

The Leacher



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Quote of this issue

"Obstacles are merely opportunities in disguise. With education as your ally, you can transform them into stepping stones towards success."

John Doe



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EDITORIAL

“Education costs money, but then so does ignorance.” Clause Moser

Dear Readers,

Welcome to this edition of *The Teacher* bulletin, Vol. 11 No. 21, Feb., 2023. The Editorial Team would like to extend its sincere apologies for the delay of this edition due to certain mishaps. Now, filled up with new spirit and morale, we are here again to vitalize our bulletin as it was before.

As we all know, the deterioration of educational quality has been tremendously affecting the shape of our world from a relatively peaceful coexistence into an alarming development of things that could worsen situations and aggravate the grotesque conditions we are observing here and there now. That is why C. Moser argues that the expense of ignorance is not less than that of education. This seems to be a time in which all significant stakeholders of this world should sit down and give focus to discussions and negotiations so that problems that seem trivial could get solutions before they get out of control. To this end, if every

nation strives to invest on the quality of education, undoubtedly, the problems related with ignorance and aggressiveness would wither away in a short period of time and as a result peaceful coexistence will reign once again.

In this issue, we have tried our level best to cover our columns with differing educative and edutaining materials contributed from people of various walks of life and from the internet sources as well.

In the research column, we have two pieces from two scholars who work at Civil Service University and St. Mary’s University. Dr. Alemayehu Jote of Civil Service University deals with the necessity of quality in higher education institutions under the title, *“Quality in Higher Education: Why a new Millennium Agenda?”* while Dr. Melaku Girma of St. Mary’s University will focus on some literature reviews of cryptocurrency under the title, *“Some Basics about*

Cryptocurrency: A Systematic Literature Review”.

In other columns such as Reflection, Commentary, Mind Your Language, Edutainment, and others, we have presented diversified issues that we think will satisfy the intellectual hunger of our readers. We wish you all the best and good reading appetite!

“Education is not just about going to school and getting a degree. It's about widening your knowledge and absorbing the truth about life.”
- Shakuntala Devi

“Education breeds confidence. Confidence breeds hope. Hope breeds peace.”
- Confucius

“The roots of education are bitter, but the fruit is sweet.” - Aristotle

“Education is not solely about earning a great living. It means living a great life.” - Brad Henry

“Through education, we cultivate the mindset that sees challenges as invitations to grow, allowing us to triumph over even the most formidable obstacles.” Robert Johnson



Research

Quality in Higher Education: Why a new Millennium Agenda?

Alemayehu Jote Tullu (PhD), Ethiopian Civil Service University

Abstract

Higher education institutions are mandated with the production of qualified, committed and responsible human resources in order to contribute to national development. Nevertheless, the current changing situation of economic, political, social and cultural environments as well as the tremendous expansion of the institutions and the corresponding large student enrolment require quality reform. Thus, the concern of quality assurance is becoming a rapidly growing agenda worldwide. Therefore, assessing the conceptual issues of quality and examining why it is the crucial agenda of the time in higher education institutions are the motives for this review. On top of this, the review paper was intended to examine the conceptual frame and necessity of quality in higher education. To address these objectives, secondary data were gathered from carefully identified relevant sources and critically reviewed. The review shows that the view that envisages quality in terms of 'fitness for purpose' in higher education seems to gain a strong support.

1. National Role of Higher Education Institutions

Higher Education is generally understood to cover teaching, research and community services. In fact, it is not just about the higher level of educational structure in a country, rather imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different subject domains. It develops the student's ability to question and seek truth and makes him/her competent to critique on contemporary issues. Moreover, higher education is the source or feeder system in all walks of life and therefore supplies the much-needed human resources in management, planning, design, teaching and research. Scientific and technological advancement and economic growth of a country are, by and large, dependent on the higher education system. According to Delors' report to UNESCO, *Learning — The Treasure Within*, (1996), higher education intends to inculcate four pillars of education: learning to know, learning to do, learning to live together and learning to be. In doing so higher education

institutions prepare students for research and teaching, provide highly, specialized courses adapted to the needs of economic and social life and promote international cooperation through internationalization of research, technology, networking and free movement of persons and scientific ideas.

In general, according to Mishra (2006:7) and other scholars in the area, about five core values of higher education are identified.

I. Contributing to national development: Higher education institutions (HEIs, for short) should have a remarkable capacity to adapt to change, and at the same time pursue the avowed goals and objectives they have set forth for themselves. Responding to the goals of national development in the changing context should always be a goal of HEIs, undertaken explicitly or implicitly, in the interest of serving the cause of social justice, ensuring equity and increasing access to higher education.

II. Fostering global competencies among students: With liberalization and globalization of economic

activities, the need to develop human resources of a high caliber and, consequently, the demand for higher education at nationally comparable and internationally acceptable standards has to be increased. Therefore, HEIs should prepare students with global competencies to successfully face the changing global scenario. This may involve collaborating with industries, networking with the neighborhood and fostering a closer relationship between the worlds of work and learning.

III. Inculcating a value system in students:

Although skills development is critical to the success of students in the job market, skills are of no value in the absence of appropriate value systems like truth and right conduct, as well as the values emphasized in the various policy documents of a country. HEIs have the responsibility of inculcating a desirable value system in students. In a country like Ethiopia, with cultural pluralities and diversities, it is essential that students imbibe values commensurate with social, cultural, economic and environmental realities at the local, national and universal levels.

IV. Promoting the use of technology: Most of the significant developments that one can observe today can be attributed to the impact of science and technology. The degree of use of technological

innovations in educational transactions, both academic and administrative, indicates that the system of education is still uncomfortable with new technology. To keep pace with the developments in other spheres of human endeavour, HEIs have to build on and promote the recent technological developments and enrich the learning experiences they provide to students.

V. Quest for excellence:

While contributing to nation building and development of students, HEIs should also demonstrate the drive to develop themselves into centers of excellence. To measure excellence, scholars recommend such criteria as curricular aspects; teaching, learning and evaluation; research, consultancy and extension; infrastructure and learning resources; student support and progression; governance and leadership; and innovative practices. The quest to become a quality institution is in itself a core value that HEIs have to imbibe and demonstrate in their functioning.

In sum, HEIs are the backbone of any society. As their main core functions, they need to contribute to national development, fostering global competencies among students, promoting technology, inculcating ethical values in the communities and creating atmosphere and quest of excellence.

2. Quality in Higher Education: Historical Account, Conceptual Issues and Importance

2.1 Historical Account of Quality in Higher Education

Though the concept of the term 'quality' traces back to centuries ago, it is, in strict sense, a 20th century phenomenon that has its roots in the industry and management. In other words, the concept and the concern for assuring and enhancing quality were developed in the business sector in the West for commercial purposes. Quality became an issue with the advent of industrialization and adoption of new scientific approach to management based on strict division of labour. In the days of craftsmanship, the responsibility of quality remained with the worker. The later stage necessitated the need for inspection of the products to ensure if they met specifications before they left the factory. This came to be known as quality control. Many scholars with different philosophies have significantly contributed to the evolution of quality movement which has good implication for higher education.

As things started to change in the western societies as of the second half of the 20th century, however, stakeholders demanded relevant and quality academic programs at HEIs. Following the demand, quality has become part and parcel of management system of HEIs worldwide. The renewed

interest in quality of higher education since the 1980s centered on two questions: one is related to improvement; the extent to which graduates learn the knowledge and skills necessary for a changing economy. The second is related to accountability; the extent to which higher education institutions spending tax money in the right direction (Westerheijden et al., 2007). Hence, the occurrence of quality management approaches in Higher Education is a product of the market ideologies of the 1980s and the managerialism that accompanied it. During this time, management of quality was made central to the new discourse on governance of HEIs which adopted the quality management models that originated in the world of business and industrial production.

2.2 Conceptualizing Quality in Higher Education Institutions

Originally the term 'quality' comes from the Latin word 'quails' meaning 'what kind of.' As to its concept in Higher Education, different scholars in the area approach it with divergent views. While some authors consider quality as a notoriously elusive, slippery, relative, dynamic, and multi-dimensional concept, others approach it as a philosophical concept that lacks a general theory in the literature. Hence defining the term quality becomes one of the most challenging tasks

among scholars in the contemporary higher education institutions. Some scholars give definitions that contain a normative or comparative element whereas others relate quality to the standards (the minimum threshold by which performance is judged) that must be met in order to achieve special purposes to the satisfaction of customers. Some see it from the human capital perspective whereas others see it from the stakeholders' satisfaction perspective. To 'relativists,' for example, quality is like beauty that lies in the eye of the beholder whereas for 'objectivists,' it can be specific attributes that can be identified.

These conceptual variations make it difficult to find a universally accepted and comprehensive definition of quality in higher education. The variations seem to emanate from such phenomena as priority differences, perceptual shift, changes overtime and antecedents within the origin of quality. Yet it has become an everyday word today.

Despite the converging views of quality and, in fact, taking these variations as resources, scholars (e. g. EUA, 2006; Watty, 2003; Green, 1994; Ellis, 1993 and others) agree on certain characterizing features of quality.

I. Quality as exceptional:

This notion is related to the traditional and elitist academic view that perceives quality as something special, and distinctive. In educational

terms it epitomizes excellence, high level performance, passing a minimum set of standards unattainable by most. In this view, quality is achieved if the standards are surpassed. Such focus on exceptionally high standards of academic achievements would normally drive higher education institutions to selective intake.

II. Quality as perfection:

Quality is perceived as a consistent or flawless outcome focusing on the specifications of processes. It is also culminated by zero defects and gets things right first time. This view is based on the assumption that if consistency can be achieved then quality would be attained as a matter of course. This dimension of quality is not always applicable to higher education, since no higher education institution could aim at producing identical or defect-free graduates.

III. Quality as value for money:

This view perceives quality in terms of return on investment or expenditure that embodies efficiency, effectiveness and accountability. It focuses on how the inputs are efficiently used by the process in a manner that they produce the desired outputs. Producing more graduates with less cost could be taken as a simple instance. This kind of thinking seems to be of interest to funding bodies for the higher education.

IV. Quality as transformation:

This classic notion views quality in terms of change of the learner from one state to another. In educational terms, transformation refers to the enhancement and empowerment of students or the development of new knowledge through the learning process. This notion of quality presupposes a fundamental purpose of higher education in terms of transforming the life experiences of students.

V. Quality as culture.

Such perspective recognizes the importance of the organizational view of quality as a process of transformation, where each entity is concerned with and acknowledges the importance of quality. Quality culture is conceived as an organizational culture that involves a psychological element of shared values, assumptions, rituals, membership, structures, beliefs, expectations and commitments towards quality. It is concerned more with the behavior and responsibility of people involved in the organization to ensure the quality of their own work than the operation of a quality system.

VI. Quality as relative:

This view suggests that the quality of a product or service can be described in relative terms and can be measured in terms of certain specifications.

VII. Quality as a process: This suggests that in order to achieve quality of a

product or service, it must undergo certain processes and conform to the procedural requirements.

VIII. Quality as Fitness of Purpose:

This deals with doing the right things (instrumental) setting and implementing appropriate purpose to bring change and betterment in the practices and for transforming the learners for the world of life, work, and competition.

IX. Quality as fitness for purpose (Fitting Customer Specifications, Needs, and Priorities):

Conformity with institutional missions as well as capacity to fulfilling customer's requirements is the principal perspective underlying this view of quality.

In conclusion, quality is a construct and its meaning is contextual. What counts as quality is never neutral and behind it is always a tacit idea of higher education. In other words, the various arguments on what constitutes quality are rooted in the values and assumptions of the different authors about the nature, purpose and fundamental processes of higher education. Since the purpose of higher education varies and changes across time and context in response to changing environments, so too should the meaning of quality. In this regard, there is a strong support for envisaging quality in terms of 'fitness for purpose' in higher education.

2.3 Why Do We Worry about Quality in Higher Education?

The other concern in connection to quality is why quality is of high demand in higher education systems. Though differently perceived, as explained earlier, quality in general has become a rapidly growing concern of the new millennium due to internal developments and external pressures. Internally the emerging economy and industries demand knowledgeable, skillful, competent and enlightened workforce. Externally, the need for some basis for the comparison of the quality of programs and of qualifications at the international level has become more urgent as a result of the increasing number of internationally mobile students.

In addition to educating, tertiary-level institutions have assumed a broader social role including advancing society, engaging in constructive criticism, resolving social inequities, contributing to regional and national economic growth, and producing marketable research. Consequently, different students, professional bodies, employers, politicians, and funding agencies are all voicing

“The aim of education is the knowledge, not of facts, but of values.” –William S. Burroughs

their particular expectations of the quality they are concerned with.

Scholars in the area (e. g. Firdissa, 2008; Mishra, 2006; Sallis, 2002) identified some forces and reasons out of which the need of quality is born.

I. Competitive-ness and Internationalization Forces:

Quality is becoming a survival strategy in a situation where competition among HEIs is prevailing. It demands us improving the quality of our program, and aligning the programs with that of the world development and trend. The process of knowledge production has to be customized to complex and pluralistic world trend. This can be achieved by internationalizing academic programs and maintaining their national responsiveness.

II. The Moral, Professional and Accountability Forces:

It is collective and individual moral obligation to fulfill the minimum needs of our customers and clients who deserve the best possible quality of teaching, research and services provisions. From the perspective of improving employee's morale and motivation, an institution needs to improve the morale and motivation of the staff in performing their duties. Besides, teaching is a profession and teachers are professionals that need to employ the most appropriate

pedagogical practices. More than this, institutions are accountable to the stakeholders and the society in terms of the funds used on it. Concern about quality of teaching, research and services ensure accountability and inform the stakeholders about taking appropriate decisions.

III. Customer Satisfaction:

We should constantly worry about the relevance of our programs to the needs of the labor market and different stakeholders (students, parents and funding agencies) who are highly conscious of their rights or getting value for their money and time spent. They are demanding good quality teaching and receiving employable skill sets.

IV. Maintaining Standards:

Universities should always set their own standards, which should be maintained in order to make efforts to improve the quality of education.

V. Credibility, Prestige and Status:

Continuous concern about quality will bring in credibility to individuals and institution.

VI. Image and feasibility:

Quality institutions have the capacity to attract better stakeholder support, like getting merited students from far and near, increased donations from funding agencies, and higher employer interest for easy placement of graduates.

3. Implications and Conclusions

The discussions on the concepts and definitions of quality lacks consensus among scholars. It varies based on the nature of the organizational functions. Concept of quality in higher education is not exceptional. The meaning of quality varies on the basis of divergent purposes of higher education in response to changing environments. In any case, there is a strong support for perceiving quality in terms of 'fitness for purpose' in higher education. In this context, quality assurance becomes effective when it focuses on the core educational processes and conditions that affect quality of student learning.

From the point of view of the societal role a higher education plays, the reviewed literature indicates that it is the source for production of qualified human resources, training for a research career, the efficient management of teaching provision and a matter of extending life chances. It also plays great role in the society by way of seeking and cultivating new knowledge, engaging vigorously in the pursuit of truth, and interpreting old knowledge and beliefs in the light of new needs and discoveries. Besides, higher education provides the right kind of leadership in all walks of life, develops the powers of the mind, promote social justice, and reduces social

and cultural differences through diffusion of education. Other than this, higher education fosters in the society the attitudes and values needed for developing the 'good life' in individuals and society.

Given the continuous massive expansion of Higher Education Institutions, and in line with their societal goals and responsibilities, the concern of quality in higher education is becoming the agenda of every country. Predominantly, internal developments that demand knowledgeable, skillful, competent and enlightened workforce and external and global competitions are enforcing the consideration of quality in Higher Education.

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Mathematical questions which have controversial answers

Once upon a time a new graduate of Mathematics from certain public college was hired by the Ministry of Education and sent to one of the then rural schools to teach math. He started teaching in an elementary school.

One day, while he was teaching, he asked this question to his grade 5 students: "Students, listen carefully to what I am going to ask you, and try to answer the question: suppose there are seventeen sheep in their sheep pen. If two of them get out of the sheep pen, how many of them remain inside? Please raise your hands and try to answer." There were few hands in the air. The teacher invited one of the students and that student answered that there are no sheep remaining in the sheep pen.

The math teacher was shocked and furious due to the ignorance of the student and replied, "I am sorry to say it but you are so lazy in math; how could you fail to calculate this small math stuff, eh? ...It is really irritating!"

The student was at ease. He raised his hand and started to

teacher, "Yes dear teacher, you might be clever in math, but I am also clever in understanding the nature of sheep. If one is out, all of them are out. Therefore, don't make me wrong so there are no sheep inside the sheepfold." Should we add one more?

This story also happened in one of the rural areas. A new graduate of certain university went to his locality before he was assigned to a job. As soon as he reached at his village, the surrounding people gathered to welcome him along with his family. He was happy and proud to be an intellectual, the only BA degree holder in that rural area.

Among the congregation surrounded him, an old man asked him this question, "In what subject did you graduate?" "In mathematics," he answered. He continued, "I am clever in mathematics. I graduated in very great distinction. Here in this village nobody is able to work out my math questions."

