይመስለኝም ። ዉሸ ከታሞን ታሞነ። መታመንና መክዳትን እያፈራረቀ ማንንም ግራ አያጋባም። ሰው ግን እየሳቀ ያቅርባል ፣ አቅርቦም ያስለቅሳል። የወደደ መስሎ ይጠጋል ፣ ተጠግቶም የተቀበረ ጥላቻ ውን በአሳ ሥፍራና ጊዜ አውጥቶ ስከ ልፈት ሕይዎት ሊደርስ የሚችል ጉዳት ያደርሳል።

ወደ ዋናው ጉዳያችን እንግባ-«ንግባኢኤ ሃብ ጥንተ ነገር» ይለዋል ቅዳሴ ማርያም ዘግዕዝ ። የፍርድ ቤት ውሎዎችን፣ የመንደር ሽምግልናዎችን

፣ በቤተ አምልኮቶች አጸድ ዙሪያ የሚካሄዱ የቤተ ዘመድ ጉባኤዎችን ... ብንመለከት እጅግ ብዙዎቹ የተጣላን ለማስማማት ወይም ደም የተቀባን ለማስታረቅ ሳይሆን የተናጋን ትዳር ለመጠገን ወይም እሀል ውሀቸው ያለቀን ጥንዶች ለማፋታት ንደሆነ ቢ መን ከ ዉነት መራቅ አይሆንም። ይህ እንግዲህ ለይቶላቸው አደባባይ የወጡትንና ጉዳያቸው በዝህላዊ ሽምግልና ወይም በዘመናዊ የፍርድ ሂደት የተያዘውን የሚመለከት ነው። ከዚህ ውጭ ግን እነቺም፣ አንቺም፣ እንተም፣ እርስዎም፣ እነኚያም፣ እነኚህም... በውሀ ቀጠነ ሰበብ ክፉና ደግ ባልለዮ ምቦቀላ ሕጻናት ፊት ሳይቀር ሰርክ አተካራ እየገጠምን የምንነዛንዝ ፣ ከኛ የተሻለ ሰላም ያላቸው ጉረቤቶቻን ሳይቀሩ "እንግዲህ ጀመራቸው!" እስክንባል በዱላ ቀረሽ ንተርክስና በሽመል ቁርቁሶ የምንጠመድና በዚያያም ሰበብ ተፈነካክተን ፓሊስ ጣቢያና ሃኪም ቤት የምንመላለስ፣ አንዳን የእንዳችንን ከቤት መውጣት ወይም ከአካባቢ. ዘወር ወይም ከሀገር ገለል ማለት ጠብቀን ከእሥር እንደተፈታ ጥጃ በግልጥና በአደባባይ የምንፈነጭና ቀሚስ የለበሰችን ሱሪ ያጠለቀ ሁሉ አይቀሩን የምንል ፣ «ከእርሱ/እርሱዋ ሌላ ላሥር» ብለን የገባነውን ቃል ኪዳን ገና ከጫጉላ ቤት ሳንወጣ የምንፍራርስ ፣ ሰርሱ/እርሱዋ ያለቀስን መስለን በልባችን የምሥጢር ንዳና በዕምራችን የሰርጥ ዛ ለሰንቀርነው ሌላ ሰው የምንነካ፣ ይህን ሁሉ ቅጥፈት ግን - ዕድሜ ለሰውነታችን- ሰው መሆናችን ባጉናፈረን ዋና የማጭበርበሪያ መሣሪያ ቋንቋ አማካይነት ግብዝን ችንና ዕኩይነታችንን ማር በተቀቡ መርዛማ ቃላት ጀቡነን መቀናጀታችንን የምናታልል ... እጅግ ብዙዎቹ መሆናችንን ማንም ሳይነግረን እራሳችን እናውቀዋለን። በዚህም ያልተገባ ምግባራችንን « ባክህን ዉ አጣጨን ስጠኝ» ያልን ስንንዘነዘው የነበረውኝ ፈጣሪን የምናሳዝን ብዙዎች ነን።

ቀደም ሲል እንደተጠቀሰው እርስ በርስ የሚቃረኑ ሁለት ነገሮችን የሚወድ የዚቸ ምድር አባል ሰው ብቻ ነው። የጥላቻና የፍቅርን ካርጆት በአንድ ጊዜ ይዞ እንዳስፈላጊነታቸው የሚጠቀም ክሰዉ ሌላ ሌላ ፍጡር ስለመኖሩ ስካሁን የሚታወቅ ነገር የለም። አንዳንዳችን በትዳር ውስጥ የሚገኙ ጥቂነ ነገሮች ይስቡንና ትዳርን☞

ለይምሰልና ለ ይ ወይም ለሆነ ሥውር ዓላማ እንደዘዋለን። ከሥርጋቱን ማግሥሥት ጀምሮ ግን ትዳር ቀምበር መሆኑን እንረሳና የቀምበሩን ሸክም ለአንደኛው ወገን ሰጥተን ንደዱርዑ ንደያዘዋለን። ለንጠዛፊንም የተለያየ አመክንዮዎችን እንስጣለን። "አ.ጋ ላይ አለተመቸኝም/ችኝም ይጨቃጨቀኛል/ ትጨቃጨቀኛለች፣ እንደበራቱ ሊሆንልኝ /ልትሆንልኝ አልቻለም/ ችም ..." በማሉና በሌሎችም ጥቃትን ሰበቦች ድንገት ደርሰን የሁለት ዓለም ሰዎች የምንሆን ጥቂቶች አይደለንም። በስሜት ፈረስ ሸምጥ ስንጋለብ ለጊዜ ው የሚ የን የኛ መደሰት ንጀ የልጆች ሕይዋት መናጋትና የትዳራችን ክር ሰልስሎ ሊበጠስ መቃረብ አይደለም። አንዳንዶቻን የቤቱም አይቀርንም፣ የውጭውም አይቀረንም- « ያውጡብ ምቢ-ያግበብሽ ምቢ» ንዲሉ ንሆነና ለያሸር ለገራሸር ያስጎርን የሰዎችን ሕይወት በሰቆቃ ንምላስ። ይሁንና ሁለት ወዶ እስከዘለቂታው መቆየት የማይቻል በመሆኑ ቆይቶ ቀርጡ መለየቱና አንዱን ንድንመርጥ መገደዳችን የማይቀር መሆኑን ጊዜ ባለዉሉ ቅጫፌ ሲነግረን አመሻሽ ላይ መደናበር ንጀምርለን። በዚያን ጊዜ ተጉጼው በሁለት ቢላዎ ሲበላ የነበረው መቀናኛ ብቻ ሳይሆን ሁሉም በተለይ ደግሞ በትዳር ውስጥ ልጆች ተፈጥረው ከሆነ በዋናነት እሱ ናቸው ናት አባት ባፌነዳቱ ላተ ገሞራ ሳቢያ ምድር ወደ ሲያልነት ተለውጣባቸው ካለ ጢያ ቸው ያልበሉትን ዕዳ ሊከፍሉ የሚገደዱት። ይህ ደግሞ በቀላሉ ያሳዝናል ተብሎ በቻ የሚ ለፍ አይደለም- ኩነኛም ጭምር ነው- በዚህ ድርጊት መኮነን ካለ።

«ቦ ላይ ቆረቆር» ንዲሉ የትዳሩን መንሻፈፍ ተገን አድርጎ ያ መናጢ ተ ውሳጸ በተጋቢዎቹ መሃል ሰርሰሮ ገብቶ ከሆነ ደግሞ የቤቱ መንኮ ኮተ በ ንዴት ያለ ፍጥነት ሊቀላጠፍ ንደሚችል የሚያውቅ ያውቀዋል። «ውሃ ሲወስድ ያሳሳቆ ነው» ንዲሉ ብዙዎች ሞጧቸ የዚህን ዓይነቱን አስቀያሚ የመጨረሻ ዕጣ ከወዲሁ በቅጡ ሳያስተውሉ የቀሩ አይወድቁ አወዳደቅ ሲወድቁ ማየት በተለይ በአሁኑ ዘመን ያልተለመደ አይደለም።

ለብዙ ትዳሮች መፍረስ እንደምክንያት የሚጠቀሱ በርካታ ነጥቦች አሉ። ጥሩ ትዳር የሚመሰርቱ እነማን ናቸው? ተብሎ ለተጠየቀው ጥያቄ አንዱ 'ሊቀ ሊቃውንት' ሲመልስ "ዓይነ ሥውር ሚስትና መስማት

የማይችል ባል" ያለውን አንርሳና ትልቅ የትዳር ጸር አስቢልታና

ወሬ መሆኑን መዘንጋት አይኖርብንም። የወሬው ሀስት ውነትነት እንዳለ ሆነ አንድ ትዳር ለማፍረስ ብዙ ወጭ ከማያስወጡ ነገሮች መካከል አንድን ወሬ ፈጥሮም ቢሆን ማናፈስና ዒላማውን አነጣጥሮ ግቡን እንዲመታ ማድረግ የነበረና ያለ ሕይዋ ችን በዚህ መልክ መቀጠስ የማያመልጡት ሰው የመሆን ዕዳ ከሆነም ወደራትም የማያቀርለን ማ በራዊ ጠንቅ ነው። ዉነ ው ይዉ ከሆነ ዘነድ አንድ ወሬ ሲናፈስ በቸኮላ በሚወስድ እርምጃ የማይመወጡት ችግርና ጸጸት ውስጥ ከመግባት አስቀድሞ መጠንቀቅ ተገቢ መሆኑን ልብ ማለት ይገባል። ወሬው ከየት አቅጣጫ እንደተሰነዘረ ማጤን ፣ ለምን ዓላማ እንደተሰራጨ ማወቅ፣ እውነት ወይም ሀስት መሆኑን ከገለልተኛ አካል ማጣራትና (የዜና ትን ኔ አስመስልኩት ልበል?) በተረጋጋ ሁኔታ ከትዳር አጋር ጋር ተወያይቶ በጨዋ ደንብ ጨዋ ውሳኔ ማሳለፍ ከጨዋ ተጋቢዎች የሚጠበቅ ነው። ምንም ንኩኀን ብሂሉ « ቀድሞ ነበር ንጀ መጥጥ መደፈስ አሁን ምን ያደርጋል ድስት ጥዶ ማልቀስ» ያለ የተሠራን ስህተት ንዳናርም ቢገዳደርም «ከመሞት መሰንበት» የሚለውን ተ ለዋጭ ብሂል በማስ ወስ በተለመደ አገላለጽ ለማስረገጥ ያህል- **ላለመስማማት መስማምትም** ንዳስ መ ረዳት ከብዙ ያልተጠበቀ ችግር ያድናል።

የኢኮኖሚ ችግር አንዱና ሌላው የሁከት መንስኤ ንደሆነ ይ መናል፣ ይህም ቢሆን ፍቅር እስካ ድረስ በሥልጡን የውይይት መንገድ መፈትሔ መሻት ተገቢ ነው - ችግሩ ተካርሮ ትዳሩ ላይ አሉታዊ ጥላ ከማጥላቱ በፊት። ፍቅርና መተሳሰብ ካለ የገንዘብና የሀብት ጉዳይ የጠብ መንስኤ ሊሆን አይችልም፣ አይገባምም። የሀብት ይዞ ቸው ቀድመዉ የሚያውቁ ባልና ሚስት ትዳራቸውን ከጀመሩ በውዋላ ምን አዲስ ገንዘብ ነክ ነገር ሊያጣላቸው ይችላል? በርትቶ በመሥራት ችግርን ማስወገድ የተቻለ የምን መወራከብ ነው?