The old man got nervous due to the pomposity of that young graduate and asked him this; "Can you ask me one question that you think we in this area can't do?" "Okay, please divide 80 grasshoppers to ten crows, very simple question." The old man, thinking for a moment about the question, continued and said, "Oh, you fool! The answer of this question is so simple. The answer depends on the strength and brevity of the crow. Some may take twenty and some may go without even having one or two." The math graduate was short of words to denounce or oppose the comment of the old sage.



Some Basics about Cryptocurrency: A Systematic Literature Review

Melaku Girma, PhD, IQPM, St. Mary's University

1. What is Cryptocurrency?

A cryptocurrency is a digital currency, which is an alternative form of payment created using encryption algorithms. The use of encryption technologies means that cryptocurrencies function both as a currency and as a virtual accounting system. To use cryptocurrencies, you need a cryptocurrency wallet. These wallets can be software that is a cloud-based service or is stored on your computer or on your mobile device. The wallets are the tool through which you store your encryption keys that confirm your identity and link to your cryptocurrency.

At its core, cryptocurrency is typically decentralized digital money designed to be used over the internet. Bitcoin, which was launched in 2008, was the first cryptocurrency, and it remains by far the biggest, most influential, and best-known. In

the decade since, Bitcoin and other cryptocurrencies like Ethereum have grown as digital alternatives to money issued by governments.

The most popular cryptocurrencies, by market capitalization, are Bitcoin, Ethereum, Tether and Solana. Other well-known cryptocurrencies include Tezos, EOS, and ZCash. Some are similar to Bitcoin. Others are based on different technologies, or have new features that allow them to do more than transfer value.

Crypto makes it possible to transfer value online without the need for a middleman like a bank or payment processor, allowing value to transfer globally, near-instantly, 24/7, for low fees.

Cryptocurrencies are usually not issued or controlled by any government or other central authority. They're managed by peer-to-peer networks of computers running free, open-

source software. Generally, anyone who wants to participate is able to.

2. Key Concepts

Transferability: Crypto makes transactions with people on the other side of the planet as seamless as paying with cash at your local grocery store.

Privacy: When paying with cryptocurrency, you don't need to provide unnecessary personal information to the merchant. Which means your financial information is protected from being shared with third parties like banks, payment services, advertisers, and credit-rating agencies.

Security: Almost all cryptocurrencies, including Bitcoin, Ethereum, Tezos, and Bitcoin cash are secured using technology called a blockchain, which is constantly checked and verified by a huge amount of computing power.

Portability: Because your



cryptocurrency holdings aren't tied to a financial institution or government, they are available to you no matter where you are in the world or what happens to any of the global finance system's major intermediaries.

Transparency: Every transaction on the Bitcoin, Ethereum, Tezos, and Bitcoin cash networks is published publicly, without exception. This means there's no room for manipulation of transactions, changing the money supply, or adjusting the rules mid-game.

Irreversibility: Unlike a credit card payment, cryptocurrency payments can't be reversed.

Safety: The network powering Bitcoin has never been hacked. And the fundamental ideas behind cryptocurrencies help make them safe: the systems are permission less and the core software is open-source, meaning countless computer scientists and cryptographers have been able to examine all aspects of the networks and their security.

3. Blockchain

If a bank or government isn't involved, how is crypto secure? It's secure because all transactions are vetted by a technology called a blockchain. A cryptocurrency blockchain is similar to a bank's balance sheet or ledger. Each currency has its own blockchain, which is an ongoing, constantly re-verified record of every single transaction ever made using that currency. Unlike a bank's ledger, a crypto blockchain is distributed across participants of the digital currency's entire network. No company, country,

or third party is in control of it; and anyone can participate. A blockchain is a breakthrough technology only recently made possible through decades of computer science and mathematical innovations.

4. What is Cryptocurrency Mining?

Most cryptocurrencies are 'mined' via a decentralized (also known as peer-to-peer) network of computers. But mining doesn't just generate more Bitcoin or Ethereum - it's also the mechanism that updates and secures the network by constantly verifying the public blockchain ledger and adding new transactions.

Technically, anyone with a computer and an internet connection can become a miner. But before you get excited, it's worth noting that mining is not always profitable. Depending on which cryptocurrency you're mining, how fast your computer is, and the cost of electricity in your area, you may end up spending more on mining than you earn back in cryptocurrency.

As a result, most crypto mining these days is done by companies that specialize in it, or by large groups of individuals who all contribute their computing power.

5. How Does a Cryptocurrency Transaction Work?

Cryptocurrency transactions occur through electronic messages that are sent to the entire network with instructions about the transaction. The instructions include information such as the electronic addresses of the parties involved, the quantity of currency to be

traded, and a time stamp.

Suppose Kebede wants to transfer one unit of cryptocurrency to Aster. Kebede starts the transaction by sending an electronic message with her instructions to the network, where all users can see the message. Kebede's transaction is one of a number of transactions that have recently been sent. Since the system is not instantaneous, the transaction sits with a group of other recent transactions waiting to be compiled into a block (which is just a group of the most recent transactions). The information from the block is turned into a cryptographic code and miners compete to solve the code to add the new block of transactions to the blockchain.

Once a miner successfully solves the code, other users of the network check the solution and reach an agreement that it is valid. The new block of transactions is added to the end of the blockchain, and Kebede's transaction is confirmed. (This confirmation is not instant as it takes time for six blocks of transactions to be processed so that users can be certain that their transaction has been successful.) Kebede sends instructions to transfer cryptocurrency to Aster. Anyone using the network can view the message.

6. The Pros and Cons of Cryptocurrency

Some advantages of Cryptocurrency

High risk—and the potential for high rewards

All cryptocurrencies have a few things in common—like

their tendency to experience sudden spikes (and drops) in value. Prices are driven primarily by the supply of coins from miners and the demand for them by purchasers. And these supply-demand dynamics can result in hefty returns.

The blockchain technology underlying cryptocurrency is inherently secure

Some of the major benefits of cryptocurrencies aren't linked to the currencies themselves, but to the infrastructure that supports them. That's the blockchain—the decentralized data-storage ledger that tracks every transaction undertaken on it. Once you make an entry in the blockchain, it can never be erased. And with the blockchain stored decentrally across multiple computers, no hacker can access the entire chain in one go; any information stored in it is safe for good.

Bye bye traditional banks—hello to a fairer, more transparent financial system

By and large, our financial system revolves around third-party intermediaries who process transactions. This means that if you make a transaction, you're placing your trust in one or more of these intermediaries. The blockchain and cryptocurrencies offer an alternative. They can be viewed by anyone, anywhere, so you can take part in the financial markets and make transactions with no

intermediaries whatsoever.

Crypto trades around the clock

Another advantage that cryptocurrencies have over banks is that the crypto markets are always open. With coins being mined and transactions being recorded around the clock, you don't have to wait for the NYSE, NASDAQ or any other exchange to start trading for the day if you want to buy, sell, or trade crypto.

Cryptocurrencies could help investors beat inflation

Cryptocurrencies aren't tied to a single currency or economy, so their price reflects global demand rather than, say, national inflation. But what about inflation of cryptocurrencies themselves? As an investor you can rest easy, for the most part. The number of coins is capped, so the amount available can't spiral out of control, thus, no inflation.

Accessibility and financial inclusion

Cryptocurrencies have the potential to provide financial services to the unbanked and underbanked populations around the world. With just a smartphone and internet access, anyone can participate in the global financial system, opening up opportunities for economic empowerment and inclusion.

Some disadvantages of cryptocurrency

Understanding cryptocurrency takes time and effort. It can take a while to get your head

around. If you're not a digital native, the concept of cryptocurrency (let alone the blockchain) can feel anything but second nature. And trying to invest in something you don't really understand is itself a risk.

Cryptocurrencies can be an extremely volatile investment

While the price of a cryptocurrency can spike to dizzying highs (with associated benefits for investors!) they can also crash to terrifying lows just as quickly. So if you're looking to make stable returns, this might not be the best bet.

Cryptocurrencies haven't proven themselves as a long-term investment—yet

While cryptocurrencies have become widely known and are still gaining in popularity, it's worth remembering that they have only been around for just over a decade. The concept only really emerged with the publication of a white paper on Bitcoin in 2008. Stock markets, in contrast, can look back on centuries of history.

Crypto has serious scalability issues

- You could be forgiven for thinking that digital currencies operate at lightning speed—and they do, up to a point. But at a certain level they run into major issues which make it difficult to roll them out on a large scale. Cryptocurrency providers themselves admit this is an issue, with the people behind Ethereum saying that the blockchain

has reached “certain capacity limitations” that slow the rate at which transactions can be processed.

Crypto newbies are vulnerable to security risks

Cryptocurrencies might not have the risks that come with using central intermediaries, but that doesn’t mean they’re completely free from security issues. As a crypto owner, you could lose the private key that lets you access your coins—and with it, all your holdings. And then there’s hacking, phishing, and all the other attempts to gain control by malicious means.

The rules and regulations aren’t set in stone

The regulatory landscape around cryptocurrencies is still evolving, with different countries and jurisdictions implementing varying regulations. This uncertainty can be challenging for investors and businesses operating in the cryptocurrency space, as they navigate compliance requirements and potential legal risks.

7. The legality of Cryptocurrency

The legality of cryptocurrency varies by country and territory, and is subject to change as new legislation is proposed and implemented. Bitcoin and other cryptocurrencies are illegal for transactions in Ethiopia, and the NBE considers Birr to be the only legal tender. Ethiopian regulators have not taken a

public position on cryptocurrencies, but a 2018 study found that Ethiopia is monitoring the situation.

The cryptocurrency Bitcoin has raised financial concerns for governments globally. Despite its use for buying goods and services, there are still no uniform international laws that regulate Bitcoin. Many developed countries allow Bitcoin to be used, such as the U.S., Canada, and the U.K. In several countries, including China and Saudi Arabia, it is illegal to use Bitcoin.

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Quotable Quotes

- “Be passionate about solving the problem, not proving your solution.” ~Nathan Furr
- “The starting point of all achievement is desire.” ~Napoleon Hill
- “A bad workman blames his tools.” ~Chinese Proverb
- “Without changing our patterns of thought, we will not be able to solve the problems that we created with our

current patterns of thought.”

- ~Albert Einstein
- “The most dangerous kind of waste is the waste we do not recognize.” ~Shigeo Shingo
- “Every action is an opportunity to improve.” ~Mark Graban
- “If a thing’s worth doing, it’s worth doing well.” ~Chinese Proverb
- “More business is lost every year through neglect than through any other cause.” ~Rose Fitzgerald Kennedy
- “Almost all quality improvement comes via simplification of design, manufacturing... layout, processes, and procedures.” ~Tom Peters
- “If you can’t explain it simply, you don’t understand it well enough.” ~Albert Einstein
- “A real decision is measured by the fact that you’ve taken a new action. If there’s no action, you haven’t truly decided.” ~Tony Robbins
- “Success is the sum of small efforts, repeated day-in and day-out.” ~Robert Collier
- “In every crisis, there is opportunity.” ~Chinese Proverb
- “Sometimes when you innovate, you make mistakes. It is best to admit them quickly and get on with improving your other innovations.” ~Steve Jobs
- “Many of life’s failures are people who did not realize how close they were to success when they gave up.” ~Thomas A. Edison

እንተዋወቃቸው

ኒኮላስ ኒክ ቮየቸች (Nicholas Nick Vujicic)
በፋንታ አያሌው፣ ቅማዩ

Reflection

እንደመግቢያ - በገንዘብ ችግር ምክንያት ባዶ እግሩን የሚሄድ አንድ ሰነፍ ወጣት “ጓደኞቼ የሚያጠልቁትን ዓይነት ቆንጆ ጫማ ስጠኝ!” እያለ ፈጣሪ አምላኩን ያስቸግር ነበር። ፈጣሪ ለ8.2 ቢሊዮን የዓለም ሕዝብ ለእያንዳንዱ ዜጋ ጫማና ሰራ የመግዛት ግዴታ ያለበት ይመስል ብዙዎቻችን እንደዚህ ወጣት በትንሹም በትልቁም እግዚአብሔርን እናስቸግራለን። እኛው ለፍተኛና ደክመን ማግኘት ያለብንን ነገር አምላክ እንዲሰጠን ስንለምን የማናፍር ጥቂት አይደለንም - እኔንም ጨምሮ። ፈጣሪ እኛና እግር ከሰጠን በኋላ በአግባቡ ሠርተን የመለወጥ ኃላፊነት ወይም ግዴታ ያለብን እኛው ነን እንጂ ፈጣሪ ሥጋዊና ቁሳዊ ፍላጎታችንን እንዲያሟላ መጠበቅ የዋህነት ይመስለኛል፤ ወደዚህ ምድራዊ ዓለም ስንመጣ ከበርካታ የኃላፊነት ግዴታዎች ጭምር ነው። እንደክርስቲያናዊ እምነትና አስተሳሰብ በአዳምና ሔዋን ኃጢአት የተነሣ ከገነት ስንባረር ለአባታችን አዳም የተነገረው “በላብህ በወዝህ ሠርተህ ለፍተህ ብላ” እንጂ “በራብህ በጠማህ ቁጥር ወደኔ ጩኽ። እኔም ደርሼ አጎርስሃለሁ፤ አጠጣህማለሁ” የሚል የተስፋ ቃል አይደለም። ማድረግ ያለብን ይልቁናስ ከእኛ አቅም ውጪ የሆነውን ለምሳሌ የጤናችንንና የሠራገውን ወይም ያፈራገውን ሀብትና ንብረት በረከት እንዲያሳድርበት፣ ከሰላቢና ከቀማኛም እንዲጠብቁን፣ የወለድናቸውን የአብራኮቻችንን ክፋዮች ለቁም ነገር አብቅቶ ጧሪና ቀባሪ እንዲያደርግልን አዘውትረን መጸለይ ነው። እንዴትና ምን ብለን መጸለይ እንዳለብን ራሱ መማር የሚገባን ብዙ ሰዎች አለን። አሁን ወደዚያ ሳንሄድ ወደጀመርነው እንመለስ።

በመግቢያችን ላይ የጠቀስነው ወጣት “ጫማ ውለድ!” እያለ ፈጣሪን ሲያስቸግር ከርሞ አንድ ቀን እንደለመደው በባዶ እግሩ ከቤቱ ይወጣና ወደ አንድ ቦታ ሲሄድ መንገድ ይጀምራል። ጥቂት እንደተራመደ ግን ሁለቱንም እግሮቹን ያጣ አንድ ሰው በ“ልመና ሙያ” ተሠማርቶ “በፈረሰኛው በቅዱስ ጊዮርጊስ ያላችሁን ጣል ጣል አድርጉልኝ” እያለ ሲለምን ያየዋል። ያኔ ሲሄድበት ያሰበውን ጉዞ ይተውና ወደቤቱ በመመለስ “እግዚአብሔር ሆይ! የጠየቅሁህን ጫማ ተወው፤ እግሮቼን ብቻ አቆይልኝ” ብሎ ጸለየ ይባላል። እውነቱን ነው። “የባሰ አለ ቤትህ አትልቀቅ” ይባል የለም?

በመግቢያችን የተመለከትነው ወጣት እግር እጅ እያለው ጫማ እንዲሰጠው ፈጣሪን ማስቸገሩን አየን። የእርሱ ቀላል ነው። ከርሱ የባሰ ሰነፍችና አጭበርባሪዎች ደግሞ ሞልተዋል። ሙሉ ጤና እያላቸው በልመና ሥራ፣ ሥራ ተብሎ የሚተዳደሩ አታውቁም? ሲለምኑ ደግሞ የውሻና የሌሎች እንስሳትን ቡችሎች ወይም ግልገሎች ልክ እንደልጃቸው በማቀፍ ወይም ትራስና ጨርቅ የመሰሉ ነገሮችን ልጅ አስመስለው በማቀፍና በማስተኛት፣ ቁስል ለማስመሰል ግራሶና ልዩ ልዩ ቅባቶችን ተቀብተው ሰጪን እንዲዘገንነውና ኪሱን እንዲዳብስ የሚያደርጉ እጅግ ብዙ ለማኞች አሉ። አሁን አሁንም ልመና ቅጥ አጥቶ መኪናና በመኪና አናት ላይ ተጎልቶ ቀኑን ሙሉ የሚንደቀደቅ ጄኔራተር በመከራየትና ወጣቶችን በመቅጠር በሽተኛ መስለው ወይም በሽተኛ እንኳን ቢሆን ለህክምና ወጪ ሳይሆን ለኑሮ መደገፊያ የሚሆን ገንዘብ የሚለምኑ ብዙ ናቸው። አብዛኛው ሰውም የዋህ ስለሆነና

መመጽ ወት እንደሚያጸድቅ መጸሕፍት ቅዱሳን የሚያስተምሩትን ሳይመራመር እንደወረደ ስለሚቀበል ለአጭበርባሪዎች ሊዳረግ ችሏል - ማንን መመጽወት እንደሚገባ በግልጽ የሚያስተምሩት ትምህርትም አለና ያንንም ማጤን ይገባል። ይህ የልመና አባዜ በግለሰብ ደረጃ ሳይወሰን ተቋማትን ተገን በማድረግም ይከናወናል። ለአብነት ጥላ ዘርግተውና መስቀል ይዘው አንድም ሁለትም ሦስትም በመሆን መንገድ ዳር ቆመው በቤተ ክርስቲያን ማሠሪያ ስም የሚለምኑና የግል የገንዘብ ኮሮጂቸውን የሚሞሉ በርካታ ባለጥምጥም ሰዎች ያጋጥማሉ። ታሪኩ ብዙ ነው። በዚህና በዚያ ብለው በሚያገኙት ገንዘብም ቤት የሚሠሩ፣ የንግድ መኪና የሚገዙና ከመፅዋቾቹ በበለጠ ተንደላቀው የሚኖሩ ሁለቶች በጣም ብዙ ናቸው።

በሌላ ወገን አካላቸው እንኳን ጎድሎ ለልመና የማይሠማሩ፣ ከዚያም ባለፈ በዓለማችን ፅዕብ ድንቅ የሆነ የኪነ ጥበብና የሥነ ጥበብ ሥራዎችን ሠርተው የሚያልፉ፣ በእርዳማቸው ለሰነፍችና ለአካል ጉዳት የሥነ ልቦና ሰለባዎች ትምህርት የሚሰጡ፣ ለራሳቸው ቀርቶ ለሌሎችም የሚተርፉ ጥቂት የማይባሉ የዓለማችንን ዜጎች እናገኛለን።

በዚህ ረገድ ደራሲው ዓይነ ሥውር ሆኖ፣ እነሄለን ኬለር፣ ሳይንቲስቲ እስቲፍን ሆውኪንግና የመሳሰሉት ሊጠቀሱ ይችላሉ። በሀገራችንም ሁለቱም እጆቹ የሰለሉበት በእሽኩቲትም የሚሄድ የአካል ጉዳተኛ በመንገድ ዳር ተቀምጦ በእግሮቹ የአናባቢነት ሥራ ሲሠራ ተመልክቼ ጉድ ብያለሁ። የገዛሁት መቀመጫ ዳካ በእግር የተሠራ አይመስልም። በሁለቱ እግሮቹ ብቻ እያቀላጠፈ የሚሠራቸው

ጠረጴዛዎችና ወንበሮች ጤነኛም ከሚሠራቸው የሚበልጡ ልዩ ናቸው። ልመናን ተጠይፎ ያን ሥራ መምረጡ በተለይ አጭብርባሪ ለማኞችን ብዙ ሊያስተምር በቻለ ነበር።

አሁን ደግሞ ወደማስተዋወቃችሁ ዓለም አቀፍ ታሪካዊ ሰው ልውሰዳችሁ። ስሙ ኒኮላስ ኒክ ቮየች (Nicholas Nick Vujicic) ይባላል። ተግምረኛ አካል ጉዳተኛ ነው - “Tetra-amelia syndrome” በሚባለው የአግርና እጅ የአካል ክፍሎችን የሚያሳጣ ልክፍት ተጠቂ ነው። እጆቹ ሙሉ በሙሉ የሌሉ ሲሆን ከወደ እግሩ አካባቢ ግን ላመል ያህል ብቅ ብቅ ያሉና ጥፍሮች ያሏቸው ጉጥ መሰል አግሮች አሉት - እግሮች ከተባሉ። በነዚያም በተወሰነ ደረጃ ለማስተማር በሚገኝባቸው መድረኮች ራሱን ችሎ ይንቀሳቀስባቸዋል። አካል ጉዳተኝነቱ ተፈጥሯዊ እንጂ በመኪና አደጋ ወይም ከሰው ጋር ተጣልቶ አካል ጎድሎበት አይደለም። ይህን ሰው የሚያይዝ ምን ያህል ዕድለኛ እንደሆነ ይረዳል፤ ሙሉ ጤንነት ዓለም ነው። ብሂሉም “ጤና ገበያ ነው” ይላል - ገበያ ሁሉንም እንደመያዙና ማንም የፈለገውን ሊሸምት እንደመቻሉ ጤነኛ ሰውም በአልጋ ቁራኛ በደዌ ዳኛ ባለመያዙ ያለውንና የሚሰማውን ነፃነት ነው ሥነ ቃሉ ከገበያ ጋር ያመሳሰላል። ኒክ ሲወለድ ሁለቱንም እጆቹንና ሁለቱንም እግሮቹን ከመቀያቸው ጀምሮ ሳይዝ ነው። በነገራችን ላይ ኒክ ብቻ ሳይሆን ወደፊት የምናያቸው ከተለያዩ የአካል ጉድለቶች ጋር የሚወለዱና የሚያድጉ ብዙ የዓለማችን ዜጎች መኖራቸውን መርሳት የለብንም። ተጣብቆ መወለድ፣ አንደኛው የአካል ክፍል ከሌላኛው እጅግ በልጦ መገኘት፣ ሰውነት ከሚጠበቅበት መደበኛ እርዝማኔ ወይም ውፍረት እጅግ በበለጠ ወይም በተቃራኒው እጅግ ባህሰ ሁኔታ መገኘት፣ አንዳንድ የሰውነት ክፍሎች ዕድገታቸው በተወሰነ የዕድሜ ክልል መቆም ሲገባው ዕድሜ ልክ መቀጠል፣ ትርፍ የሰውነት ክፍል ይዞ መወለድ ወዘተ. በተለይ

በዚህ የዘመን መጨረሻ በሚመስለው ዘመናችን እጅግ እየተለመደ የመጣ የተፈጥሮም እንበለው የፈጣሪ ቁጣ ሆኗል። በዚህ ርዕሰ ጉዳይ ዙሪያ ዐውደ-መረባዊ ዳሰሳ ብናደርግ የእጅን መዳፍ አፍ ላይ የሚያስጭኑ እጅግ የሚገርሙና የሚያስደነግጡ አፈጣጠሮችን እናገኛለን።



ከዊኪሚዲያ የተገኘውን የኒችን ታሪክ በአጭሩ ቀጥለን እንመልከት።

ኒች ዲሴምበር 4 ቀን 1982 እንደ ፈረንጆቹ የዘመን አቆጣጠር በአውስትራሊያ ሜልበርን ከተማ ተወለደ። ኒች የሰርቢያ የዘር ግንድ ያለው ሲሆን በዜግነቱ አውስትራሊያ አሜሪካዊ ነው። ይህ አካል ጉዳተኛ ኢቫንጂሊካዊ ክርስቲያን ሲሆን ዋና ሥራው አነቃቂ (motivational speaker) ነው። በቴትራ አመልያ ሴንድረም የእግርና እጅ ማሳጫ ደዌ የተጠቃው ኒች በማነቃቃት ተግባሩ አንቱ የተባለ ዝና በዓለም ደረጃ ያገኘ ድንቅ ሰው ነው።

ኒች ከቀድሞዋ የገዛላቪያ ወደ አውስትራሊያ ከተሰደዱ ከሰርቢያኖቹ እናትና አባቱ ከዱላንክ እና ቦሪሰሌይ ቮየች ክፍ ሲል እንደተጠቀሰው በ1982 አውስትራሊያ ሜልበርን ከተማ ውስጥ በአንድ በአቅራቢያቸው በሚገኝ ሆስፒታል ውስጥ ነበር ከነአካል ጉድለቱ ይህችን ምድር የተቀላቀለው። በልጅነቱ በእናት አባቱ ሃይማኖት በሰርቢያው ኦርቶዶክስ ተጠምቆ ቢያድግም በኋላ እናት አባቱ እምነታቸውን ወደ ፕሮቴስታንትነት በመለወጣቸው እሱም በዚያው የሃይማኖት ዘርፍ ሊያድግ ቻለ፤ አባቱ የፕሮቴስታንት ፓስተር ነበር።

ኒች ሆስፒታል ውስጥ ሲወለድ እናት አባቱ በልጁ ተፈጥሮ

ተደናግጠው ጥለውት ወደቤታቸው ሄዱ። እንኳን እንደአራስ ሕጻን አቅፈው ሊስሙት ሊያዩትም አልፈለጉም ነበር። ይሁንና በኋላ ወሰዱትና ማደግ ጀመረ። ትምህርት ቤት ሲገባ ተማሪዎች ያላገጡበትና ይስቁ ይሃለቁበት ጀመር። እርሱም ያን ፈተና ማለፍ ተስኖት አንድ ወቅት መታጠቢያ ገንዳ ውስጥ በመወርወር ራሱን ሊያጠፋ ሲል በቤተሰቡ ሊተርፍ ችሏል። ቤተሰቡ ምንም እንኳን በልጁ ተፈጥሮ ቢሳቀቁና ቢያፍሩም በአውንታዊነቱ በመመልከትና እግዚአብሔርንም በመፍራት በጥሩ ሁኔታ ሊያሳድጉት ጥረት አድርገዋል። እሱም አላሳፈራቸውም - ሁሉንም ነገር በአውንታዊ መንገድ በማየት ከአፍራሽነት ወደ ገምቢነት ተለውጦ ጥሩ ሰው ሊሆን በቅቷል።

ኒች ከነበሩት የእግር ጣቶች አውራ ጣቱና ቀጣዩ ጣት ተጣብቀውበት ስለነበር በህክምና እርዳታ እንዲለያዩ ሆነለት። ያም እነዚህ የእግር ጣቶች ጽሕፈትን ጨምሮ ለልዩ ልዩ ተግባራት ይጠቀምባቸዋል። እንዲያውም በነዚህ ጣቶቹ በደቂቃ እስከ 47 ቃላትን በመጻፍ ከአንዳንድ ጤናማ እጆች ያሏቸው ጸሐፊዎችም መብለጡን አስመስክሯል። ኒች ከ17 ዓመት ዕድሜው ጀምሮ በትምህርት ቤትና በሚጋባቸው የአምልኮትና ማኅበራዊ መድረኮች ሁሉ አነቃቂ ንግግሮችን በማድረግ ይታወቃል። ይህ ታምረኛ ሰው በ21 ዓመቱ በንግድ ትምህርት ቢኤውን አገኘ። (Bachelor of Commerce)

ኒች፣ ካናዳ ሚያሃራ የተባለች ወጣት ፌብሪዋሪ 12 ቀን 2015 ድል ባለ ሠርግ አገባ። ከ2017 ጀምሮም የሁለት ወንዶችና የሁለት ሴቶች ልጆች አባት ሆነ። አሁንም በአነቃቂነት ሥራው ተሠማርቶ በደቡባዊ ካሊፎርኒያ ግዛት ከቤተሰቡ ጋር ይኖራል። ይህ ትንግርተኛ ሰው እስካሁን ስምንት መጽሐፎችን ጽፎ ለንባብ አብቅቷል። በሌሎች የዚህ ዓምድ እንግዶች እስክንገናኝ ደህና ሰንብቱ።



Can Success Thrive in the Face of Adversity?

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Success is often celebrated as the pinnacle of human achievement, a testament to talent and opportunity. However, history's most inspiring figures remind us that the true essence of success lies not in the absence of challenges but in the ability to face and overcome them. The lives of great scientists like Stephen Hawking, Marie Curie, Albert Einstein, and Isaac Newton vividly demonstrate that resilience, courage, and passion are the keys to transforming adversity into triumph.

Stephen Hawking's story is one of unyielding resilience. Diagnosed with ALS (Amyotrophic Lateral Sclerosis) at the age of 21, he was expected to survive only for a few years. This debilitating illness confined him to a wheelchair and robbed him of his ability to speak without assistance. Despite these profound physical limitations, Hawking did not allow his condition to define his future. Instead, he devoted himself to theoretical physics, making groundbreaking contributions to our understanding of black holes and the origins of the universe. Through his determination and innovative use of technology, Hawking not only overcame the barriers imposed by his illness but also became a symbol of hope for millions. His life teaches us that success is not hindered by physical challenges but by the refusal to confront them with resilience and creativity. And surprisingly, he lived for 50 years after he contracted the disease and died when he was 76 in the year 2018.

Marie Curie's path to success was fraught with obstacles, both societal and personal. As a woman in the late 19th and early 20th centuries, she faced pervasive gender discrimination that limited access to educational and professional opportunities. Despite these barriers, Cu-

rie's passion for science led her to groundbreaking discoveries in radioactivity. Her work was not without risks; her prolonged exposure to radioactive materials eventually took a toll on her health. Additionally, she faced intense scrutiny and criticism from society following her husband's death and during her later years. Yet,

Commentary

Curie's unbending courage allowed her to persevere, becoming the first person to win two Nobel Prizes in two different scientific fields. Her legacy is a testament to the power of passion and the courage to defy societal norms, paving the way for future generations of scientists, especially of women.

Albert Einstein's journey to success was marked by struggles and unconventional beginnings. As a child, he was labeled a slow learner, with educators dismissing him as someone who would not amount to match the then academic levels. His early academic career was riddled with challenges, including difficulty securing a teaching position after graduating. However, Einstein's unorthodox thinking and curiosity set him apart. His passion for understanding the universe fueled his radical work in the theory of relativity, fundamentally altering the course of modern physics. Einstein's life demonstrates that early struggles and societal judgments are not definitive; instead, it is the courage to embrace one's uniqueness and challenge the status quo that leads to remarkable achievements.

Isaac Newton's life, too, was shaped by adversity. Born into a difficult family situation, he lost his father before birth and was separated from his mother at a young age when she remarried. These early experiences left him feeling isolated and emotionally distant. Despite these hardships, Newton found solace in his intellectu-

al pursuits, channeling his energy into studying mathematics, physics, and astronomy. His revolutionary discoveries, including the laws of motion and universal gravitation, were not just products of his intellect but also of his perseverance in the face of personal challenges. Newton's story reminds us that emotional and familial struggles can be overcome through determination and focus on one's goals.

The common thread that binds these extraordinary lives is their refusal to be defined by their circumstances. Hawking, Curie, Einstein, and Newton all faced significant challenges, including physical disabilities, societal biases, early academic struggles, and emotional hardships. Yet, they did not allow these difficulties to dictate their destinies. Instead, they harnessed their resilience to endure, their courage to confront fears and prejudices, and their passion to pursue their dreams relentlessly.

Their stories reveal a profound truth: success is not about the absence of problems but about how we handle them. Challenges, no matter how daunting, do not have to lead to failure. It is our response to adversity, our willingness to adapt, persist, and innovate that determines our success. This perspective shifts the narrative of achievement from one of privilege and ease to one of grit and determination.

As we reflect on these remarkable figures, we are reminded that life's obstacles are not insurmountable barriers but opportunities for growth. Their journeys inspire us to see challenges as stepping stones rather than stumbling blocks, encouraging us to face difficulties with the same resilience, courage, and passion that defined their lives.

In our own pursuits, let us embrace the lessons they offer. When faced with physical limitations, societal expectations, or personal setbacks, we can draw strength from Hawking's resilience, Cu-

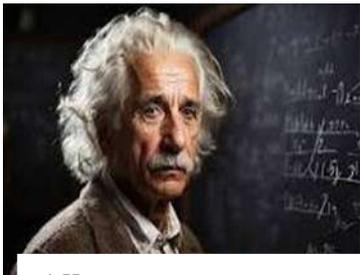
Curie's courage, Einstein's passion, and Newton's perseverance. Their legacies remind us that success is not determined by the problems we encounter but by our resolve to overcome them. By adopting this mindset, we too can rise above adversity and achieve greatness, transforming challenges into triumphs and proving that success is indeed achievable at any circumstance.

Do you know these influential people?