የብዙዎችን ናላ የሚያዞረው ሊ ላው የትዳር ጠንቅ፣ ከትዳር ምሰሶች አንዱ የሆነው ያታዊ ጨዋታ መሆኑ ከባሀልና ከሃይማኖት ፈንጠር የሚለው የሥነ ልቦና ምሁር ሲግመንድ ፍራይድ ጨምር "በሴት አካል ወንድ ያዛል፣ በወንድ አካል ሴት ታዛለች" እስከሚለው መጽሐፍ ቅዱስ

ምክራቸውን የሰነዘሩበት ጉዳይ ነው። "የማይጨረስ ማነበር በጠጃ ይጀመራል" እንደተባለው እንዳይሆንና ቀድሞ ፍ እፍ የተባለለት ትዳር ቆይቶ «ዓይንህ/ሽ ላፈር» መባባልና ወደ ውጭም መቀላወጥ እንዳይከተል ዚህም ላይ ተገቢውን ጥንቃቄ ማድ ረግ ትዳርን ከመበ ተን አይጋ ይሠዉራል። መተፋፈርን አስወግዶ በግልጽ የተነጋገሩ «ሬሃብ ጥማትን» ቤት ባፈረው ማስ ገБ የተቻለ « የተ ቀደሰውን ለሆሽ መስጠት»ና በውጤ ቱም ጎጂን ማናጋት ከብልሀ አባወራ/ ማወራ አይጠበቅም። መተንፈስ የጀመረ ጉማ በፍጥነት ካልደረሱለት ለከፍተኛ ኪሣራ እንደሚዳርግ ሁሉ መንገጫገጭ የጀመረ ትዳርም በአፋጣኝ የተችሩን መንስኤ አጢኖ በግልጽ ውይይትና መግባባት ዕለባት ካለበጀለት ጦስ ጥምቡሉ ከባድ ነው። እርግጥ ነው በሀገራችን የጋብቻ መማክርት አስፈኖራቸው (ካለም አላውቅም ይቅርታ) ባተወሰን ደረጃ እየጉዳን ነው። ከትላልቅ ሰዎችና ከሃይማኖት አባቶች ምክርና ተግሳጽ ውጭ የረባ የጋብቻ ሥነ ልቦናዊ የምክር አገልግሎት የሚሰጥ ተቋም ያለን አይመስለኝም። ስለዚህ በቀላል ሀክምና ከወዲሁ ሊፈወሱ ይቱ የነበሩ የትዳር ቀውሶች እየተባባሱ ሄደው ለፍቺ እንዲያም ሲል ቁጥራቸው በቀላል የማይገመት ጥንዶችን ለንልፈት ሕይወት እያዳረጉ ይገኛሉ። አንድ ወቅት ሠፈሩን ያስቆናና ትዳር- እንዳይሆን ሆነ ሲቀርና ልጆች ለጉዳና አስቀያሚ ሕይዋት፣ ተጋቢ ጥንዶች ለንሥሥራትና ለሞት ሲጋለጡ ማየት የሚዘገንን ግን ሊያመልጡት ያለተቻለ ማንበራዊ ነቀርሣ ንደሆነ አለ ።

ከተጋቡ በሁዋላ ፍቅርን ባግባባ ካላመያዝ የተነሳ የሚፈጠር መሰለቻቸት አንዱ የትዳር ጠንቅ ነው ። « ማን ያርዳ የቀበረ፣ ማን ይናገር የነበረ» ንዲሉ ረዘም ላሉ ዓመ ት በትዳር ላይ የቆዩን ስ ዎች ስለዚህም ሆነ ስለሌሎቹ ዋ ትዳር አራሞች በተለይ ለአዲስ ተጋቢዎች ሊጠይቅ የሚችል ተሞክሮዋዊ ምክር ቢጤ አናጣም ።. ፈረንጁቹ «Familiarity breeds contempt.» ኛም አበሻዎቹ

«አብር አየግህ ጋር አተሰደድ» ወይም

«አወቅሁሽ ናቁትሽ» የምንላተው አባባሎች ችላ ተብለው የሚ ለፉ አይደለም። በጥበብና በዘዬ ካለተያዘ ብዙ የመላመድና ብዙ የመተዋወቅ ጉዳይ ንኩዋንስ ነጋ ጠባና ከዓመት ስከ ዓመት አብረው በሚኖሩ የአንድ ማዕድ ተ ቋዳሾች ይቅርና አልፎ አልፎ በሚገናኙ ንዳኝሞች መካከል ንኩዋን ይዜ በግልም የመቀራረብ ነገር መ‌ናፍቅን ሲፈጥርና ስ ዎችን ወዳልተፈለገ የትራኔ

☞

አቅጣጫ ሲመራ ይ ያል። በዚህ ጥንቃቄ የሚያስፈልገው አስቸጋሪ ሂደት ዉስጥ የትምህርት፣የዕድሜ፣ የልምድና የዕውቀት መበላለጥ፣የአስተሳሰብና አመለካከት ልዩነት ፣ የገቢ መለያየት፣የተለሰ ዳራ(background)፣ የባሕሪ አለመጣጣም፣ የሱሶች መከሰት ወዘተ. ያላቸው አሉ ዊ ተ ዕይኛ ቀላል አይደለም። አንድ የንሥሓ ልጅ ለንሥሓ አባቱ ለቀሲስ መንበሩ ደስ ፣«መምሩ፣ ባክዎ ሚስት ያፋልጉኝ?» ብሎ ይጠይቃቸዋል። « ንዴት ያለች ሚስት ልጄ?» ይሉ ል። ሱም«ክብሩዋን የጠበቀች ጨዋ ልጃገረድ፣መልኩዋ የቀይ ዳማ፣ቁመታዊ ረዘም ብሎ አጠር ያለ ሰውነቷዊ ቀጠን ብሎ ወፈር ያለ አፍንጫዋ ስልክክ ብሎ ዓይኖችዋ የቦር አሉሎ የመሰሉ፣ በዕድሜዋ ለግላጋ ወጣት የሆነች፣ጠባይዋ ንጹሬ የሆነና ቢረግጡዋት የማይከፋት፣ በትምህርትዋ የገፋች፣ጥሩ የወር ገቢ ወይም መተ ዳደሪያ ያላት፣ከብ ም ቤተሰብ የምትወለድ…(ዝርዝር አላለቀም)» ብሎ ይመልስላቸዋል። በድማሜ ሲያዳምጡት የነበሩት ቄስ መንበሩ ጊዜ ሳያባክኑ « ንዲች ያለች ምለዕ በኩልሄ ሴት ከተገኘች አደራሀን ለኔም ፈልግልኝ ልጄ! ቅስናዬን አፍርሼ ወዲያዉኑ አገባ ለሁ…» ነበር ያሉት። ይሀንን ቀልድ አዘል ሪ ክ ናንተም

ውቁ ላችሁ ፣ ኔም በቦ ው ስለነበርኩ ሰምቼዋለሁ- በጆርባ በ ምቡሩ:(ቂ ቂ ቂ) ቁም ነገሩ ግን አንድ ሰው ራሱ ንኩዋን ጡዋትና ከስዓት፣ጠጥቶ ሳይጠባ… የተለያዬና ርስ በርስ የሚላተም ባሕሪይ ባለቤት የሆነ በብዛት በሚስተዋልበት በዛራው ዘመን ንዴት ወበስጭት ሌላን ሰው ንደኛ ይሁን ብሎ ስተንፉሱን ሳይቀር ለመቆጣጠር መሞከር ሞኝነት ብቻ ሳይሆን ፅብብትም ጥም ነው። ስለዚህ ሁሉት ተጋቢዎች ከሚስት አምባላይ ፈ ረስ ወርደው የልዩነቶች መኖርንም አምነው መስለቻችን ሊያስተሉ የሚችሉ ያለመደማመጥ ውጤት የሆኑ አለመግባባቶችንአይገርሩ

ንጭጭኝ ቸው መቀረፍ ይኖርባቸዋል። ከሁሉም በላይ «ከአፍ ከወጣ አፋፍ ነው» ንደሚባለው መቅኒ ድረስ ሰርስሮ የሚገባና ስሜትን ስከወዲያኛው የሚያጎነሽ መጥፎ ስድብ ወይ ዘለፋ ከመናገር መቆጠብ ተገቢ ነው ። ሲጣሉ መ ረቅ ንዳሳ ፣ ሲፋቀሩም መጣሌት ንዳ አለመዘንጋት ብልህነት ነው። ብዙ ከመናገር ይልቅ ብዙ ማዳመጥን መልመድ ከሰው ጋር ንደሚያኖር መገንዘብ ደግም ከፍተኛ ጥቅም አለው።

በባለዋ ሞገደኛነት ሳቢያ ለ25 ዓም ት ትዳርዋ ሲበጠበጥ ቆይቶ በመጨረሻ ግን ጸሎትዋ ጊዜአብሔር ሰምቶ ትዳሩን ከመበተን ንዳዳናላት «The Power of a Praying Wife»

በሚለው መጽሐፍዋ ልምዱዋን የም ካፍለን ወይዘር ኦማርሺ.ያን የተባለች ሴት ንዲህ ትላለች ፣«You can submit to God in prayer whatever controls. your husband– alcoholism, workaholism, laziness, depression, abusiveness, anxiety, fear, or failure- and pray for him to be released from it. … » 'የውጭ አልጋ የቤት ቀጋ' የነበረው ባል ተጸጽቶ ተመልሶአላት፣ «It has been 25 wonderful years for me and 25 miserable years for her. » አለ- ከመልስ በሁዋላ። ንግግሩን ወደ ሽር ንዳዘዙርበት አደሩ- ለማለት የፈለገው « ኔ ንደቤ ስክል ባለቤቲን ጎድቻ ለሁ» ነው። ከዚህ ይሰውR.

ሌላውና ትልቁ የትዳር ጠንቅ ቅናት ነው። ቅናት የአንድ ሰው ሰብዓዊና ግላዊ ነጻነት ስከምን ድረስ ንደሆነ ንኩዋን መለየት የማያስችል ፍጹም የለየለት ደምባራ ንደሆነ ከብዙ ዎች ተማክሮ መረዳት ይቻላል። በቅናት ብዙ ትዳር ፈርሶአል፣ብዙ ሕይወትም ጠፍቶአል። የቅናትን አባዜ በሚመለከት አንድ የቅርብ ጊዜ ምሳሌ ልስጥ፣ ሂልተን ሆቴል ውስጥ ነው፣ለአንድ የቲቪ ቶክ ሾው ዝግጅት ተረጃ ከ ደምን ሰዎ'ን መካከል አንዱ ከሁኔ ው በጣም ሀብ ም የሚመስል ወፈራም ሰውዬ አጠገቤ ተቀምጦአል።

ኔ ጨዋ ስለምወደ በዙሪ ያያ ካለት ሰዎች ጋር ማውካካት ይገርያለሁ። ሰውዬውን ሳጤነው ተጫንቄል ተጠቡዋል። በቀዝቃዛው የማለዳ ወቅት ግንፋሩ ላይ ቻፍ የሚለውን ላብ አ'ሥሬ በመሃረብ ይጠርጋል። ቦ ም ለመቀP ፈልጓል፣ ጨዋ ውና ይሉኝ ው ይዞt ንጂ። ከዚ.ያ በለሆሳስ ምን ንደጠመመው ጠየቅሁት- መልሱ ግን አስደነገጠኝ። ናንተም ደንግጡ-«ሚስቴ በጣም ቀናተኛ ናት፣ ይህ ፕሮግራም በቲቪ ሲተላለፍ አጠገቤ የተ ቀመጠችውን ሴት ብ ይ ትገድለኝ ለት። በቲቪም ይሁን በፎት ባ ጋጣሚ በካሜራ ውስጥ ገብ አጠገቤ ሴት ከ የች ቤት መግቢያ የለኝም።

'ቅምጥህ ናት? የወለደችልህ ናት?' ያለች ቁም ስቅሌን ነው የም ሳየኝ…' አለሷ የዚ.ያን ሁሉ ስቃዮን መንስኤ ነገ ረኝ፣ ከዚ.ያን ዕለት በፊት ለማንም አዝ ኔ ባላወቅሁበት ሁኔ አዘንኩለት፣ ከቁም ሥR ንዲወጣ ተመኝ ሁለት። ንደዚህ ዓይነት የቅናት ልክፍቶች በሴትም በወንድም አሉ። አንዳንዱ ሚስቴን/ባለን አዩብ ብሎ/ላ ቡራ ከረዩ የሚል/የምትል አለ/ች። የቅናት ዓይነቱና መዘዙ ብዙ ነው። ቅናት ያፈረሰውን ቤት ቆጥሮ መዘለት አይቻልም። አንዳንዴ ንዲያውም ምንም ባልተጠረበት ሁነ ሲቀና « ክ ማሁ አይቀር ያንቺ/ያንት መባሌ…»

በሚል አሳፈላጊ ልህ ተነሳስተው ትዳርን ማመነቃቀር ብቻ ሳይሆን ከተጠ ረጠሩብት ሰው ጋር ንሶላ የሚጋፈፉ አልቆ ተርፎም አዲስ ጎጅ የሚቀልሱ የቅናት መዘዝ ስለባዎች አሉ። ስለዚህ ከዚህ ሞገደኛ ማ በራዊ ነቀርሳም ጠንቀቅ ማለቱ ከብዙ ውጣ ውረድ ያድናል።

«ቤ ቸውን ከፍተው ሰው ሌባ ይላሉ» ይላል ዘመነኛ አራዳ። ይህን ያስ ወስኩበት ምክንያት ከልክ ባለፈ የራስ መተማመን « ኔ ንዲህ ያለ ነገር ሲያልፍም አይነካኝ፣ ከራሴ ሚስት/ባል ሌላ ቢጠብስም አይሸተ ኝም፣የኔ ባል/ሚስት ንዲህ ያለ ነገር አይነካካውም/ትም …» በሚል ከንቱ ተ መጸድቅ ከተቃራኒ ያ ጋር አሳቻ በ መገናኘት ወይም ለፈተና በሚጋብዝ መቼት ውስጥ መገኘት አደገኛና አሳስፈላጊ መሆኑን መረዳት ከሥይጣናዊ የስሜት ፈረስ ሽምጥ ግልቢ.ያ በሁዋላ ከሚመጣ ቁጭትና ጸጸት ይ ደጋል።

ናትዬ ሲጠበስ የማይሸት ነገር የለምና ጠንቅቅ ማለት ነው ደጉ:: በአንድ የስሜት ጡዞት ውስጥ ሆነን የማንደርገው ነገር ከዚያ ስሜት ስንወጣ የሕይወት ምህዋራችንን ወዳልተጠበቀ አቅጣጫ ስከመቀየር የሚያደርስ አስደንጋጭ ክስተት ሊፈጥርብን ስለሚችል ማንኛውንም ንትስቃሴ ያችንን በንቃትና በአስተውሎት ልና.ርም ይገባናል። ቁሶቹ « የምንላችሁን ፈጸሙ ንጂ የምንደርገውን አትከተሉ» የሚሉትን ዚህ ላይ ባስ ውስ ቅር የሚሰኝብ ን አንቢ. ንደማይኖር ተስፋ አደርጋለሁ። ለነገሩ ምንትስ ያለበት ምን አይችልም ንደይሆንበኝ ንጂ የሚጽፍ ሁሉ የሚጽፈውን ሆኖ መገኘ ት አለበት የሚል የጀኔባ ስምምነትም ሆነ ማግና ካር ዊ ሕጋ ደንብ ስለሌለ ምን አስጫነቀኝ? ለማንኛውም ቸር ያሰንብተን- ነገርን ባጭር ካልቋጨት አንዱ አንዱን ዬወለደ ውለን ማደራችን ነው። ስለዚህ ከአንድ ድራ ገጽ ባገኘሁዋት ነገራ-ጋብቻ ብንሰነባበትስ?

Marriage - Today is a real "hit and miss" affair. People marry for all the wrong reasons and once married; they quickly realize, it's not what they thought it would be. Marriage should be considered nothing but a "long term" adventure; all about learning to "give and take", learning how to "compromise" along the way.
Sadly; couples are often too quick to divorce which makes them frustrated, bitter and sometimes twisted. If children are involved in a divorce, parents forget the devastating affects that can have on young minds trying to grow up and understand the complexities of life. Many children then just grow up emulating

put, one can get a lot from them. Using computers in search of ma-

terials for literature includes accessing databases, CD-ROMs and online search.

A researcher can look for information in the databases of libraries if

LITERATURE …

the libraries are computerized according to the state-of-the-art. One can even find the full contents of a certain encyclopedia on a single CD-ROM and this makes the search simpler and faster. This computerized search also includes the search on online databases like ERIC (Educational Resources Information Center), JSTOR, search engineers like Google, Yahoo search and others.

According to the information from <http://www.eric.ed.gov/> the significance of internet literary services such as ERIC is described as follows.

> *ERIC - the Education Resources Information Center - is an online digital library of education research and information. ERIC is sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education. ERIC provides ready access to education literature to support the use of educational research and information to improve practice in learning, teaching, educational decision-making, and research.*

> *ERIC provides unlimited access to more than 1.3 million bibliographic records of journal articles*

> *and other education-related materials, with hundreds of new records added multiple times per week. If available, links to full text are included. Within the ERIC Collection, you will find records for: journal articles, books, research syntheses, conference papers, technical reports, policy papers and other education-related materials.*

It is therefore highly advisable to make use of such resources

which are available free of charge any time.

The other online database that serves similar purpose is JSTOR. According to the information from <http://www.jstor.org/> JSTOR is a not–for–profit service that helps scholars, researchers, and students to discover, use, and build up their research based upon a wide range of contents in a trusted digital archive of over one thousand academic journals and other scholarly contributions.

Though computerized search is advantageous to save time, the researcher may sometimes be forced to look for information that cannot be found by using computerized search in libraries depending on the subject they are treating.

Determining Relevance of Materials

When the researcher locates information from different sources, they should worry very much about the relevance of the material to be taken from that particular source.

The researcher should ask questions about the information like, does this information have any relation to my study? If so, how? Directly or by implication? In what ways does this book or article contribute to my understanding of the problem under study? Before including any information, the researcher should answer such questions. To answer such questions, the very thing the researcher should do is to define the scope of the review of related literature that can be done by preparing a tentative outline. If the researcher is not able to set boundaries, they will face problems of being discouraged and overlook of information. Seliger and Shohamy (1995:78) say: "If the scope of the reading is too broad, the researchers may be discouraged and may lose the right perspective on the research; if it is too narrow, on the

other hand, they may overlook studies which contain important and relevant information."

Having known the scope, the researcher then can gather information which they think are relevant to the study. To determine whether a certain material is relevant or not, the researcher can check through these ways: The first is reading abstracts of theses and/or dissertations wherein the researcher can find useful information on various aspects of the material. The second thing to look at is the source of the material whether it is primary or secondary. Primary sources are highly valued than secondary sources which are less reliable and should only be used to obtain access to primary sources. Thirdly, the researcher should look at the date of publication of the material because recent resources are considered more important, Seliger and Shohamy (1995).

Organizing and Writing up the Review of Related Literature

The way how a researcher chooses to organize the materials needs care. The researcher should (try to) present theories and facts logically and in a coherent manner in order to catch the readers' attention and convince them about the issue raised.

Lecomte and Preissle (1993) consider the review as an argument between the investigator and the audience and suggest that it should be constructed in a tight manner. They further say that constructing the review tightly helps in that it can:

> *1. convince the reader of the relevance and interest of the questions and adequacy and appropriateness of the choice of the population and research design.*

> *2. anticipate and justify the results, and*

Faculty Profile . . .

of Business and Economics, Engineering, and Law which have 0.2, 3.7, and none of their staff in this category, respectively. The fact that the Engineering Faculty is still short of the required staff despite its long existence is indicative of the huge challenges our universities have in terms of faculty requirements.

Gondar University

The total number of staff at Gondar University is 187 distributed across four major faculties: Medicine and Health; Business and Economics; Social Sciences; and Applied Science. Though Gondar has a significant percentage of its staff in the PhD category (i.e.15%), 43 percent are still bachelor's and below; and the remaining 41.5 percent have master's degree.

The highest number of PhD holders at Gondar University (i.e.23%) is found at the Faculty of Business and Economics. This is a rarity considering the fact that in the rest of the Universities this school is identified to be having the least number of qualified staff. The rest of the schools have 12.5-14% of their staff in the PhD category.

As compared to the other universities, Gondar holds the biggest number of PhD's (or equivalent) next to AAU. The peculiar thing about this University is that though its doctorate staff comprises 15% of all its faculty, in terms of academic rank, 29.3% of the University staff is in the category of Assistant Professor and above. This depicts that more than 14% of the staff within the category may have been accounted for through academic promotion-indicating the possibility of improving the staff profile through this means.

Haromaya University

Haromaya accommodates 577 staff in its seven faculties. Overall, 53% of the staff has bachelor's degree and below; 26.7% master's; 7.3% MD/DV; and 12.3% doctorate.

When we look at the staff profile in the faculties of Health, Technology, and Education, we don't find any PhD's. The highest number of PhD holders (i.e. 28%) is in the Faculty of Agriculture . Next to this is the Faculty of Veterinary Medicine with only 18% PhD holders.

The highest number of bachelor's and below is found in the Faculty of Engineering which has 95 percent of its staff in this category. The Faculty of Law has 85%; the Faculty of Business and Economics has 74.5%; and the Health Faculty has 63% of their staff in the same category. This is an indication that despite its being the oldest university, (next to AAU), Haromaya still has a long way to go before it meets the national requirement for staff profile in these critical areas of studies.

Hawassa University

Hawassa University has 677 staff in its ten faculties. Overall, 47% of the staff has bachelor's and below; 35% have master's; 45% MD/DV; and 10.5% doctorate.

Three of the ten faculties are significantly deficient in terms of qualified staff. These are the faculties of Law, Technology, and Health Science with 61%, 64%, and 73% of their staff having bachelor's and below, respectively. Veterinary is the only faculty with the highest number of its staff (i.e.67%) in the PhD category. Next is the College of Agriculture with 21% of the staff in the PhD category. The future plan of the government to train more students in the sciences would put Hawassa in precarious position as the least number of PhD holders are now available in the faculties of Technology

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Faculty Profile . . .

(1%), Health Science (3%), and Natural Science (7.5%).

Jimma

Jimma has 976 staff serving in its 10 faculties and colleges. Among these, only 2% have doctorate degrees; 23% master's; 12% MD/DV; and 56% bachelor's and below. In having more than half of its

government's future plan of training more students in the field of sciences.

Mekele

Mekele University has a total of 424 staff in its seven faculties. Overall, 60% of the staff are in the category of bachelor's and below; 28% with Master's and 12.3% with PhD.

In terms of fulfilling national requirements, the Faculty of

to answer the following questions:

1. Do public universities in general meet HERQA's requirement with regard to staff profile?

2. How do each of the public universities and their individual schools fare in terms of the same criteria? How do they compare with each other?

The results indicate, with few exceptions, that the trend is quite

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Most of the universities appear to be in an alarming situation considering the huge size of their staff being graduate assistants.

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staff in the latter category, Jimma is one of the universities afflicted by a shortage of qualified staff. The faculties of Public Health, Human and Social Science, Technology, Natural Science and IT, Medical Sciences, and Law appear to be highly deficient in terms of the required qualification having no staff at the level of PhD. Faculties with the biggest percentage of people having the bachelor's and below category are also Natural Science and IT (94%), Business and Economics (78%), Law (76%), Human and Social Science (73%), Technology (70%), and Ambo College (63%). Jimma will have serious problems, as is the case with Hawassa, in meeting

Veterinary Science is the best with 31% of its staff in the doctorate category. Next is the Faculty of Dry Land Agriculture with 24% of its staff in the same category.

However, the situation in most of the faculties is not encouraging. Five out of the seven faculties at Mekele University have more than 60% of their staff in the category of bachelor's and below. These are the College of Health Science (90.5%); the Faculties of Dry Land Agriculture (68%); Veterinary Science (62%); Law (61%); and Education (60%).

General Trends and Immediate Needs

This small research was conducted

alarming and requires serious redress. The facts are too obvious to ignore.

In most cases the universities do not meet the staff profile requirements at a national level, save the AAU. Across the universities the schools/colleges that meet the requirements are also limited.

Over all, the lack of PhD holders in the Universities, with the exeption of AAU, is a serious problem. Seven of the universities, except Gondar University, have faculties/colleges where there is no PhD staff at all. Out of the total 74 schools/faculties available in the 9 universities, 19 (26%) are currently run without a single PhD holder.

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Table1: Faculties run with out PhD staff at Ethiopian Public Universities

S.N	University	Faculties without PhD Staff	Total No of Faculty	Faculties with no PhD staff	%
1	AAU	School of Arts & Design; Yared School of Music	21	2	19
2	Adama	Computer/IT Education; Maths & App. Science	5	2	40
3	Arbaminch	Education	5	1	20
4	Bahir Dar	Law	5	1	20
5	Haromaya	Health; Technology; Education; Law	7	4	57
6	Hawassa	Agriculture; Law	10	2	20
7	Jimma	Public Health; Human & Soc Sc; Technology; Natural Science & IT; Medical Sciences; Law;	10	6	60
8	Gondar	-	4	-	-
9	Mekelle	Law	7	1	14
	Total		74	19	26

Source: MoE (2008)

The problem is more compounded due to the fact that the number of staff with bachelor's and below in almost all universities, with the exception of AAU, is very astounding. Table two is a summary of the state of affairs in all the universities.

Table 2: Rank order of Universities with Highest Percentage of Staff at Bachelor's or below level

Rank order	Name of University	Total # staff	% staff with bachelor or below
1	Bahir Dar	856	64
2	Mekele	424	60
3	Jimma	976	56
4	Adama	341	55
5	Haromaya	577	54
6	Arbaminch	782	50
7	Hawassa	677	47
8	Gondar	187	43
9	AAU	1321	20
	Total Average		50

Source: MoE (2008)

If we wish to include specific schools in our analysis, the situation gets much worse. There are schools in some universities where more than 90% of instructors hold bachelor's degree and below.