Top ten richest people in the world



Stephen Hawking



Albert Einstein



Marie Curie



Isaac Newton

1. Elon Musk

- Age: 53
 - Residence: United States
 - Co-founder and CEO: Tesla
- Net Worth: \$433 billion

2. Jeff Bezos

- Age: 61
 - Residence: United States
- Founder and Executive Chair: Amazon (AMZN)
Net Worth: \$256 billion

3. Mark Zuckerberg

- Age: 40
 - Residence: United States
- CEO and Chair: Meta Platforms (META)
• Net Worth: \$243 billion
• Meta Platforms Ownership Stake: 13% (\$237 billion)
Other Assets: \$5.80 billion in cash²⁴

4. Larry Ellison

- Age: 80
 - Residence: United States
- Co-founder, Chair, and CTO: Oracle (ORCL)
Net Worth: \$197 billion

5. Bernard Arnault

- Age: 75
 - Residence: France
- CEO and Chair: LVMH (LVMUY)
Net Worth: \$194 billion

6. Larry Page

- Age: 51
 - Residence: United States
- Co-founder and Board Member: Alphabet (GOOG)

Net Worth: \$181 billion

7. Sergey Brin

- Age: 51
 - Residence: United States
- Co-founder and Board Member: Alphabet (GOOG)
Net Worth: \$170 billion

8. Bill Gates

- Age: 69
 - Residence: United States
- Co-founder: Microsoft (MSFT)
Net Worth: \$165 billion

9. Warren Buffett

- Age: 94
 - Residence: United States
- CEO: Berkshire Hathaway (BRK.A)
Net Worth: \$147 billion

10. Steve Ballmer

- Age: 68
 - Residence: United States
- Owner: Los Angeles Clippers
Net Worth: \$145 billion

Money never made a man happy yet, nor will it. The more a man has, the more he wants. Instead of filling a vacuum, it makes one.
Benjamin Franklin

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Understanding Emotional Intelligence: The Key to Thriving Relationships and Success

Lewi Senbeto, Testing Center, St. Mary's University

In a world that values intelligence and technical skills, there is an equally vital yet often underestimated trait that shapes the quality of our lives: Emotional Intelligence (EI). Emotional intelligence (EI) is the ability to understand, manage, and harness emotions, both your own and that of others'. As a psychologist, I've witnessed firsthand how this powerful ability transforms relationships, careers, and personal growth. It includes self-awareness, self-regulation, motivation, empathy, and social skills. EI is critical for thriving in relationships and professional success, helping to resolve conflicts, build trust, and inspire collaboration. You can develop EI through mindfulness, active listening, and managing stress. Cultivating EI enhances personal growth, deepens connections, and leads to a more fulfilling life.

Nowadays, according to the Ethiopian context, emotional intelligence needs to be increased all over the country. Emotional intelligence (EI) plays a crucial role in Ethiopia's political, economic, and psychosocial landscape. Political polarization and trust deficits highlight the need for empathy and dialogue. Studies show that high EI enhances educators' commitment and students' well-being, while low EI contributes to psychosocial challenges especially amongst the youth. Leaders with high EI foster trust and communication, essential for diverse organizations. Strengthening EI across sectors can improve social cohesion, communication, and emotional well-being, making it a key tool for addressing Ethiopia's ongoing challenges. Let's dive into what emotional intelligence truly is and why it's indispensable in today's world.

What Is Emotional Intelligence?

Emotional intelligence refers to the capacity to recognize, understand, and manage our emotions while being attuned to the emotions of others.

Coined by psychologists Peter Salovey and John Mayer and popularized by Daniel Goleman, EI is a dynamic skill encompassing five core components:

- 1. Self-Awareness:** The ability to recognize and understand your emotions and how they impact your thoughts and behavior.
 - 2. Self-Regulation:** Managing your emotions in healthy ways, staying in control even under stress.
 - 3. Motivation:** An inner drive that goes beyond external rewards, fueling perseverance and optimism.
 - 4. Empathy:** Understanding and sharing the feelings of others, fostering deep connections.
- Social Skills:** Building meaningful relationships through effective communication, conflict resolution, and teamwork.

Why Emotional Intelligence Matters

Imagine a workplace where collaboration thrives, conflicts are resolved smoothly, and leaders inspire their teams with compassion. Such environments are often driven by emotional intelligence. People with high EI navigate complex interpersonal dynamics with ease, fostering trust and cooperation.

In personal life, EI plays an equally vital role. It helps in understanding loved ones' emotions, addressing misunderstandings, and building deeper connections. Whether in friendships, family, or romantic relationships, EI ensures stronger bonds and better conflict resolution.

Building Emotional Intelligence

While some people may naturally exhibit high emotional intelligence, it is a skill that anyone can develop. Here are some practical ways to build EI:

- 1. Practice Self-Awareness:** Reflect on your emotions regularly. Journaling or dotting down your ideas as they spark in your mind can help iden-

tify patterns and triggers, offering insight into your emotional landscape.

- 2. Cultivate Empathy:** Put yourself in others' shoes. Try to understand their perspectives without judgment, and respond with kindness.

- 3. Enhance Communication Skills:** Practice active listening. Pay attention not just to words but also to tone and body language.

- 4. Manage Stress Effectively:** Stress can derail emotional control. Engage in relaxation techniques such as meditation, deep breathing, or regular exercise.

- 5. Seek Feedback:** Ask trusted friends or colleagues how your actions and words affect them. This can provide valuable insights for growth.

Emotional Intelligence in Action

To see the power of EI in action, consider this scenario: A team leader notices an employee struggling with a task. Instead of reprimanding them, the leader approaches with empathy: "I see this project has been challenging. Is there something I can do to help?" This response not only boosts the employee's morale but also strengthens their trust in the leader.

Such small but impactful acts of emotional intelligence create ripple effects, enhancing workplace harmony and productivity.

The Ripple Effect of Emotional Intelligence

Developing emotional intelligence isn't just about individual growth; it influences everyone around you. A parent with high EI creates a nurturing environment for their children. A teacher with emotional intelligence inspires students to learn and express themselves openly. A leader with strong EI drives their team to success while maintaining a positive culture.

In essence, emotional intelligence is the foundation of thriving relationships, effective leadership, and personal fulfillment.

A Lifelong Journey

Building EI is not a one-time effort; it's a lifelong journey. As you become more aware of your emotions and those of others, you'll notice profound changes in how you relate to the world. The more you practice mindfulness, empathy, and emotional regulation, the more rewarding your experiences will become.

Final Thoughts

Emotional intelligence isn't just a soft skill; it's a life skill. In a world where human connection is more valuable than ever, cultivating EI is a transformative step toward a more meaningful and fulfilling life. Whether in your career, relationships, or personal growth, emotional intelligence is the key to unlocking your full potential.

Start today, and witness the profound impact of understanding and managing emotions both yours and of others'.

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“Some of the greatest moments in human history were fueled by emotional intelligence.” – Adam Grant

“ነገርን አዳምጦ፣ እህልን አላምጦ”

ታምራት ኃይሌ፣ ቅማዩ

የመደማመጥን ጥቅም አስረግጠው ከሚናገሩ ሥነ ቃላዊ አባባሎች መካከል በርዕሴ የተጠቀሰውን የሚስተካከል አለ ብዬ አላምንም። ነገርን አዳምጦ መፍረድ፣ እህልን አላምጦ መዋጥ ከቀጣይ ኪሣራ እንደሚታደግ ብሂሉ ቁልጭ አድርጎ ያሳያል። ነገርን ሳያዳምጡ በግርድፉ ተቀብሎ መፍረድ ወይም ለእርምጃ መጣደፍ ቀለል ሲል ለቅያሜ ከረር ሲል ለሞት እንደሚያበቃ ሁሉ በቅጡ ሳያላምጡ እንዳለ ለመዋጥ ወደጉርሮ የሚልኩት እህልም ሆነ ማንኛውም የሚበላ ነገር ለሞት ሊዳርግ የሚችልበት አጋጣሚ አለ። አይፍረድ እንጂ ማላመጥም ብቻ ሳይሆን ተላምጦም ሲላክ ከጥርሶች ማነቆ ነጻ መሆኑን ሳያረጋግጡ ወደጉርሮ በሚልኩት ምግብ የስንቶች ሕይወት ተቀጥፏል። ከቀኝ ወይ ግራ አንድኛው የጆሮ ጉትቻነት የማታልፍ 35 ግራም የምትመዝን ሥጋ የዛሬ 40 ዓመት ገደማ አንድ ጎልማሣ አንቃ እንደገደለች አስታውሳለሁ - ሥሯን ከአንደኛው ጥርሱ ወትፋ እሷ ለተንኮል ሄዳ የአየር ቧምቧ ላይ ተወተፈች። ከዚያ ማንን ወንድ ብላ! ማንጅሩ ቢደለቅ፣ ወገቡ በቡጢ ቢነረት - እሷ እቱ! ወይ ንቅንቅ። አንዴውኑ ነፍሱ ከሥጋው ሲለይ ያቺ ተንኮለኛ ሥጋ ጉርሮው ውስጥ ተስጋ በሀኪም እገዛ ወጣች። ስትመዘን ያልኩትን ያህል ብቻ ሆኖ ሰውን ሁሉ ለጠጠት ዳርጋ የአንድ ሰው ሕይወትም አስገብራ ክፋኛ ተረግማ ተጣለች። በእግረ መንገድ ትዝ ስላለኝ ነው። እኛም አያድርስ ነው ዋናው ጸሎት። ሌሎች አባባሎች መኖራቸውም ግልጽ ነው። “ያልሰማ ጆሮ ከጎረቤት ያጣላል”፣ “ሲበሉ የላኩት”፣ “የነገር ወጡ መደማመጡ” ወዘተ. በአብነት ሊጠቀሱ ይችላሉ።

ለስኬታማ ሥነ ልሣናዊ ግንኙነት መደማመጥ በርግጥም ወሳኝ ነው። ከቤተሰብና ከንደኛ ጀምሮ የሚፈለገው መግባባት ላይ ለመድረስ የመግባቢያ ቋንቋውን ከሥር መሠረቱ ማወቅን ባካተተ መልኩ ትኩረትን በማሰባሰብና የመደማመጥን ባህል በማዳበር ሰዎች “እህ” ብለው አንዱ ሌላውን ቢያዳምጥ የዓለማችን ችግሮች

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በዚህም ሳቢያ በቀላል መግባባት መፍትሔ ሊያገኙ የሚችሉ ችግሮች ተነጋግሮና ተደማምጦ ለመግባባት ገደል የሚኮንባቸው አጋጣሚዎች በዝተው ይታያሉ። ለዚህ ችግር ሊጠቀሱ ከሚችሉ አመክንዮዎች መካከል ጥቂቶቹ የአወቅሁሽ ናቅሁሽ ዓይነት መናናቅ፣ ትዕቢትና ትምክህት፣ ትግስት ማጣት፣ ችኩልነት፣ የቃላት ትርጉም መስፋት፣ የልምድ ማነስ፣ ሥነ ልሣናዊ ውሳኔነትና የመሳሰሉት ናቸው ቢባል በሚገባ ያስኬዳል። የዚህ መጣጥፍ ዋና መልእክት እንግዲህ አለመግባባትን ለማስወገድ በጥሞና መደማመጥና አለመስማማት እንኳ ቢኖር በዚያም ላይ በሰላማዊ መንገድ መስማማት እንዲቻል ምክረ ሃሳብ መስጠት ነው። ከፍ ሲል በመግያቢነት ከተገለጹት ሃሳቦች ጋር መጠነኛ ግንኙነት ወዳላቸው እውነተኛ የሕይወት ተሞክሮዎች እንግባና አስተማሪነት ያላቸው ጥቂት ገጠመኞችን እንመልከት።

ከቅርቡ ልጆምር። ሰሞኑን በራሴው ላይ የተከሰተ አስገራሚ ገጠመኝ ማታ ነው። ሥራ አምሽቼ ወደሠፈራ በመመለስ የዓመቱ ሥላሤ በመሆናቸው ጭምር ከንደኞቹ ጋር አንደኛው የሕዝብ መዝናኛ እንደምንገዜውም ሁሉ ጎራ ብለን ራሳችንን እያፍታታን ነበር። ስልኬ ጮኸ። ባለቤቱ ነበረች። አነሳሁ። “የት ነህ? የተባባልነውን ረሳሽው?” አለችኝ። የተባባልነው ያኔ ትዝ አለኝ፤ ግን ረስቼው ነበርና ነው እዚያ ቦታ ልገኝ የቻልኩት። ደሞም ደነገጥኩ - ነገሩ ምንድነው - “አቡ” ቤት ጠበል እንደተጠራን፣ በጊዜ ሄጄ አብረን እንደምንሄድ ተስማምተን ነበር። ስልኩን ዘጋሁና በጥፋተኝነት ስሜት ተውጬ ወዲያውኑ ወደሠፈር አመራሁ። ከዚያም መሸቶ ሰለነበር

ቤት ሄጄ አብረን ከምንወጣ በዚያው አቡ ቤት ሄድኩና ወደግቢው ስገባ ጭር ብሏል። አቡ ዘመዳችን ሲቆላመጥ እንጂ ስሙ አባተ ነው። አቡዬ ሣሎን ሶፋ ላይ ብቻውን ጋደም ብሎ ተሽ እያዩ ነው። ባለቤቱም ኋላ ላይ በጨዋታችን እንደነገረኝ ጠበል ተጠርታ ወደ ጎረቤት ሄዳለች። “እንዴ!” አልኩ ከሰላምታ ልውውጥ በኋላ። “ምነው አለኝ” አቡ። “ጠበል አልጠራችሁንም ነበር እንዴ” አልኩ። መልሱን ሳልጠብቅ ለባለቤቱ ደወልኩና ስታነሳ “ምን ማለትሽ ነው! እነ አቡ ጋር ጠበል ተጠርተናል አላልሽኝም እንዴ? ምን ዓይነት ቀልድ ነው የምትቀልጅብኝ፤ በ ም ሽ ት ስ በ ጉ ራ ን ጉ ር የምታስሮጭኝ...” ብዬ በመደንፋት ስጠይቃት “እንዴ፤ አቡ የኔ የሴቶች ዕድር ማህበርተኛየ እኮ ናት እዚያ ወዲያ ማዶ የዱርው ሠፈራችን። ወዴት ሄድክ?” ብላ መሳሳቱን ስትነገረኝ ስህተቱ ለምንና እንዴት ሊፈጠር እንደቻለ ወዲያውኑ ገባኝ። ልብ አድርጉ! “አቡ” የሚለው ስም ነው ይህን ሁሉ መደነጋገር ያመጣው። በዚህ ስም ላይ ቀድመን መግባባት ነበረብን። እኔ በገባኝ ነው የተጓዘኩት። እሷም በርሷ አእምሮ በገባት መጠን እኔም እንደገባኝ ቆጥራለች። ነገሩ ግን የተፈናጅራ ሆነና ወዳልተጠራሁበት ቤት ሄጄ አመዴ ቡን እንዲል ዋናው ምክንያት ራሴው ሆኑ ኩ። “ብቆጣም እመታሻለሁ ብትቆጪም እመታሻለሁ” የሚለው ነባር የባልና የሚስት ተረት አሁን አይሠራምና “ነገር ሁሉ ለበጎ ነው” በሚለው ተጽናንቼ ራሴንም ባለቤቱንም ሳልቆጣ ነገር አብርጄ ወደተባለው ሌላው የአቡ ቤት ሄደን ጥሪውን አክብረን የልባችንንም አድርሰን ወደቤታችን መጣን።

ከፍ ሲል ከጠቀስኩት ጋር ወደሚመሳሰል አስቂኝ አጋጣሚ ደግሞ ልውስዳችሁ። ሁለት ጓደኛዎች ናቸው። ማታ አካባቢ ሊገናኙ ተቀጣጠሩ። አንደኛው “በል፤ እዛው እጠብቅሃለሁ ቶሎ እንድትመጣ” ሲለው “የት?” ብሎ ለጠየቀው ሌላኛው ጓደኛ “ቅዱስ ጊዮርጊስ ነዋ!” በማለት ይመልስለታል።

አይደርስ የለም የቀጠረው ሰዓት ደረሰ። ቅዱስ ጊዮርጊስ የተቀጠረው

ጓደኛ ስልክ ይደውልና “ደርሻለሁ የት ነህ?” በማለት ይጠይቃል። “ገባ ስትል በስተቀኝ በኩል ከተቀመጡት ሰክረው የሚጫጫሁ ጓደኛዎች ጥቂት አለፍ በልና ወደግራ ታጠፍ ስትል ከአንድ ጓደኛየ ጋር ታገኛለህ” ይለዋል። በስልክ ይህን መልእክት የሰማው ጓደኛም እንደመደነጋገር ይልና “ጧፍ እያበሩ ከሚጸልዩት መነኩሴ በስተየት በኩል ነህ?” በማለት ይመልስለታል። በሌላኛው የስልክ ጫፍ ያለው ጓደኛም “ስለምን መነኩሴ ነው የምታውራው፤ ቅዱስ ጊዮርጊስ የሠራተኞች ክበብ ድራፍት መጠጫው ዴፖው ውስጥ እኮ ነው ያለሁት፤ ጫጫታው አይሰማህም?” ... በማቅ! እንግዲህ ከጊዮርጊስ ሜክሲኮ አደባባይ ታክሲ አግኝቶ ሄዶ ከሆነ በሚቀጥለው ዕትም አጣርቼ የምነግራችሁ ይሆናል። አንድ ቋንቋ እያወሩ ከሚፈጠር ከእንዲህ ዓይነት መደናቀር ይሠውረን። ለመግባባት ቋንቋ ብቻውን ምንም ማለት አይደለም። “እንካስላንትያ በብጣሽ” ሲባል “ምን አለ በድራቶ” የሚል አምታታው በገጠርም አለ እኩ። መልሱ ከአጸፋዊ ስድቡ እንዲገጥም “ምን አለ በብጣሽ” ነው መሆን የነበረበትና ያለበትም እንደ ትውፊታዊ የሥነ ሥራ ደምብ ከሆነ። ላለመሰደብ የፈለገ ግን የተጠየቀውን በማዛባት እንዲህ ያምታታል። ወደጓደኛዎቹ የጊዮርጊስ ልጆች እንመለስ።