Table 3: Rank Order of Faculties with Highest Percentage of Staff at the Level of Bachelor's or below

Rank order	Faculty	% of staff	University
1	Natural Science and IT	94	Jimma
2	Health Science	90	Mekelle
3	Law	85	Haromaya
4	Business & Economics	78	Jimma
5	Law	76	Jimma
6	Law	75	BahirDar
6	Business Education	75	Adama
7	Business & economics	74.5	Haromaya
8	Business & Economics	74	BahirDar
9	Health Science	73	Hawassa
9	Human & Soc. Science	73	Jimma
9	Health Science	73	Hawassa

Source: MoE (2008)

As is plain from the above, the situation is specially serious in faculties such as Natural Science, Health Science, Law and Business and Economics. Considering the fact that science is yet to be increasingly assuming dominance over other areas (with a 70/30 distribution), a lot needs to be done to ameliorate these conditions before further attempts are made to expand programs in this area.

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Similarly, the condition with Law and Business faculties needs a serious examination. The problem with these faculties may be ascribed to the practice of public universities that keep on replicating all programs given elsewhere without making the necessary preparations. The logic of such a practice should indeed be questioned. The only two universities which appear to be well prepared to provide training in Business and Economics are AAU and Gondar University. ↓

Out of the 1832 staff, 971 (53%) need to be trained in PhD; 832 (45%) in Masters; and 39 (2%) in bachelor's. With the growing number of students the universities are going to admit in the coming years, there will be more staff that will join the institutions afresh with a corresponding need for upgrading. This will surely aggravate the problem by augmenting the challenges ahead. That is why the demand for qualified staff (new

Table 4: Staff Training Needs in Eight Public Universities

| No | Universities | Total | Required and Existing Staff | | | | | | Current Gaps | | | |
| | | | BA | | MA | | Doctorate | | | | | |
			Require-ments	Existing	Require-ments	Existing	Requirements	Existing	BA	MA	PhD	Total No of Staff to be trained
1.	Adama	341	68.2	39	171	144	102	11	29	27	91	147
2.	Arbaminch	303	60.6	104	152	118	91	34	0	34	57	91
3.	Bahir-dar	856	171.2	455	428	264	257	46	0	164	211	375
4.	Gondar	188	37.6	63	94	78	56	29	0	16	27	43
5.	Haromaya	577	115.4	267	289	154	173	71	0	135	102	237
6.	Hawassa	677	135.4	303	339	239	203	71	0	100	132	232
7.	Jimma	976	195.2	571	488	227	293	17	0	261	276	537
8.	Mekelle	424	84.8	192	212	117	127	52	0	95	75	170
	Total	4342	868.4	1994	2173	1341	1302	331	29	832	971	1832

Owing to the existing deficiency in the various categories of qualification, there's already an enormous need of upgrading staff profile in the universities. Assuming that AAU will continue to meet national requirements, from the figure shown in this study only, there is currently an existing need to upgrade 1832 of staff if we need to meet the national requirement of 30% PhD; 50% Master's; and 20% Bachelor's is to be met.

and old) as computed by the Ministry of Education (MoE :2008) is much higher than shown above. In fact the Ministry intends to train 2,000 PhDs and 10,000 masters in the academic years of 2001-2005 E.C. (2008/09-2012/13) in a bid to meet the needs of old and new universities.
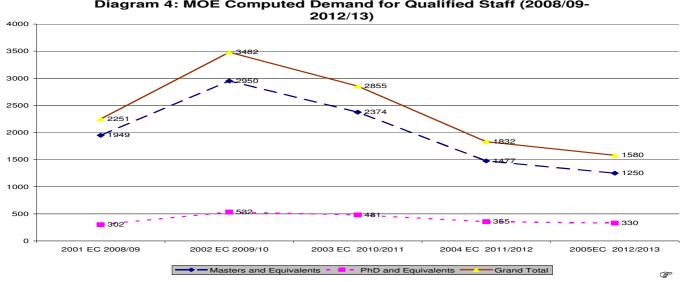

Diagram 4: MOE Computed Demand for Qualified Staff (2008/09-2012/13)

Such demand is indicative of the fact that in the context of the aggressive higher education expansion Ethiopia is pursuing, faculty profile will be the most critical challenge that the higher education sector will continue to face. As noted by the World Bank, "perhaps the most daunting challenge to the implementation of Ethiopia's higher education reform is the sheer physical numbers of academic staff that will need to be recruited and trained over the coming years" (2003:57). For some years to come, the issue will also continue to be an ideal target of criticism and cynicism.

Supply –Side Strategies

There have been a variety of strategies used by the government and institutions to meet the increasing demand for qualified staff at Ethiopian universities. The traditional route followed has been to send instructors to study abroad for higher degrees. This has not brought the needed result due to the small number of such staff, and the poor return rate of people sent abroad. A study conducted by Sethi (2000), as cited in Damtew (2003), has shown that out of 22,700 Ethiopians who left for studies

abroad between 1980 and 1991, only 39 percent returned.

The second mechanism that has been harnessed is the expansion of post-graduate studies at local level. This holds a better potential for ameliorating the existing problems. However, both the admission and graduation rates at this level have so far been too limited to produce the required number of people with higher degrees that may help the nation cope with the fast growing student population at tertiary level.

The post-graduate level currently enrolls only 2.8% or less of the total higher education population in Ethiopia. The government now seems so riveted and focused on improving this. As of last year, there has been an observable expansion in this area to speed up the pace and meet the demands of old and newly established public universities for more staff with higher degrres. In order to ensure the success of this plan, the MoE has gone to the extent of controlling the admission of post -graduate students with top priority given to its own needs of training faculty that would teach at public universities. The recruitment has been partly facilitated due to the growing availability of thousands of graduates who could pursue their

post-graduate studies. Where the lack of recruits has been felt, civil servants with a prescribed level of academic achievement in their undergraduate studies were called to join the recruitment process from all over the country.

The third option available has been to employ expatriates and the diaspora. Though surrounded with a lot of grumblings and controversies attached to their salary and competence, expatriates have been a useful source of bridging the gap of qualified professionals in the sector. Currently there are more than 600 expatriates working in Ethiopian universities. Overall, expatriates cover 10 percent of the Ethiopian higher education faculty with a significant percentage in the academic ranks of assistant professor and above. This is, however, a costly exercise (and a temporary one for that matter) since institutions need to be self-reliant at the end of the day.

Although there are a significant number of Ethiopians living outside their country who could be available for improving the lack of trained personnel, this potential has not been meaningfully tapped.

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This is partly due to the lack of a nation-wide system to harness the resource, and the limited effort on the part of individual institutions to do the same. Albeit not non-existent, the number of diaspora serving in Ethiopian universities is still very rare. As is the case with the expansion of post-graduate studies, there needs to be a well-organized plan both at national and institutional level to make meaningful use of this resource. Such mechanisms as networks, joint research, visiting arrangements and many other models could be considered (cf. Damtew 2003). A useful starting point may be strengthening the offices responsible for the diaspora within the Ministries of Capacity Building and Foreign Affairs to make them more pro-active, well-staffed and able to coordinate their efforts in a more effective and transparent manner (Teshome 2007 : 142). The need for having a similar set up at our individual institutions is also long overdue.

The other available means to augmenting the staff profile in Ethiopian universities is through a robust research and publication system that should create the basis for academic promotion. This route has not been properly exploited again due to such weaknesses as the lack of research culture, poor funding and unavailability of publications in Ethiopian HEIs. The 'publish or perish' drive that defines the culture of Western Universities is not adhered to in our context. If the government could focus on this route as it does on expanding post-graduate programs, it would serve some purpose in filling the deficiency of qualified personnel and in equally developing the research productivity of our staff.

On top of the above, there are additional ways of recruiting highly qualified faculty on part-time basis from such sources as non-governmental and international organizations. As the seat of regional and international organizations, Ethiopia holds a big potential in this regard. To everyone's dismay, much has not been done in this area.

The ambitious goals the government has put forward; the pressures coming from the unabated expansion (with 10 more universities yet to come); the possibilities of endangering the quality of education until our universities reach an acceptable standard; and all other related factors make the challenge of meeting the staff qualification requirement a complex and daunting task in Ethiopia. All the same, it is a challenge we cannot afford to turn a blind eye to.

It seems redundant to point out that an improvement on this front is critical to the education of the future generation. This is not, however, a challenge the Ministry would be able to meet single-handedly. Neither can it be done through expanding only graduate programs only.

Thus, there needs to be a national framework where all stakeholders are drawn to contribute to solving existing problems using all available means. As aptly argued by Damtew (2005:13), raising and maintaining quality does not only require investing a large amount of resources; but it also demands a host of other resources-close and distant, virtual and real, national and international. Joint deliberations and organized monitoring need to be done at every level to gauge our achievements and failures and to make adjustments as needed. The latter should include pruning unrealistic plans and ambitions as these could easily weaken our morale and lose our momentum. Even when we feel that we have met our targets, the challenges would continue to test the higher

3. where possible, support the

interpretation of data and conclusions reached.

Leedy (1993) says that when organizing the review of related literature points like the following should be taken into consideration. A review of related literature should be:

LITERATURE _

a. *worked towards the proper psychological orientation. I.e. it should be like a discussion with a friend and very clear in conveying the thinking.*

b. *organized in a plan. There should be an outline prepared starting from the broader perspective and narrows to the specific problem.*

c. *organized in a way that reminds the reader constantly how the points the researcher is discussing are related to the problem.*

d. *checked that it is not a copy. The researcher should note that more important than what the study says is what s/he says about the study.*

As mentioned above, the review of related literature is preferable if it is organized in a way that it can reflect key points and concepts classified under headings and subheadings from broader to specific aspect and from most important and related detail to less important and distantly related detail.

Hitchcock and Hughes (1995) say that the literature review ought to present a coherent argument, not just a list of facts. Scholars like Seliger and Shohamy (1995) and Weissberg and Buker (1990), say that there are different ways of organizing the points in the review of related literature. When listing them, they say that the review can be organized either according to the amount of information that it bears related to the research problem, each question or hypothesis, or chronologically or historically in

which the researcher can put the least recent literature and then move towards the more recent literature in the field or vice versa. Organizing the review according to the specific variables of the study addressing each variable separately is suggested too as a third alternative.

In a more detailed way Rubin, Rubin, and Piele (1986) as cited in Frey et al (1991: 90-91) recommend patterns for organizing the literature review as follows:

a. *Topical order: Organize by main topics or issues and emphasize the relationship of the issues to the main problem.*

b. *Chronological order: Organize by historical progression in terms of time.*

c. *Problem-cause-solution order: Organize the review so that it moves from the problem to the solution.*

d. *General-to-specific order: Examine broad-based research first and then focus on specific studies that relate to the topic.*

e. *Known-to-unknown order: Examine current literature about the problem and then identify at the end what still is not known.*

f. *Comparison-and-contrast order: Show how research studies are similar to and different from each other.*

g. *Specific-to-general order: Try to make sense out of specific research studies so that conclusions can be drawn.*

However, some of the methods suggested are criticized by different viewers. Nunan, for example, suggests that the review shall be organized according to the major points related to the problem and comments on chronological organization by saying, "Do not force the review [to be organized] into a chronological organization, for example, which may confuse the relevance and continuity among the studies reviewed."(1992: 217) Whichever way a researcher chooses to organize and present the review; nevertheless, they

should take citations from different sources to substantiate their research.

Citation

The review of related literature in a research is the place where many other works of different scholars are presented in relation to the problem under discussion. Hence, it is advisable to know how to refer and where to lay the focus on. A researcher can make theeeir focus either on the information or on the author. Weissberg and Buker (1990) classified citation focus as Information Prominent and Author Prominent.

Information Prominent Citation

Weissberg and Buker (1990) say that this kind of citation gives primary importance to the information. When referring, the author's name(s) and date of publication are attached in parenthesis at the end of the sentence as in the example below.

Example: - In most deserts of the World, transitions between topographic elements are abrupt. (Smith, 1968)

Author Prominent Citation

In this kind of citation, the author's name is given more emphasis. Weissberg and Buker (1990) say that such citation is used to refer studies more closely related to the one being studied.

Example: - Leopold (1921) listed foods, but gave no quantitative data. In referencing in general and in the body of the text, Hitchcock and Hughes (1995:89) listed the following conventions.

- *Refer to the author(s) in the text by name and date of publication: 'Jones and Brown (1978) found that ...' or 'It was found (Jones and Brown, 1978) that ...'*

- *Where there are more than three authors, use 'et al.': Smith et al. (1979) found that...'.*

- *Where the author(s) has more* ☞

than one publication in the same year, use a, b, c: 'Smith et al. (1979 a) found that …'.

- *Give page numbers in the text wherever it seems appropriate: 'Jones and Brown (1978, pp 12-145) found that …'.*

Use of Tense in Reported Findings

When reporting findings of other scholars, the researcher uses tenses like the present tense, the simple past tense and the present perfect tense on the basis of the focus. When the focus of the citation is on the information and/or when the information being cited is generally accepted as scientific fact, Weissberg and Buker (1990) report that it should be put in present tense.