ተመልከቱ። የዋሁ ጓደኛ ቅዱስ ጊዮርጊስ ሲባል ቤተ ክርስቲያኑ መስሎት ፒያሳ አራዳ ጊዮርጊስ ገብቶ ጓደኛውን ለማግኘት ግቢውን ያስሳል። ያኛው ግን ባልቻ ሆስፒታል አጠገብ በሚገኘው ቅዱስ ጊዮርጊስ ድራት መጠጫ ዴፖ ውስጥ ከጓደኛው ጋር ድራፍቱን እየተጎነጨ ዓለሙን ይቀጫል። ስህተቱ የት ላይ ነው ብለን ስንጠይቅ የምናገኘው መልስ “ቅዱስ ጊዮርጊስን” ለቀጠሮ ቦታነት ሲመርጡ የትኛው ቅዱስ ጊዮርጊስ እንደሆነ በተጨማሪ ጥያቄ መግባባት ላይ ለመድረስ ጥረት አለመደረጉ ነው። የቋንቋ አይደለም ያለመግባባቱ መንስኤ። ከፍ ሲል በራሴው ገጠመኝ እንደሚስተዋለው “የትኛው አቡ?” “የትኛው ቅ. ጊዮርጊስ?” “መርካቶ ምን ተራ የትኛውስ ሱቅ?” “ቅድስት ማርያም ዩኒቨርስቲ የትኛው ካምፓስ፤ ስንት ሰዓት?” ... ብሎ ተጨማሪ መረጃ ለማግኘት ያለመቻል ውጤት ነው። ስለዚህ አንድ ነገር ላይ የተሻለ መግባባት ላይ ለመድረስ ተጨማሪ ምዕራፎችን መጓዘ አስፈላጊ መሆኑን

በዚህ አጋጣሚ መረዳት ተገቢ ነው። የገባን የመሰለን ነገር፤ የሰማነው የመሰለን ነገር አንዳንዴ ልክ እዚህ አሁን ለመግለጽ እንደሞከርኩት ላይገባንና ለኪሣራ ሊዳርገን ይችላልና መጠንቀቁ አይከፋም። ገና አልጨረስኩም።

ወደ መጨረሻው አጋጣሚ ልውስዳችሁና ጅምርአችንን እንቋጭ። ይህ አጋጣሚ ደግሞ ክፍለ ሀገር ለርቀት ፈተና በሄድኩበት ወቅት ከጎንደር ይሁን ከጎጃም ስመለስ በአውቶቡስ ውስጥ የታዘብኩት ነው። አዲስ አበባ እንደደረስን ሰሜን ማዘጋጃ አካባቢ ወራጆች ሊወርዱ እየተዘጋጁ ነው። ያኔ አንዷ ሴት ልትወርድ አብረዋት የተቀመጡ ሰዎችን እየገፋፋች ሳለች የአውቶቡስ ረዳት “ኪስ ዕቃ አለሽ” ብሎ ይጠይቃታል። በደምብ አልሰማችውም ነበር። በቁጣ እየደነፋች “እ? ምን እስቃለሁ፤ በሩን ክፈት ይልቁን፤ ወሬኛ” ትለዋለች - ነገሩ “እዚያ ማዶ ጠብ አድርሰኝ” ብሎ እንደመሳል ይመስላል ከኛ ከታዛቢዎች አንጻር - እንደገባን። የዛኔ እኛ አጠገቧ የነበርን ተሳታፊዎች የማቅነው ሳቅ አሁንም ድረስ ይታየኛል። “እንዴ! ምን ነሽ ሴት! ኪስ ዕቃ አለሽ ወይ? እኮ ነው ያልኩሽ። ተረጋጊ እንጂ” ሲላት ያኔ ስህተቷ ገባትና እንደማፈር ብላ “አይ፤ የለኝም። እላይ ነው ያለኝ” አለችው።

አዎ፤ ችግር ነው። አለመደማመጥ ብዙ ነገር ላይ ያደርሳል። የነዚህ እንኳን ተሳታፊን ከማሳቅ የዘለለ ለክፋ የሚሰጥ ነገር አላመጣም። ዋናው ነገር እንግዲህ አንድ የሚነገረን ነገር የገባን ቢመስለንም እንኳን አንዳንዴ “እ?” በማለት ዳግመኛ ለማጣራት ብንሞክር ከተሳሳተ ድምዳሜ ነጻ እንሆናለንና ክፋት የለውም። የመደማመጥ ጥቅሙ እጅግ ከፍተኛ ነው። “ከአፍ ከወጣ አፋፍ ነው” ይባላል ወንድሜ። “የቸኮለች አፍስሳ ለቀመች”ም እንላለን እሁቱ። ግን አይፍሰስ እንጂ ፈስሶ የሚለቀም ሁሉ ንጹሕ ሊሆን አይችልምና አስቀድሞ መጠንቀቁ ወደር የማይገኝለት መፍትሔ ነው - መግባባትን ለማስፈን።



“ያልሰማ ጆሮ ከጎረቤት ጋር ያጣላል።”

Confusing Words, phrases, and Sentences

Fanta Ayalew, SMU

Let's Mind our Language

English is one of the most confusing languages. Of course, it's understandable that every language has got its own difficulty to its speakers be it as mother tongue or second language. For your information, currently, there are around 7100 languages in this world spoken by the population of planet earth estimated to be approximately 8.2 billion. Nowadays, leave alone ordinary citizens of the globe whose first language is not English, even native speakers themselves get confused while communicating in English. For example, we remember one of the presidents of the US saying, "We discussed about this with the Russian President." This sentence is naturally clear and understandable, but it misses one grammatical rule. According to the conservative old rule of the English grammar, the verb 'discuss' doesn't take any preposition unless in its noun form, like, "We had a brief discussion on this issue." If we keep on this way, we can cite many petty errors from the speeches of individuals. But we have to bear in mind that making mistakes is very normal and we can learn much from it if we are alert and sensitive towards what we do. Mistakes are schools to clever students of life.

As an English language teacher and 'speaker', I most often get confused with regard to the usage of some words

which have special nature. Can you, for example, imagine how "can" can be understood in the following sentence?

If you can, you can can a can in a canning industry.

I saw a saw sawing a saw such a saw I never saw.

Do you like some more tricky tongue twisters? Possible!

Don't trouble a trouble until a trouble troubles you.

If Katie can tie a tie and untie a tie why can't I tie a tie and untie a tie like Katie can tie.

Around the rugged rocks the ragged rascal ran.

A big black bug bit a big black bear, made the big black bear bleed blood.

Which witch wished which wicked wish?

Are you enjoying the ambiguity of ambiguous ambiguities presented here above?

Okay, now let me go to some other confusing words, phrases, and sentences.

lie lay lain (as irreg. verb)

lie lied lied (as reg. verb)

lay laid laid (irreg. verb)

Sentences (from sources, of course)

Because I have a headache, I will lie on the couch for an hour.

She lay down on her bed the whole day. (simple past)

Her body had lain there for about two months.

Why would I lie you, to begin with, I am not a liar?

She lied to me about their journey.

Yeah, I think he has lied to conceal the truth about the cause of his friend's death.

Please lay down those books on the table.

She laid down the vegetables on the ground.

I have laid down all my books on the table.

Hens lay eggs.

That chicken unusually laid two eggs yesterday.

The chick has just laid an egg for the first time.

By the way, these lie and lay stuffs have been and still are the headaches of many people including myself.

Rise and raise

The sun rises in the east. (vi)

He rose up from his bed and went out with me. (vi)

If you have any question, please raise your hands. (vt)

complain and complaint

They always complain. (verb)

If you've any complaint, please feel free to breathe it out. (noun)

wave and waive

She gave the crowd a wave.

Her tuition fee would be waived if she applies in time.

liar and lair

He is a liar; he never speaks the truth.

You can visit my horses in their lair.

diary and dairy

Many people are not used to keeping their stories in diaries. "I went to the local dairy to buy some butter."

Busyness vs. business

I can't express in words the state of **busyness** I am currently engaged in. (being tied up)

Her **business** is recruiting employees to agencies. (her job or profession)

This is none of your **business!** (not your concern)

Heroin vs. heroine

The addictive drug heroin is affecting millions of people worldwide.

[courageous female, female protagonist with good qualities in a fiction] - I like the heroine of this novel.

Now let's move on to the following piece taken from one source of the internet.

English is woven from threads of many different languages and dialects. It therefore contains many easily confused words and phrases—those similar to other words and phrases and therefore used incorrectly or mixed up by non-native—and native—English speakers. Some words are *spelled* like other words, while other words *sound* just like other words. Knowing the difference between these similar words and phrases can be tricky.

But have no fear—this article breaks down some commonly confused word pairs and phrases and provides definitions and examples of each to show you how to use them correctly. This is not a comprehensive list, but it will hopefully help you recognize particular differences and even some pat-

terns between common English words and phrases.

Commonly Confused Words in English

Here are some of the most commonly confused words in English, listed in alphabetical order. See if there are any words here that you might be using incorrectly.

“Adverse” and “averse”

Both of these words are adjectives. An adverse effect prevents one's success or progress toward an objective, while averse means something you're strongly opposed to.

Adverse vs. Averse examples:

“I just got adverse news about my health goals from my doctor yesterday.”

“I'm not averse to taking another health test if I have to.”

Affect vs. Effect

Affect is a verb meaning to influence. *Effect* is a noun that means a result or cause of some event or action.

Affect vs. Effect examples:

“Dumping more carbon dioxide into the atmosphere affects the climate situation in a negative way.”

“What is the exact effect of dumping CO2 into the atmosphere?”

Elicit vs. Illicit

Elicit is a verb that means to obtain something from someone (e.g., money, gifts, information). Illicit is an adjective that means “illegal” or prohibited.

Elicit vs. Illicit examples:

“The job of a good political campaign manager is to elicit donations from supporters.”

“The black-market handbag

gang made over \$10 million in **illicit** product sales last year.”

Farther vs. Further

There is much disagreement about how these two words should be used. Both further and farther are often used as comparative adjectives and sometimes used as adverbs, and the part of speech they fill in for can help determine their use.

The simplest rules to follow are 1) use farther only when referring to distance, in a literal or figurative sense; and 2) use further only to mean “more.”

These uses are further complicated by the fact that Americans tend to use farther in the same way than other English speakers use further, so there is some difference depending on which English type you are applying.

Farther vs. Further examples:

“That guy can throw a ball farther than any athlete I have ever seen.”

“I shall never talk about this case any further.”

Implied vs. Inferred

These verbs (written here in the past tense) are often confused both in academic settings and casual, everyday usage. In the most basic sense, implied (“to imply”) means that someone stated or wrote something and meant something else that was left unsaid. Inferred (“to infer”) usually means that a listener or reader understood a statement as having a certain meaning or implication. These confused words are actually different sides of the same rhetorical coin.

Implied vs. Inferred exam-

ples:

“When the speaker said that bats are the most spectacular flying creatures, he **implied** that they are even more spectacular than birds.” “I **inferred** from the speaker’s statement about bats that he thinks they are more interesting than birds.”

Lie vs. Lay

These confused words are often used interchangeably in everyday speech, especially by speakers of American English. *Lie* is a verb meaning to recline on a surface, usually in a recumbent or supine position. *Lay* is a verb meaning to put or place, usually referring to an object, animal, or small person.

Lie vs. Lay examples:

“Rebecca lies down to take a nap every afternoon at 2 PM. She usually falls asleep within five minutes.”

“Tim told Mary to lay down the hammer on the table, as she was swinging it a bit too wildly.”

Lose vs. Loose

Lose is a verb meaning to misplace something or someone or not be able to find it/them; it also forfeit or the opposite of win in some circumstances. Loose is an adjective meaning slack, flexible, or not well-fitting. As with many adjectives, loose can also have several other meanings depending on the context and region. These words are often confused in written English.

Lose vs. Loose examples:

“Jim loses his sunglasses every time he goes to the beach.”

“They always manage to lose the game at the last minute.”

“This bottle cap is too loose—the soda is spilling out onto my pants!”

“Her dance moves are much looser than they were last time I saw her at the club.”

Their vs. There vs. They’re

These three confused words can be found all over internet forums and

comment sections, and people love to correct others on their misuse of the given terms. Their is a plural possessive pronoun. There is an adverbial that means “place.” They’re is a contraction (a combination of two words using an apostrophe) that means “they are.”

Their vs. There vs. They’re examples:

“Their house is the largest one on the block.”

“There is a haunted house over there at the end of the street.”

“Who are these people? They’re not living in this house now, are they?”

Who vs. Whom

These relative pronouns are used to point to two different elements in the sentence. Who refers to the subject and can be used in a question or in a phrase. Whom can be used in the same places in a question or sentence but refers to the direct object or indirect object (either in the current sentence or in another place).

Who vs. Whom examples:

“Who owns that shiny new sports car?”

“I don’t know who owns it, but I know who is renting it.”

“To whom did you give all of our money?”

“I don’t remember whom I gave the money to.”

One-word vs. Two-word Combinations

Many people confuse words that seem to be one word as two words, or vice versa. What does that mean exactly? Well, many English words (compound nouns) are composed of two separate words put together. Knowing when these words are written as one word or as two separate words takes an understanding of the context of the sentence, and learning when to use both versions will improve your writing quality.

Examples of one-word/two-word pairs include anyway vs. any way; everyday vs. every day; and altogether vs. all together. As with most of these pairs, the spoken versions of these combinations sound almost identical to one another.

Anyway vs. Any way

Anyway is an adverb that means “regardless” or “to sum up,” or it can be used as a place-filler in casual conversation (sort of like a sigh). Any way is a phrase that means “any manner or method.”

Anyway vs. Any way examples:

“Anyway, my overall point is that there are too many regulations in kids’ sports these days.”

“You can trim your bushes in **any way** you choose, just as long as it follows the housing association guidelines.”

Altogether vs. All together

Altogether is an adverb that means “overall” or “all things taken together.” **All together** is a phrase that means multiple parts or parties are doing something together at the same time.

Altogether vs. All together examples:

“**Altogether**, the cost of replacing the roof will cost at least \$12,000.”

“Let’s sing the fourth verse of the Christmas carol. **All together** now!”

Everyday vs. Every day

Everyday is an adjective that means “normal” or “common.” **Every day** is an adverb that describes doing something daily or almost daily.

Everyday vs. Every day examples:

“The everyday items we buy at the store are largely composed of petroleum-based plastics.”

“The family spends at least \$50 on food supplies **every day** during their vacations.”

አጫጭር ገጠመኞች

Edutainment

ጧሚው ገበሬ

ያገር ቤት ሰው እጦማለሁ ካለ መጠም ነው - ውልፊት የለም። ጠም ማለትም ፆም እንዳደረጉት መሆኑን በተለይ ከተሜዎች ይበልጥ እንረዳለን። አንዳንድ ከተሜ ፆም የሚከለክለው ሥጋንና ማንኛውንም የእንስሳት ተዋዕያ በፆም ወቅት አለመመገብን እንጂ አትክልትንና ጥራጥሬን አለመብላት እንዳይደለ በማመን በፆም ቀን ቁርሱን በጧት ግጥም አድርጎ ወደሥራው ሊሄድ ይችላል። እኔን ጨምሮ በርካታ ሰዎች የዚህ ዓይነት ልማድ አዳብረናል። በገጠር ግን እንዲህ አይደለም። በሦስተኛው አንቀጽ እንመለስበታለን።

በገጠር ነው። አንድ ባለጠበንጃ ነው። የአንድ በጠላትነት የፈረጀውን ባላንጣ ግምባር በጥይት ቀንድሾ አፈር ከመሬት ለማስገባት ቋምጧል። ለዚያም ዕቅዱ ስኬት መሣሪያውን በመወልወል በዐርቡ ምድር ፈረሱ ላይ ወጥቶ “ቼ ፈረሱ” ብሎ ሊያሰመሱም ሲል ሚስት ባሏን ትጣራና “እህ! አፍሁን ይሻሩ እንጂ። በባዶ ሆድሁ ትሄዱ?” ትልና ውድ ባለቤቷ አፋን ሳይሸር ባዶ ሆዱን ከቤት እንዳይወጣ ትማጠነዋለች። ያኔ ባልዬው ምን ቢል ጥሩ ነው - እስኪ ገምት። “አሃ! ምን በደልኩሽ - ባርቡ ምድር አንቺዬ!” ብሏት አርፍ። የእግዚአብሔር መንበር የሆነውን ሰብአዊ ፍጡር በጥይት አናቱን በስቶ ለመግደል ፈረሱን ቼ እያለ ቁራሽ እንጀራ መቅመስን እንደትልቅ ነውር ወይም ኃጢአት ቆጠረና እያነቡ እስክስታን አስታወሰን። ምን ለማለት ነው - መጸም መጸለይ እንዳለ ሆኖ ለሰው ልጅ መልካም መሆንና ይቅር ባይነት፣ ትዕዛዛተ እግዚአብሔርን ሳናሸራርፍና ሳናበላልጥ ማክበርን እንልመድ ለማለት ያህል ነው። “ምክር የድሃ ነበርሽ - ማን ቢሰማሽ” ሆነ እንጂ ነገሩ በርግጥም ይቺ አስተያየትስ ምርጥ ነበረች! ቀጠሮ ወደያዝንበት ሦስተኛ አንቀጽ እንውረድ።

እንዳልኳችሁ በገጠር ፆም ትልቅ ትርጉም አለው - በወጣትም

በአዛውንትም። በተለይ ትላልቅ ሰዎች ጀምበሯ አዘቅዝቃ ብርሃኗን ለመስጠት እስክትሰስት ድረስ ሁላ የሚቆዩ አሉ - በቀን አንዴ የሚቀምሱ። በእግረ መንገድ ለማሳሰብ ያህል የከተማውን የአብዛኛውን ሰው ጠም እንተወው፤ ጨርሶ ካለመጠም የተሻለ መሆኑ ቢታመንበትም ከተሜው ብዙ ነገር ይቀረዋል ባይ ነኝ። አንቀጽ ሳንለውጥ ወዳሳደርነው ጉዳይ ስንገባ - ነገርን ነገር እየሳበብኝ መቸገራን ትረዱልኛላችሁ መቼም - አንድ ገበሬ በሬዎቹን ጠምዶላችሁ እያረሰ ነው። ተሲያት ደረሰና የተቋጠረለትን አገልግል ፈትቶ ምሣውን ሲበላ ወደዛፋ ሥር ሲሄድ ሆዱ ጮኸ - በገጠር “ወስፋቴ ጮኸ” ነው የሚባል። ያኔ ገበሬው “አረ! አንተ አዘኸኝ ልበላልህ። ሞኝህን ፈልግ” አለና ወደአርሻው ተመለሰ። አያችሁ - ይህ ገበሬ ወስፋቴን አሸነፈ። ይህ እውነተኛ ገጠመኝ ቢተነተን አንድ መጽሐፍ ይወጣዋል። ዋናው ግን አብዛኛዎቹን ሥጋዊ ፍላጎቶቻችንን መቆጣጠር ካልቻልን የጠበንጃ ምላጭ መሳብን ጨምሮ ከፍ ሲል እንዳየነው አንጋች ገበሬ በሰው ልጅ ላይ ብዙ ክፋቶችን እንደምናደርግ ማስታወስ የሚገባን መሆኑን ነው።

ኢትዮጵያው ዶክተር ዛኪርን አስጨነቀ!

አማርኛ እንዳበጁት ነው። የቋንቋ አደናጋሪነትና አሻሚነት በአማርኛ ብቻም አይወሰንም። ከሞላ ጎደል በሁሉም ቋንቋዎች እንደሚስተዋል ከልምድም ከንባብም እንረዳለን። ለምሳሌ ከአርምኛ ቋንቋ ይህን ርዕሰ ጉዳይ በተመለከተ ከዱሮ ጀምሮ ምን ጊዜም የማነሣት አንዲት ዐረፍ ነገር አለች። ስትጻፍ አንድ ዓይነት ናት። በልሣን ስትነገር ግን ሳብ ረገብ ተደርጎ ከመነብብ አኳያ - አጠርና ረዘም ባለ ድምጽ ከመነብብ አንጻር - ሁለት የተለያዩ ትርጉሞች አሏት።

“አረን ዱፋ” ትሰኛለች ዐረፍ ነገሯ። ስታጥር - እኔ አልመጣም፤ ስትረዝም - እኔ አልፈሃም - እንደማለት ትሆናለች።

በርዕሳችን የተቀመጠውን ዐረፍተ ነገር እንዳለ ስናነበው ሁለት ፍቺ አለው - በተለይ ዛኪርን የማያውቅ ከሆነ ያደናግራል። እኔ ዶክተር ዛኪርን ስለማውቀው ለመረዳት ችግር የለብኝም። ለሌላ ሰው ግን “አንድ ኢትዮጵያዊ ዶክተር፣ ሚስተር ዛኪር የሚባልን ሰው አስጠነቀቀ።” እንደማለት ቢረዳ አይፈረድበትም። የዚህ ዓይነት አደናጋሪ ሐረጎችና ዐረፍተ ነገሮች ብዙ ናቸው። እናም ገለጫዎችንና ሥርዓ ነጥቦችን በአግባቡ ብንጠቀም ሰውን በከንቱ ከማደናገርና ያልተፈለገ መልእክትን ከማስተላለፍ እንድናለን። አንድ ተቀራራቢ ምሳሌ እንይና ይብቃን።

አንድ የዩኒቨርሲቲ ተማሪ ለእናቱ ስልክ ደውሎ የነገራቸው እውነተኛ ገጠመኝ ነው። “እማይ፣ ትናንትና ማታ ካፌ ውስጥ በተፈጠረ ችግር ራቴን ሳልበላ አደርኩ።” የዚህ ዐረፍ ነገር ችግር የተፈጠረው ከእናት ግንዛቤ ጉድለትና ከቃላት አሻሚነት ነው። ሴትዮዋ ምን አለች - “ውይ ልጄ፣ አፍህን ምን ገጠመው ብዙ ተጎዳህ።” ችግር ነው። “ለመሆኑ እናንተስ የያዘችሁት መታወቂያ የታደሰ ነው?” ብዬ ለመሰነባበቻ ያህል ለምጠይቃችሁ ጥያቄ - “የታደሰ ሳይሆን የኛ ነው” እንደማትሉኝ በመተማመን ተለ የጌችሁ።

ቀብራራ ለማኞች

የአለማመን ሥልቶች ይለያያሉ። አንዳንድ በዘፈን፣ አንዳንድ በግጥም፣ አንዳንድ በተጻፈ ወረቀት፣ አንዳንድ ደግሞ በንግግር ስሜት ኮርኳሪ ቃላትን በማውጣት የመጽዋችን ኪስ ለማስዳስ ይሞክራል። ዕድል አብራው የተሰለፈች ለማኝ ኮሮጆውን ሞልቶ ወደመኖሪያው ሲሄድ ዕድል የጨከነችበት ደግሞ ራሱንም ይሁን

እግሩን እያከከ ወደመጣበት ባደውን ይመለሳል። ልመና በመሠረቱ የሚደገፍ ባይሆንም በልመና ያለፈላቸውና የሚያልፍላቸው እንዳሉ፣ እንዲያውም ከበርካታ መጽዋቶች ይልቅ ጥቂት የማይባሉ ለማኞች የተንደላቀቀ ሕይወት እንደሚኖሩ አንዳንድ ጥናቶች ይገልጻሉ። ለምሳሌ በቀን እስከ 2000 ብር የሚዘጋ ለማኝ መኖሩን ሰውዬው ራሱ ለአንድ ንደኛው ሹክ ሲል ሰምቻለሁ። ከዚያ በኋላ ነው በበኩሌ ስለልመና ያለኝ ግንዛቤ የተለወጠውና የትኛውም ዓይነት የልመና ሥልት ሊማርከኝ ያልቻለው።

ልመና ከተነሣ በተለይ በሰማኞች የአለማመን ዘዴዎች ላይ የምንታዘባቸው በርካታ አስቂኝም አስደማሚም ነገሮች መኖራቸውን እንታዘባለን። ጠብረል ጎረምሣ ሆኖ፣ ወጠምሽት ኮረዳ ሆኖ ሥራን በመናቅ ወይም ከሥራ ይልቅ በልመና ወፍራም እንጀራ እንደሚገኝ በማመን በዚህ “ሙያ” ላይ የተሠማሩ ጤናማዎች ብዙ ናቸው። ከየመንደሩ የሚሰርቋቸውን የሕጻናትን አካል ሆን ብለው በማጉደል ጭምር ለልመና እንደሚያሠማሩ የሚነገርላቸው ወንጀለኞች እንዳሉም ይነገራል። መቼስ ሰው የሃይማኖቱን ክር ካወለቀና የሞራል ሰበኩን ከበጣጠሰ የማይሠራው ክፋት የለም። ይህ ዓይነቱ ዲያቢሎማዊ ድርጊት ታዲያ የመጽዋችን አንጀት እያጨከነ ትክክለኛቸው የኔ ቢጤዎች እንዳይረዱ መሰናክል መፍጠሩ አልቀርም።

ወደተነሳንበት እንግባ። አንዳንድ ለማኝ ብን ብሎ ይሰክርና የኪስህ አዛዥ ናዛዥ የሆነ ይመስል “ሄይ! ለእራቴ አንድ መቶ ብር ወዲህ በለኝ፤ ማን ተርቦ ማን ጠግቦ ያድራል።” ሊልህ ይችላል በመጠጥ ኃይል በተወለጋገደ ቅላጼና በማስፋራራት መልክ። አለፍ ስትል ደግሞ ሌላው ይቀጥልልህና “በቆራጡ መሪ በመንግሥቱ ኃይል ማርያም፣ በመለስ ዜናዊ ይሁንብህ ርቦኛል ያለህን ተዘክረኝ” ሊልህ ይችላል። ያኔ በአለማመን ሥልታቸው ፈገግ እያልክ ውስጥህ በል ያለህን ልትሰጥ ትችላለህ። ጉዞህን ስትቀጥል ደግሞ እፊቷ ሙዳየ ምጽዋት አስቀምጣ አንገቷን በማቀርቀር “ስለ ስለት፣ ስለ ስለት፣ ስለጣዲቁ አባታችን ጣል ጣል

አድርጉልኝ...” እያለች የምትለምን አርጊት ልታገኝ ትችላለህ። ብቻ የልመናው ዓይነትና የአለማመን ሥልቱ እጅግ ብዙ ነው። አሁን አሁንም የለማኝ አበዛዝ አይነሣ። በተለይ ሃይማኖታዊ በሆኑ ወርኃዊና ዓመታዊ የንግሥ በዓላትማ የተለዩ ነው። ለማኝንና መጽዋቹን መለየት አንችልም።

አንዲት ቀበጥ አርጊት እንዲህ አደረገች አሉ። በልመና ነበር የምትተዳደረው። ዕድሜ መቼም እንዳለ አይቀመጥምና ይህች ሴት እርጅና ተጫጭኗት በ85 ዓመቷ አያ ሞት መቀንደሻ ማጭዳን ይዞ ከተፍ ይልባታል። ያኔ ባልቴቷ “እባክህን መላክ ሞትዋ አምስት ዓመት እንዲጨምርልኝ እግዚአብሔርን ንገርልኝ” ብላ ትማጸነዋለች። መልዓክ ሞትም አላሣፈራትም። ሄዶ ጠየቀላትና አስፈቀደላት። በ90 ዓመቷ ማጭዳን ይዞ ከተፍ አለልሃ ወንድሜ! ያቺ ቧጋች የኔ ቢጤም ለምዳለችና “እባክህን ወንድሜዋ ሌላ አምስት ዓመት እንዲጨምርልኝ ደግሜ ልላክህ፤ ባልወልድህም አደርስሃለሁና ተመልሰህ ለምንልኝ፤ አምስት ዓመት ብቻ” ትለዋለች። አሁንም አልጨከነባትምና ሄዶ ጠየቀላት፤ ተፈቀደላትም። “ምን ቢቃጠሩ ይደርሳል ቀን” እንዲሉ ነውና ሁለተኛው አምስት ዓመትም አለቀ። በ95 ዓመቷ መልዓክ ሞት ከች አለ። ያኔ ምን ብትል ጥሩ ነው - “ምን አለ ከነአካቴው ቢረሃኝና ቢተወኝ፤ እዚህ እለመድኩት ሥርፋ ብኖር ምን ቸገረው፤ እባክህን እንዲረሃኝ ንገርልኝ” ብላው እርፍ። ይቺ ዓለም አትጠገብም። አንድ ሰው በነሮው ቢቸገርም ባይቸገርም ሞትን የሚወድበት ተፈጥሯዊ ዝንባሌ የለውም - እንደመደበኛና ጤናማ አካሄድ። እንጂ እርግጥ ነው - የእርኩሳን መናፍስት ቀረቤታ እየበረታብን ሲሄድ ብዙ መጥፎ ነገሮችን ያስመኛልና ከነዚያም መካከል ሞትን በገዛ ፈቃድ ራስ ላይ መፍረዱም አንዱ ነውና በነዚያን አጋጣሚዎች ሲከሰቱ የሚስተዋሉ በርካታ መጥፎ አጋጣሚዎች መኖራው አይካድም - በተለይ ደግሞ በዚህ የዘመን መጨረሻ በሚመስለው ዘመናችን። ከዚያ ይሠውር ታዲያ።

ስንጽፍ መጻፍ የምንፈልገውን ነገር ቀድመን እንወቅ

ጽሕፈት ለሰው ልጅ የሚሰጠው ግልጋሎት ከፍተኛ ነው። ዘመናዊ የመግባቢያ ሥልቶች እንዳሁኑ እጅግ ባልዘመኑበትና ከአንዱ የዓለም ጫፍ ወደሌላው በሴክንዶች ውስጥ በሺዲዮ ሳይቀር በቀላሉ መግባባት በማይቻልባቸው በርካታ ምዕተ ዓመታት ጽሕፈት የቦታንና የጊዜን ተግዳሮቶች በመቅረፍ ረገድ ትልቅ ሚና ተጫውቷል።

ስለጽሕፈት ጥቅምና ታሪካዊ ዳራ ይህን ያህል በትንሹ ካወሳን በዚህ የግንኙነት መስመር ስለሚታዩ አንዳንድ ችግሮች በመጠኑ እንመልከት።

በመጽሐፍ መልክ ከሚታተሙትም፣ በበራሪ ወረቀቶች ከሚሰራጩትም፣ በደብዳቤና በመሳሰሉት የጽሑፍ ግንኙነቶች ወቅት በሚነበቡትም የሚስተዋሉ ቃላትን በአግባቡ ያለመጻፍ ችግሮች ላልተፈለገና አለፍ ሲልም ለአሻሚ ትርጉሞች እየዳረገ ሰዎችን ማደናገሩ የሚታወቅ ነው። ስለሆነም በየምንጽፈው ቋንቋ ይህን መሰል ችግር ላለመፍጠር እንሞክር። ካላወቅን ደግሞ የሚያውቁ ሰዎችን መጠየቁ ጨዋነትና አስተዋይነት ነው።

በተግባር ከታዩ የሆኑ የሆኑ አጠቃቀምና በአግባብ ያለመጻፍ ችግሮች ጥቂት ምሳሌዎችን ቀጥለን እንይ፡-

1. Mr. X is raper. This sentence is vague especially if the writer wants Mr. X to be a rapper.
2. Let's meet in the dinning hall. This sentence is wrong because it is misspelt and, hence, it should be dining hall. If we write dinning hall, we mean in a hall where there is unpleasant prolonged noise.
3. Jesus is winer. This sentence is totally wrong and highly confusing. I saw it practically on the rear side window of a taxi and had given him my comment. Anyhow, we should write "Jesus is winner."

4. We shall eat diner together. This is wrongly written. It should be 'dinner'. The inflection of the verb 'dine' is dine, dines, dined, dining. And the noun form is dinner, the food, and diner, the person who eats dinner.

5. Please repair these devises. This sentence should be written as "Please repair these devices." We should recognize the verb and noun forms of some confusing verbs. E.g. Practice n., practise v., (UK Eng.), advice n., advise v., prophecy n., prophesy v.,

Exception:- In US Eng., practice is/ can be/ used as both a verb and a noun.

Let's practice this exercise at least for two weeks.

You're getting better at driving, but you need



more practice to pass the exam.

ዋይፋይ ስላለ ነው

በቀየሽ በደጅሽ ቆሜ የምውለው፤
በግድግዳሽም ጥግ ተኝቼ እምሳበው፤
አንቺን ብዬ ማይሆን ዋይፋይ ስላለ ነው።

ዝምታ ቅኔ ነው

የዝምታን ቅኔ መፍታት ቢሳናቸው፤
ዝም ያለ ፈሪ ነው ማለት ቀለላቸው፤
ከያዙኝ ልቀቁኝ፤ ከብዙ ድንፋታ፤
ብቻውን ያስፈራል ቅኔ ነው ዝምታ።

ውሽትሽን ነው ልበል

ባልናፍቅሽ እንኳን ናፍቀሽኛል በይኝ፤
እንዴትም አድርገሽ ዋሽተሽኝም አቆይኝ፤

አሞኘቸው ይባል፤ አቁሰቸው ይባል፤
ሰፍቅር የሆንኩት እሰው አፍ ላይ ይዋል፤

ሳምንሽ ልነርና በቃልሽ ስደለል፤
ከምር ያልሸኝ ዕለት ውሸቷን ነው ልበል።

**ትመጫለሽ ብዬ ሳይ ማዶ ሳይ ማዶ፤
የልጅነት ዐይኔ ማሟ እንደበረዶ።**

Jokes' Corner

Unexpected coincidence!

In the Nineties, I was the senior manager for Training & Development in an integrated large Oil Refinery, Alexandria, Egypt.