A researcher should use the present perfect tense when their citation focus is on the research area of several authors what they call weak author prominent or when mentioning general statements that describe the level of research activity in the area (Ibid).

Example: -

Several researchers have studied …

Little research has been done …

The physiology of annual plants has been studied by several authors …

The simple past tense is used in author prominent citations to report the findings of individual studies closely related to the problem under discussion (Ibid).

Example: - Allington (1983) found/ showed/ reported/ noted/ observed that …

As mentioned earlier, the focus that the researcher chooses helps to choose the tense to be used in the text. Weissberg and Buker (1990:55) say: "in author prominent citations your attitude towards the findings of the researchers also affects the compliment verb forms."

Weissberg and Buker (1990) say the researcher may feel that:

1. *the findings of a particular study are generally accepted as fact;*

   This time use the present tense in the compliment verb (that is, the verb is the part of the sentence giving the findings) Example: - Sillen (1) showed that aluminum in seawater is regulated by thermodynamic balance.

2. *the findings of a particular study are limited to that study, but are not to be accepted as true in all cases.*

   This time use the past tense with the compliment verb.

   Example: - Abramson (1974) reported that mobile students had lower academic performance.

3. *the authors of the study you are citing may themselves feel tentative about their findings, or they may not be reporting findings all but only suggestions or proposals.*

   This time use tentative verbs for the verb report, and a modal auxiliary with the compliment verb.

   Example: - Van Bennekom (5) proposed/ suggested/ hypothesized that aluminum may be common in diatom residues.

Quoting

As has been said earlier, a review of related literature is the place where different views of researchers are related. Hence, it is inevitable to take others' idea or discovery directly or with some sort of modification. To do this, the researcher should know how to include materials taken from someone in the work in due manner. The researcher should also know how to punctuate quoted materials and which style to use among the following as indicated on the website <http://www.differencebetween.net/language/difference-between-mla-and-apa/>

There are distinct styles of writing research papers that are followed across the world. Most of the researchers follow mainly two types of writing format, namely MLA (Modern Language Association) and APA (American Psychological Association). While research papers in the Humanities and Liberal Arts adhere to the MLA style, the papers in Social Sciences follow the APA style of writing.

When including ideas from previous works, the researcher may paraphrase, may take words or phrases directly or may use direct sentence or if more than four lines as a long quotation.

Paraphrasing

Paraphrasing is a way that a researcher puts idea taken from the original source using their own words. "It keeps the essential meaning of the original work but the information is given to us in the adapters' own words, sometimes with the addition of touches that help make the point clear." (Wondwossen 1999: 186)

When paraphrasing, the researcher should mention name(s) of the author(s) and date of publication.

Some researchers take someone else's words or idea and put it without acknowledging illegitimately. Wondwossen (1999) says that this is considered as plagiarized version and cannot be regarded as the work of the new researcher. Plagiarism is an academic offense for which there are serious consequences.

Half Paraphrase and Half Direct Quotation

This style employs both paraphrasing and direct quoting of ideas from sources. Wondwossen (1999: 186) says: "This adapter explains the main points but as the same time keeps some of the flavor of the original. In this style direct quotation may be limited characteristic phrases and key points." This time the researcher should use quotation marks for points that are taken directly.

A researcher can also use sentence (s) as direct quotations. This time the researcher uses quotation marks preceded by comma or colon (Ibid).

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Block Quotation

This is a kind of long quotation taken from sources. Wondwossen (1999) says when implementing long quotation, the introductory sentence should give credit to the original author and sums up the points of the quotation so that the reader will be encouraged to read through. He further says that when a researcher wants to include long quotation in their text they should check whether it is more than four lines when it is written in the body. If so, it should be written without quotation marks indented in both sides with narrower spacing and different font (optional) from the body.

Second Hand Reference

Sometimes a researcher finds a material worth including in the work and may not find the original author. This time the researcher can take the material they want mentioning the original and the second source using the phrases 'cited in' or 'quoted in', etc (Ibid).

Omission and Addition

In the review of the related literature as mentioned earlier, the researcher relates different studies, scholarly works, etc that have relevance to the problem under discussion. The material to be quoted may not be as the researcher exactly needs and they may want to omit part of it or add something to it so as to 'adjust the quotation grammatically or semantically'. To indicate omission the researcher can use ellipsis (…) /three dots/ and addition of phrases or words can be indicated by square brackets ([ ]) (Ibid).

Useful Abbreviations

In writing a research in general and the review of related literature in particular, the author may use abbreviations (most of the time in parenthesis). The following are some of the common abbrevia-

tions used in a research work as Wondwossen (1999) listed:

- cf (confer)- compare, see
- ed.; edd. - edition, editions
- ed.; edds - editor, edited(by), editors
- et al. (et alii)- and others
- Ibid (ibidem)- in the same source
- loc. cit (loco citato)- in the place cited
- n. d   - no date
- n. p   - no place of publica tion
- no. publ. - no publisher
- Op. cit. (opere citato)- in the work cited
- P. ; PP.   - page, pages
- rev.   - revised
- v. ; Vv   - verses
- Vol. ; Vols-volume, volumes

Length of the Literature Review

The length of the review of the related literature varies according to the type of the research report being prepared. Seliger and Shohamy (1995) state that in an article for a professional journal the review is often two or three pages. In the case of theses and dissertations, an extensive review of many more sources under headings and sub headings and more detailed information about each article need to be included (Ibid).

Problems Related to the Writing of Literature Review

In writing the research in general and the review of the related literature in particular, a researcher may face different problems. In writing the review, the researcher may face problems like shortage of sufficient materials to be included and problem of being disorganized.

Shortage of Materials

This problem may sometimes occur due to an inadequate search by the researcher in the area or the narrowness of the topic. Seliger and Shohamy (1995) have indicated that researchers can broaden their perspective by conducting a more thorough and systematic review of the literature by examining and reviewing current theories in a number of related disciplines.

Problem of Getting Disorganized

Being disorganized is the problem of especially many an inexperienced researchers. Researchers sometimes think that they can easily remember materials that they read when they later want to use them. However, as the work goes on and materials get accumulated from time to time, remembering which to take and which to discard becomes a difficult task for the researcher unlike what they had been thinking of earlier. Having good organization in writing of the review can be considered as one of the qualities of a researcher. Hitchcock and Hughes (1995:88) say: "An essential aspect of any research activity is the systematic organization of the information and materials which have been collected." To do this, a researcher should adopt the suggested ways of organizing materials. Scholars suggest using Card Index System as a solution for not being disorganized. Hitchcock and Hughes (1995) say that references and notes written down on pieces of papers face the risk of getting lost or destroyed. As an alternative to Card Index System, using computer database is also suggested by Seliger and Shohamy:

> *While reading, the researchers will summarize and keep records of all the above information. They may use index cards or store the information on the computer database and thus compile a bibliography list which they are likely to use at a later stage for writing the literature review.* (1995:69)

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Losing Track of Sources

Researchers sometimes face the problem of losing track of quotations, sometimes even important quotations that are included or are to be included in the review. It is important to note that every material the researcher uses should be cited and/or included in the bibliography. The bibliographic list includes works that are quoted, paraphrased and indirectly used. When consulting sources, so as not to be confused where the material came from, the researcher has to take every information needed about the material including page number where necessary. This information helps not only the researcher but also the readers of the work to find the original source and read for themselves. As Gocsik (1997) put, the following information should be taken properly about the material referred.

- *If your source is a book, make note of the title, the author, the publisher, the date, and the city of publication.*

- *If your source is an article, make note of the title of the article, the author, the title, the series number, the volume number, and the date of the publication.*

- *If your source is a site on the Internet, though sometimes it may be difficult, make note of the author, the title of the document, the title of the complete work, the date of publication or last revision, the URL (in angle brackets), and the date that you accessed the site (in parentheses). (As the Internet is changing from day to day, you will need to check a current style manual for the most accurate citation methods).*

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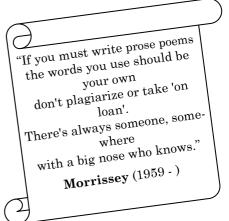http://www.du.edu/~jtwining/whatisalitreview.htm

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"If you must write prose poems the words you use should be your own don't plagiarize or take 'on loan'. There's always someone, somewhere with a big nose who knows."
Morrissey (1959 -)

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what their parents did with a chain of failed marriages. Couples who cannot getthe devastating affects that can have on young minds trying to grow up and understand the complexities of life. Many children then just grow up emulating what their parents did with a chain of failed marriages.

Couples who cannot get on soon after getting married are simple narrow minded selfish beings and deserve all the hardships and stress that come from not trying. Nobody said life would be easy! Throughout history women and men have been battling each other without knowing why, when they should be focused on working together as two halves to a whole.

✋✋✋

'We stay together, but we distrust one another.'
'Ah, yes...but isn't that a definition of marriage?'

Malcolm Bradbury (1932 - 2000)

'I came not into this realm as merchandise, nor yet to be married to any merchant'.

Catherine of Aragón

(1485 - 1536)

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Faculty Profile . . .

education sector in different ways. The issue of competence, research out put, etc are questions we would continue to ask once we feel that we have the required level of qualification for our staff. Confronting such challenges may be

what this generation is destined for. In view of what we wish to see in the future, what choice do we have other than gladly accepting today's hurdles? It should not also be forgotten that, no matter what the challenges are, what distinguishes the human race from others is how much it can positively or adversely

affect the future of its species.

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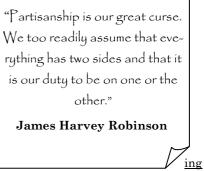
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> "Partisanship is our great curse. We too readily assume that everything has two sides and that it is our duty to be on one or the other."
>
> **James Harvey Robinson**

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የሊቃውንት መጻሕፍትን ተምረው በማጣጣም የቀሰሙትን ዕውቀት እንደጋን ውስጥ መብራት መና አላስቀረትም። በተዛሪው፣ ተወልደው ባደጉበትና በወግ በማዕረግ በተዳረብት፣ ወልደው በሳሙብትና የሴት ባለቅኔነት አክሊል በተገናፈብት ገንጀና ጽላሎ የቅኔ ጉባኤ ተከስዉ በተከታታይ ለሃምሳ ሀስት ዓመታት በቅኔ መምህርነት አገልግለዋል። በዚህም ከአምስት አሥርት ዓመታት በላይ የገንጀና የዕላሎን የቅኔ ኖዳ መርምረው፣ አመሥዋጥረው፣ ተርጉመውና አቃንተው ለ1750 ደቀመዛሙርታቸው/ የቅኔ ተማሪዎቻቸው/ የጥበብን ቀንዲል

አብርተዋል።

ይህ ብቻ አይደለም። እማሆይ 36 መሪ ጌታዎችን በቅኔ ትምህርት አሠልጥነው ለቅኔ መምህርነት ብቁ መሆናቸውን በመመሥከር ለድብትርና ወግ ማዕረግ አብቅተዋል። ከቅኔ ጥበብ ዓለም ከአስተዋዋቂቸዉ መምህሮቻቸው የተቀበሉትን የዕውቀት ፋና ለተተኪያቻው አቀብለዋል። የተቀበሉትን የመምህርትነት አደራ በአግባቡ ተወጥተዋል። ስማቸውን ከመቃብር በላይ የሚያውል ታሪክና ገድል ፈዕመዋል። የእማሆይ ገላነሽን ሊቅነት የተገነዘበው ሕዝብ ፣

"ጉንጀና ጽላሎ አንድ ነው መራቱ፣ ጽላሎ ይበልጣል አንች ያለሽበቱ" እያለ አድናቆቱን ሲገልፅ ኖሯል።

ለመታሰቢያቸው ባህር ዳር ከተማ ውስጥ ሙዚየም ተሠርቶላቸዋል። ምሥሣቸው በትልቁ ተሰቅሏል። በጽሑፍ ሥፍረው በታሪክ ተመዝግበው የተገኙ ቅኔዎቻቸው ተሰባስበው ተቀምጠዋል፡ ይላሉ ሰለሞን ሐዲስ የተባሉ የአዲስ አበባ ዩኒቨርስቲ የኢትዮጵ ቋንቋዎችና ሥነ ጽሑፍ ክፍል ተማሪ በ1992 ዓ.ም. የእማሆይ ገላነሽን ግሉ-ታሪክ በዳሰሰበትና ለዲግሪ ማሟያ ባቀረቡት ጥናታዊ ጽሑፋቸው።

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የሕጻናት ቋንቋ ...