I had a phone call from a highly reputable Oil & Gas Training Center in Egypt. The message in that call was sending a representative with brochures about their activities and he will be ready to answer any questions.

I thought that representative will take at least an hour to get to the Refinery. My secretary was gone probably to the rest room, I called my assistant manager to tell him about that expected visit and be ready to receive whoever comes from that training center.

While talking to my assistant, there was a knock on the door of my office.

I said: Come in. Then; said to the visitor: Have a Seat, please.

I continued the phone talk considering that guy as anyone other ordinary guest but not the expected representative.

My talk was like this: be cautious not to promise any acceptance of their training programs.

Even a hint will be taken as acceptance and then we should pay.

Just say: we will study these brochures and if any program selected we will contact you.

Meanwhile that talk, the guy with his hands signaling to me what was supposed to be: It is Me - the Representative!!!

I was busy thinking while talking in how to deal with this visit; unaware of what the guy was signaling to me.

Then, came the end of my phone call.

The guy smiling: I am the Representative of ENPPI Training Center!

We both laughed but I was in a very embarrassing moment.

Two smart people

Reaching the end of a job interview, the Human Resources Officer asks a young engineer fresh out of the Massachusetts Institute of Technology, "And what starting salary are you

looking for?" The engineer replies, "In the region of \$125,000 a year, depending on the benefits package." The interviewer inquires, "Well, what would you say to a package of five weeks' vacation, 14 paid holidays, full medical and dental, company matching retirement fund to 50% of salary, and a company car leased every two years, say, a red Corvette?" The engineer sits up straight and says, "Wow! Are you kidding?" The interviewer replies, "Yeah, but you started it."

* * *

Two factory workers are talking. The woman says, "I can make the boss give me the day off." The man replies, "And how would you do that?" The woman says, "Just wait and see." She then hangs upside down from the ceiling. The boss comes in and says, "What are you doing?" The woman replies, "I'm a light bulb." The boss then says, "You've been working so much that you've gone crazy. I think you need to take the day off." The man starts to follow her and the boss says, "Where are you going?" The man says, "I'm going home, too. I can't work in the dark."

The story of the ugliest people

A bus full of ugly people had a head on collision with a truck. When they died, God granted all of them one wish. The first person said, "I want to be gorgeous." God snapped his fingers and it happened. The second person said the same thing and God did the same thing. This went on and on throughout the group. God noticed the last man in line was laughing hysterically. By the time God got to the last ten people, the last man was laughing and rolling on the ground. When the man's turn came, he laughed and said, "I wish they were all ugly again."

The lazy preacher

There was a preacher who fell in the ocean and he couldn't swim. When a boat came by, the captain yelled, "Do you need help, sir?" The preacher calmly said "No, God will save me." A little later, another boat came by and a fisherman asked, "Hey, do you need help?" The preacher replied again, "No God will save me." Even-

tually the preacher drowned & went to heaven. The preacher asked God, "Why didn't you save me?" God replied, "Fool, I sent you two boats!"

The wise kid

Teacher: "If I gave you 2 cats and another 2 cats and another 2, how many would you have?" Johnny: "Seven." Teacher: "No, listen carefully... If I gave you two cats, and another two cats and another two, how many would you have?" Johnny: "Seven." Teacher: "Let me put it to you differently. If I gave you two apples, and another two apples and another two, how many would you have?" Johnny: "Six." Teacher: "Good. Now if I gave you two cats, and another two cats and another two, how many would you have?" Johnny: "Seven!" Teacher: "Johnny, where in the heck do you get seven from?!" Johnny: "Because I've already got a freaking cat!"

እርስዎም ይሞክሩት

በአማርኛ ወይም በእንግሊዝኛ ለሚሰጡ ተረትና ምሳሌዎች ወይም ፈለጎች ለአንደኛው ቋንቋ ከሌላኛው ከሚሰጡ ምርጫዎች አንዱን በመምረጥ መልስ፡፡ (መልሱ በአንደኛው ገጽ ይገኛል፡፡)

- 1. In the kingdom of the blind, the one eyed man is a king.
U. በዐይነ ሥውራን ቤት አንድ ዐይና ብርቅ ነው ለ. በቆማጣ ቤት አንድ ጣት ብርቅ ናት
ሐ. የማያውቁት ሀገር አይናፍቅም
መ. ሀ እና ለ መልስ ናቸው
2. It goes without saying.
U. ሳትለው ይሄዳል ለ. ሳይታለም የተፈታ ነው
ሐ. ሂድ ባትለውም ይሄዳል
መ. ምን አስቸኮለህ
3. It's Greek to me.
U. ቁልጭ አለልኝ ለ. ገባኝ
ሐ. ዕንቅጥልሽ ሆነብኝ
መ. የኔ ምርጫ ግሪክ ነው
4. If you lie down with dogs, you will get up with fleas.
U. ከአህያ ጋር የዋለች ጊደር ፈስ ተምራ ትመጣለች ለ. ለልጅ ከሳብት ለውሻ ከሮጡለት

- ሐ. ከውሻ ጋር ከመተኛት ከቁንጫ ጋር መብላት
መ. ቁንጫንና ውሻን በሩቅ
5. Half a loaf is better than no bread.
U. ከማሻ ዳቦ ሙሉ ዳቦ ለ. ከቀዳዳ ይሻላል ጨምዳዳ
ሐ. ለአንድ ብርቱ ሁለት መድኃኒቱ መ. ተከፍለው የበሉት ዳቦ ይጥማል
6. እጅ ከፍንጅ
U. red-handed ለ. Hand to hand
ሐ. Hand to mouth መ. Bit by bit
7. ዐይነ ጥላ መግፈፊያ (ንግግርን ለማስጀመር/ለመጀመር)
U. All eyes ለ. Eyes breaker
ሐ. Eyes attraction መ. Ice breaker
8. ውሾን ያነሳ ውሾ
U. Dog mentioned dog ለ. Bury the hatchet
ሐ. The smartest dog መ. none
9. የአደባባይ ምሥጢር
U. Public secret ለ. Secret of the square
ሐ. Flattery መ. Hidden secret
10. ችግር ብልሃትን ይወልዳል
U. Problems create problems. ለ. No solution before problems.
ሐ. To wait until the cat jumps መ. Solutions come after problems.
መልሱን በገጽ 26 ያገኙታል

የታክሲ ውስጥ ጥቅሶች

- 1. ከጫት ሙቀት እንጂ ዕውቀት አይገኝም፡፡
2. እንኳን ተሳፋሪ ሙታንም ይሸጋሸጋሉ፡፡
3. ተሳፋሪ ጠጋ ጠጋ በሉ የአባይ አደራ አለብን፡፡
4. ባለፈ ሰው ዜብራ ላይ ወራጅ አለ ይላል፡፡
5. ዜብራውን አንስተን አህያውን እናጋድምልህ ወይ?(ለሹፊሮች)፡፡
6. አባይን ያላዩ ሄዶ ማየት ይችላል፡፡ ("ምንጭ ያመሰግናል" የሚለው ቤት መምቻ ቀረ!)
7. ሰውን አትናቁ ሰው እንዴት ይናቃል፤ ቅማል እንኳን ባቅሙ ሱሪ ያስወልቃል፡፡
8. ትምህርት በዱላ ቢሆን ኖሮ አህያ ፕሮፌሰር ትሆን ነበር፡፡

- 9. ሴትና ሎተሪ ለማይፈልጋቸው እንጂ ለሚፈልጋቸው አይወጡም፡፡
10. ሹፌር ለጠበሰ ባለ100 ብር፣ ረዳት ለጠበሰ ባለ50 ብር ካርድ እንሞላለን፡፡
11. የቅንድብ ፀጉርና ምቀኛ አያድጉም፡፡
12. ሚች ከመሞቱ በፊት ፍቅረኛውን ዜብራ ላይ ይስም ነበር
13. ሰው ብቻ ነው የምንጭነው፣ በስህተት የተሰቀላችሁ ውረዳ፡፡
14. አንገት ቢቆረጥም ዋናው ጤና ነው፡፡
15. መብትዎ ትዝ የሚልዎ ታክሲ ውስጥ ነው?
1. Mosquitoes have 47 teeth
2. Foxes do not take another mate

Do you know this?

- after their mates die.
3. Tigers fear nothing but a pack of wolves
4. The ostrich can run at a speed of 80kmph.
5. Mike and rats never drink water.
6. A beetle car support 800 times its own weight.
7. Hones can like salt from the earth if they need it badly.
8. There are 6,300 lenses in a bee's eye.
9. A day- old fallow deer faun can outrun a
10. The bold eagle is bigger at the age of two years than when mature.
11. The female guinea- worm is about three to four long. The male seldom features more than one inch.
12. ሴት ካንጋራዎች ሦስት ብልቶች አሏቸው
13. የአሜሪካ ሣንቲሞች በሚሠሩበት ጊዜ ካላቸው ዋጋ ዕጥፍ ያህል ይወጣባቸዋል፡፡
14. በዓለም ብቸኛው ፍጡር ዓሣነባሪ ነው፤ ተጣማጅ አጋሩን ለማግኘት ለሁለት አሠርት ዓመታት ያህል በተለዩ ድምፅ ይጮሃል፡፡
15. የጥንት ሮማውያን ጥርሶቻውን ለማጽዳትና ለማንጸት ሽንታቸውን ይጠቀሙ ነበር፡፡

16. በአሜሪካና በካናዳ ድንበር ላይ የሚገኝ አንድ የኦፊሴር ዳንስ ቤት መድረኩ አንድ ሀገር ሲሆን ታዳሚዎቹ ደግሞ በሌላ ሀገር ተቀምጠው ዝግጅቱን ወይም ፕሮግራሙን ይከታተላሉ።

17. እ.አ.አ. በቀድሞ ታንጋኒካ በአሁኒቷ ታንጋኒያ ውስጥ ተላላፊ የሆነ የሣቅ ወረርሽኝ ገብቶ የነበረ ሲሆን የበሽታው ምልክቶችም መሣቅ፣ ማልቀስና ማሳክክ ነበሩ።

18. በሰውነታችን ውስጥ እርዝማኔያቸው ከ60 ሺህ ማይል በላይ የሚሆን የደም ሥሮች አሉ።

19. ለሞት ቅጣት ማስፈጸሚያ የሚሆነው የኤሌክትሪክ ወንበር የተፈጠረው በጥርስ ሀኪም ነው።

20. ቦይንግ 767 ከ3 ሚሊዮን አንድ መቶ ሺህ የተለያዩ አካላት በመገጣጠም ይሠራል።

21. ከዓለም ሕዝብ 50 በመቶ የሚሆነው ምንም ዓይነት የቴሌፎን ጥሪ አያደርግም።

22. እ.አ.አ በ1939 የጀርመኑ አዶልፍ ሂትለር የኖቤል የሰላም ሽልማት ዕጩ ሆኖ ቀርቦ ነበር።

ምንጭ - <https://am.sewasew.com>

አማርኛ ሠምና ወርቅ

እዚያ ማዶ ሆና ትጣራለች እናት፤

ና ገላ ነው እንጂ ሌላም ሥራ የላት።

ለተገፋ ሁሉ ፍርድ እንዳይታጣ፤ ድመት ሌሊት አይሂድ ዐይጥም ቀን አይምጣ።

ያባት ዕዳ ለልጅ ይባል ነበር ዱሮ፤

ባያት ዕዳ ገባሁ እኔማ ዘንድሮ።

ይሻታል ብለን ገዳም ብንሰዳት፤ እንኳን ሊሻላት አባባሉባት።

ከባህላዊ ሥነ ቃላቶቻችን

ጤናችን

የኩላሊት ሕመምና ሊወሰድ የሚገባው ጥንቃቄ

በዛሬው የ“ጤናችን” ዐምድ ሥር ያዘጋጀነው ሕጻን ዐዋቂ ሣይል በዘመናችን ብዙዎችን እያጠቃ ስላለው የኩላሊት ሕመምና ከመደበኛው ህክምና በተጓዳኝ በቤታችን ውስጥ ሆነን ልናደርገው ስለሚገባን ጥንቃቄ ነው። የኩላሊት ምርቀብ (ኢንፌክሽን) መንስዔው ብዙ መሆኑን በህክምናው ዘርፍ የተሠማሩ ባለሙያዎች በመጸሕፍትና በበራሪ ወረቀቶች ብዙ የሚሉት አላቸው። ይሁንና በህክምናው ዘርፍ ያሉ ወገኖች ብዙ ቢጥሩም የሚነገሩትን ጠቃሚ ምክሮች ተግባራዊ ባለማድረግ ብዙ እየተጎዳን የምንገኝ ሰዎች እጅግ በርካታዎች ነን። ይህ በሽታ ልጅ ዐዋቂ፣ ሴት ወንድ፣ እስላም ክርስቲያን ሳይል ሁሉንም የሰው ዘር የሚያስቃይና “ለጠላቴም አይስጠው!” የሚያስብል መጥፎ ህመም ነው። ከተማችንን ብናይ ውጭ ሄዶ ህክምና ለማድረግ በሚል ሰበብ በየአስፋፊቱ በኪራይ መኪና የዕርዳታ ገንዘብ የሚለመንላቸው ወገኖቻችን ከጊዜ ወደጊዜ እየጨመረ እንጂ እየቀነሰ ሲሄድ አይታይም። ስለሆነም ከየአቅጣጫው የተሰባሰቡትንና ወደአማርኛ የተመለሱ ይህን ህመም በሚመለከት የተጠናቀሩ መረጃዎችን በማንበብ ጤንነታችሁን እንድትጠብቁ ጸሐፊው ወገናዊ ምክሩን በዚህ አጋጣሚ መለገስ ይወዳል። መልካም ንባብ።

የኩላሊት ህመም ምንድን ነው?

የኩላሊት ህመም (Kidney disease) ማለት ኩላሊት በምንለው የውስጠኛ የሰውነታችን ክፍል ላይ የሚደርስን ቀላልም ይሁን ከባድ የህመም ስሜትና ህመሙን ራሱ የህክምና ባለሙያዎች የሚገልጹበት ጥምር ቃል ነው። ይህ ህመም እንደማንኛውም ህመም ሁሉ በቶሎ ታክሞ ካልዳነና መፍትሔ ካልተገኘለት ከቀላል ደረጃ ወደከፍተኛ ደረጃ ሊሸጋገርና ሕይወትን ሊያሳጣ የሚችል አደገኛ በሽታ ነው። ህመሙ

እየገረጸ ማለትም እየጠነከረ ከሄደ በህክምናው አጠራር 'chronic' ደረጃ ላይ ከደረሰ የመዳን ዕድሉ በጣም ዝቅተኛ ሲሆን ታማሚውን በሣምንት ሁለትና ከዚያም በላይ ለሚከናወን የዲያሊሲስ ህክምና በማጋለጥ ለከፍተኛ ወጪ የሚዳርግ ነው- ዲያሊሲስ ደግሞ እጅግ ውድ ነው። እንደዕድል ሆኖ ግን ሽንት መሸናጎን የማይከለክልና በቀላል ህክምና የሚድን የኩላሊት ህመም ካጋጠመ ታማሚው ብዙም ሳይሰቃይ ወደቀድሞ ጤንነቱ ሊመለስ ይችላል። ወደ ዲያሊሲስ ከተገባ ግን የታማሚውን የኢኮኖሚ ይዘታ በእጅጉ የሚፈታተንና እንደእኛ ሀገር ሁኔታ ደግሞ ቤተሰባቸውን ጨምሮ ብዙዎችን ለኪሣራ በመዳረግ ታማሚውን እስከወዳ ያኛው የሚያሰናብት መጥፎ የጤና እክል ነው።

የቅርብ ጊዜ ጥናቶች እንደሚጠቁሙት ከሆነ በማንኛውም ማኅበረሰብ ውስጥ ከአሥሩ አንዱ በትንሹም ቢሆን በዚህ ህመም የመጠቃት መጥፎ ዕድል ይገጥመዋል። ይህ ሁኔታ ደግሞ ከወጣቶች ይልቅ በጎልማሳዎችና በዕድሜ ጠገብ ዜጎች እንደሚበረታባቸው ጥናቶቹ ይገልጻሉ። የኩላሊት ህመም መጥፎነቱ ህመሙ ሲጀምርም ሆነ ሲባባስ የሚታወቅበት የተለዩ ምልክት የለለው መሆኑ ነው። ለሌላ በሽታ ወደሐኪም ቤት የሄደ ሰው ለሄደበት በሽታ በሚያደርገው ምርመራ ኩላሊቱ መታመሙ ሊነገረው ይችላል። ከዚያም ለኩላሊት ለራሱ በሚደረግ የህክምና ምርመራ በሽታው ቁልጭ ብሎ ይታያል። ስለኩላሊት ህመም ሌላው የሚገርመው ነገር ኩላሊት ታምሞ እንኳን በምርመራም ሆነ በሌላ መንገድ ህመሙና የህመሙ ደረጃ ሳይደረስበት ለተወሰኑ ዓመታት ሊሠራ መቻሉ ነው። ገብትም እንደዚሁ ነው አሉ።



"He who throws what he has is not said to be a coward." (Amharic Saying)
"ያለውን የወረወረ ፈሪ አይባልም"

የኩላሊት ሥራውን በአግባቡ አለመወጣት ወይም ጨርሶ ማቆም ምን ማለት ነው?