ከገጽ 59 የቀጠለ

አንድ ሰው ከአንድ ትልቅ ፋብሪካ በር ላይ ቆሟል እንበል፡፡ እዚያው እንደቆመ ገብስ የጫኑ መኪኖች ወደ ፋብሪካው ሲገቡ ይመለከ ል፡፡ ትንሽ ቆይቶም ቢራ የጫኑ መኪኖች ከፋብሪካው ሲወጡ ያያል፡፡ በዚህ ጊዜ ፋብሪካው የቢራ መጭመቂያ መሆኑን ይረዳል፡፡ አስፈላጊ ከሆነም ምናቡን ወደ ውስጥ አስግኖ የጫመቃውን ሂደት መመልከት ይችላል፡፡

የቋንቋ ለመዳው ሂደት ወደሚከናወንበት የአእምሮ ክፍል ግን መዝለቅ አይቻልም፡፡ ለመዳው መከናወኑን ማወቅ የሚቻለው መረጃ በአንደበት በኩል በማግኘት ነው፡፡ ወደ ፋብሪካው የገባውን ጠጣር ገብስ ፈሳሽ ቢራ ሆኖ እንደወጣ ሁሉ (የተለያዩ ነገሮች ተጨምረውበትና ጠመቃው ተካሂዶ) ሕጻኑም የሚናገረው ከማህበረሰቡ የተቀበለውን መረጃ እንዳለ ምንም ሳይለወጥ ሳይሆን ያዳመጠውን መሠረት በማድረግ የተፈጠሩ አዳዲስ ቅርጾችንም ጨምሮም ነው ፡፡ በዚህም ለመዳው መካሄዱን ማወቅ ይቻላል፡፡ ቋንቋ ለማጁ ሕጻን ከአካባቢው በደመጠ ያላገኘውን መረጃ በራሱ መንገድ ሲናገር ማድመጥ የተለመደ ነው፡፡ ከየት አመጣው? የሚል ጥያቄ ቢቀርብ መልሱ በሁለንተናዊው ስዋስው ታዝ ያዳመጠው ነገር የሚመስል መረጃ አወጣ ነው፡፡ ሁለንተናዊ ስዋስው ቋንቋ ነክ መረጃዎችን ተቀብሎ የጉደለውን በሚሚላትና የተጣመመውን በማቃናት ረገድ ትልቅ ሚና ይጫወታል፡፡

ለሕጻናት ቋንቋ ዕድገት አስፈላጊ ነገሮች

1. ዝርያ /heredity/ ለሕጻናት የቋንቋ ዕድገት የሕጻኑ የቅድመ ወሊድ የዕድገት ባህሪያው ወሳኝ ሚና ይጫወታል፡፡ የአንድ ሕጻን የመማር ሂደት መሠረቱ ተፈጥሮአዊው የአካል መዋቅርና /structure/ የነርቭ ሲስተም /neuromuscular coordination/ ነው፡፡ ይህም ሁኔታ ለሌሎች የዕድገት ሂደትና ባህሪያት እንደሚጠቡና እንደሚወስንም ሁሉ ቋንቋን ለመናገርም አስተማማኝ መሠረት ሆኖ እናገኘዋለን፡፡ ንግግርና የንግግር ሂደትን ለመቆጣጠር የሚችለው የአንጎል ክፍልና የነርቭ

ሥርዓት የመነጋገሪያና የድምፅ ማቀነባበሪያ አካሎች /ጉሮ ፣ ከንፈር ፣ ጥርስ ፣ ምላስ፣ ላንቃ ፣ ወዘተ /ከዘር ግንድ ሊወረሱ የሚችሉና በቅድመ ወሊድ ዘመን የሚመሠረቱ ናቸው ፡፡ በቅድመ ወሊድ በሚገባ ካልተመሠረቱም ከተወለዱ በ ኋላ የሚደረገው እንክብካቤ ብቻ በቂ ሊሆን አይችልም ፡፡ ስለዚህ ለድህረ ወሊድ የቋንቋ ዕድገት መሠረቱ የቅድመ ወሊድ የዕድገት ሁኔታ አስፈላጊ ነው፡፡ ማለትም በዕንስ ዘመን የሚደረግ ጥንቃቄ ጤንነትንም ጨምሮ ለቋንቋ ዕድገት ከፍተኛ ሚና ይጫወታል፡፡

2. አካባቢ /environment/ :- አካባቢ ብለን የምንላቸው ሕጻኑ ከመወለዱ በፊትም ሆነ ከተወለደ በ ኋላ ሕጻኑ ጋር ግንኙነት ያላቸውን በመሉ በማጠቃለል ነው፡፡ ከእነዚህም የመጀመሪያ ግንኙነቱ ከፅንሽ እናቱ ጋር ሲሆን ከተወለደ በ ኋላም ከወለዱት ቤተሰቦች /እናት፣ አባት የቤተሰብ አባላት / ቀጥሎም ከህብረተሰቡ ጋር የቀረበ ግንኙነት ያላቸው ጉረቤቶችና መንደርተኞች ከዚያም የሕጻኑ ዕድሜ እያጨመረ ሲሄድ የአስተዳደጉን ሥርዓት የሚመራውን ትምህርት ቤትና በአጠቃላይ የሚኖርበትን ህብረተሰብ ክፍል ያጠቃልላል፡፡

ሕጻኑ በቅድመ ወሊድ የዕድገት ዘመኑ በሥርዓት የሚመሠርታቸው ዕድገቶች ከማህበራዊ ከባቢው ጋር በሚኖረው መስተጋብራዊ ግንኙነት በቋንቋ ግብአ ዊ ይል ካልተቀሰቀስ በስተቀር ለንግግር አያበቀውም፡፡ ተዳፍኖ የመቅረት አዝማሚያ ሊያሳይ ይችላል፡፡ እናት ሕጻኑን ለመመገብ በምንዝጋጀበት፣ ልብሱን በምትለውጥበትና በመሳሰለት ጊዜያት ሕጻኑን ለማጫወት ከምታደርገው ንግግር ጀምር እያንዳንዱ የቤተሰብ አባል ነገሙ ሸንና ሚሚን ለማጫወት የሚያደርገው ተሳትፎ የሕጻኑን የንግግር ችሎ ለማዳበር አስተዋፅዖ ይኖረዋል፡፡ ስለዚህ የቋንቋ ዕድገት የዝር- /heredity/ እንዲሁም የአካባቢ /environment/ ቅንጅት ውጤት ነው፡፡

የሕጻናት ቋንቋን በሚለምዱበት ጊዜ የሚያልፉባቸው ደረጃዎች

1. የባበሊ.ንግ ደረጃ /the babbling stage/:- ቀዳሚው የሰው ልጅ የቋንቋ ዕድገት ደረጃ ነው፡፡ ይህ ደረጃ ከ5-6 ወራት ያለውን ጊዜ ያጠቃልላል፡፡ይህ

ደረጃ የቅድመ ቋንቋ ደረጃ/ prelinguistic phase/ በሚባልም ይታወቃል፡፡ በዚህ የዕድሜ ክልል የሚገኙ ሕጻናት የተለያዩ ስሜቶች ሲሰማቸው በአጋጣሚ ድምፅ ያወጣል፡፡ ይህም ለምሳሌ ማ፣ባ፣ጋ፣ ወዘተ. ዓይነት ማለት ነው፡፡ ይህ ድምፅ ወደ በ ኋላ ለሚለማመዱት የቋንቋ ድምፅ ንድ መሠረት ሆኖም ያገዛቸዋል፡፡ ይህ ዕድሜ ሕጻናት ከቋንቁው ድምጾች ጋር የሚተዋወቁበት ነው፡፡

2. የአንድ ቃል ደረጃ /the one word stage/ :- ሕጻናት ወደዚህ ደረጃ የሚደርሱት በ12 ወራት ዕድሜያቸው አካባቢ ነው፡፡ ደረጃው አንድን ዐረፍተ ነገር ባንድ ቃል መግለፅ የሚጀምሩበት ነው፡፡ ለምሳሌ ባባ፣ ማማ፣ ፓፓ፣ ወዘተ.የመሳሰልትን ቃላት መጥራት የተመለ ነው፡፡ እዚህ ላይ ሕጻኑ ባባ ሲል ለአባቱ ብቻ ሳይሆን ለሁሉም ትልልቅ ሰዎች ውክልና ነው የሚጠቀምበት፡፡ ዕድሜው ወደ አንድ ዓመት ገደማ የተጠጋ ሕጻን በአካባቢው የሚገኙትን ነገሮች ፣ ሰዎች ፣ ስሜቶች ፣ ወዘተ ቀስ በቀስ እየተገነዘበ ይመጣል፡፡ እራሱ የሚናገራቸውንና ሌሎች የሚናገራቸውን ድምጾች መለየት ይጀምራል፡፡

3. The telegraphic stage:- ይህ ዕድሜ ደረጃ ከ18 እስክ 36 ወራት ያሉትን ጊዜያት ያጠቃልላል፡፡ በዚህ ጊዜ የተሟላ ትርጉም ያላቸውንና አ ድ ማ ጭ ሊ ገ ነ ዘ ባ ቸ ው የሚችላቸውን ዐረፍተ ነገሮች ማፍለቅ ይጀምራል፡፡ ቢሆንም ግን አያያጎች፣ ጊዜ አመልካቾችንና ተውላጠ ስሞችን ሊዘነጉ ይችላል፡፡ ይህ የቋንቋ መልመድ ደረጃ ሁለት ገፅታዎች አሉት፡- አንደኛው ሁለት ቃላትን ማገናኘት ሲሆን ሁለተኛው ከሁለት በላይ የሆኑ ቃላትን የማያያዝ ገፅታ ነው፡፡ በማገናኘት ጊዜ ቃልን ከተውካ ነገር ጋር ብቻ አይደለም የሚያገናኙት ቃላትንም ርስ በርሳቸው ማገናኘት ይ ጀ ም ራ ሉ ፡ ፡ በ ቃ ላ ት መጫወት ፣ ሆሄያትን መደጋገም ፣ ቃላትን ማገናኘት ተዘው ሪ ልምምዶች ይሆናሉ፡፡ከዚህም ልምምድ ሥር ፉ ቁጥር የሌለው የቃላት ማገናኛ መንገድ መፍጠን ይገነዘባሉ፡፡

4. የማያያዝ ደረጃ /connective stage/ ፡

ወደ ገጽ 64 ዞሯል

Ethnicity: ...

persecution of ethnic minority describing it as an internal affair. According to Christopher (1995), another important factor which has made ethnic problem so magnificent in so many different countries is the appeal to ethnic identity that draws more on such primal things as one's language, religion and early family experiences.

For all of the reasons I have noted, ethnicity seems to have become a permanent force in the contemporary world and multi-ethnicity is increasingly common in many states. It is urgent, therefore, to recognize the need in every country for new approaches to the handling of ethnic problems some of which erupt into a violent conflict, like, for example, what happened in Nigeria some time in the near past.

In the historic past powerful and forceful attempts of 'assimilation' and permanent subordination of certain groups were dominant approaches. Both approaches didn't work and never survived longer in the contemporary world. History has taught us that each 'threatened' nation can make its claim to just and equal treatment and surely will find strong support for its claims. Perhaps the answer to multi-ethnic problems in each country will be a situation in which each component nation has guaranteed rights, shares in the economy, politics and all other dimension of social life.

Yet, aside from conflicts within nations, ethnicity as a significant and potent problem raises serious questions related to relations among states. It may sow mutual mistrust which may serve as a source of potential breed of squabbles and wars among states. In the world in which the 'international community' championed by the US is waging the so called 'war on terror', the problem of ethnicity as a source of conflict within states and among states will continue unless the issue receives sustained and adequate attention of the policy makers and multi-lateral organizations like the UN.

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"I am a Jew to Catholics and a Catholic to Jews; an Englishman to the French and a Frenchman to the English."

James Goldsmith (1933 - 1997)
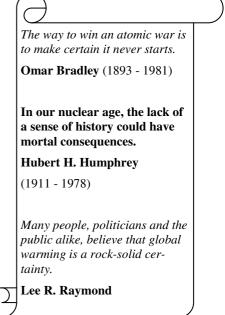
(*A man with mixed background of different race & religion.*)

The Leeside ...

Baseless and greed-motivated wars. Let us frankly tell them the fact that our way has been destructive and they have to learn much from us elders for the betterment of their future.

This can be done more in the education system of any country. We can begin teaching our students from their lower grades, for instance, how the ecosystem is polluted and how we can avoid any sort of pollution. Let's educate them how we can preserve nature. Let's tell them honestly how few insatiably selfish and adamantly narrow-minded citizens of this world are poisoning our beautiful habitat. Let's make the generation aware of the chronic problems we are in through our education system, for they are the ones who are going to face the dire consequences of global warming and/or anything like that that have devastative effects. Let them know their responsibility that they must fight for a better world starting, for example, from planting a single seedling around their locality. Let students be informed that they can influence their parents if they get them partaking in the process of aggravating global warming, such as involving in deforestation or gas and chemical emissions. In this way, if we teach and empower the young generation through the education system, for the sake of their own future, they will take care of themselves and the danger hovering this time around will become on the wane soon.

The way to win an atomic war is to make certain it never starts.

Omar Bradley (1893 - 1981)

In our nuclear age, the lack of a sense of history could have mortal consequences.

Hubert H. Humphrey

(1911 - 1978)

Many people, politicians and the public alike, believe that global warming is a rock-solid certainty.

Lee R. Raymond

🖐 🖐 🖐

ሽ*ካፍ ብቃት ...*

እንቅስቃሴ ለመሥራት የሚከተሉትን ነጥቦች መከተል ያስፈልጋል።

5.1 እንቅስቃሴን ለብቻ አለመሥራት

የአካል ብቃት እንቅስቃሴ መሥራት ያለብን ለብቻ ሳይሆን ከንደኛ ጋራ ወይም በአካባቢ ካሉ የጤና ቡድን አባላት ጋር ቢሆን ይመረጣል።

5.2 ሳምንታዊ የልምምድ ፕሮግራም ማዘጋጀት

ማንኛውም የአካል ብቃት ተሳታሪዎች የሳምንት ፣ የወር ፣ የሦስት ወርና

የዓመት የሆነ የልምምድ ፕሮግራም መንደፍ አለበት። ይህም እንቅስቃሴ ለተሳታሪው አመቺ የሆነና ትኩረት መሰጠት ያለበት ብቃት ዓይነት በመምረጥ ተከታታይነት ያለው የልምምድ ጫናውን ከፍና ዝቅ በማድረግ ሚሆን ሲሆን የሙያተኞች ዕርዳታ ማግኘትና ማማከርና ሃሳብ መጠየቅ አስፈላጊ ነው።

5.3 የአካል ብቃት እንቅስቃሴ አሰልቺ መሆኑን መገንዘብ

በየወቅቱ የአካል ብቃት እንቅስቃሴ በሚሠራበት ጊዜ አሠልቺ መሆኑን ማወቅ ይገባል። ስለዚህ እንቅስቃሴ በምንሠራበት ጊዜ ላለመሰልቸት ስንል የተለያየ እንቅስቃሴዎችን በየጊዜው መቀያየርና በምንሮጥበትና ሶምሶማም ሆነ ሌላ ጂምናስቲክ በምንሠራበት ጊዜ

ሙዚቃ ወይም ሬዲዮ እያሰሙ ወይም ራስን በማዝናናት ቢሠራ አሰልቺነቱን መቀነስ ይቻላል።

አሰልቺነቱን ተቋቁመን እንቅስቃሴያችንን መፈጸም አለብን፣ በደከመን ቁጥር እንቅስቃሴ እያቋረጥን የምንተው ከሆነ ተገቢውን ሥራ እንዳልሠራን አውቀን ለዕለቱ የተዘጋጀውን ፕሮግራም ለመሽፈን ጥረት ማድረግ አለብን። ይህ ከሆነ ውጤት ማስመዝገብ ያስችለናል።

6. የተመጣጠነ ምግብና የአካል እንቅስቃሴ

የሚበላና የሚጠጣ ሁሉ ምግብ ይባላል።

የሰው አካል የተገነባው ከምንመገበው ምግብ ነው። ኃይል፣ እንቅስቃሴ፣ ዕ ድገት ሁሉ የሚገኘው ከምንመገበው ምግብ ነው። በአጠቃላይ አነጋገር ምግብ ለሰው ልጅ ኃይል ሰጪ፣ ገንቢና ከበሽታ ተከላካይ ነው።

በምግብ የሚገኘውን ኃይል የምንመዝነው /የምንለካው በኪሎ ካሎሪ ነው።

✦ 1 ግራም ካርቦሃይድሬት 4 ኪሎ ካሎሪ ይሰጣል፣
✦ 1 ግራም ስብ 9 ኪሎ ካሎሪ ይሰጣል፣
✦ 1 ግራም ፕሮቲን 4 ኪሎ ካሎሪ ይሰጣል፣
✦ 1 ግራም አልኮል 7 ኪሎ ካሎሪ ይሰጣል፣

የኃይል /የካሎሪ/ አጠቃቀም ብዛት

የሚወሰነው ባለን የሰውነት ግዝፈትና በምንሠራው ሥራ ዓይነት ወይም እንቅስቃሴና በምንኖርበት የአየር ዐባይ ነው። የበላነው ምግብ ወደ ይል መቀየር የሚቻለው በሜታቦሊክ መጠን /ሬት/ ነው። እንቅስቃሴ ባደረግን ቁጥር የሜታቦሊክ ሬት እየጨመረ ይሄዳል።

የሰውነታችን ክፍሎች ያልተቋረጠ እንቅስቃሴ ይፈልጋል። ይህንን ሲያጡ ሥራቸው ይተንጉላል። የማርጀት ባህርይ ይታይባቸዋል። የማስተካከሉ ሥራ የሚከናወነው በጡንቻዎች እንቅስቃሴ ነው። ከውስጥ አካላችን ልብ ፣ ሳንባ ሌሎችም ይዘታቸው የሚቀያየረው በጡንቻዎቻችን የስፖርት እንቅስቃሴ ነው። ይህም ሊሆን የሚችለው ከፍተኛ ኃይል ሰጭ የሆኑትን ምግቦች መጠናቸውን ጠብቀን ስንመገብ ነው።

የሕይወት ተግባሮችን ለማከናወን ለመንቀሳቀስ ፣ ለመተንፈስ ፣ ደም ለማሠራጨት ወዘተ... የሚጠፋ ኃይል መሠረታዊ ሜታቦሊክ ይባላል።

7. ከመጠን በላይ ወይም ከመጠን በታች መመገብ ጉዳቱ ምንድነው?

በየቀኑ የምንመገበው ምግብ ብዛት የሚወሰነው በምንሠራው የአካል እንቅስቃሴ መጠን ነው። ለምሳሌ በቀን 10 ኪ..ሜ የሚሮጥ ሰው የሚያስፈልገው የምግብ መጠን አነስተኛእንቅስቃሴ ከሚያደርገው ሰው የበለጠ የምግብ መጠን ይሆናል። ይህ የሆነው 10 ኪ..ሜ የሮጠው ብዙ ይል ስላጠጠለ ብዙ

☞

መመገብ ወይም ያጠፋውን ኃይል መተካት ስለሚኖርበት ነው፡፡ ብዙ የሚመገበ ምንም እንቅስቃሴ ግን የማያደርጉ የሰውነታቸው ክብደት ይጨምራል ፡፡ የሰውነታችን ክብደት

የሚጨምረው የምንመገበው ምግብ ከምንሠራው ሥራ /እንቅስቃሴ/ ጋር ተመጣጣኝ ሳይሆን ቀርቶ ሥራው አነስተኛ የምንመገበው ምግብ ከፍተኛ ሲሆን ነው፡፡ በጤናችን ላይ

የሚያስከትለውን ሁኔታ ቀጥሎ በተዘረዘረው ሁንጠረገ ላይ እንመልከት፤

በየቀኑ ከምንቃጥለው ኃይል በላይ ብንመገብ	በየቀኑ በሥራ ከምንቃጥለው ኃይል በታች ብንመገብ
• የሰውነታችን ክብደት ይጨምራል	• የሰውነት ክብደት ይቀንሳል
• በዚህ የተነሳ ተስፋ መቁረጥ፣ ችልተኛ መሆን ለሥራ ብቁ አለመሆንና ደስታችንን የመቀነስ አዝማሚያ የከስ ል፡፡	• የአእምሮ የሥራ ችሎታ ይቀንሳል
	• ሰውነታችን ለጀሮሞች በተጋለጠ ጊዜ አነስተኛ የመቋቋም ኃይል ይኖረዋል
• የደም ሥሮች በጮማ ክምችት ስለሚዋጡ የደም ዝውውር ሥርዓት ይታወካል፡፡	• ኃይል፣ ጥንካሬ፣ ቅልጥፍና እንዲሁም በራስ የመተማመን ሂደቶች ሁሉ ንዴወትሮው አይሆኑም፡፡
• ሰውነ ችን ለኩላሊት፣ ለስኳር እንዲሁም ለሌሎች ሕመሞች ከመዳረጉም ሌላ በመጨረሻም ለዕድሜያችን ማጠርም ምክንያት ይሆናል፡፡	• ለዕድሜያችን ማጠርም ምክንያት ይሆናል፡፡

8. ሰውነትን ማሟሟቅ ለምን ያስፈልጋል?

ማንኛውም የአካል ብቃት ተሳትፌ የሆነ ሁሉ መሠረታዊ ልምምድ እንቅስቃሴ ከመጀመሩ በፊት ሰውነትን ማሟሟቅ አለበት፡፡ ሰውነትን ማሟሟቅ ዋናው አላማ አካልና አእምሮን ለሚቀጥለው እንቅስቃሴ ዝግጁ በማድረግ ተፈላጊውን

ውጤት ለማስገኘት ሲሆን የሚከተሉት ሌሎች ጥቅሞች አሉት፡፡

1. ጡንቻዎች እንደልብ እንዲሳሳቡና እንዲወጠሩ ለተፈላጊው እንቅስቃሴዎች እንዲታዘዙ ይረዳል፤

2. የሰውነትን ሙቀት መጠን

በመጨመር ለከባድ እንቅስቃሴዎች ዝግጁ ያደርጋል፤

3. አእምሮን በማነቃቃትና በማዘጋጀት በሚደረገው እንቅስቃሴ ላይ እንዲተኮር ያደርጋል፡፡

4. በከባድ እንቅስቃሴ ሳቢያ ከሚመጡ ጉዳቶች ይከላከላል፡፡

የሰውነት ማሟሟቂያ እንቅስቃሴ በሚከተለው ሁኔታ መመራት ይኖርበታል

ተ/ቁ	ዓይነት	ዓላማ	ጊዜ/ሰዓት
1.	ርምጃ የሰውሰማ ሩጫ	አተነፋፈስንና የልብን ሥሮዓት ለማዘጋጀት	ከ2 እስከ 3 ደቂቃ
2.	መሳሳብና መለጠጥ የመዞርና የመጠማዘዝ እንቅስቃሴዎች	ጡንቻዎች እንዲሳሳቡና እንዲወጠሩ ለማድረግ መገጣጠሚያዎች እንዲፍታቱ ለማድረግ	ከ2 እስከ 4 ደቂቃ
3.	ከዕለቱ ልምምድ ጋር የሚዛመዱ እንቅስቃሴዎች	ለሚቀጥለው ልምምድ ዝግጁ እንዲሆኑ ለማድረግ	ከ2 እስከ 8 ደቂቃ

9. ሳምንታዊ የልምምድ ኘሮግራም

ይህ የሁለት ሳምንት የልምምድ ኘሮግራም የተዘጋጀው ለምሳሌ ያህል በመሆኑ እያንዳንዱ

የአካል ብቃት ተሳታሪ ለሚያስፈልገው አካል ብቃት የራሱን ዕቅድ ማዘጋጀት ይኖርበታል፡፡

☞

"The principal aim of gymnastics is the education of all youth and not simply the minority of people highly favored by Nature."