የኩላሊት ሥራውን በአግባቡ አለመወጣት ወይም ጨርሶ ማቆም ሲባል አንድ በኩላሊት በሽታ የተጠቃ ኩላሊት ከሚጠበቅበት የመቶኛ ሥሌት አገልግሎት ከ30 በመቶ እና ከዚያ በላይ ሲቀንስ ሲሆን ይህ ሥሌት እየጨመረ ሄዶ ኩላሊት ሥራውን ሲያቆም በሽተኛው እንደሚሞት የሚጠቁም ነው። ከፍ ሲል ለመግለጽ እንደተሞከረው የኩላሊት ህመም ስቃይ ታማሚን ማስቃየት ሳይጀምር ብዙ ጊዜ ስለሚቆይ በታመመ ኩላሊት ሰዎች ምንም ሳይሰማቸው ለዓመታት ሊኖሩ ይችላሉ።

ሁሉም የኩላሊት ህመሞች ወደሞት ያደርሳሉ?

ብዙ ሰዎች ምንም እንኳን የኩላሊት ህመም ቢኖራቸውና በህክምናም ቢረጋገጥ ከነሱ መካከል ብዙዎቹ ያን ያህል የጎላ ችግር ሳይኖርባቸው በደህና ይኖራሉ። እንዳይባሰባቸው ግን የህክምና ባለሙያዎችን ምክር ተግባራዊ ሊያደርጉ እንደሚገባ ሀኪሞች ያስጠነቅቃሉ። ይሁንና ከፍተኛ ደረጃ የደረሰ የኩላሊት ህመም ታክም ለመዳን ያለው ዕድል እምብዝም የሚያከራጭ እንዳልሆነ የህክምናው ባለሙያዎች ይናገራሉ። እንደህመሙ መነሻና የህመሙ ዓይነት የኩላሊት በሽታ ሊድንም ሆነ ላይድን እንደሚችል እነዚህ ባለሙያዎች ይመለከታሉ። ስለሆነም መጠንቀቅ ከሁሉም የበለጠ ፋይዳ አለው። ከነብሃሉ “ታሞ ከመማቀቅ አስቀድሞ መጠንቀቅ!” ይባላል።

ኩላሊታችን ጤናማ እንዳልሆነ በምን እናውቃለን?

ሁሉንም ላይሆን ቢችል ከሚከተሉት ምልክቶች አንዱን ወይም ሌላውን ካስተዋልን ኩላሊታችንን እናስመርምር። “ጠርጥር ገንፎም አለው ስንጥር”።

1. የሰውነት መድከምና ትኩረት የማጣት ችግር

ኩላሊታችን በአግባቡ ካልሠራ የመርዛማ ነገሮችና የማያስፈልጉ ቆሻሻ

ንጥረ ነገሮች በደማችን ውስጥ መብዛት ይጀምራል። ያኔ ምንም ዓይነት ሥራ ሳንሠራ የመድከም ስሜትና የልፍስፍስነት ጠባይ ከመሬት ተነስቶ ይጠናወታል። በዚህ ሂደትም በተለምዶ ደም ማነስ ለምንለው የጤና ችግር ልንጋለጥ እንችላለን።

2. እንቅልፍ የማጣት ችግር

ኩላሊት በመታመሙ ምክንያት ሽንትን የማጣራት ሂደቱን የሚያስተንጉል ከሆነ መርዛማ ነገሮች በሽንት አማካይነት ከሰውነታችን መውጣቱን ይተውና ከደማችን ጋር ተዋህዶ ይቀራሉ። ያኔ እንቅልፍ በአናታችን እየዞረ ሳለ አምሮን ይቀራታል እንጂ ዐይናችን ጣሪያ ላይ ተሰክቶ ለሃሳብ ፈረስ ተጋልጠን ነው የምናድር። እዚህ ላይ ደግሞ በጣም ወፍራም የሆኑ ሰዎች የCKD (chronic kidney disease) ተጠቂዎች መሆናቸው በህክምናው ጥናትና ምርምር የተደረሰበት በመሆኑ የሰውነትን መጠን ከቁመት መጠን ጋር ማስተካከል የብልጎ ሰው ምርጫ ሊሆን ይገባል። “ወፍር ቁና ቁና ከመተንፈስ ውፍረትን መቀነስ” ይላል የሀገራችን ገበሬ። ስለሆነም በውፍረት ምክንያት እንቅልፍ ነክ ችግሮች (sleep apnea) ያሉበት ሰው የኩላሊት ችግርም በተዛማጅ ሊኖርበት ይችላልና የኩላሊቱን ጤንነት ሁልጊዜ ማረጋገጥ ይኖርበታል። ወንድሜ - አለሁ ሲሉ አለመኖርም አጠገቡ አለና ጠንቀቅ ነው ደገ!

3. የቆዳ መድረቅና ማሳከክ

ጤናማ ኩላሊት ብዙ ተግባራትን ያከናውናል። የማያስፈልግና ንጹሕ ያልሆነ ፈሳሽን በሽንት አማካይነት ከሰውነት ያስወግዳል፤ ቀይ የደም ሴሎች እንዲታደሱና እንዲፈጠሩም ያደርጋል፤ አጥንትን ያጠነክራል፤ በደም ውስጥ ሊኖር የሚገባውን የንጥረ ነገር መጠንም ይወስናል። የቆዳ መድረቅና ማሳከክ ታዲያ እዚህ ላይ የተጠቀሱት የኩላሊት ተግባራት መጓደልንና የኩላሊት ህመምን ተከትሎ ለሚከሰተው የማዕድናት አለመመጣጠንና የአጥንት ህመም ዓይነተኛ መገለጫ ነው። ስለሆነም የነዚህ ነገሮች መጓደል በአንድ ወይ በሌላ ጎን ከኩላሊት ጤንነት ጋር ሊያያዝ እንደመቻሉ የኩላሊትን

ጤንነት መቆጣጠር የአጠቃላይን የሰውነታችንን ጤናማነት እንደመቆጣጠር ያህል ሊወሰድ ይችላል።

4. ደጋግሞ መሸናት

በተለይ በሌሊት ደጋግመህ የመሸናትና ራሱ የመሸናት ስሜት ካጋጠመህ የኩላሊት ችግር እንዳለህ መጠርጠር ነው። ፖፖህን አቀባብለህ ሽንት ስትጠብቅ መጣሁ ደረስኩ እያለ ውሸቱን ከሆነ፣ ጅረት መስሎ የመጣህ ሽንት በትንሽ መንጠባጠብ ሊያታልልህ ከሆነ ያኔ ጠርጥር ወንድማለም። እንደሀኪሞች ጥቆማ ይህ ነገር የሚከሰተው የሽንት መረማመጃ ቱቦዎች መቁሰል ወይም በወንዶች ከሆነ የፕሮስቴት ዕጢ መስፋት ውጤት ሊሆን ይችላል።

5. ደም እየቀላቀሉ መሸናት

ጤናማ ኩላሊት ደምን በሚያጣራበት ወቅት ኃላፊነቱን በአግባቡ በመወጣት ደምን ወደ ደም፣ ሽንትን ወደ ሽንት መሄጃ ሥፍራዎች ይልካል እንጂ ሽንት ሲሸና ደምን ቀላቅሎ በመሸኒያ ሽንቁሮች በኩል በመላክ የሚሸናን ሰው ቀልብ አይገፍም። ስለዚህ እንዲህ ያለ ነገር በሚያጋጥመን ጊዜ የኩላሊትን ጤንነት መጠራጠር ተገቢ ነው። በተጨማሪም ደም በሽንት በኩል ከታዩ ከኩላሊት ህመም በዘለለ የዕጢዎችን ቁስለት፣ የኩላሊት ጠጠርና የኩላሊት ምርቀዛ ሊኖር እንደሚችል መገመት ይገባል። ጎመን በጤና እህቴ። በቶሎ መታየት።

6. ዐረፋማ ሽንት

ስንሸና የሚወጣን ፈሳሽ ዐረፋ የሚባዛውና ውኃ ስንለቅ - ዘመናዊ ሽንት ቤት ውስጥ ከሆን - እየተከረፈረፈ በቀላሉ የማይወርድ ከሆነ በሽንታችን ውስጥ ፕሮቲን አለው ማለት ነውና - የፕሮቲን መኖርም የኩላሊታችንን በቅጡ ማጣራት ያለመቻል ጠቋሚ ነውና - ያኔ ጠንቀቅ እንበል፤ ወደህክምና ጣቢያም ሄደን ኩላሊታችንን እናስጠግን ማለትም እናስመርምር።

7. የዐይኖች ዳርና ዳር በቋሚነት ማበጥ

የፕሮቲን በሽንት ውስጥ መገኘትና ሽንትን ሆድ እያስባሰ ዐረፋ

እንዲደፍቅ ማድረግ የሚጠቁመው የኩላሊትን የማጣራት ተግባር እየቀነሰ መምጣት እንደሆነ ከፍ ሲል ተመልክተናል። ይህ በዐይኖች ዙሪያ የሚታይ የሽፋሽፍት ዕብጠትም በሚወዱት ሰው ሞት በፈሰሰ ዕንባ አብጦ ሳይሆን ፕሮቲንን በሰውነት ውስጥ ማደላደልና ማቆየት የተሳነው ኩላሊት በሽንት በኩል እያሸቀነጠረ በሚያስወጣው ፕሮቲን ምክንያት ተነርቶ ነው።

8. የቁርጭም ጭሚትና የእግር ማበጥ

የኩላሊት ሥራ እየቀነሰ መሄድ የጨው ንጥረ ነገር በሰውነታችን ውስጥ እንዲከማች ምክንያት ይሆናል። ይህም ታዲያ የታችኛው የሰውነታችን ክፍል ማለትም ቁርጭም ጭሚታችንና እግራችን ማበጥ ይጀምራል። በተጨማሪም የነዚህ የሰውነት ክፍሎች ማበጥ የኩላሊትን ብቻ ሳይሆን የልብና የጉበት መታመምን እንዲሁም የገነገነ የደም ሥር ችግር መኖርን አመላካች እንደሆነ ሐኪሞች በጥናቶቻቸው ይገልጻሉ።

9. የምግብ ፍላጎት መቀነስ

በመሠረቱ ይህ ምልክት ብዙ የሰውነት ክፍሎች ጤናቸውን ሲያጡ በተናጠል ወይም በወል የሚያሳዩት ምልክት ነው። ሆኖም የመርዛማ ነገሮች መከማቸት የምግብ ፍላጎትን ስለሚቀንስና ይህ ዓይነቱ የመርዛማ ኬሚካሎች ክምችት የሚፈጠርበት አንዱ ምክንያትም በኩላሊት መርዛማ ንጥረ ነገሮችን የማጣራት ድክመት በመሆኑ ምልክቱ ለኩላሊት ህመምም ሊጠቀስ ይችላል።

10. የጡንቻ መወጣጠር

ባልተቀናጀ የኩላሊት አገልግሎት ምክንያት ሊፈጠር እንደሚችል ሀኪሞች የሚመለከቱት ከቁጥጥራችን ውጪ የሆነና በጣም የሚያም በራሱ ጊዜ ብቻም የሚለቀን የጡንቻ መወጣጠር ሊገጥመን ይችላል። ለዚህ ደግሞ ዝቅተኛ የካልሲየም መጠንና በቅጡ መቆጣጠር ያልተቻለ ፎስፈረስ እንደምክንያት ይጠቀሳሉ። ለዚህ ደግሞ የመጀመሪያው ተጠያቂ የኩላሊት በሥራው መለገም ነው። ስለዚህ ጤንነቱን ማረጋገጥ ከዚህ

ዓይነቱ ቅጽበታዊ ስቃይ ይጠብቃል። አንድ መሠረታዊ እውነት አለ - እሱም አንድ የሰውነት ክፍል ወደማይጠገንበት የህመም ደረጃ ከመድረሱ በፊት የቻለ ሰው አስቀድሞ ቢከታተለውና ቢጠነቀቅለት ጊዜውን ካልጠበቀ ኅልፈት መዳን ይቻላል - እንደሚያሳዩ አካሄድ።

ለኩላሊት ህመም በቤታችን ውስጥ ምን ምን ብናደርግ ጥሩ ነው?

የኩላሊታችንን ጤንነት ለመጠበቅ የሚከተሉትን ተግባራት በየቤታችን ብናከናውን ተጠቃሚዎች እንሆናለን።

1. ከመጠን ያለፈ ጨው፣ ስብና ፕሮቲን ከመጠቀም ራሳችንን እንጠብቅ
2. አትክልቶችን፣ ለውዝን፣ ቅጠላ ቅጠሎችን፣ ጥራጥሬዎችን፣ የሰላሳት እህሎችን (አተር፣ ሽምብራ፣ ንያ...) ቸኮሌትና ሻይ ብናዘውትር መልካ ነው - ከተቻለ ነው ታዲያ።
3. ሰዓት ሳትመርጥ ባሻህ ጊዜ ሁሉ ቢጠማህም ባይጠማህም ብዙ ውኃ ጠጣ። ውኃ ትልቁ መድሐኒት ነው። ብዙ ውሐ የሚጠጣ ሰው በኩላት ጠጠር ያለመያዝ ዕድሉ እጅግ ከፍተኛ ነው። ሀኪሞች እንደሚመክሩት ከሆነ አንድ ሰው በቀን በአማካይ ከሁለት እስከ ሦስት ሊትር ውኃ ቢጠጣ እግሩ የሀኪም ቤት ደጃፍ አይረግጥም - የኋላ ኋላ መቼም አይቀርለትም።
4. ቢቻል በቀን በቀን ያም ካልሆነና ባይቻል በሁለት ቀን አንዴ ለ30 ደቂቃዎች ያህል ቀለል ያለ አካላዊ እንቅስቃሴ ማድረግ።
5. ከትምባሆ ማለትም ከሲጋራና ከመሳሰሉ ሱስ አስያዥ ነገሮች ራስን ማራቅ።
6. የአልኮል አወሳሰድን በጣም መቀነስ ከተቻለም ጨርሶ መተው። ይቺ ለአንዳንዶች ብትከብድም እንደምንም መሞከር ግን ይቻላል - ቢያንስ ጦምን እያስታከኩ ቢያርፉበት የኩላሊት ምሥጋና እጅጉን ልዩ ነው - መደባበቅ አያስፈልግም - እናውቀዋለን።

ውድ አንባቢያን፣ ፈገግም ኮስተርም እያልን እዚህ ደርሰናል። በሚቀጥለው ዕትም በሌላ የጤና ጉዳይ እንለያይ። ለሁላችሁንም መልካም ጤና።

For Your Information!

Top ten poorest countries in the world

1. South Sudan
2. Burundi
3. Central African Republic (CAR)
4. Democratic Republic of the Congo (DRC)
5. Mozambique
6. Niger
7. Malawi
8. Liberia
9. Madagascar
10. Yemen

Top ten richest countries in the world

1. Luxembourg
2. Ireland
3. Macao SAR
4. Singapore
5. Qatar
6. United Arab Emirates
7. Switzerland
8. San Marino
9. United States
10. Norway

በገጽ 23 ለተሰጡ ጥያቄዎች መልስ

1. መ
2. ለ
3. ሐ
4. ሀ
5. ሰ
6. ሀ
7. መ
8. ለ
9. ሀ
10. ሐ



ጳውሎስ ማርያም ዩኒቨርሲቲ ፕሬስ

ጳውሎስ ማርያም ዩኒቨርሲቲ ፕሬስ በጳውሎስ ማርያም ዩኒቨርሲቲ ሥር ከተዋቀሩ ልዩ ልዩ የትምህርትና የአገልግሎት መስጫ ክፍሎች አንደኛው ነው።

ጳውሎስ ማርያም ዩኒቨርሲቲ ፕሬስ ዋና ዓላማው ጥራት ያላቸው የትምህርት መርጃ መሣሪያዎችንና የንባብ መጻሕፍትን በተመጣጣኝ ዋጋ ለማሳበረሰቡ ማቅረብ ነው። በመሆኑም በማንኛውም የትምህርት ደረጃ ለሚገኙ ተማሪዎች የሚሆኑ ድጋፍ ሰጪ የንባብ መጻሕፍትን፣ ለመዝናኛና ለዕውቀት መሸመቻ የሚሆኑ የልብወለድና የኢልብወለድ መጻሕፍትን ፣ እንዲሁም ለሕጻናት የንባብ ድርሰቶች ለመጻሕፍት መደብሮችና ለተገልጋዮች ያቀርባል። የጀማሪና ነባር ደራሲያን የጽሑፍ ሥራዎችን በመቀበልም አሳትሞ ሽያጭ ላይ ያውላል።



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