Aristotle

9.1.1 ለጀማሪዎች የአካል ብቃት የልምምድ ኘሮግራም

ቀን	የልምምዱ /እንቅስቃሴው/ ዓይነት	ሰዓት
ሰኞ	• ሰውነትን ማሟሟቅ	ከ8 እስከ 10 ደቂቃ
	• ጥንካሬን የሚገነባ ጂምናስቲክ	ለ20 ”
	• ሰውነትን ማፍታቻ የሚሆኑ ቀላል እንቅስቃሴዎች /እንደ ሶምሶማ/ ከጂምናስቲክ እንቅስቃሴ ጋር	ከ5 እስከ 8 ”
ማክሰኞ	ዕረፍት	
ረብዕ	• ሰውነትን ማሟሟቅ	ከ8 እስከ 10 ደቂቃ
	• የትንፋሽ እንቅስቃሴ /aerobic activities/	ከ15 እስከ 30 ደቂቃ
	• ፈጣን እርምጃ ፥ ወይ/ ሩጫ ወይም ውሃ ዋና	ከ5 እስከ 8 ደቂቃ
	• ሰውነትን ማቀዝቀዝ /የተለያዩ ጂምናስቲክ በመሥራት/	
ሐሙስ	ዕረፍት	
ዓርብ	ዕረፍት	
ቅዳሜ	• ሰውነትን ማሟሟቅ	ከ8 እስከ 10 ደቂቃ
	• የጥንካሬ ጂምናስቲክ እንቅስቃሴ ወይም የመተጣጠፍ እንቅስቃሴ	ለ15 ”
	• የሚያዝናኑ እንቅስቃሴዎች	ጠዋት የሚሠራ በቤት ውስጥ
	• የእግር ጉዞ /ሸርሸር/	ከ330 እስከ 60 ደቂቃ
	• ብስክሌት መጋለብ	ከሰዓት በበሁዋላ የሚሠሩ
እሁድ	ሙሉ ዕረፍት	

9.1.2 ሳምንታዊ የልምምድ ኘሮግራም /ጀማሪ ላልሆኑ /የተዘጋጀ

ቀን	የልምምዱ /እንቅስቃሴው/ ዓይነት	ሰዓት
ሰኞ	• ሰውነትን ማሟሟቅ	ከ8 እስከ 10 ደቂቃ
	• የትንፋሽ ልምምድ ፥የሶምሶማ ሩጫ /aerobic work out/	ከ20 እስከ 30 ”
	• የማላቀቂያ ማፍታቻ ጂምናስቲክ	ከ5 እስከ 10 ”
ሐሙስ	ዕረፍት በቤት ውስጥ የማሳሳቢያ ጂምናስቲክ /ቀላል /flexibility exercise/	ከ10 እስከ 15 ”
ዓርብ	ዕረፍት	
ቅዳሜ	• ሰውነትን ማሟሟቅ	ከ8 እስከ 10 ደቂቃ
	• የመተጣጠፍ መዘረጋጋት ልምምድ /flexibility training/	ከ5 እስከ 10 ”
	• ለጥንካሬ የሚረዱ ልዩ ልዩ የጂምናስቲክ እንቅስቃሴዎች	ከ15 እስከ 20 ”
	• እግር ኳስ፣ መረብ ኳስ፣ ቅርጫት ኳስ ፥ ባድሜንተን ወዘተ መጫወት	ከ30 እስከ 45 ”
እሁድ	ዕረፍት	

ዋቢ መጻሕፍት

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✌ ✌ ✌

የሕጻናት ቋንቋ ...

ቀስ በቀስ እየተገነዘበ ይመጣል። እራሱ የሚናገራቸውንና ሌሎች የሚናገሯቸውን ድምጾች መለየት ይጀምራል።

3. The telegraphic stage :- ይህ የዕድሜ ደረጃ ከ18 እስከ 36 ወራት ያሉትን ጊዜያት ያጠቃልላል። በዚህ ጊዜ የተሟሟ ትርጉም ያላቸውና አድማጭ ሊገነዘባቸው የሚችላቸውን ዐረፍተ ነገሮች ማፍለቅ ይጀምራል። ቢሆንም ግን አያያዘች፤ ጊዜ አመልካቾችንና ተውላጠ ስሞችን ሊዘነጋ ይችላል። ይህ የቋንቋ መልመድ ደረጃ ሁለት ገፅታዎች አሉት። አንደኛው ሁለት ቃላትን ማገናኘት ሲሆን ሁለተኛው ከሁለት በላይ የሆኑ ቃላትን የማያያዝ ገፅታ ነው። በማገናኘት ጊዜ ቃልን ከተወካዮ ነገር ጋር ብቻ አይደለም የሚያገናኘት - ቃላትንም ርስ በርሳቸው ማገናኘት ይጀምራል። በቃላት መጫወት፤ ሆሄያትን መደጋገም ፤ ቃላትን ማገናኘት ተዘወ ሪ ልምምዶች ይሆናል። ከዚህም ልምምድ ሥራፍ ቁጥር የሌለው የቃላት ማገናኛ መንገድ መሟሩን ይገነዘባል።

4. የማያያዝ ደረጃ /connective stage/ ፤ከሦስት ያነሱ ቃላትን ጌን ለጌን በመደርደር ጌናዊ ተዛምዶ/syntagmatic relation/ ለመፍጠር የሚጣጣራት ነው። ከዚህም ሌላ ተውላጠ ስሞችን፤

መስተዋድዶችንና ጊዜ አመልካች ቅጥያዎችን የሰውነት እንቅስቃሴዎችንም የሚያሳዩት በዚህ ደረጃ ነው። በማያያዝ ሂደት ሕጻናት በመጠም ቢሆን ከነገልግሎትና ከመዋቅር አኳያ ወሰበሰብ ያሉ ዐረፍት ነገሮችን ይጠቀሙበታል። ሐተ ዊ ፤ መጠይቃዊ ፤ ትዕዛዛዊ ፤ ኣጋኖአዊ ፤ ንዲሁም ነጠላ ብቻ ላይሆን ድርብና ድብልቅ የመሳሰሉትን ማለት ነው።

5. The recursive stage: - ከ3-5 ዓመት ያለውን ጊዜ ይይዛል። ደረጃው ካለፉት ጋር ሲነፃፀር ላቅ ያለ የቋንቋ ችሎታ የሚታይበት ነው። አንድን ዐረፍተ ነገር በሌላ መልክ ማዋቀር የሚችሉበት የዕድሜ ክልል ነው። በተጨማሪም ከአካባቢ ፤ ከዘመድ፤ ወዘተ. የሚሰሙዋቸውን መዋቅሮች ለይተው መናገር ይጀምራል።

ለማጠቃለል ያህል ከፍ ሲል በቀረበው የሕጻናት የቋንቋ ለመዳ ሂደት ለማየት ንደሞክርባው አንድ ሕጻን የትም ይወለድ፤የትም ተወልዶ የትም ይደግ፤የትም አድን ምንም ዓይነት ቀለምና ዘር ይኑረው ዋናው ጉዳይ ሰው መሆኑ በሰው መሃል መንቀሳቀሱ ቢያንስ የአንድ ቋንቋ ባለቤት ሊያደርገው ንደሚችል ተገንዝበናል። የሕጻናትን የቋንቋ አለማመድ ሥልትና አከዋን መገንዘቡ ሕጻናት በየትኛው ዕድሜያቸው ንዴት ያለ የቋንቋ ክሂል ሊኖራቸው ንደሚችል መረዳት ከማስተሳሉም በላይ የኛ የአዋቂዎች/ የትልልቆች/ ሚና ምን ሊሆን ወይም ላይሆን ንደሚችል አንዳኛ ግንዛቤ ያስጨብጣል። የኛ የትልልቆች ሚና ይህን ተፈጥሮአዊ ሂደት በማገዝ ንጂ.

በማስረረት ወይም በማደናቀፍ ረገድ ጤናማ ሥልጣን ሊኖረን ንደማይቻል ከተገነዘብን ዘንድ ሕጻናት ልጆቻችን ለሚደርሱበት ወይም ንደሚደርሱበት ለሚ መኑው ከፍተኛ የቋንቋ ዕደገት ንዲደው ለማስቻል ከ ኛ የሚጠበቀው በተለይ የመልካም ሥነ ምግባር ባለቤቶች ንዲሆኑ ከነናትው ባለመለየት ማበረ ትና በቻልነው ሁሉ ድጋፋችንን መስጠት ነው። ልጆችን ቋንቋ የማስለመድ ጣጣ የወላጆች ብቻ ቢሆን ኖር በገንዘብ አቅም ማጠር ምክንያት ብዙ �()ዎች የዓለም ዜጎች ዱዳ ሆነው ሊቀሩ ንደሚችሉ ስናስበው በርግጥም የተ ፈጥሮን ያልተገደበ ችርነት በ ጁ ናይንቃለን። ይህ ለሌሎች ንስሳት ያልተሰጠ ፤ ለኛ ለሰዎች ብቻ የተለገሁ ዕድል በአግቡ አገልግሎት ላይ ንዲውል ዳያ የሕጻናት ልጆቻችንን የቋንቋ ለመዳ ተፈጥሮአዊ ሂደት በማደናቀፍ መልኩ በጥሩ ሁኔ የማሳደግ ላፈነትና ግዴ ንዳለብን በማጠቃለያው ማጠቃለያ ላይ ማስ ወሱ አግባብነት አለው።

ዋቢ መጻህፍት

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> "But what am I?
> An infant crying in the night:
> An infant crying for the light:
> And with no language but a cry."
>
> **Alfred Tennyson**

ኢትዮጵያዊት ሆሜር ...

ከተመሠረቱት የቅኔ መልኩች እማሆይ የሚጠቀሙ ባቸው :- ጉባኤ ቃና ፤ ዘአምላኪያ፤ ሚበዝጉ፤ ዋዜማ፤ ሥላሴ ዘይእዜና መወድስ ቅኔ መሆናቸውን ሰለሞን ሐዲስ በዲግሪ ሚ ሚ ያ ጽ ሑ ፉ ቸ ው ው ስ ጥ ያብራራሉ።

ማጠቃለያ

እማሆይ ገላነሽ በቅኔ ጥበብ ዕውቀትና በዕጡ መንፈሳፊታው ብርሃን እየተመረ የኖሩ ማየት የተሳናቸው ሊቅ ነበሩ።

እማሆይ የጉንጀኛ የዕላሎን የቅኔ ጉዳና የመረመሩፈ፤ የመሁጡፉ የተረጎሙትና ያቀኑ ፋና ወጊ የሴት ባለቅኔ ነበሩ። የእማሆይ የቅኔ ጥማቂ አንጀት የሚያርስ፤የምሥጢሩ መዓዛ ሕይወትን የሚያውድ እንደነበር ሰለሞን ሐዲስ በጥናታዊ ጽሑፋቸው ያመላክታሉ። እማሆይ በአንድ በኩል ማየት የተሳናቸው በመሆናቸው በሌላ በኩል በቅኛቸው ረቂቅነትና ምጥቀት የኢሊያድና አዲሴ ደራሲ ከሆነው ባለቅኔ ሆሜር ጋር በማመሳሰል "ኢትዮጵያዊቷ ሆሜር" ሊባሉ እንደሚችሉ ብዙሀን ይስማማሉ።

የመረጃ ምንጮች መዘርዝር

ሰለሞን ሐዲስ። 1992 ዓ.ም "የእማሆይ ገላነሽ የሕይወት ታሪክ" በአዲስ አበባ ዩኒቨርስቲ ፤ ለኢትዮጵያ ቋንቋዎችና ሥነ ጽሑፍ ትምህርት ክፍል ለመጀመሪያ ድግሪ ማሟያ የቀረበ፤ ያልታተመ ጽሑፍ።

ቀሲስ ከፍያለው መራሒ፤ 1978፤ ሴቶች በኢትዮጵያ፤ አዲስ አበባ፤ የት.መ.ማ.ማ ድርጅት

ተሾመ ሐዲስ ። ቃለ መጠይቅ። በሰለሞን ሐዲስ የጥናት ጽሑፍ የቃል መጠይቅ መረጃ አቀባይ

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The Faculty of Teacher Education is part and parcel of St. Mary's University College, a leading private academic institution in Ethiopia. The Faculty has been providing varieties of services to its customers with primary focus on training teachers at different levels. This includes short term training and consultancy services on a number of areas

List of Training areas and Duration

№	Training Areas	Duration	№	Training Areas	Duration
1	Action Research In Schools	30 hrs	11	English for Secretaries	18 hrs
2	Special Needs Education	27 hrs	12	English for Hotel Personnel	30 hrs
3	Guidance and counseling Techniques	12 hrs	13	Test Construction	12 hrs
4	Training of Trainers (ToT) on Gender	30 hrs	14	Report Writing in Amharic	18 hrs
5	Classroom Management	15 hrs	15	Report Writing in English	18 hrs
6	Active Learning Methods	15 hrs	16	Job Interview Skills	10 hrs
7	Material Analysis & Preparation	16 hrs	17	English for Tour Guides	28 hrs
8	Preparation & Utilization of Teaching	12 hrs	18	Amharic for Foreigners	30 hrs
9	Continuous Assessment	6 hrs	19	Effective Utilization of Primary School Science	16 hrs
10	CV and Application Letter Writing	20 hrs	20	Classroom Language (English)	30 hrs

Ethiopian

የዘ ቲቸር ' መጽሔት ዝግጅት ክፍል ጥር 10 ቀን 2002 ዓ.ም ሊባናስ ውስጥ፤ቤይሩት አካባቢ በረራ ላይ በነበረ የኢትዮጵያ አየር መንገድ አውሮኘላን ላይ በደረሰ አደጋ ምክንያት ሕይወታቸውን ላጡ ውድ ኢትዮጵያውያንና የውጭ ሀገር ዜጎች የተሰማንን ጥልቅ ሀዘን በፉካልቲውና በጠቅላላው የዩኒቨርስቲ ኮሌጃችን ማኅበረሰብ ስም እንገልጻለን፡፡ በዚህ አጋጣሚ ለአየር መንገዳችን አስተዳደርና ሠራተኞች እንዲሁም ለሟች ቤተሰቦች ፈጣሪ መጽናናትን እንዲሰጥልን እንመኛለን፡፡

St. Mary's University College